

**INFLUENCE OF HEADTEACHERS' INSTRUCTIONAL SUPERVISION
PRACTICES ON PUPILS' PERFORMANCE AT KENYA CERTIFICATE OF
PRIMARY EDUCATION IN KHWISERO SUB COUNTY, KENYA**

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DECLARATION

This research project is my original work and has not been presented for award of degree in any other university.

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I dedicate this research project to my beloved family especially my dear husband Dr. Solomon Asacha and our beloved children Abigail and Christian Asacha. I love you all for the support you provided. God Bless.

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ABBREVIATIONS AND ACRONYMS

DQASO	District Quality Assurance and Standards Officer
FDSE	Free Day Secondary School
KCPE	Kenya Certificate of Primary Education
KICD	Kenya Institute of Curriculum Development
MoE	Ministry of Education
NACOSTI	National Commission for Science, Technology and Innovation
UNESCO	United Nations Educational Scientific and Cultural Organization
SPSS	Statistical Package of Social Sciences
PTA	Parents Teachers Associations
TSC	Teachers Service Commission

ABSTRACT

Supervision is viewed as a co-operative venture in which supervisors and teachers engage in dialogue for the purpose of improving instruction for student improved learning and success. In developed countries, supervision of instruction is better organized and well-coordinated than in developing countries. The main objective of the study was to investigate the influence of head teachers' instructional supervision practices on pupils' performance at KCPE in public primary schools in Khwisero Sub County, Kakamega County. Descriptive survey design was used in this study. The design is considered suitable because it enabled the researcher to collect information about the attitudes, opinions and habits of the respondents in order to establish the current situation. The target population for this study consisted of all primary school teachers in Khwisero Sub County, to include 62 head teachers and 496 teachers of Khwisero Sub County. The research instrument to be used for the study was questionnaires. Statistical Package for Social Sciences (SPSS) software and Microsoft Excel were used to analyze the quantitative data. The qualitative data from the structured questionnaire was used to enhance more understanding in the description of the quantitative figures guided by the objectives of the study. It was established among the teachers that most of the head teacher checked professional records for example the lessons plan and schemes of work on monthly basis. On the frequency to which the schemes of work and lesson plans were updated, majority of the teachers indicated they were done very often while a third posited they were checked rarely. This is a good indication that the head teachers were keen on checking the progress of the teachers. Most head teachers indicated that they checked them very often as opposed to those who cited never or rarely. The items the head teachers checked included the teachers' attendance to classes, textbook coverage and whether the teachers marked pupils' books. The head teachers indicated that they assisted them in supervision work by overseeing their effectiveness and made their supervision easier as opposed to a quarter of the head teacher who indicated that they helped them to be up to date with teachers' activities. Majority of the head teachers and teachers indicated that they checked pupils' lesson notes most of the head teachers and they did it on weekly and monthly basis. Both the teachers and head teachers indicated that classroom observations were done on monthly and on weekly basis by the head teachers. On the query if the teachers were provided with instructional resources or the head teachers provided instructional resources indicated that not all were adequate. The head teachers for public schools should supervise their teachers' lesson notes, lesson plans and schemes of work regularly to enhance pupils' performance in the classroom. The head teachers should ensure that the learning process goes according to plan by checking pupils' notebooks and through conducting impromptu instructional supervision on both PTA and TSC teachers in order to make them adhere to class attendance. The head teacher should gather all instructional resources from the Ministry of Education, the community and other sources to make sure they are adequate and make learning process more productive and effective. They should ensure the instructional resources are fully and effectively used. School heads should ensure that they check teachers' professional documents by coming up with strategies that teacher submit their records on weekly bases to keep close track of instructional process in their schools.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

The worth of education in many nations cannot be over emphasized since it plays a major role in socialization, development and reform (Ogunsanju, 1993). According to Alimi, Olatunji, Akifolarin and Ayandonja (2012), head teachers' supervision practices attempt to ascertain, maintain and improve the quality of work. Okumbe (1998) sees supervision as an integral part of administration which evolved from the realization that we cannot accomplish much by simply grouping people together and that we can accomplish very little alone. Direction is needed to channel the diverse efforts of the individuals into a purposeful stream of productivity to achieve the common objective of organization. Supervision of instruction has the potential to improve classroom practices and contribute to student success through the professional growth and improvement of teachers (Blase & Blase, 2000).

Supervision is viewed as a co-operative venture in which supervisors and teachers engage in dialogue for the purpose of improving instruction which logically should contribute to student improved learning and success (Sergiovanni & Starratt, 2002). To achieve the objectives of supervision, supervisors of instruction generally advise, inspect, control, evaluate, assist and support teachers (International Institute for Educational Planning (IIEP/ UNESCO, 2007). In a related way, Blase and Blase (2000) suggest that teachers do their best work when they are motivated. They note that effective instructional

supervision skills impact positively on teacher motivation, satisfaction, self-esteem, efficacy, and teachers' sense of security and their feelings of support.

In developed countries, supervision of instruction is better organized and well-coordinated than in developing countries (Afolabi & Loto, 2008). In the United States of America (USA) for example, the main aim of supervision as practiced in schools is to improve classroom instruction. This is through observation of classroom teaching, analysis of observed data and face-to-face interaction between the observer and the teacher. There is state-wide control, county, city or township supervision in the USA because the government system is mainly federal. In France, school supervisors fulfill their tasks with an authoritarian approach. There is a highly structured form of instructions and a very centralized system of supervision. These structures enable the Minister of Education to be aware of what a teacher is doing at a particular time of the year in terms of syllabus coverage anywhere in the country (Glickman & Gordon, 2010). Supervisors in France are involved in syllabus development and implementation hence empowering them in determining the pace of syllabus coverage.

According to Aguba (2009), instructional supervision ensures quality assurance in education which aims at preventing quality problems hence ensuring that the products of the system conform to the expected standards. He further notes that instructional supervision is mainly concerned with supporting and assisting teachers to improve instructions through changing their behavior. The instructional supervisor does more than just inspect hence instructional supervision is a service activity that exists to help teachers

do their job better (Aguba, 2009). In Nigeria, instructional supervision began as a process of external inspection. Supervisors were inexperienced in the act of supervision. They had little or no formal training of the ethics, concept and practice of supervision. Until the control of schools by the government in 1967, school supervision was left in the hands of missionaries (Alimi, Olatunji, Akinfolarin & Ayadonja, 2012).

In Ethiopia, educational inspection, later replaced by supervision was started in 1941. In order to effectively achieve the intended objectives of education supervision, there are two approaches of organization of supervision. These are the out-of school (external) supervision and school-based (in-school) supervision. The out-of school supervision is carried out by the external supervisors at federal, regional and lower levels. The school-based supervision is done by the school principals, department heads and senior teachers. This was to improve teaching / learning process through strengthening of supervision by focusing on the curriculum, teaching content and methodology, and provision of professional assistance and guidance to classroom teachers, (MoE, 1994). These school-based supervisors are within the schools and are responsible to assist teachers closely for instruction improvement. According to Ike-Obioha (2007), aspects of instructional supervision are related to monitoring teaching activities and ensuring maximum use of instructional time. Annunziata (1997), in a study carried out in Papua New Guinea on how supervision influence quality of teaching revealed that supervision had positive impact on teaching hence improved performance by pupils.

In Uganda, the recommendations by the Phelps-Stoke Commission of 1924, established the Department of Education in 1925. The department had the responsibility of developing the syllabus and supervised how it was being implemented in schools. The Uganda Education Act 1970 gave the inspectors legitimate powers to visit a school at any time. The school head would be informed of the inspectors' intended visit and its purpose. During this period, the inspector focused mainly on control and his major function was to make judgment about the teacher rather than teaching and pupils' learning, Ssekamwa (1997), Mubarak (2000) and Ngelu (2007).

In Kenya, supervision can be viewed from both pre-independent and post-independent period. Several commissions were set up by the colonial government to look into the issue of supervision in education. This came with the establishment of the then department of education in 1909 (Mutua, 2005). The post-independence period has also witnessed the setting up of various commissions and task forces to look into the issue of supervision in education. Their recommendations have noted that head teachers require relevant training in order to effectively conduct supervisory activities.

Olembo (1992) stipulated the functions of school supervision as working closely with teachers to establish problems and needs of students. He further adds that building strong group morale and effective team work in teachers, providing assistance to teachers for competence, assisting newly appointed teachers and valuating teaching effectiveness and providing guidance and advisory services in all school matters is important. Inadequate provision of the relevant resources required to make students perform well in exams and

lack of effective instructional supervision practices to the teachers lead to poor performance. It is the mandate of the head teachers to carry out among other duties, instructional supervision practices. These practices include: checking teachers' professional records, checking pupils' lesson notes, classroom observation/clinical supervision and providing adequate teaching and learning resources (Ministry of Education (MoE), 2007). Sessional Paper 1 of 2005, on Policy Framework for Education, Training and Research, stresses the need of supervision. It states that, for the demands of the 21st century to be met through education and to attain the Millenium Development Goals (MDGs), Kenya's education and training must be of high quality to make them globally competitive. This calls for the principle to be keen in supervision practices (Republic of Kenya,2005).

Bakhda (2006), posits that head teachers are the clinical supervisors in schools as leaders. They are the pivot around which all aspects of the school revolve including every academic and administrative detail of the running of school. The Kamunge report of 1988, recognized head teachers as first line inspectors of their schools. Due to inadequacy of inspection of schools by the Ministry of Education, school supervision remains entirely in the hands of the head teachers, (Thiong'o, 2003).

Kinyua (2010) found that head teachers should attend in-service courses so as to perform their duties as expected. In line with their mandate, head teachers must carry out amongst other duties, instructional supervision practices by checking, approving and consenting use of schemes of work, lesson plans and lesson notes made by teachers, ensure marking,

correction and checking of pupils' exercise books, make classroom visitations to observe teaching and learning taking place, hold regular staff conferences to discuss standards and also provide instructional resources pertaining to education. For a school to achieve its goals, a supervisor needs to initiate the plan of action. An effective supervisor is in front line mirror in the institution's plan of action. Dipaola and Hoy (2008), posit that the most important role of a supervisor is that of 'teacher of teachers'. He or she should encourage teachers to observe him/her in instructional process and ask them to criticize constructively. According to Kimosop (2002), this will motivate the teachers to view supervision as a collegial process therefore, they are not only learning alongside their teachers but also act as catalyst to professional learning.

Musungu & Nasongo (2008) in their study on head teachers' role in academic achievement in Vihiga district established that the head teachers needed to be involved in curriculum activities in the school by direct observation of students and teachers' work; monitoring discipline and in eradicating cheating in examinations. Head teachers' instructional supervision helps to ensure improved performance through quality teaching and learning. Ngunjiri (2012), argues that effective instructional supervision results in students getting high grades in examinations while fewer instances of supervision or lack of it lead to laxity of teachers hence poor examination results. Nyamwamu (2010), notes that schools can make a difference to students' achievement through the head teacher's supervisory leadership. It is the head teacher who set the pace, leading and monitoring the staff and the students to perform to their best. Kimeu (2010), asserts that teachers' records be clear and available at demand.

In Khwisero Sub County the performance of pupils in KCPE has been dwindling. A comparison of KCPE performance of the sub counties in Kakamega County indicates that Khwisero Sub County does not compete favourably with other sub counties. For example in year 2011, the sub county had a mean score of 255.42 which gave her a second last position in the county. In 2013, it was third last in the county and 2015 it was the last. Thus over the years the sub county has not been able to compare favourably with other sub counties like Mumias East, Mumias West and Kakamega Central that have recorded reasonably high mean scores.

KCPE performance of Kakamega County and specifically Khwisero Sub-County has remained unsatisfactory as shown in the Table 1.1

Table 1.1: KCPE Results 2011-2015

Sub-county/Mean Score	Mean	Mean	Mean	Mean	Mean
	2015	2014	2013	2012	2011
Khwisero	248.04	258.23	261.58	261.98	255.42
Mumias East	261.00	274.22	297.00	292.66	288.37
Mumias West	288.00	291.01	298.63	289.06	298.03
Butere	263.02	261.00	256.00	264.21	252.63
Ikolomani	256.32	259.03	266.08	264.72	258.00
Matungu	256.89	260	257.02	261.79	263.34
Navakholo	262.41	259.43	265.33	271.00	263.89
Likuyani	269.00	261.07	266.69	262.00	259.37
Lugari	264.03	259.79	270.00	269.03	261.28
Lurambi	251.26	263.06	269.00	266.51	261.07
Shinyalu	259.00	256.74	267.01	266.00	258.93
Malava	258.24	267.00	269.74	267.72	264.01
Kakamega central	269.12	264.22	275.00	269.67	271.23

Source: Kakamega County Director of Education (2015)

Further analysis of the 2015 results reveals that out of the 62 schools that presented candidates for national examinations, 45 schools registered a drop in mean performance and no candidate in the sub county scored 400 marks and above. Stakeholders in education have been concerned about the education state of affairs in Khwisero Sub County especially the low performance of the primary schools. Studies have been carried

to ascertain the factors influencing performance in KCPE. Kathuri (1986) found a strong correlation between school administration in a particular school and performance in KCPE examinations. Owuor (2007) reported that the style of leadership of the head teacher may cause administrative problems in a school hence affecting performance. Achola (1990), reported a moderate positive correlation between the hours spent on homework and school performance in maths and English. He emphasized that teacher characteristics, perceptions and school resources translates into learning gains for the pupils only to the effect that they are utilized in the process of instructions. Other studies have explored the home environment, learning resources, supervision and inspection and school community relations as important factors influencing academic performance in KCPE.

1.2 Statement of the Problem

Instructional supervision is a very important aspect of head teachers' role in school. For any system to function effectively and achieve its objectives, keen supervision is a vital key to success. Primary schools in Khwisero Sub County have been performing dismally in KCPE compared to other sub counties in Kakamega County. It is important to carry out studies to find out if the cause of poor performance is as a result of influence of head teachers' instructional supervision practices. The relationship between head teachers and teachers determine the attitude the teachers have towards supervision (Muchanje, 2004).

If head teachers are not aware of their instructional supervision practices in schools, it provides an avenue for poor academic standards. If head teachers carry their instructional supervision practices effectively, it boosts the teachers' professional performance hence

improving pupils' academic performance. This study therefore sought to investigate the influence of head teachers' instructional supervision practices on pupils' performance at KCPE in Khwisero Sub County, Kenya.

1.3 Purpose of the Study

The purpose of this study was to investigate the influence of head teachers' instructional supervision practices on pupils' performance at KCPE in public primary schools in Khwisero Sub County, Kakamega County.

1.4 Objectives of the Study

The study was guided by the following objectives;

- i. To determine the extent to which the head teachers' checking of teachers' professional records influences pupils' performance at KCPE in public primary schools in Khwisero Sub County, Kakamega County.
- ii. To determine the extent of head teachers' checking of pupils' lesson notes influences pupils' performance at KCPE in public primary schools in Khwisero Sub County, Kakamega County.
- iii. To establish the influence of head teachers' classroom observation on pupils' performance at KCPE in public primary schools in Khwisero Sub County, Kakamega County.
- iv. To determine the extent to which head teachers provision of instructional resources influence pupils' performance at KCPE in public primary schools in Khwisero Sub County, Kakamega County.

1.5 Research Questions

This study sought to answer the following research questions;

- i. To what extent does the head teachers' checking of teachers' professional records influence pupils' performance at KCPE in public primary schools in Khwisero Sub County, Kakamega County?
- ii. How do the head teachers' checking of pupils' lesson notes influence pupils' performance at KCPE in public primary schools in Khwisero Sub County, Kakamega County?
- iii. To what extent does the head teachers' classroom observation influence pupils' performance at KCPE in public primary schools in Khwisero Sub County, Kakamega County?
- iv. To what extent does head teachers provision of instructional resources influence pupils' performance at KCPE in public primary schools in Khwisero Sub County, Kakamega County?

1.6 Significance of the Study

The findings of this study may be of importance to several education stakeholders and other researchers in the same or related field as below: The findings of the study may be used by teachers and head teachers to formulate new strategies to improve on instructional supervision practices hence improving pupils' performance. The study findings may be shared with the MoE Kakamega County to help in devising new approaches to improving instructional supervision of schools in a bid to improve pupils' performance in the sub county. The study may also add to the body of knowledge and

literature on head teacher's instructional supervision of primary education. In addition, the study may help in building a strong foundation for further researches by serving as a reference point. The information generated from head teachers and teachers may be a revelation to QASOs in regard to instructional supervision.

1.7 Limitations of the Study

According to Mugenda and Mugenda (2009), a limitation is some aspect of the study that the researcher knows may negatively affect the results or generalize ability of the results but over which he/she probably has no control. Some of the respondents found it difficult to rate their head teachers' instructional supervision. They were assured that the responses were meant for studies only. It was difficult to control the attitude of the respondents which would have affected validity and reliability of their responses. The researcher encouraged the respondents to provide honest and objective responses.

1.8 Delimitation of the Study

This study was restricted to public primary schools in Khwisero Sub County. The data from the study was collected from head teachers and teachers from selected schools only. The pupils' performance was based on KCPE results only.

1.9 Basic Assumptions of the Study

The study was based on the following assumptions:

- i. The respondents will cooperate and provide reliable information.
- ii. All head teachers are conversant with their instructional supervisory practices.

- iii. Performance in KCPE examination is closely linked to supervision of curriculum delivery and instruction in the classroom.

1.10 Definition of Significant Terms

Classroom observation: Refers to rationale and practice designed to improve teacher's classroom performance through observation by head teachers.

Curriculum implementation: refers to the process of altering instruction to achieve the desired learning.

Head teacher: In this study, the head teacher refers to the educational leader, instructional leader, curriculum leader or the person charged with management and overall leadership of a primary school.

Instructional supervision: refers to the process of assisting teachers in improving their instructions and skills. It avails teachers with information concerning their teaching geared towards developing pedagogical skills to improve performance. This role is carried out by the head teachers in the public primary schools in Kenya.

Lesson notes: refers to summary of work taught and written by pupils' in their note books.

Performance: refers to the pupils' grades attained after sitting for KCPE examination in class eight in Kenya.

Professional records: refers to official documents that a teacher must have in order to carry out teaching such as schemes of work, lesson plans.

Quality assurance: refers to a planned and systematic review process of an institution or program to determine whether acceptable standards of education, scholarship, and

infrastructure are being met, maintained and enhanced. It is geared towards maintaining standards of teaching and learning.

1.11 Organization of the study

The study is presented in five chapters. Chapter one is the introduction focusing on the background to the study, statement of the problem, purpose of the study, research objectives, research questions, significance of the study, limitations and delimitations of the study, assumptions of the study, definitions of significant terms and organization of the study.

Chapter two is review of literature. It will cover introduction, related literature on the influence of instructional supervision on curriculum implementation in primary education. The concept of instructional supervision, head teachers' checking of teachers' professional records, head teachers' checking of pupils' lesson notes, head teachers' undertaking of classroom observation and head teachers' provision of teaching/learning resources, summary of literature review, theoretical and conceptual framework. Chapter three is research methodology which covers research design, target population, sample size and sampling procedures, research instruments, validity and reliability of research instruments, data collection procedure, data analysis and ethical consideration. Chapter four covers data analysis interpretation and discussion.

Chapter five is summary, conclusions and recommendations. Suggestions for further research are presented.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter provides a review of related literature to influence of head teachers' instructional supervision practices on pupils' performance at K.C.P.E in primary education. It includes concept of instructional supervision, head teachers' checking of teachers' professional records, head teachers' checking of pupils' lesson notes, head teachers' classroom observation and head teachers' provision of instructional resources. At the end of literature review is the summary of the literature, theoretical and conceptual framework.

2.2 Concept of instructional supervision

The various definition of instructional supervision attests to the difference between the meaning of general supervision and instruction supervision. Wanzare (2012) considers instructional supervision as quality assurance practice put in place by the QASOs and school administration to monitor the teaching and learning process in the school, a way of checking other people's work to ensure that bureaucratic regulations and procedures are followed. Awuah-Baffour (2011) postulates that instructional supervision deals with monitoring teachers' instruction-related duties, providing teachers with teaching resources, visiting classrooms to observe lessons, and providing assistance and support to help teachers do their work effectively. According to Ayeni (2012), instructional supervision roles performed by head teachers include; monitoring of teachers' attendance during lessons, preparation and use of lesson plan, checking and ensuring adequacy of

scheme of work and record of work and effective use of lesson notes. Ogusanju (1983), asserts that the ultimate aim of supervision is improvement of instruction for providing better education. Supervision is a way of stimulating, improving, refreshing, encouraging and overseeing certain groups with the aim of seeking their cooperation.

2.3 Head teachers' checking of teachers' professional records and KCPE performance

Teacher preparation is critical in teaching and learning. The critical records prepared by the teacher include scheme of work and record of work covered. The head teacher has the responsibility to ensure that the staff, pupils and community are satisfied with the daily functioning of the school. Sergiovani (1987) presents a reflective model of supervision in which he proposes that since teachers vary in their motives and learning styles, supervision should be responsible to these differences. Eshiwani (1993), in his research findings in Vihiga to investigate factors influencing performance among primary and secondary schools in Western province, Kenya, showed that schools which had shown satisfactorily good performance had sound and effective leadership involved in organizing the learning process and ensuring that teachers' professional records are up to date for their schools. Therefore, according to Eshiwani (1993), schools where the head teachers checked lesson notes, schemes of work, lesson plans and class attendance registers performed better than schools where this is not done.

According to Wangui (2007), effective head teachers are perceived as those who are involved in proper tuition and revision. Supervision of teachers and pupils' work, proper testing policy, syllabus coverage, teacher induction and team building enhances academic performance. However, providing resources for instruction, communicating the school vision effectively and maintaining high visible presence in all parts of the school's activities are instructional practices of head teachers that boost pupils' academic performance. Musungu and Nasongo (2008), carried out a study in Vihiga district in western Kenya investigating instructional role of head teachers in academic achievement in Kenya Certificate of Secondary Education. They found out that eight percent of the principals in high performing schools checked teachers' professional records which include lesson plans, scheme of work, class registers and school attendance registers. Frequency of internal supervision contributes towards effective implementation of curriculum hence good academic performance.

Daresh and Playko (1992), found out that checking of teachers' records led to a positive impact in pupils' academic performance. This concurs with a study by Gachoya (2008), which revealed that 70% of instructional supervisors in Nyeri Sub County assessed and advised teachers on proper preparations and keeping of professional records which resulted in good academic performance in the sub county.

2.4 Head teachers' checking of pupils' lesson notes and KCPE performance

It is the head teacher's role to regularly check pupils' lesson notes / exercise books to ensure that the school syllabus is covered appropriately and assignments are marked. This

also reflects on the work load covered by the class teachers. According to William (2003), there is a significant impact of checking pupils' lesson notes for efficiency in curriculum implementation hence high academic performance. The study by Alimi & Akinfolarin (2012), found out that there is significant relationship on checking pupils' notebooks and academic achievement in English language. Glegg and Bellingston (1994), in their findings agreed that there is significant impact in checking of students' notes on academic performance in English language in United States elementary schools. Fischer (2011), expressed a different view that checking students' notes does not produce a direct effect on students' performance in English notes. They concluded that mediating influence on teachers, curriculum instruction, community and school organization leading to high performance and checking of pupils' notebooks/work facilitates the head teacher in identifying the problems in order to assist them in improving general academic performance.

Peretomode (2001) posited that for teachers to perform their teaching duties effectively, the head teachers must always check their lesson notes to ascertain whether the content was effectively covered in the lesson notes. He maintained that if head teachers supervised teachers' lesson notes regularly it would enhance pupils' performance in the classroom. The head teacher has to ensure that the learning process goes according to plan by checking pupils' notebooks. This practice forces teachers to be diligent and hardworking in the sense that they are very aware that their work may be evaluated in the name of confirming the progress of their class activities randomly in the event of checking pupils' notebooks (Simatwa, 2004).

2.5 Head teachers' classroom observation and KCPE performance

During classroom observation, the supervisor observes how the teacher plans his work for delivery to learners. According to Okumbe (1998), the supervisor must prepare a supervision schedule indicating how the teacher maintains class discipline, provides for learner differences, the lesson presentation, mastery of content, learner involvement as well as teaching methodologies used. The supervisor can video tape the lesson without being disruptive to the class so as to sit later with the teacher and discuss the strength and weaknesses of the lesson in an attempt to improve teacher's quality in instructional process. According to Gall (2010), the supervisor acts as another set of eyes holding up a mirror of practice. Individual conferencing follows classroom observation during which the supervisor discusses with the supervised teacher what he/she saw during the observation when he visited the classroom.

According to Fischer (2011), supervision of instruction by classroom visits may include: a head teacher walking into a class and sees how instruction is going on. It provides a quick look at the teacher's performance and the environmental factors in the classroom. Ngunjiri (2012) and Eshiwani (1993), attribute poor performance of learners in public schools to 'arm chair' head teachers who do not know what goes on in the classrooms. Ineffective Instructional supervision leads to delinquent behavior among some pupils and their subsequent failure in the national examinations.

2.6 Head teachers' provision of instructional resources and KCPE performance

Several studies suggest a strong correlation between resources availability and pupils' performance. Teaching learning resources actualize the teaching and learning. The head teacher should therefore take upon him/herself the role of mobilizing resources to enhance curriculum implementation in his/ her school. Eshiwani (1993) argues that inadequate teaching and learning resources are among the other resources that affect academic achievement. The head teacher should therefore gather all possible resources from the MoE, the community and other organizations. They should ensure the instructional resources are fully and effectively used. Nyawamu (2010) found out that adequate staffing of a school enables teachers to prepare for teaching way before attending classes. This includes preparing teaching aids for every lesson.

Obanya (2005), in his study on impact of teaching aids in secondary schools performance in Kisumu municipality, concluded that teaching aids play a great role in influencing good performance. His study showed that most of the performing schools in Kisumu make good use of teaching aids. Obongo (1987), in his examination on the impact of teaching aids in secondary schools performance concluded that teaching aids play a great role in influencing good performance of a subject . They also make the subject to be more real and interesting. The study shows that most of the performing schools make use of teaching aids. Adeguon (2004), points out that schools endowed with more resources performed better than those less endowed.

2.7 Summary of literature review

This chapter covers literature review. From various studies, there is significant correlation between instructional supervision and KCPE performance. Head teachers have the responsibility to provide instructional supervision practice, (Blase and Blase, 2000). Kimeu (2010) asserts that classroom observation creates harmony in working place, good relationship between head teacher and teachers which in turn leads to improved performance. Alimi and Akinfolarin (2012), agree that checking of pupils notes influence academic performance. Many of these studies have not addressed checking teachers' records of work, pupils' lesson notebooks, classroom observation and provision of instructional resources by head teachers as supervision practices that influence pupils' performance at KCPE. The studies were also held in different geographical areas. It would be of interest to find the state of affairs in Khwisero Sub County.

2.8 Theoretical Framework

This study is guided by two theories which are Collegial Theory by Sehorn (1998) and Role Theory by Biddle (1986).

2.8.1 Collegial Theory

The study is guided by Collegial Theory by Sehorn (1998). This theory is based around teamwork where everybody works as colleagues. It entails mutual involvement of all the stakeholders in the function of oversight and supervision. It advocates for collective responsibility on the stakeholders in the quest of performing the supervisory function and it calls for the need to have mutual relations among all the stakeholders. The study is

about influence of head teachers' instructional supervision practices on pupils' performance at KCPE. In this case, the head teacher carries the supervisory function in concert with teachers in their respective work stations.

The head teachers' instruction supervision practices such as checking of teachers' records of work, checking of pupils' lesson notes; classroom observation and provision of instructional resources need collaboration and synergy between the head teacher and the concerned teachers. This collegial theory of supervision has a weakness in that it depends on plurality of stakeholders in the accomplishment of tasks. The need to embrace an elaborate communication channel to bridge the gap between all the stakeholders, mutual understanding, goodwill and respect should be carried out in a collegial environment. However, the plurality advocated by this collective responsibility on all the stakeholders in the quest of performing the supervisory function and the need to have mutual relations among the stakeholders often yields good fruits in terms of increased pupils academic performance. The aspect of posting an increased pupils' performance advocated by this theory of supervision gives it credit to aptly fit in this study.

2.8.2 Role Theory

The study adopted the Role Theory by Biddle (1986). He defines role theory as sociological study of development concerned with explaining forces which cause people to develop the expectations they do on their own and others behavior. Role theory is therefore concerned with how individuals behave, how they feel, they ought to behave and how they believe other people should respond to their actions. This theory points out

that human behavior is guided by expectations held by both the individual and by other people. The head teacher in a school plays a significant role in instructional supervision. He/she delegates some of the supervisory activities to the teachers to help in curriculum instruction. The head teachers also work with other stakeholders like parents and officers from the Ministry of Education in the performance of instructional supervision. Each person assigned with the responsibility of instructional supervision should play his /her role effectively to ensure proper teaching and learning in schools. Role overload is common in schools and other educational institutions. Role overload refers to the sequence of the individual not being able to cope with several roles simultaneously even though all these are essential to that person's task. Mullins (1999) defines role overload as when a person is faced with too many separate roles or too great a variety expectations. A person is unable to meet satisfactorily all expectations; some must be neglected in order to satisfy others. The head teacher as an instructional supervisor has other administrative roles to perform and therefore is likely to neglect the instructional supervisory activity which should form a major task in the school.

2.9 Conceptual Framework

According to Orodho (2005), a conceptual framework is a form of representation whereby a researcher represents the relationship between variables in the study and depicts them diagrammatically.

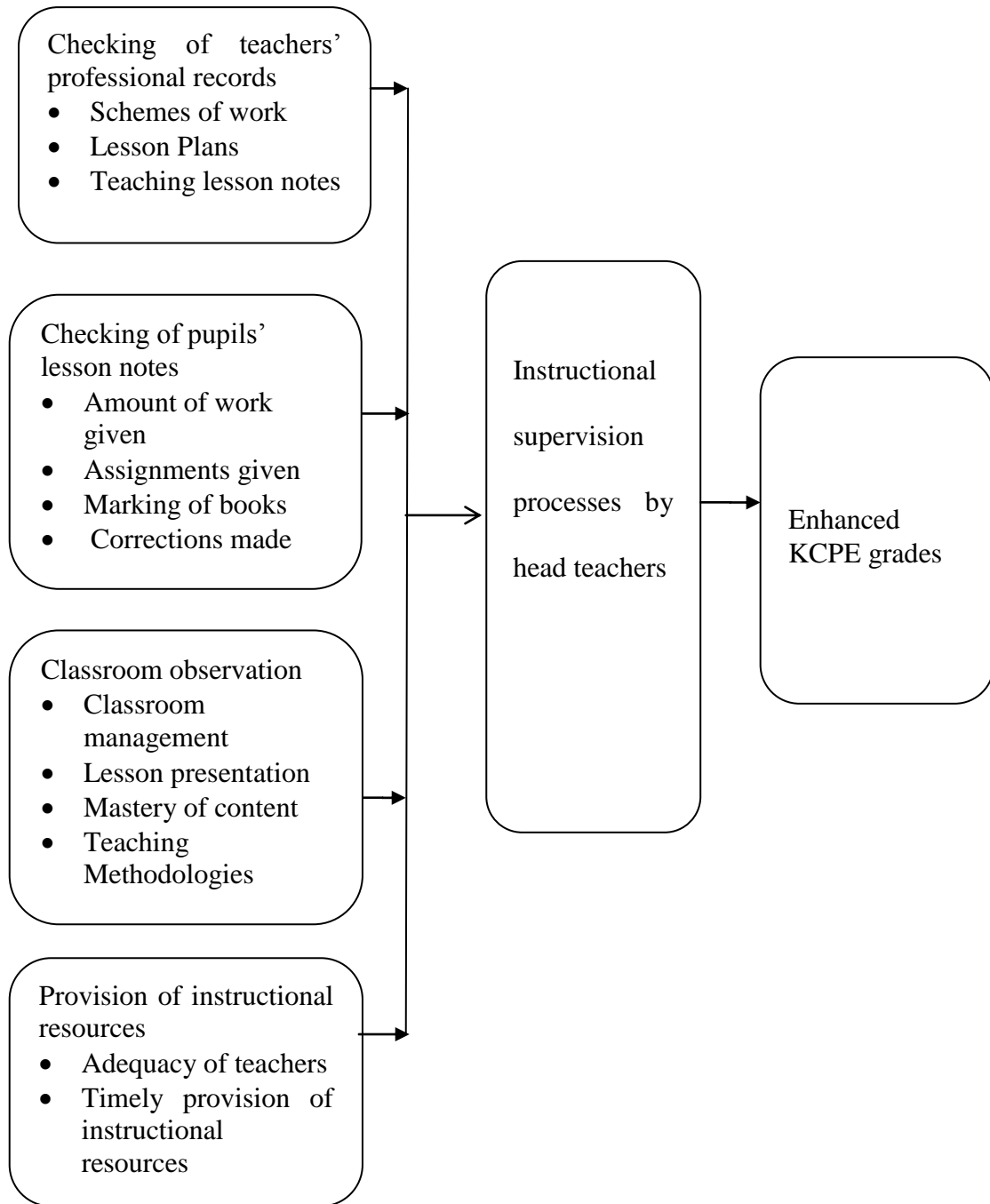


Figure 2.1: Conceptual framework on interaction of variables

Teachers' supervision and pupils' work, proper testing policy, syllabus coverage, teacher induction and team building enhances academic performance. It is the head teacher's role to regularly check pupils' lesson notes / exercise books to ensure that the school syllabus is covered appropriately and assignments are marked. If head teachers supervised teachers' lesson notes regularly it would enhance pupils' performance in the classroom. During classroom observation, the head teacher should observe how the teacher plans his work for delivery to learners. The head teacher should therefore take upon him/herself the role of mobilizing resources to enhance curriculum implementation in his/ her school. Teaching aids play a great role in influencing good performance.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter deals with the research methodology to be employed in the study. It starts by looking at the research design that was adopted for the study, the target population of the study, the sample size and sampling procedures, research instruments to be used in the study together with their validity and reliability, data collection procedures, data analysis techniques and ethical considerations.

3.2 Research Design

A research design is a plan showing how the problem of investigation was solved (Orodho, 2004). Descriptive survey design was used in this study. The design is considered suitable because it enabled the researcher to collect information about the attitudes, opinions and habits of the respondents in order to establish the current situation (Orodho, 2004). The researcher administered questionnaires to head teachers and teachers to establish the influence of head teachers' instructional supervision practices on pupils' performance at KCPE in Khwisero Sub County.

3.3. Target Population

Best & Kahn (2004) defines target population as a group of individuals who have one or more characteristics in common that is of interest to a researcher. The target population for this study consisted of all primary school teachers in Khwisero Sub County, to include 62 head teachers and 496 teachers of Khwisero Sub County.

3.4 Sample size and sampling procedure

According to Mugenda and Mugenda (2003), a sample size is a small portion of the target population while sampling is a research technique that used in selecting a given number of subjects from the target population as a representative of that population.

Kombo & Tromp (2006) point out that for a descriptive research, a sample between 10-20% is appropriate. For teachers, 20% of 496 = 99 while for head teachers 20% of 62 =12. Systematic simple sampling was appropriate for teachers. A list of 496 teachers was obtained from the head teachers in schools 1-62. The researcher started from school one by picking the first teacher then every 5th until 99 teachers were achieved, (496 divided by 5= 99.2). For head teachers, those from the 12 schools became respondents automatically. Simple random sampling was used to choose the schools by writing numbers 1-62 on a piece of paper. 12 read YES while 50 read NO. Thus the head teachers from the YES schools were selected. Hence, the research respondents were 112 in number.

3.5 Research instruments

The research instrument used for the study was questionnaires. A questionnaire is an instrument used to gather data which allows measurements for or against particular viewpoints. According to Orodho (2005), a questionnaire has an ability to collect a large amount of information in a reasonably quick span of time. Two sets of questionnaires were developed, one for the head teachers and another one for the teachers. Both sets were divided into two sections. Section A of each set of questionnaire sought to obtain

the respondents' demographic data, academic qualification and duration of service. Section B sought to give an assessment on influence of head teachers' instructional supervision practices on pupils' performance at K.C.P.E in Khwisero Sub County. The questionnaires had both closed and open ended questions to allow more information to be solicited from the respondents. Most importantly, the questionnaire was as short as possible and more targeted to avoid overburdening the respondent.

3.5.1 Validity of research instruments

An instrument is considered valid when there is confidence that it measures what it is intended to measure in a given situation (Walliman, 2009). In determining the validity of the survey questionnaires, the researcher presented the drafts questionnaires to academic supervisor for validation and professional input. This was done in order to determine the clarity and relevance of the questions in eliciting information about the influence of head teachers' instructional supervision practices on KCPE performance in Khwisero Sub County.

The instruments were also piloted in two schools in Lurambi Sub County since the sub county shared similar education dynamics and almost similar KCPE performance to Khwisero Sub County. Kombo & Tromp (2006) point out that 10 – 20% in a descriptive research is appropriate. Therefore, 10% of the sample size 99 teachers (10) and 13 head teachers (1) were chosen randomly. Pre-testing was important since it determined the validity and reliability of the research instruments.

3.5.2 Reliability of research instruments

The reliability of a research instrument concerns the degree to which a particular measuring procedure gives similar results after repeated trials, Orodho (2004). In order to test the reliability of the instruments, the researcher used test – retest method. This was done by administering the research instruments for the second time. Then the correlation coefficient of the scores from both tests was calculated using Pearson's Product Moment Formula in order to establish the extent to which the contents of the questionnaire consistently elicit the same responses every time the instrument was used.

$$r = \frac{n(\sum xy) - (\sum x)(\sum y)}{\sqrt{[n\sum x^2 - (\sum x)^2][n\sum y^2 - (\sum y)^2]}}$$

Where:

n – Number of respondents

x – Scores from the first test

y – Scores from the second test

r – Pearson's correlation coefficient

A correlation coefficient which may range from -1.00 to +1 .00, shows the size and direction of a relationship between two sets of schools. A coefficient 0.7 was considered adequate (Best & Kahn, 2006). If the coefficient is 0.7 and above then, the instrument is deemed reliable and can be used for the research (Best & Kahn, 1988). If the reliability coefficient is less than 0.7, then the instrument will be deemed unfit and other

instruments will be constructed or adjusted to be more reliable. The tests were carried out and the coefficient of 0.79 on head teachers' and 0.77 on teachers' questionnaires were obtained and this indicated that the instrument was reliable and further tests could be carried out.

3.6. Data collection procedure

The researcher obtained a research permit from the National Commission of Science, Technology and Innovation (NACOSTI) upon clearance from the university. She reported to the Sub County Education Office to get authority to proceed with the research. She conducted a pre-visit to the schools and get permission from the head teachers to conduct the research in their schools. The researcher then arranged with the respective head teachers and teachers to determine the date convenient for administration of the research instruments. The instruments were given simultaneously to all the respondents to fill and be collected after completion.

3.7. Data Analysis techniques

According to Kothari (2004), data analysis refers to the computation of certain measures along with searching for patterns of relationships that exist among data groups. Statistical Package for Social Sciences (SPSS) software and Microsoft Excel were used to analyze the quantitative data. The qualitative data from the structured questionnaire was used to enhance more understanding in the description of the quantitative figures guided by the objectives of the study. This was followed by the coding of the data. Non numerical data were transferred from their raw form which was

better suited for tabulation. Using SPSS, a screen containing all the study variables was developed and the data was entered into the system.

The study generated both qualitative and quantitative data. The quantitative data was analyzed using descriptive statistics provided by the Statistical Package of Social Sciences (SPSS v23) software. The analyzed report was tabulated appropriately using graphs, frequency distribution and simple percentages to illustrate the responses to the questionnaires and interview guide. Responses to open ended questions were recorded to determine the frequencies of each response. Qualitative data from the questionnaires were coded and a report produced (Jwan and Ongondo, 2011). Conclusions and recommendations were then drawn based on the findings of the study.

3.8 Ethical considerations

Written ethical approval was obtained from the college prior to the commencement of the study. Ethical approval is necessary for the protection of the participants and their rights (Bowling, 2002). Participants were informed of their right to voluntary participation and the right to withdraw from the study at any time, without incurring any penalty, which protects their right to self – determination (Burns and Grove, 2011). All information obtained was stored securely (Parahoo, 2006). Confidentiality of respondents was ensured by not using their names but codes on the questionnaires for anonymity. No intimidation or coercion was done on them. After completion of the project, the information gathered was destroyed.

CHAPTER FOUR

DATA ANALYSIS, INTERPRETATION AND DISCUSSION

4.1 Introduction

This chapter covers data analysis, interpretation and discussion of findings. The study sought to determine the influence of head teachers' instructional supervision practices on pupils' performance at KCPE in Khwisero Sub County. The objectives that guided the study were to determine the extent to which head teachers' checking of professional records influences pupils' performance at KCPE, to determine the extent of head teachers' checking of pupils' lesson notes influences pupils' performance at KCPE, to establish the influence of head teachers' classroom observation on pupils' performance at KCPE and to determine the extent to which head teachers' provision of instructional resources influence pupils' performance at KCPE in Khwisero Sub County.

4.2 Instrument Return Rate

A total of 112 respondents were given questionnaires and filled them and this translated to a response of 100%. According to Mugenda and Mugenda (2003), a response rate of 50% is adequate for analysis and reporting, 60% is good and a response rate of 70% and over is excellent and thus for this study, the response was excellent. These results are shown in Table 4.1.

Table 4.1 Respondents return rate

Response	Head teachers		Teachers	
	Fr	%	Fr	%
Number of questionnaires returned	12	100	96	97
Number of questionnaires not returned	0	0	3	3
Total	12	100	99	100

4.3 Socio-demographic characteristics of the respondents

This section presents the socio demographic information of the respondents as collected in the data collection instrument. Table 4.2 presents the summary of socio demographic information of respondents that participated in the study. They include: age bracket, academic qualifications and experience in that post.

Table 4.2: Socio-Demographic Characteristics of the Teachers

Characteristic	Responses	Frequency (n=99)	Percent
Age Bracket	Below 30 years	4	4.0
	31-35 years	65	65.7
	41 -45 years	21	21.2
	More than 55	9	9.1
Highest professional qualifications	M.Ed	11	11.1
	B.ED	29	29.3
	Diploma in Ed	38	38.4
	P1 Certificate	21	21.2
Teaching experience	1-5 years	55	55.6
	6-10 years	33	33.3
	11 -15 years	10	10.1
	16-20 years	1	1.0

As presented in the Table 4.2, more than half of the teachers were aged between 31-35 years 65[65.7%] followed by those between the age bracket of between 41-45 years 21[21.2%]. On their highest education they had attained, it was established approximately 38[38.4%] had Diploma in Education followed by those with Bachelors in Education at 29[29.3%] while a mere 11[11.1%] had postgraduate degree in education. This was a clear indication that most of the teachers were qualified to be teaching in their respective schools.

On the time the respondents had been in teaching practice, the study established that slightly more than half 55[55.6%] indicated they had been teaching for less than 5 years as opposed to 33[33.3%] who have been teaching between 6-10 years while approximately 10[10.1%] had taught for more than 11 years.

Table 4.3: Socio-Demographic Characteristics of the Head Teachers

Characteristic	Responses	Frequency (n=12)	Percent
Age Bracket	Below 30 years	3	25
	31-35 years	4	33.3
	41 -45 years	4	33.3
	More than 55	1	8.4
Highest professional qualifications	M.Ed	2	16.7
	B.ED	2	16.7
	Diploma in Ed	7	58.3
	P1 Certificate	1	8.3
Teaching experience prior to appointment	1-5 years	8	66.7
	6-10 years	3	25
	11 -15 years	1	8.3
	16-20 years	0	0
Period been a head teacher	1-5 years	4	33.3
	6-10 years	8	66.7

The Table 4.3 presents the socio demographics of the head teachers. Most of the head teachers were aged between 31 and 45 years as 67% while on their highest education attained, majority had diploma at 58%. On their teaching experience before appointment, 66.7% had taught for less than five years followed by 25% who had taught between 6 and 10 years. On further comparison on the period they have been head teachers, 62.5% indicated between 6 and 10 years (66.7%) followed by 33.3% who had been head teachers for less than 5 years.

4.3 Analysis of Study Variables

This section addresses the objectives of the study which were to and thus the presentation is done as per specific objectives. These objectives included to:

- extent to which the head teachers' checking of teachers' professional records influences pupils' performance at KCPE in public primary schools in Khwisero Sub County, Kakamega County.
- the extent of head teachers' checking of pupils' lesson notes influences pupils' performance at KCPE in public primary schools in Khwisero Sub County, Kakamega County.
- the influence of head teachers' classroom observation on pupils' performance at KCPE in public primary schools in Khwisero Sub County, Kakamega County.
- the extent to which head teachers provision of instructional resources influence pupils' performance at KCPE in public primary schools in Khwisero Sub County, Kakamega County.

4.3.1 Checking of teachers' professional records

The first objective of the study was to determine the extent to which the head teachers' checking of teachers' professional records influences pupils' performance at KCPE in public primary schools in Khwisero Sub County, Kakamega County. The Table 4.4 presents the responses on the same.

Table 4.4: Responses on checking of teachers' professional records

Query	Teachers	Head teachers	Query	Teachers	Head teachers
		N	Percent	N	Percent
Frequency check teachers' professional records	Weekly	36	36.4	9	75
	Monthly	54	54.5	3	25
	Termly	9	9.1		
Frequency of checking makes sure that scheme of work and lesson plans are updated	Very often	62	62.6	8	66.6
	Rarely	34	34.3	2	16.7
	Never				
Teachers' preparation of professional records influence pupils' performance	Yes	99	100	12	100
	No		.		.

The responses of the two cadres of respondents are presented in the Table 4.4. The first query concerned the frequency in which the head teachers checked professional records

of the teachers. It was established among the teachers that most of the head teachers checked them monthly 54[54.5%] compared to 36[36.4%], most of the head teachers indicated that they checked them weekly basis 9[75%] as opposed to 3[25%] who cited they checked the professional records on monthly basis.

On further assessment on the frequency to which the teachers scheme of work and lesson plans were updated, majority of the teachers indicated they were done very often 62[62.6%] while 34[34.3%] posited they were checked rarely and this is a good indication that the head teachers were keen on checking the progress of the teachers. Among the head teachers themselves, it was established that the same trend was established as most 8[66.6%] indicated that they checked them very often as opposed to those who cited never or rarely 2[16.7%]. Testing their significance, it was determined that both responses were significant as p value of <0.05 were obtained and thus checking of teachers' professional records improved the performance of the pupils/students.

Responses on the statement if the teachers' preparation of professional records influenced pupils' performance, both the teachers and the head teachers were in total agreement that teachers' scheme of work and lesson plans spurred pupil's performance due to the proper preparation on the teacher's part.

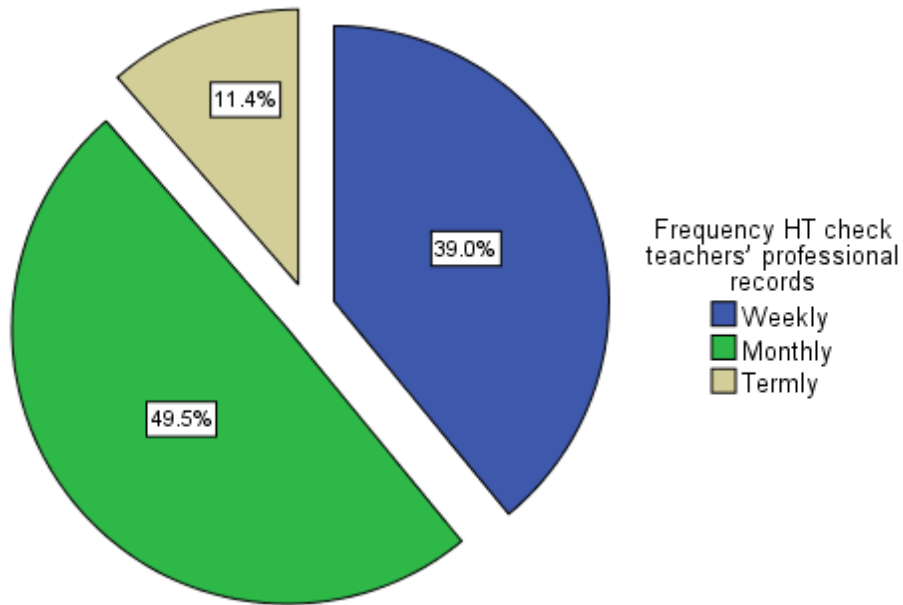


Figure 4.1: Frequency of checking teachers' professional records

4.3.2 Head teachers Response on checking of professional records

The Table 4.5 presents the advantages of checking professional records by the head teachers.

Table 4.5: Head teachers Response on checking of professional records

Response	Frequency	Percent
Facilitates in overseeing their effectiveness	5	41.7
Makes supervision easier	5	41.7
Helps to be up to date with teacher's activities	2	16.6
Total	12	100.0

The head teachers' responses are presented in the Table 4.5 on the items they checked on their teachers' and if they assisted them in supervision work. As presented, 41.7% tied on

the responses that they facilitated in overseeing their effectiveness and they made their supervision easier as opposed to a quarter of the head teacher who indicated that they helped them to be up to date with teachers' activities.

The study agrees with Eshiwani (1993) who posited that "schools where the head teachers checked lesson notes, schemes of work, lesson plans and class attendance registers performed better than schools where this is not done", as this was the case among the schools in Khwisero. The study was in agreement with Wangui (2007) who argued that effective head teachers are perceived as those who are involved in proper tuition and revision. Supervision of teachers and pupils' work, proper testing policy, syllabus coverage, teacher induction and team building enhances academic performance. The study agrees with Musungu and Nasongo (2008), who indicated that principals in high performing schools checked teachers' professional records which include lesson plans, scheme of work, class registers and school attendance registers. Frequency of internal supervision contributes towards effective implementation of curriculum hence good academic performance.

4.3.3 Head teachers' checking of pupils' lesson notes and KCPE performance

The Table 4.6 presents responses on if head teachers checking of pupils' lesson notes influences pupils' performance at KCPE.

Table 4.6: Head teachers checking of pupils' lesson notes and KCPE performance

Query	Teachers			Head teachers		
	Responses	Fr	Percent	Fr	Percent	Test Statistics
Check pupils' lesson notes	Yes	89	89.9	8	66.6	6.250 ^a
	No	2	2.0	2	16.7	
	Sometimes	8	8.1	2	16.7	
Frequency of checking pupils' lesson notes	Weekly	42	42.4	3	25.0	31.257 ^b
	Monthly	51	51.5	9	75.0	
	Termly	6	6.1	0	0.0	

The first query in the Table 4.6 was on if both the teachers and the head teachers checked pupils' lesson notes. Most of the teachers indicated that they checked pupils' lesson notes 89[89.9] compared to 8[66.6%] of the head teachers while on the frequencies that the two cadre checked pupils' lesson notes, 42[42.4%] and 51[51.5%] indicated weekly and monthly as opposed to 3[25%] and 9[75%] who checked them weekly and monthly respectively.

4.3.4 Responses on the information checked by the head teacher

The following Table 4.7 presents the information that the head teacher checks

Table 4.7: Responses on the information checked by the head teacher

Response	Frequency	Percent
Progress on textbook coverage	4	33.3
Teachers attendance to classes	6	50
teachers marking books	2	16.7
Total	12	100.0

The Table 4.7 presents the information checked by the head teachers in the pupils' lesson notes. It was established that 6[50%] of the head teachers checked on the teacher's attendance to classes as opposed to a quarter who checked progress on textbook coverage while 2[16.7%] checked if the teachers marked pupils' books.

The study is in agreement with Alimi & Akinfolarin (2012), who indicated that found out that there is significant relationship on checking pupils' notebooks and academic achievement in English language. The study also agrees with Glegg and Bellingston (1994), who found significant impact in checking of students' notes on academic performance in English language in United States elementary schools. Peretomode (2001) posited that for teachers to perform their teaching duties effectively, the head teachers must always check their lesson notes to ascertain whether the content was effectively covered in the lesson notes and the current study agrees with him.

4.3.5 Responses on frequency of head teachers' classrooms observation

The study sought to determine the frequency of head teacher made classrooms observation and the responses are presented in the Table 4.8.

Table 4.8: Responses on the frequency of head teachers' classrooms observation

Responses	Frequency	Cumulative Percent
Weekly	32	28.3
Monthly	46	41.6
Termly	34	30.1
Total	112	100.0

It was established that both the teachers and head teacher indicated that they did the classroom observations on monthly basis 46[41.6%] as compared to 32[28.3%] and 34[30.1%] who checked on weekly and termly basis.

The study agrees with Okumbe (1998) who indicated that the head teacher must prepare a supervision schedule indicating how the teacher maintains class discipline, provides for learner differences, the lesson presentation, mastery of content, learner involvement as well as teaching methodologies used. Classroom observation is key in maintaining teachers discipline and attendance to classes. The study agrees with Ngunjiri (2012) and Eshiwani (1993) who attribute poor performance of learners in public schools to 'arm chair' head teachers who do not know what goes on in the classrooms. Ineffective

Instructional supervision leads to delinquent behavior among some pupils and their subsequent failure in the national examinations.

4.3.6 Responses on the provision of instructional resources

The Table 4.9 shows the responses on provision of instructional resources.

Table 4.9: Responses on the provision of instructional resources

Responses	Frequency	Percent
Yes	44	39.8
No	20	17.7
Not all are adequate	48	42.5
Total	112	100.0

On the query if the teachers were provided with adequate instructional resources or the head teachers provided with adequate instructional resources, the above responses were provided in which the both cadres indicated that not all were adequate 48[42.5%] as opposed to 44[39.8%] who cited that they were provided or provided adequate instructional resources.

The study is in agreement with Eshiwani (1993) who indicated that inadequate teaching and learning resources are among the other resources that affect academic achievement. Nyawamu (2010) and Obongo (1987), indicated that adequate staffing of a school

enables teachers to prepare for teaching way before attending classes and thus this was clear in the current study and agrees with their findings.

4.3.7 Frequency of performing instructional practices in schools

The study used a Likert of 1-3 to indicate the teachers and head teachers responses on the frequency of performing instructional practices in schools and the results are presented in the Table 4.10

Table 4.10: Frequency of performing instructional practices in schools

Responses	Check							
	Check professional records		Check pupils' lesson notes		Classroom observations		Provision of instructional resources	
	Fr	%	Fr	%	Fr	%	Fr	%
Always	38	33.6	41	36.3	37	33	42	37.2
Sometimes	42	37.2	42	37.2	55	49	53	46.9
Never	32	29.2	29	26.5	20	19	17	15.9
Totals	112	100	112	100	112	100	112	100

Generally, a mean of two was obtained for all the statements and this indicated that the performance of the instructional practices was sometimes done in schools, a mean of 1.96 [.79] on checking of professional records, 1.90 [.79] on checking pupils' lesson notes,

1.86[.71] on classroom observation while a mean of 1.79[.70] on provision of instructional resources.

The study findings on head teachers checking of teachers' professional records agrees with Eshiwani (1993), Wangui (2007) and Musungu & Nasongo (2008) who posit that head teachers / principals who checked teachers' professional records like lesson plans, schemes of work, lesson notes and class attendance registers performed better than schools where this is not done.

The study on head teachers checking of pupils' lesson notes agrees with Alimi & Akinfolarini (2012) and Glegg & Bellington (1994) who found out that there is significant impact on checking pupils' lesson notes and academic achievement in English language. Peretomode (2001) posited that for teachers to perform their teaching duties effectively, their lesson notes must be checked to ascertain effectiveness of the content covered. The study on classroom observation agrees with Okumbe (1998) who attributes it to maintenance of teachers' discipline and attendance to classes. The study also agrees with Ngunjiri (2012) and Eshiwani (1993) who attribute poor performance of learners in public schools to 'armchair' head teachers who do not know what goes on in the classrooms. On provision of instructional resources, the study agrees with Eshiwani (1993), who indicated that inadequate instructional resources affect academic achievement. Nyawamu (2010) and Obongo (1987) indicated that adequate staffing of a school enables teachers to prepare for teaching way before attending classes.

4.3.8 Challenges faced by head teachers in carrying out instructional supervision practices.

The Table 4.11 shows the responses on the challenges head teachers face while carrying out instructional practices.

Table 4.11 Responses on challenges faced by head teachers

Challenges	Head teachers		Teachers	
	Fr	%	Fr	%
Workload	2	16.7	56	56.6
Lack of time	6	50.0	21	21.2
Negative attitude	2	16.7	12	12.1
Lack of knowledge	2	16.7	10	10.1
Total	12	100	99	100

From Table 4.11, majority of the head teachers indicated that their colossal amount of duties did not leave them with time to follow up on instructional supervision practices. They also indicated that teachers' negative attitude towards them and lack of knowledge deterred their supervision work. More than a half 56.6% of the teachers indicated that the workload was wide while 21.1% indicated that they lacked time. This study agrees with Kimeu (2010) who asserts that instructional supervision practice should create harmony in working place, good relationship between head teachers and teachers which in turn leads to improved performance.

4.3.9 Suggestions on ways to overcome challenges faced by the head teachers in carrying out instructional supervision practices.

The Table 4.12 indicates respondents' suggestions on ways to overcome the challenges faced by the head teachers in carrying put instructional supervision practices.

Table 4.12 Respondent's suggestion on ways to overcome the challenges

Suggestion	Head teachers		Teachers	
	Fr	%	Fr	%
In-service training	3	25.0	54	54.5
Employment of more teachers	5	41.7	25	25.3
Seminar workshops	2	16.7	11	11.1
Improved teacher attitude	2	16.7	9	9.1
Total	12	100	99	100

In Table 4.12, majority of the head teachers (41.7%) felt that more teachers should be employed to reduce the teachers' workload. More than half of the teachers (54.5%) suggested that they needed in-service training to improve on their attitude and educational management. The study agrees with Kinyua (2010) who found out that head teachers should attend in-service courses so as to perform and keep them abreast with the new instructional supervision practices accordingly.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

The chapter presents summary of the study findings the conclusions made from the study and the recommendations for positive action made by the study. It finally gives suggestions for further research. The study sought to find out the influence of head teachers' instructional supervision practices on pupils' performance at KCPE in Khwisero Sub-County. The objectives that guided the study were checking of professional records, checking of pupils' lesson notes, classroom observation and provision of instructional resources by the head teachers and how they influence the Kenya Certificate of Primary Education performance.

5.2 Summary of the study

The study found out that more than half of the teachers were aged between 31-35 years followed by those between the age brackets of between 41-45 years. On their highest education they had attained, it was established approximately forty percent had Diploma in Education followed a third who had with Bachelors in Education while ten percent had postgraduate degree in education. This was a clear indication that most of the teachers were qualified to be teaching in their respective schools.

On the time the respondents had been on teaching practice, the study established that slightly more than half indicated they had been teaching for less than five years as opposed to a third who have been teaching between 6-10 years.

5.2.1 Extent to which the head teachers check teachers' professional records

Among the teachers that most of the head teacher checked them monthly compared to approximately forty percent while amongst the head teacher, most indicated that they checked them weekly basis as opposed to slightly more than a third who cited they checked the professional records on monthly basis. A p-value of <0.05 was obtained on head teacher responses as opposed to p-value >0.05 among teachers' responses. Concerning the frequency to which the scheme of work and lesson plans were updated, majority of the teachers indicated they were done very often while a third posited they were checked rarely and this is a good indication that the head teacher were keen on checking the progress of the teachers.

Responses on the statement if the teachers' preparation of professional records influenced pupils' performance both the teachers and the head teachers were in total agreement that scheme of work and lesson plans spurred pupil's performance due to the proper preparation on the teacher's part. On the issues that what were they facilitated in overseeing their effectiveness and they made their supervision easier as opposed to a quarter of the head teacher who indicated that they helped them to be up to date with teachers' activities.

5.2.2 Extent of head teachers' checking of pupils' lesson notes

Most of the teachers indicated that they checked pupils' lesson notes compared to three quarters of the head teachers while on the frequencies that the two cadre checked pupils' lesson notes, most of the teachers indicated weekly and monthly as opposed to less than fifteen percent and majority who checked them weekly and monthly respectively. On the significance tested using t tests, a p value of <0.05 was obtained. It was established that most of the head teachers checked on the teacher's attendance to classes as opposed to a quarter who checked progress on textbook coverage while an eighth checked if the teachers marked pupils' books.

5.2.3 Head teachers' classroom observation

It was established that both the teachers and head teachers indicated that head teachers made classroom observations on monthly basis as compared to approximately a third who checked on weekly and termly basis.

5.2.4 Extent of head teachers' provision of instructional resources

On provision of enough or adequate instructional resources or the head teachers provided with adequate instructional resources, the above responses were provided in which both cadres indicated that not all were adequate as opposed to forty percent who cited that they were provided or provided adequate instructional resources.

5.3 Conclusions of the study

From the above findings, conclusions can be drawn among the teachers that most of the head teachers checked professional records, for example, the lessons plans and schemes of work on monthly basis. On the frequency to which the schemes of work and lesson plans were updated, majority of the teachers indicated they were done very often while a third posited they were checked rarely and this is a good indication that the head teacher were keen on checking the progress of the teachers. Among the head teachers themselves, it was established that the same trend was established as most indicated that they checked them very often as opposed to those who cited never or rarely.

The items the head teachers checked included the teachers' attendance to classes, textbook coverage and whether the teachers marked pupils' books. The head teachers indicated that they assisted them in supervision work by overseeing their effectiveness and made their supervision easier as opposed to a quarter of the head teachers who indicated that they helped them to be up to date with teachers' activities. Both majority of the head teachers and teachers indicated that they checked pupils' lesson notes and they did it on weekly and monthly basis. Both the teachers and head teachers indicated that classroom observations were done on monthly and on weekly basis by the head teachers. On the query if the teachers were provided with adequate instructional resources or the head teachers provided with adequate instructional resources, they indicated that not all were adequate.

5.4 Recommendations

Based on the findings and conclusions of the study, the researcher made the following recommendations:-

- i. The head teachers for public schools should supervise their teachers' lesson notes, lesson plans and schemes of work regularly. This will enhance pupils' performance in the classrooms by coming up with the following strategies that teachers submit their professional records on weekly bases to keep close track of the instructional practices in their schools.
- ii. The head teachers should ensure that the learning process goes according to plan by checking pupils' notebooks and through conducting impromptu instructional supervision on both PTA and TSC teachers in order to make them adhere to class attendance They should also form departmental committees to be in charge of different departments and delegate duties to avoid being overwhelmed thus not performing instructional practices as required..
- iii. The head teachers should mobilize all instructional resources from the Ministry of Education, the community and other sources to make sure they are adequate and make learning process more productive and effective. They should ensure the instructional resources are fully and effectively used. Some of the strategies to be used here are organizing for fundraisings, asking well-wishers to donate and encouraging teachers to use locally available resources to improvise the required instructional resources.

- iv. Government through the Ministry of Education should facilitate awareness seminars and workshops for teachers to sensitize them on embracing instructional supervision practices so that they change their attitudes towards supervision.

5.5 Suggestions for further research

The researcher suggests that;-

- i. Similar study to be done in other sub- counties to compare the findings.
- ii. A study to be carried out to find out the effects of teachers' attitudes towards head teachers' instructional supervision in public primary schools.
- iii. A study to be carried out on the influence of Quality Assurance and Standards Officers' instructional supervision practices on pupils KCPE performance in public primary schools.

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APPENDICES

Appendix I: Introduction Letter

The University of Nairobi

Department of Educational Administration

P.O Box 30197

Nairobi

Dear Sir / Madam,

RE: PERMISSION TO VISIT YOUR SCHOOL FOR RESEARCH PURPOSES

I am a post graduate student at the University of Nairobi. I am undertaking a research on the topic Influence of Head teachers Instructional Supervision Practices on Pupils' Performance in Primary Schools in Khwisero Sub County, Kakamega County, Kenya.

Kindly assist me to conduct the study in your school. The information is for research purpose only and your identity will be held confidential. Thank you in advance.

Yours faithfully,

Opicha Mukhwana Lorraine

Appendix II: Head Teachers' Questionnaire

Purpose: The purpose of this questionnaire is to obtain information from head teachers on how they conduct instructions supervision practices.

Kindly respond to the entire question provided below.

Note: Information provided shall only be used for the purpose of this study and your identity was held confidential.

SECTION A: Demographic information (Please Tick where appropriate)

1. What is your age?

Below 30 years

31-35 years

51-55 years

36-40 years

41 -45 years

2. What are your highest professional qualifications?

M.Ed

B.ED

Diploma in Ed

P1 Certificate Others

3. How long had you worked as a teacher prior to appointment to headship?

Below 1 year

1-5 years

6-10 years

11 -15 years

16-20 years

Above 21 years

4. How long have you been a head teacher?

Below 1 year

1-5 years

6-10 years

11 -15 years

16-20 years

Above 21 years

SECTION B: Instructional Supervision Information

5. How often do you check teachers' professional records?

Weekly

Monthly

Never

Termly

Yearly

6. How often do you make sure that teachers scheme of work and lesson plans are up to date?

Very often

Rarely

Never

7. Does teachers' preparation of professional records influence pupils' performance?

a) Yes No

b) Explain.....
.....

8. How does checking of professional records help in your supervision work?

Please explain.....
.....

9. Do you check pupils' lesson notes?

a) Yes No

b) If yes, how often do you check pupils' lesson notes?

Weekly

Monthly

Termly

10. What specific information do you check for in the pupils' notes?

.....
.....
.....

11. How often do you conduct classroom observations?

Weekly

Monthly

Termly

12. Do you provide adequate instructional resources?

Explain.....
.....

13. Please indicate the frequency of performing the following instructional practices in your school .Indicate (A), If always (S) If sometimes, (N) If never.

ACTIVITY	A	S	N
Check professional records			
Check Pupil's lesson notes			
Classroom observation			
Provision of instructional resources			

14. a) In your opinion, what are the challenges faced by the head teacher in carrying out instructional supervisory influencing pupils' KCPE performance?

.....

b) Suggest ways in overcoming (a) above

.....

.....

Appendix III: Teachers Questionnaire

Purpose: The purpose of this questionnaire is to obtain information from classroom teachers on how instructional supervision practices are conducted in the school..

Kindly respond to the entire question provided below.

Note: Information provided shall only be used for the purpose of this study and your identity was held confidential.

SECTION A: Demographic- information (Please Tick where appropriate)

1. What is your age?

Below 30 years

31-35 years

51-55 years

36-40 years

41 -45 years

2. What are your highest professional qualifications?

M.Ed

B.ED

Diploma in Ed

P1 Certificate Others

3. How long were you as a teacher prior to appointment to headship?

Below 1 year

1-5 years

6-10 years

11 -15 years

16-20 years

above 21 years

4. How long have you been a head teacher?

Below 1 year

1-5 years

6-10 years

11 -15 years

16-20 years

above 21 years

SECTION B: Instructional Supervision Information

5. How often does your head teacher check teachers' professional records?

Weekly

Monthly

Never

Termly

Yearly

6. How often does your head teacher ensure that teachers scheme of work and lesson plans are up to date?

Very often

rarely

Never

7. Does teacher's preparation of professional records influence pupils' KCPE performance?

c) Yes No

d) Explain.....
.....

8. How does checking of professional records help your head teacher in his /her supervision work?

Please explain.....
.....

9. Does your head teacher check pupils' lesson notes?

c) Yes No

d) If yes, how often does he/she check pupils' lesson notes?

Weekly Monthly Termly

10. What specific information does he/she check for in the pupils' notes?

.....

11. How often does your head teacher conduct informal observations in classrooms?

Weekly

Monthly

Termly

12. Does your head teacher provide adequate instructional resources?

Explain.....
.....

13. Please indicate the frequency of performing the following instructional practices in your school .Indicate (A), If always (S) If sometimes, (N) If never.

ACTIVITY	A	S	N
Check professional records			
Check Pupil's lesson notes			
Classroom observation			
Provision of instructional resources			

14. a) In your opinion, what are the challenges faced by your head teacher in carrying out instructional supervisory influencing pupils' KCPE performance?

.....

b) Suggest ways in overcoming (a) above

.....

THANK YOU

Appendix IV: Authorization Letter



NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471,
2241349,3310571,2219420
Fax: +254-20-318245,318249
Email: dg@nacosti.go.ke
Website: www.nacosti.go.ke
when replying please quote

9th Floor, Utalii House
Uhuru Highway
P.O. Box 30623-00100
NAIROBI-KENYA

Ref. No.

Date:

NACOSTI/P/16/42446/11768

4th July, 2016

Opicha Mukhwana Lorraine
University of Nairobi
P.O. Box 30197-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on "*Influence of headteachers instructional supervision practices on pupils Kenya Certificate of Primary Education performance in Khwisero Sub County Kenya,*" I am pleased to inform you that you have been authorized to undertake research in **Kakamega County** for the period ending **4th July, 2017.**

You are advised to report to **the County Commissioner and the County Director of Education, Kakamega County** before embarking on the research project.

On completion of the research, you are expected to submit **two hard copies and one soft copy in pdf** of the research report/thesis to our office.

**GODFREY P. KALERWA MBA, MKM
FOR: DIRECTOR-GENERAL/CEO**

Copy to:

The County Commissioner
Kakamega County.

The County Director of Education
Kakamega County.

Appendix V: Research Permit

THIS IS TO CERTIFY THAT:

MS. OPICHA MUKHWANA LORRAINE

of UNIVERSITY OF NAIROBI 34449-100

Nairobi, has been permitted to conduct

research in Kakamega County

on the topic: INFLUENCE OF

HEADTEACHERS INSTRUCTIONAL

SUPERVISION PRACTICES ON PUPILS

KENYA CERTIFICATE OF PRIMARY

EDUCATION PERFORMANCE IN

KHWISERO SUB COUNTY KENYA


for the period ending:

4th July 2017

Fee Received :ksh 1000

Permit No. :NACOSTI/P/16/42446/11768

Date Of Issue : 4th July, 2016



Applicant's Signature

Director General

National Commission for Science, Technology & Innovation


CONDITIONS

- 1. You must report to the County Commissioner and the County Education Officer of the area before embarking on your research. Failure to do that may lead to the cancellation of your permit**
- 2. Government Officers will not be interviewed without prior appointment.**
- 3. No questionnaire will be used unless it has been approved.**
- 4. Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries.**
- 5. You are required to submit at least two(2) hard copies and one(1) soft copy of your final report.**
- 6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice**

REPUBLIC OF KENYA



NACOSTI



National Commission for Science, Technology and Innovation

RESEARCH CLEARANCE PERMIT

Serial No. A 9853

CONDITIONS: see back page