

Supervisory Role Of Principals During Classroom Instruction And Effective Implementation Of Life Skills Education In Public Secondary Schools In Nairobi County, Kenya

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Abstract: the purpose of this study was to establish supervisory activities undertaken by principals during classroom instruction of Life Skills lessons. The study adopted mixed method Research design whereby descriptive survey design was used to collect both quantitative data and Phenomenology to collect qualitative data. The target population comprised of 77 Principals, 2,451 Teachers and 37,258 Students from 77 secondary schools in Nairobi County. All school categories which included; National, Extra county and county schools were used as the sampling frame to select participating schools. Stratified random sampling technique was adopted to select, 101 LSE teachers, 311 Students drawn from 27 public secondary schools from which 27 principals were selected using purposive sampling technique resulting to a total of 439 respondents from Nairobi County. Information was obtained through the use of questionnaires, interview guide and document analysis. Quantitative data collected was analyzed using descriptive statistics such as frequencies, tables, charts, percentages and means with the help of Statistical Package for Social Sciences version 24 programme, while qualitative data were summarized in themes based on research findings and presented in narrative form and direct quote from participants. The results of the study revealed that Life Skill Education in public secondary schools of Nairobi County was partially implemented. In the majority of schools, Life Skill Education was not being taught and principals rarely supervised classroom teaching and learning. Challenges faced in the implementation of Life Skill Education included the non-examinable status of the subject. The study recommended that the Ministry of Education should organize for in-service training workshops for principals to enhance their classroom teaching and learning supervisory skills for effective implementation of Life Skill Education.

Keywords: Life Skills Education, classroom observation supervisory visits, professional documents, methodology used and Transformative leadership.

I. INTRODUCTION

This study on the supervision of classroom teaching and learning on effective implementation of Life Skills Education (LSE) has been spurred by many challenges facing the youths in Nairobi County. These challenges are psychological, social, or economic compounded by various factors such as complex development changes during adolescence. Other factors include; lack of positive role models, and negative influence by mass media, inadequate, inaccurate and unreliable sources

of information among others (KIE, 2010). When the psychological and social needs are not met, they become mal-adjusted and the resultant behavior could be drug abuse, teenage pregnancies, indiscipline, school unrest, premarital sex, increased crime, violence, rape, incest, suicide, Human Immuno Virus (HIV) and Acquired Immune Deficiency Syndrome (AIDS) pandemic and poor academic performance (KIE, 2008; Mutai, 2013; Lutomia & Sikolia, 2006). These challenges of mal-adjusted behavior have been affirmed by a study carried out by Wairimu (2015) among others on factors

influencing implementation of Life Skills Education in public secondary schools of Nairobi County.

Life Skills are a group of psychosocial competencies and interpersonal skills which enable an individual to develop adaptive and positive behavior so as to effectively deal with challenges and demands of everyday life. The main goal of the life skills approach is to enhance young people's ability to take responsibility for making choices, resisting negative pressure and avoiding risky behavior (UNICEF, 2012). There are many long term benefits of Life Skills Education which include: educational, social, health, cultural and economic. Educational benefits include; strengthening teacher and pupil relationship, leading to desirable behavior change, improving discipline in schools, reducing problems such as truancy, absenteeism drug and substance abuse and teenage pregnancies, helping learners to improve their performance (KIE, 2010). Social benefits include improving the socialization process among learners such as relating to others in a friendly way, meaningful interaction within school community. Health benefits comprise prevention and control of diseases such as STIs, HIV and AIDS. While cultural benefits enable people to adopt and maintain meaningful cultural practices and avoid those that may put self and others at risk. Finally, economic benefits are realized as savings since money that is supposed to be used for management and control of HIV can be invested elsewhere (UNICEF, 2012). Where Life Skills Education is well developed and practiced, it enhances the well-being of a society and promotes a positive outlook and healthy behavior (UNICEF).

The magnitude of the benefits to individuals and society at large and the challenges facing the youth in public secondary schools of Nairobi County inspired the researcher to investigate and establish the supervisory activities carried out by principals in classroom observation during life skills lesson for effective implementation of LSE in public secondary schools of Nairobi County. The classroom observation supervisory activities investigated by this study included and not limited to the following; teacher punctuality and student attendance; preparation and use of professional documents; observation of methodology used during classroom instruction and feedback given after observation sessions.

A. LITERATURE REVIEW

SUPERVISION OF LIFE SKILLS EDUCATION

Kemunto (2009) asserts that internal supervision of teachers by the principals has a role of improving the quality of teaching. She adds that aspects like unwarranted absenteeism, negligence in lesson preparation and marking of homework are easily curbed through regular supervision. In agreement with Kemunto, the current study argues that the issue of not teaching LSE because it is not examinable should be blamed on principals who should set targets with teachers and appraise them based on the inspection of professional documents as well as classroom teaching and learning supervision according to Basic Education Act, (MOE, 2013).

Instructional supervision deals with monitoring teachers' instruction-related duties of teachers' attendance during

lessons, checking and ensuring adequate preparation of lesson notes, checking and ensuring adequacy of scheme of work, lesson plans record of work, providing teachers with teaching resource, visiting classrooms to observe lessons (Awuah, 2011). However, this research sought to establish if the principals supervised classroom teaching and learning of LSE as expected to ensure its' effective implementation in public secondary schools of Nairobi County.

The Principal as a Chief Executive Officer in any given school is important due to his/her skills in school management which in turn affect the behavior of the school in terms of how teachers teach, how much pupils learn and the overall school academic performance (Too, Kimutai & Kosgei, 2012). In addition, studies have found out that high achieving schools are positively correlated with strong instructional leaders who affect the quality of teacher instruction, the height of pupil academic achievement and degree of internal and external efficiency within the institution (Khan, Saeed & Fatima, 2009).

On the other hand, other coupled with instructional supervision, the Principals' transformative leadership has the role of providing direction and exerting influence on persons and functions in order to achieve the school goals (Leithwood, 2003; Orodho, 2013). In view of this, Principal's transformative leadership characteristic of Idealistic influence of demonstrating high moral standards as role models, and Inspirational motivation where the leader inspires followers to commit to the vision of the organization, Individualized consideration where the principal act as a coacher and mentor and more importantly meets the needs of teachers before own personal needs to ensure each LSE teacher achieve LSE goals. This is further supported by Ugboko and Adediwura, (2012) who assert that Principal as an instructional leader is the pivotal point within the school who affects the quality of teaching and the degree of efficiency in school functioning. This study sought to establish the supervisory roles of principals as an instruction leader in classroom teaching and learning for effective implementation of LSE in public secondary.

APPLICATION OF TRANSFORMATIONAL THEORY TO THE STUDY

In this study, the principal plays a major role in the supervision of teachers. The Basic Education Act (2013) defines the role of the principal as an internal supervisor and internal quality assurance officer. The concept of transformational leadership as postulated includes four variables as articulated (Bass & Avolio, 2006). This study applies the four intervening variables of transformational leadership theory and their influence on instructional supervision of principals in the implementation of LSE in public secondary schools in Nairobi County.

Idealized influence which consists of both behavioral and attributive dimensions relate to feelings of trust, admiration, respect, and loyalty that should be attributed to the principal as a role model and imitated by the teachers as followers to influence the LSE teachers to put extra effort in their work and change their perception for effective implementation of LSE. Inspirational motivation: Principals as leaders could apply this

theory through the use of inspirational motivation to develop, equip, empower, and mentor the teachers; and ensure professional development and provision of the required LSE teaching and learning materials.

Intellectual stimulation might be applied by principals to harness a climate which encourages creativity and innovation in teaching and learning process of LSE. In this view, the principal would facilitate professional development and provide the required LSE support materials. The fourth dimension is the application of the individualized characteristic in which attention is paid by principals to the individual needs of LSE teachers and students in helping them achieve personal growth and self-actualization. According to Bass and Riggio (2006) this leadership dimension can be used to groom leaders for succession. The principals are likely to allow teachers to participate in decision making, be responsive to teacher's individual needs for self-actualization. When teachers are empowered, they will have more interest in ensuring that LSE goals are met.

Explicitly, the tenets of the theory would be applied to enable the principals execute their classroom instruction supervision for effective implementation of Life Skills Education in public secondary schools in Nairobi County.

B. METHOD

The study used convergent parallel mixed methods design which entailed the use of multiple worldviews by combining inductive and deductive thinking to answer research questions and provided more comprehensive evidence in numbers and words than either quantitative or qualitative approaches as supported by (Creswell and Clark, 2014). The researcher preferred convergent parallel mixed methods since it converges the results of quantitative and qualitative data hence safeguards the purpose of triangulation, aids complementarily and expands the breadth and scope of the study as supported by Creswell (2008).

Specifically, to take care of quantitative aspect of the study, descriptive survey design was used. Numerical data was used to perform statistical analysis as supported by (Creswell & Clark, 2007) and consequently the results used to make generalization to the entire population.

The study employed phenomenology design for qualitative aspect. The central characteristic of phenomenology is an emphasis on participants, experiences, and interpretations (Gay, 2009). Thus, the two research designs quantitative and qualitative were chosen because they complemented each other, such that the limitation of one made up for the other.

II. STUDY AREA

The study area was Nairobi City County with a total of 77 public secondary schools. The justification for the choice of Nairobi County was that researchers have found out that youth in public secondary schools were facing a number of dysfunctional psychosocial problems. For example, a study by Irusa (2014) and Kamau (2015) carried out in Nairobi county reported that there were a number of cases of truancy, drug

and substance abuse and teenage pregnancies in schools in the area. Nairobi is also a cosmopolitan and the capital city of Kenya with diverse ethnicity and with the highest population compared to other cities in Kenya (Kenya National Bureau of Statistics, 2014).

A. TARGET POPULATION

The target population of the study consisted of 27 principals from 77 public secondary schools, 101 life skills teachers and 311 students from Nairobi secondary schools. Principals were included in the study as supervisors and in direct control of teaching and learning of Life Skills Education. The researcher also assumed that the principals possess relevant information about their classroom instructional supervision for effective implementation of LSE in secondary schools of Nairobi County. Teachers were included in this study as implementers of Life Skills Education. They are in direct contact with the students of whom desired behavioral change was measured whereas, students were included as beneficiaries of LSE. They are in direct contact with the content taught by teachers. Therefore the researcher assumed that the students possessed relevant information as learners of LSE in public secondary schools of Nairobi County.

B. SAMPLE SIZE AND SAMPLING TECHNIQUES

Proportionate stratified random sampling was used to select respondents preferably schools, teachers who taught Life Skills lesson and students whereas Purposive sampling was used to select principals. A representative sample of 27 principals, 101 teachers and 311 students were selected resulting to 438 respondents for the study. A population of 10% for large population to 30% for small population is regarded large enough (Mugenda & Mugenda, 2012). Therefore the sample size of 10% for students and teachers and 30% for principals represented the target population for reliable results to the study.

C. RESEARCH INSTRUMENTS

The tool that was used to collect data from the sampled respondents was questionnaire which was administered to teachers and students and interview guide to principals who participated in the study. The reliability of the instruments was tested to assess whether the content of the questionnaire measured the variables. The questionnaires for the teachers were tested on ten (10) teachers and the questionnaire for the students was tested from 24 students separately to get the correlation coefficients for each instrument. In this study, the reliability of the questionnaire was determined using Cronbach alpha to verify the internal consistency of items or questions.

The reliability of research instrument focuses on the Researcher being the instrument itself (Cresswell, 2009; Cohen, Manion and Morrison 2007). In qualitative research both validity and reliability are treated together. The trustworthiness involved credibility, prolonged engagement, peer debriefing, member checking, triangulation,

dependability, transferability, dependability and authenticity (Cresswell, 2014).

D. DATA ANALYSIS PROCEDURES

Data in this study were analyzed using quantitative and qualitative methods. Analysis of data started with checking the accuracy, uniformity, and completion of research instruments following the suggestions of Mugenda and Mugenda (2011). Quantitative data analysis procedures entailed data editing, coding, and entering in the Statistical Package for Social Sciences (SPSS) Version 24. Data was then analyzed using descriptive statistics: means, percentages, and frequencies. Analyzed data were then presented in frequency tables, bar graphs and pie charts.

The qualitative data obtained from open-ended questions, interview guide, and document analysis guide were summarized in themes based on research questions. Following the steps proposed by Creswell (2014), the researcher organized and prepared data from the transcripts and field notes for analysis. Having read through the data, the researcher coded the data to generate themes and thick descriptions in form of power quotes. Thus classifying major issues or topics and, identifying major themes and the association between them were done to enable the researcher to interpret the meanings as supported by (Kombo & Tromp, 2006). The researcher then used narratives form and direct quotes to present the findings.

III. RESULTS

A. QUESTIONNAIRE RETURN RATE

Out of the 500 questionnaires distributed, a total of 411 questionnaires were returned from 27 schools. This represented a return rate of 97.32 % out of which 95 (76 %) were from the teachers and 305 (98.05%) from students. Out of 27 school principals sampled, 25 were interviewed resulting to a total of 439 participants with a response rate of 85.4 %.

A response rate should be more than 70.0% for meaningful generalization (Mugenda & Mugenda, 2012). The return rate of 97.32% of this study was achieved due to prior consent and appointment made with the principals for the researcher to carry out the study. The researcher personally monitored all administered questionnaires and interviewed principals.

B. SUPERVISORY ACTIVITIES UNDERTAKEN BY PRINCIPALS DURING CLASSROOM

TEACHING AND LEARNING OF LIFE SKILLS EDUCATION

This study sought to establish Supervisory activities undertaken by principals during classroom teaching and learning of Life Skills Education (LSE). They include the following: (i) Classroom observation on the methodology used and feedback given after supervision as follows:

IV. SUPERVISION ON PREPARATION AND USE OF PROFESSIONAL DOCUMENTS

This study sought to determine supervisory roles of principals on preparation and use of professional documents which included; Schemes of work, lesson plan, a record of work covered, students' notes, students' progress report and students' attendance list. Teachers were requested to tick as appropriate the extent to which they agreed or disagreed that principals supervised preparation and use of professional documents on a Likert scale of 1-5 as follows: 1=strongly disagree, 2=Disagree, 3=Neutral, 4=Agree, 5= Strongly Agree. The results are presented in figure 1.

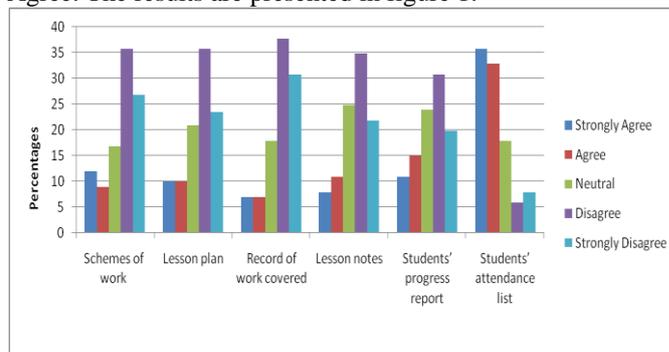


Figure 5: Supervision of Life Skills Education Professional Documents by Principals

The results in Figure 1 indicate that 68.3% of teachers agreed that the principals supervised use of students attendance register. This was followed by 25.8% agreeing that the principals check the progress report. The other variables were all scored very low. This implies that majority of principals were more concerned with student attendance as a managerial function. Majority of teachers 68.3% disagreed that principals oversaw use of record of work covered whereas 62.3% disagreed that principals supervised schemes of work.

The overall scoring indicated that teachers disagreed that principals supervised preparation and use of professional documents. This implies that principals rarely oversaw preparation and use of professional documents for Life Skills Education in schools. Similarly, majority of principals 16 out of 27 interviewed revealed that they neither approved nor oversaw the use of professional documents for LSE subject in schools. One of the Principal remarked:

The professional documents taken seriously are for other examinable subjects. Leave alone approval and overseeing the use of LSE professional documents, we do not even have teachers reference materials or students learning resources. Above all teachers are not trained therefore they are not conversant with how to handle the subject under investigation [P 1: 13/2/2017].

According to Ngunjiri (2012), record keeping is an important component in the running of the school. Teachers are required to make and maintain records such as the scheme of work, lesson plan, progress record book and attendance register. Most importantly a scheme of work is an action plan made by teachers as part of preparation to teach. It is a breakdown of the topics in the syllabus into teachable units. It shows what is to be taught at any particular time and the relevant learning activities for the lesson (KIE, 2008). The researcher therefore finds it imperative for the school principal

to ensure teachers have the scheme of work because what is planned gets done. However, the findings of this study revealed that majority of teachers disagreed that principals oversaw preparation and use of schemes of work. This implies that without the plan to teach LSE then its implementation is not possible.

The researcher argues that overseeing professional documents ensures that the teacher is prepared on what to teach. For example checking students' notes is very important for LSE. The notes would facilitate students with revision especially where there is critical shortage of reference materials. This is in agreement with a study conducted by Alimi of Akinfolarin (2012) in Nigeria which revealed that there was significant impact on checking pupils' notes on academic performance in English language.

The findings further agreed with Hallinger and Heck (1998), findings that there was a significant impact in checking of students notes on academic performance in English language in United States elementary schools. Williams (2003), added to the list by stating that there was a significant impact of checking of students notes on students' academic performance in English language in secondary schools in New York City. These studies emphasized on the impact of checking students' notes and were conducted in different countries. The researcher contends that if the studies established that there was impact with checking lesson notes, then more impact and effectiveness would be realized with supervision and use of schemes of work, student progress report to keep record on what has been covered is important for accountability and future reference. This is because a scheme of work is the plan of what is to be done and how while lesson notes is the product of the same.

The findings of this study further concur with a study by Chege (2015) in Lugari, Kenya which established that principals rarely supervised use of professional documents and concluded that lack of supervision on the use professional documents affected implementation of Life Skills Education.

The findings indicate that the majority of principals did not supervise or ensure availability and use of professional documents. This concurs with the responses collected through the teacher questionnaires and responses from the Principals through interviews on principals' supervision on the preparation and use of professional documents which indicated lack of supervision and their use. The findings agree with findings from a study conducted by Metuo (2014) in Kenya, which established that principals rarely checked pupils' lesson notes with them majority indicating that they do so once per term. This has resulted to failure to implement Life Skills Education in majority of public secondary schools of Nairobi County.

A. PRINCIPALS' LESSON OBSERVATION ON METHODOLOGY USED TO TEACH LIFE SKILLS EDUCATION

This study sought to establish supervisory roles of principals in classroom teaching and learning. More specifically the study sought to investigate the approach used by teachers to transfer LSE competencies during classroom instruction as one of the Principal's supervisory activity.

Teachers were requested to indicate the frequency of the method they used to teach LSE in a Likert Scale of 5 as follows; 1=Never, 2=Rarely 3=Neutral, 4=Often and 5=Always. The results are shown in figure 2.

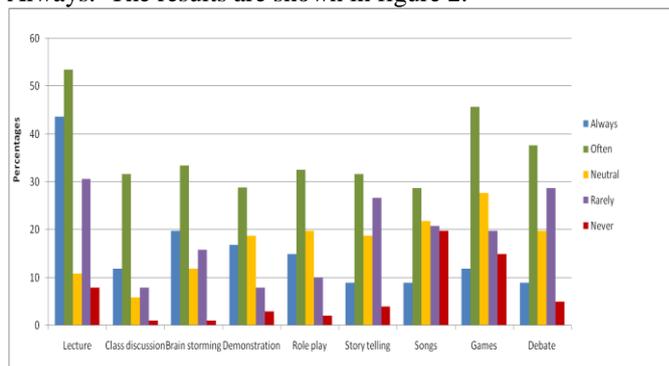


Figure 2: Methodology Used on Teaching Life Skills Education

The results of the study on Figure 2 indicate method frequently used by teachers to teach LSE as lecture method as indicated by 97.1% of teachers as always and often used. This was followed by games as frequently used as indicated by 57.6 of teachers. They also indicated songs as the least used teaching method. The finding implies that majority of schools used lecture method to teach Life Skills Education. However, participatory approach to teaching Life Skills Education recommends use of child centered method which include all methods in figure 6 apart from lecture method which is teacher centered. The frequent use of lecture method is an indication that LSE is not taught effectively in the schools where is taught. The study revealed that games were used frequently to teach LSE. The Researcher sought to find out from principals why games were more preferred among the methodology used to teach LSE. Majority of principals agreed that the Physical Education (PE) lesson is used to teach LSE because the PE is also not examinable. One principal had this to comment:

I have advised the teachers who teach LSE and games to agree on how to utilize and share time for the two lessons allocated in the timetable to combine to one and give the other lesson to teachers lagging behind the syllabus to compensate and catch up for the examinable subjects. The PE lesson can easily be combined so that you kill two birds with one stone to ease the burden of the 8-4-4 curriculum which is overloaded.

[P15: 13/3/17].

The Researcher argues that the PE lesson is equally important and should not be replaced with LSE. The examination oriented culture seems to have taken toll on those subjects which are equally beneficial to students. Most importantly is health related aspect achieved when students go for games, cardiovascular diseases are prevented. When students achieve Life skills early, deaths from HIV/AIDs and drug and substance abuse are prevented to enable the youth prepare for the future through schooling.

The Life Skills Education syllabus and the teacher's guide suggest that teachers use participatory teaching and learning methods in which learners identify their own problems, discuss solutions, plan and carry out the effective action (KIE, 2010).The Interview conducted with the Principals confirmed that 90% of the Principals invited speakers during morning

parade or once in a while to talk to students on LSE issues. A principal reported:

Life Skills are supposed to be lived not taught. Therefore I invite motivational speakers and experts to give students lecture on how to deal with psychosocial challenges facing them. I also make use of the school chaplain to ensure that students are given spiritual guidance on how to deal with these challenges through preaching every Sunday.

[P12: 2/3/ 2017].

Majority of principals also confirmed that lecture method of teaching was commonly used by teachers to teach Life Skills Education. A principal responded by saying that: "KICD has not in-serviced teachers on the recommended participatory approach you are mentioning, therefore, they are left with no other method other than lecture method commonly used.

[P25: 6/3/2017].

It was also further confirmed that due to the lecture method used to teach LSE learner activities were limited to listening and note taking. The finding of this study on the use of lecture method which is teacher centered and not consistent with the recommended participatory approach for LSE concurs with findings from a study by Mugambi and Muthui (2013) in Kenya which established that majority 80.3% of teachers used lecture method to teach LSE. This means that the recommended participatory methods for effective implementation of LSE are not used by the teachers.

B. CLASSROOM OBSERVATION ON LIFE SKILLS LESSON

The researcher sought to establish further from the teachers to indicate the frequency of principals' classroom observation on the supervisory activities during teaching and learning of LSE lesson. Teachers were requested to indicate in a Likert Scale of 5 as follows; 1=Never, 2=Rarely 3=Neutral, 4=Often and 5= Always. The results are shown in table 1.

Supervisory Activities	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree		Mean Rating
	F	%	F	%	F	%	F	%	F	%	
Lesson Observation	17	11	30	27	16	15.8	3.13				
Feedback Given	16.8	10.9	29.7	26.7							
	14	12	30	28	17	3.21					
	13.9	11.9	29.7	27.7	16.8						

Table 1: Classroom Observation and Feedback Given by Principal (n=101)

This study sought to establish supervisory roles of principals in observation of LSE lessons. Teachers were requested to indicate on a Likert scale Table 6 shows that 43% of teachers agreed that principals carried out lesson observation during teaching and learning of LSE. A good number 30% of the teachers were neutral. This implies that principals rarely carried out classroom observation during LSE lesson, preparation and use of professional documents and on methodology used. Majority of the principals through interview confirmed that feedback was not given because LSE lesson was presented to students by motivational speakers or

experts hired by the school to talk to the students on sexuality issues. One principal has this to comment:

Classroom observation befits teachers on teaching practice otherwise the permanently employed teachers can take offense. I personally don't comprehend why I should observe a qualified teacher teaching whose subject may be different from mine and I may not be able to guide the teacher since I lack qualifications in the said field [P 4: 17/2/2017]

The findings of this study concurs with a study by Ayeni (2012) conducted in Nigeria which revealed that most principals accorded attention to monitoring teachers' attendance while task such as giving feed back to the teachers on classroom teaching observation was least performed. The findings further concurs with a study by Chege (2015) in Kenya which revealed that Principals rarely conducted classrooms supervision to check how Life Skills Education was being implemented in the schools. In the same breadth, Wawira (2013) in Kenya revealed that majority of Principals do not sit in class as teaching process goes on to carry out lesson observation, they do not check teachers' records of work and check pupils exercise books.

The researcher contends that classroom observation is more of collaboration between the supervisor who observes and the teacher and therefore it requires trust and mentorship according to transformative leadership applied by this study. The principal as the vision carrier is supposed to guide, inspire and motivate teachers through classroom observation for effective implementation of LSE.

In connection to this assertion, Blase & Blase (2000) in his study identified two main themes, the impact of principals talking with teachers to promote reflection and the significance of promoting professional growth accompanied by 12 supporting strategies. Some of the key supporting strategies were providing feedback, modeling effective instructional strategies, and giving authentic praise. As for modeling, Blase and Blase (2000) found that, according to teachers, effective principals demonstrated teaching techniques in classrooms and during conferences; they also modeled positive interactions with students. These forms of modeling were viewed as impressive examples of instructional leadership that primarily yielded positive effects on teacher motivation as well as on reflective behavior.

The study by Blase and Blase also demonstrated how praise significantly affected teacher motivation, self-esteem, efficacy, and fostered, teacher reflective behavior, including reinforcement of effective teaching strategies, risk taking, and innovation/creativity. Furthermore unlike other subjects, LSE requires creativity and innovation because of its participatory approach. This call upon principals to embrace transformative leadership characteristics of inspirational motivation and intellectual stimulation, which according to Bass & Avolio (2006) motivates and encourages teachers. This would inspire teachers to apply participatory approach which is learner centered, improvise teaching learning resources and most importantly for self-efficacy and reflective behaviour to effectively implement LSE.

Conclusively, the visits and data gathering during classroom observation allow principals to engage in dialogue with teachers regarding classroom teaching and learning and this engagement facilitates the principal to carry out needs

assessment to address any gaps. Therefore the researcher argues that for effective implementation of LSE classroom observation is necessary.

C. CLASSROOM FEEDBACK AFTER SUPERVISION

The researcher sought to establish further from the teachers to indicate the frequency of classroom observation feedback given after on the supervisory activities during teaching and learning of LSE lesson. Teachers were requested to indicate in a Likert Scale of 5 as follows; 1=Never, 2=Rarely 3=Neutral, 4=Often and 5= Always. The results are shown in Table 6.

Table 6 shows that 45% of the teachers agreed that feedback was given after classroom observation. A good number 30% of the teachers were neutral. This implies that principals rarely gave feedback after classroom observation on LSE lesson. The study sought to establish further from the principals if they gave feedback after classroom observation. Majority of principals agreed that they never supervised LSE therefore there was no feedback to give. One principal noted that "I give feedback to the teachers on examinable subjects after getting the results on performance but not on classroom observation this is important because teachers have to be accountable for success or failure of students".

The findings of this study concur with a study by Lee (2011) in Hong Kong that sought to examine teachers' readiness to implement change in the feedback as well as their perceptions of the factors that may inhibit change. The study revealed that there was need to understand teachers' readiness to change and implement new practices. The study further revealed that feedback strategies were likely not to work unless teachers believe in the strategies. The findings from this study concurs with a study conducted by Winslow (2015) in Illinois State, America, which reported that teachers indicated that having received both written and face-to-face feedback following an observation propelled them to reflect on their teaching. The study concluded that teachers favored face-to-face feedback as compared to the written feedback from principals following an observation.

The researcher comments on face to face feedback as more inspiring because the supervisor communicates with the supervisee and any clarifications are made. It also opens opportunities for discussions and possible mentoring by principals.

A study by Kelly (2014) in United States examined teacher responses to principal feedback of class observations. The findings of the study demonstrated that teachers who participated in this research most often preferred responding to principal feedback after class room observations by changing behaviors, considering changes to behaviors, through written communication, by providing explanations for the situations that generated principal feedback, and by reflecting on their teaching.

V. SUMMARY

In this study the researcher explored the need for principals to execute their supervisory role through classroom

observation visits for effective implementation of Life Skills Education.

A. THE MAIN FINDINGS OF THE STUDY WERE

OVERSEEING PREPARATION AND USE OF PROFESSIONAL DOCUMENTS

The documents included schemes of work, lesson plan, record of work covered, students' notes, students' progress report and students' attendance list. The study established that majority of principals checked marking of students' attendance register only. However majority of principals rarely oversaw preparation and use of professional documents for LSE in schools. Moreover, majority of schools lacked the professional documents.

CLASSROOM OBSERVATION ON METHODOLOGY USED TO TEACH LIFE SKILLS EDUCATION

The findings on methods used to teach LSE indicate that Audio visual and lecture method as the methods which were commonly used. Further, the study established that class discussion which gives student opportunity to open up and share experiences was the least used. The study found out that the recommended participatory methods were not applied during teaching and learning of LSE.

EFFECTIVENESS OF CLASSROOM VISIT SUPERVISION BY PRINCIPALS ON LSE IMPLEMENTATION

The findings indicate that classroom teaching and learning supervision by principals can enhance effectiveness in the implementation of LSE. Since teachers were aware LSE was not supervised they taught other examinable subjects during LSE lessons. Therefore failure to implement LSE successfully in Nairobi public secondary schools is due to lack of supervision by the principals.

B. CONCLUSIONS

Based on the findings of this study, the following main conclusions were made:

Conclusively, application of transformative leadership characteristics in supervision by principals was perceived to be one of the most important contributory factors on effective implementation of Life Skills Education. Other important factors include supervisory activities undertaken during classroom teaching and learning, professional development of LSE teachers and provision of LSE curriculum support materials.

Firstly, the findings on supervisory activities undertaken by principals gave evidence that majority of principals did not carry out curriculum implementation supervision on classroom visit activities and feedback after classroom supervision was not given. In addition overseeing preparation and use of professional documents was rarely carried out. The findings were evident that the teachers did not apply the recommended participatory methods during teaching and learning of LSE. It

may be concluded that based on the evidence that Principals rarely carried out classroom teaching and learning supervision learners are inadequately prepared to deal with demands and challenges of every day's psychosocial challenges. This could be the reason why most public secondary schools students in Nairobi County have resorted to risky behaviors such as drug abuse, riot, violence, student's dropout and pre-marital sex among others.

C. RECOMMENDATIONS

Life Skills Education to be effectively implemented the study recommends that; Principals should ensure application of participatory methods and use of professional documents for LSE learning to take place.

KICD and MOE should arrange for in-service training for all Principals to acquire relevant supervisory skills and knowledge for effective implementation of Life Skills Education.

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