

**INFLUENCE OF HEAD TEACHERS' INSTRUCTIONAL SUPERVISION
PRACTICES ON PUPILS' PERFORMANCE IN KENYA CERTIFICATE OF
PRIMARY EDUCATION IN MURANG'A SOUTH SUB COUNTY, KENYA**

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Award of the Degree of Master of Education in Educational Administration**

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DECLARATION

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

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DEDICATION

I dedicate this project to my wife Charity Mburu and our beloved children Gilbert Mbogo and Vinney Mwangi.

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LIST OF ABBREVIATIONS AND ACRONYMS

DQAS	Director of Quality Assurance and Standards
EFA	Education for All
FPE	Free Primary Education
MoE	Ministry of Education
MoEST	Ministry of Education Science and Technology
KCPE	Kenya Certificate of Primary Education
TSC	Teachers Service Commission
UNESCO	United Nation Education Scientific and Cultural Organization
UNICEF	United Nations Children Fund

ABSTRACT

Instructional supervision is a type of school based supervision carried out by the school staff (head teacher) aimed at providing guidance support and continuous assessment to teachers for their professional development and improvement in teaching and learning process. The purpose of this study was to investigate the influence of head teachers' instructional supervisory practices on pupils' performance in Kenya Certificate of Primary Education in Murang'a South Sub-county. Objectives of the study were to determine the influence of; head teachers' checking of professional documents, head teachers' classroom observation, provision of instructional materials by head teachers' on pupils' performance as well assessing how head teachers' involvement in academic clinics programs affects pupils' academic performance. The study employed a descriptive survey research design where the target population consisted of 804 teachers and 67 head teachers of the public primary schools in Murang'a South Sub County. Simple random sampling was used to select 13 head teachers and Proportional stratified sampling was used to select 80 teachers. Quantitative data was analyzed using descriptive statistics such as frequencies and percentages while data was presented using tables, pie charts and bar graphs. From the study it was established that; checking of teachers professional records had no effect on pupils performance in the national exam, head teachers class observation had an effect on pupils performance in the national exam, provision of adequate teaching/learning materials to teachers and pupils had effect on pupils performance in the national exam and discussing pupils performances with parents and teachers and guiding and motivating pupils had an effect on pupils performance in the national exam. From the study, it was concluded that Preparation of professional document influence quality of education standards and schools where teachers prepare their professional documents post good performance in national examinations and the teaching/learning materials promote and encourage effective teaching and learning and lack of them in teaching and learning process cause poor learning which hinder achievement of the set objectives of a lesson contributing to poor performance in national exams. This study recommends that: Head teachers should ensure that teachers prepare their professional documents, Head teachers should enhance the practice of classroom observation as instruction supervisory and head teachers and school committees assisted by the government should provide adequate teaching and learning resources.

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

Education is a key component of people quality essential for generating high incomes and sustainable socio-economic development. It is characterized as an essential ingredient in poverty eradication (Ogawa, 2010). UNESCO (2007) report asserted that education was officially acknowledged as a human right from the time Universal Declaration of Human Rights in 1948 was adopted. The Dakar Framework for Action (2000) affirmed that accessing valuable is a right of all children. It acknowledged that value was at the temperament of education. According to Samoff (2007, cited in (Ogawa, 2010) mastering curriculum is assessed by national examination and the greatest measure of valuable education scored on the national examination.

A complex series of action is involved to integrate the knowledge and skills to ensure one succeed in education (Alomar, 2006). According to Seikkula-Leino (2007), educational achievement is the results of education to the magnitude to which a pupil, teacher or school has gained their academic objective. Cambridge University Report (2003) defines educational achievement with reference to exams results. Education achievement is most often assessed by exams although there is no common consensus on the way it is superlatively measured or which aspect is very crucial; practical understanding like skills or declared understanding like fact (Alomar, 2006).

According to Seikkula-Leino (2007), generally around the world, the performance of a student is measured by the Academic Performance Index. However, there are some individual differences influencing academic performance.

Hoerr (2008) found that head teachers' instructional supervision efficiency might cause a significant impact on pupils' education performance, firm administration and employee growth. The governance can encourage people relations, institution development in partnership with stakeholders like pupils, teachers, non-teaching staff, parents and community at large. Daresh and Playko (1992) carried out a research on how supervision impacted on curriculum implementation in schools in Boston. Findings revealed that supervision done in areas of checking on lesson plans, schemes of work, registers and other administrative documents had a positive impact on the academic performance of students. Wambui (2015) found that checking of teachers' record of work, classroom visitation/observation, ensuring syllabus coverage, and provision of learning materials for pupils by the head teachers significantly influences pupils' performance.

In Germany, essential modifications are presently executed and implemented whereby distinct meaning is attributed to many attributed struggles for excellent guarantee and valuable growth. This put together, the principle says: The center of attention is the personal advancement of learners. This is the objective to attain "succeeding via academic". Through cumulative school freedom the institution administration are obliged by the law to honor the personal academic role of the institution.

The institution administration is enhanced by compulsory peripheral assessment (Schulinspektion) aimed at providing specific learning institution with understanding with regards to value of growth. In the previous years, the space of responsibilities of the head teacher has extended owed to assessments for the lawful autonomisation of learning institutions. As a measure of safe guarding the value of the lessons, the head teacher is also in charge for lesson management , employee growth and institution growth in addition to scheduling of advanced training, employee management and, where relevant, for the management of finances (Winands, 2011).

Management of instruction in Nigeria today can be tracked back to 1982 Education regulation. It was the initial effort by the colonial government to create some system of controlling the progress of learning institutions. The regulation called for the creation of a common board of education which was to assign a superintendent of learning institutions in West Africa. The selection manifested the commencement of the appreciation of the prerequisite for a type of managerial roles in the academic structure (Emenike, 2016). The Federal Republic of Nigeria, (2013) identified management of curriculum and instruction, supervision of classroom instruction, monitoring and evaluating students' progress and achievement, promoting and enhancing learning environment, establishing and supporting continuous staff development and procuring instructional materials for teaching and learning as major supervisory functions of school heads.

In Kenya, instructional supervision has often been seen as the major vehicle via which to improve teaching and learning in schools, with head teachers as instructional supervisors. As the Republic of Kenya Ministry of Education, Science, and Technology (2003) noted, head teachers as the administrators of their schools have the obligation to make sure that teachers execute the scheduled curriculum and that learning is in fact going on. Supervision in Kenyan primary schools is delegated to the Ministry of Education in accordance with the provision of the Education Act Cap 211 of 1968 revised 2013 (Republic of Kenya, 2013), which authorizes the Minister for Education to promote the education of the people of Kenya. The main objective of such a legal provision is to help the Minister for Education as a representative of the government and the Kenyan people to gratify himself/herself that educational values are being sustained. To attain this goal, the Directorate of Quality Assurance and Standards has strived to plan some visits to schools by Quality Assurance and Standards Officers (QASOs), to carry out general supervision (Basic Education Act, 2013).

Ngunjiri (2012) asserted that teachers' lack of attendance to classes would be witnessed daily if supervision was rarely carried out, since some teachers combine teaching with other businesses which causes poor performance. This shows that if quality education is to be achieved in schools, then strict supervision must be heightened. Daresh and Playko (1992), in Kimosop(2002) established that through supervision by of checking teachers' professional records, a significant effect was achieved in students' academic performance in Baringo district.

This is in agreement with a study by Gachoya (2008), that found out that 70% of instructional supervisors in Nyeri district evaluated and guided teachers on suitable preparations and keeping of professional records and this contributed to higher performance in the district. Other important professional documents in instruction include schemes of work, lesson plan, records of work, progress records and class attendance register.

According to Kimeu (2010), school heads ought to visit the classroom more frequently to inspire the viewing of teachers and then plan for post observation conferences where matters of supervision are discussed. Calaghan (1972) in Muriithi (2012) noted that physical observation of lesson presentation is the only way a head teacher can gain an insight into the quality of teaching and learning in the school.

Poor provision of instructional materials in public primary schools in Mwimbi division of Mara District was a factor which contributed to low performance by pupils in the Kenya Certificate of Primary Education examinations (Reche et al, 2012). The poor delivery of instructional materials was attributed to lack of due diligence on the part of head teachers and failure to possess adequate managerial skills which allowed for forecasting in the supplies of instructional materials. The study proposed that continuous refresher programmes to impact adequate managerial skills to the head teachers should be put in place to allow for the requisite standards to be met.

Increasing the participation of parents in the academic performance of their children has in present days be seen as a crucial approach to increase the efficiency and advance the value of learning (Driessen, 2005). This practice is commonly known in our country as education clinic. The head teacher in collaboration with his staff arranges a specific date where they invite parents to the school where their children learn. Various issues are discussed including academic, discipline, guidance among others.

Improved participation of the parents in learning institutions has significantly impacted the intellectual and societal running of children (Henderson & Mapp, 2002). Table 1.1 shows performance of pupils of Murang’a South Sub County in the last four years.

Table1.1: K.C.P.E performance analysis (2013 to 2016)

Sub-counties	2016	2015	2014	2013
Kigumo	270.36	261.24	260.39	258.68
Kahuro	259.24	253.80	261.36	256.91
Kangema	254.34	250.83	252.65	249.88
Kandara	253.90	246.17	243.68	245.53
Mathioya	253.36	247.91	245.36	251.95
Murang’a East	250.25	242.05	240.87	250.67
Gatanga	246.44	238.42	249.52	246.25
Murang’a South	239.45	236.75	240.95	238.92

Source: DEO Murang’a South Sub-county

From table 1.1 it can be observed that for the last four years, Murang'a South Sub-County has been performing poorly in Kenya Certificate of Primary Education as compared to the other seven Sub-counties of Muranga'a county. From literature review studies have been carried out about the influence in performance in Kenya Certificate of Primary Education can be influenced by head teachers' checking of professional documents, classroom observation by the head teacher, the availability of teaching and learning materials, and head teacher organizing and conducting academic clinics. However, no research has been conducted in Murang'a South Sub County on the influence of head teachers' instructional supervision practices on pupils' performance in Kenya Certificate of Primary Education.

The performance in Kenya Certificate of Primary Education is of paramount distress to all participants in the Kenya education system. The ultimatum to increase the mean scores puts pressure on school heads and the teachers. The ultimatum from parents and the government for teachers and learning institutions schools to increase their performance, and for the government to give adequate support is a main concern all over the country annually after the results have been released (Nyangosia, 2011). In Murang'a South Sub County with most schools posting very low Kenya Certificate of Primary Education mean scores every successive year, the curriculum office in the sub county authentically evaluates the results, debates them with the head teachers and teachers and schedules subject workshops with an aim to motivate developments in the learning institutions. In most cases, the head teachers are transferred from one school to another

within same zones or sub county (DEO Murang'a South Sub County, 2017). An in-depth research of the potential reasons for poor performance is not carried out, no efforts have been made to research on the earlier practices that may be contributing to the current poor performance.

According to Ndirangu (2015) the head teachers in Mathioya Sub-County in Murang'a County fail to avail sufficient teaching and learning materials as needed by teachers and learners. This has affected the educational performance negatively. The findings also showed that parents participate in school activities by appearing in parents gatherings, inspiration to help learners in their homework and take part in refining the learning institution infrastructure. The parents are also called upon in the course of awarding pupils and teachers who have excelled in academics as means of including them in teachers' inspiration. This have a positive influence on the educational achievement of learners. However many parents do not assist their children on academic back at home either because they are too busy, negative attitude or because are illiterate. This has a negative impact on academic performance of pupils in Kenya Certificate of Primary Education.

1.2 Statement of the problem

In Kenya the success of a school is largely measured in terms of learners' performance in the national examination. The Sessional Paper No.1 (2005) and Kenya Education Sector Programme (KESSP 2005) both attributed good performance to effective supervision by the head teacher.

Republic of Kenya MoEST (2013) found major constraints associated with external supervision like inadequate supervisory personnel's and therefore supervision has not been productive. As Republic of Kenya (2013), the Ministry's provision of professional guidance to teachers has not been forthcoming, and, consequently, teachers have developed low morale. In view of the above constraints, alternative ways to improve the quality of teaching and learning in Kenyan primary schools are urgently being sought.

Various government statements have proposed internal or school-based supervision to supplement the work done by external supervisors. For example, Republic of Kenya (2015) recommended the use of school-based supervisors such as head teachers, departmental heads and subject heads, in instructional supervision. Therefore the overall view of the Kenyan government instructional supervision in primary schools should be promoted, with head teachers taking the major role. Moves toward school-based arrangements relative to supervision of teaching are more cost effective than maintaining a team of external school inspectors who do not function efficiently (Lodiaga, 1995).

Despite the government commitment to provide high quality primary education, outstanding pupils' academic achievement remains a challenge in the public primary schools in Murang'a South Sub County of Murang'a County. The available statistics indicate that the sub county has continuously performed poorly below average mean mark in the national examination, Kenya Certificate of Primary Education, as table 1.1

indicate. There is therefore a need to find out the influence of head teachers' instructional practices influencing academic performance of the public primary school in the region.

1.3 Purpose of the study

The purpose of this study was to find out the influence of head teachers' instructional supervisory practices on pupils' performance in Kenya Certificate of Primary Education in Murang'a South Sub-county.

1.4 Objectives of the study

The study was guided by the following objectives;

- i. To determine extent to which the head teachers' checking of professional documents influences pupils' performance in the Kenya Certificate of Primary Education in public primary schools in Murang'a South Sub-county.
- ii. To establish the extent to which head teachers' classroom observation influence pupils' performance in Kenya Certificate of Primary Education in Murang'a South Sub- County, Kenya.
- iii. To examine the influence of provision of instructional materials by head teachers' on pupils' performance in the Kenya Certificate of Primary Education in public schools in Murang'a South Sub-county.

- iv. To find out how head teachers' involvement in academic clinics programs affects pupils' academic performance in Kenya Certificate Primary Education in public primary schools in Murang'a south sub- County.

1.5 Research Question

This study sought to answer the following research questions;

- i. To what extent does head teachers' checking of professional documents influence pupils' performance in Kenya Certificate of Primary Education in public schools?
- ii. To what extent does head teachers' classroom observation influence pupils' performance in Kenya Certificate of Primary Education in Murang'a South Sub-County, Kenya?
- iii. To what extent does the head teachers' provision of instructional materials influence pupils' performance in Kenya Certificate Primary Education in public schools?
- iv. To what extent does the head teachers' involvement in academic clinic programs influence pupils' academic performance in Kenya Certificate of Primary Education?

1.6 Significance of the Study

The results from this study may be beneficial in providing important information to education stakeholders and policy makers in the Ministry of Education on instructional

supervision hindrances' and how to work on them to improve Kenya Certificate of Primary Education performance. Head teachers may also benefit from the study by improving on their instructional supervision skills in a bid to raise pupils' performance in the Sub-county. The study may also give useful suggestions to the education policy makers and stakeholders who give guidance to instructional supervision to the head teachers and teachers likewise. The study may be useful to future researchers as a guide, while undertaking similar or related studies. This may equally contribute to the body of knowledge in the field of instructional supervision.

1.7 Limitation of the study

The limitation of the study concerned of; the respondents, especially the teachers, feared giving true responses to the questionnaire items against their head teachers for fear of being victimized especially by the autocratic head teachers but the researcher assured them of confidentiality of their identities before filling the questionnaires. The head teachers feared that giving information about them might affect their objectivity. The researcher assured the respondents that the information they gave was used for research purposes only.

1.8 Delimitation of the study

The study only concentrated on influence of head teachers' instructional supervision practices on pupils' performance in Kenya Certificate of Primary Education in public primary schools in Murang'a South Sub-County, Murang'a County, Kenya as the area of

study by the researcher. The research target population was drawn from head teachers and teachers of public primary schools because in private schools supervisory practices are dependent on school managers or directors (Private school manual, 2008).

1.9 Basic assumptions of the study

The study was based on the following assumptions;

- i. That Kenya Certificate of Primary Education examination results is a valid and reliable measure of academic performance.
- ii. Teachers have an understanding of the roles head teachers' play as instructional supervisors in schools.
- iii. The head teachers use different instructional supervision practices and achieve different levels of Kenya Certificate of Primary Education performance.

1.10 Definition of significant terms

Academic clinic refer to a school education program where parents take part in the education process of their children.

Academic performance refers grade or total mark attained by a pupil in Kenya Certificate of Primary Education examination which range from 0 to 500 marks.

Classroom observation refers to live viewing of a teacher and analyzing his or her classroom practices, the teaching/learning process, teachers' personality, and student-teacher interactions by the head teacher who is present as a witness.

Head teacher refers to the head of primary school who is overall leader of a school.

Instruction refers to the planned interaction between the teacher and pupils

Instructional materials refer to physical implements that are used by a teacher to assist him/her during teaching process.

Instructional supervision refers to the process of assisting teachers in improving their instruction skills through actual classroom observation by the supervisor. Include provision of feedback and adequate resources.

Professional documents refers to official documents that are necessary to a teacher during instructional delivery; include class attendance register, schemes of work, lesson plans, record of work and teaching notes.

Supervision refers to the process of checking whether the teachers are performing their duties appropriately as required.

1.11 Organization of the study

The study is presented in five chapters. Chapter one is covering the background to the study, statement of the problem, purpose of the study, research objectives, research questions, significance of the study, limitation and delimitation of the study, assumptions of the study, definition of significant terms and organization of the study. Chapter two is literature review which covers introduction, reviewed literature driven by the objectives, summary of related literature, theoretical framework and the conceptual framework.

Chapter three is on 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 considerations. Chapter four covers presentation, interpretation and discussion of findings. Chapter five has covers the summary of the study, conclusions and recommendations. Suggestions for further research have also been presented.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter focuses on what other scholars have written on instructional supervision by head teachers. Specifically it will highlight the influence of head teachers' instructional supervisory practices on pupils' academic performance in Kenya Certificate Primary Education. Literature will be reviewed in the form of the following subheadings; checking of professional records by the head teacher on pupils performance; post observation conference on pupils performance; head teacher involvement in academic clinics on pupils' performance; summary of literature review; theoretical and conceptual framework.

2.2 Concept of instructional supervision

Instructional supervision is a kind of learning institution centered observation pursued by the school staff (head teacher) with an aim of giving leadership, support and continuous assessment to the teaching fraternity for their professional growth and enhancement in teaching and learning process (Tesfaw and Hofman, 2014). Instructional supervision issue is majorly aimed at developing learning institutions by aiding teachers to focus on their practices, to get more knowledge on what they do and the reasons for doing out and do grow professionally (Sergiovanni & Starrat, 2007).

The aim of supervision in schools should be to assist teachers in achieving both instructional efficacy and professional growth (Sullivan & Glanz, 2000). To achieve this

goal, supervision should not be an event, but rather a formative process (Sullivan and Glanz, 2000; Zapeda, 2007). Therefore it is important for the head teachers, as their core duty to supervise their teachers regularly to make sure academic standards and progression are maintained.

Instructional supervision entails various roles and responsibilities that include technical, professional and interpersonal aspects (Weller and Weller, 2002). The head teacher as an instructional supervisor must provide all the requirements needed by teachers for proper instructional process. These include things like instructional materials and favorable surroundings to undertake teaching and learning practices. The head teacher must also have the knowledge, skills and attitude as a requirements as an instructional supervisor.

2.3 Checking of professional records by head teacher and pupils' performance

Professional records are requirements the teacher needs to assist him during instruction process. They are used to guide the direction the teaching and learning process will take. The teachers need to prepare professional documents in advance as they are one he/she uses to interact with learners effectively. The head teachers have the responsibilities to seeing to it that the teachers have adequately prepared their professional records before they engage learners in instruction process. Teacher preparation is critical to the planning of class work and it has a net effect on the pupils' academic performance (Nzomo, et al, 2000). For teachers to improve on the performance in instruction process the preparation of professional documents and keeping of updated records is paramount.

The preparation of professional document has been found to influence the quality of education standards. In schools where teachers prepared their documents well without being coerced by the authority or head teachers they posted good performance (Noor, 2012). Designing clear objectives of the lesson is important as it gives the direction and agenda for the decision which will follow. The objectives should explain the specific content to be learned and identifiable behavior the learners will exhibit to show that teaching and learning has taken place. Okumbe (1999) argued that objectives make possible for learning only if they suitable for the academic attainment of the learner. Head teacher is notified when the suitable schedule for teaching has been undertaken when the teacher is in a position to create a lesson that succeeds in achieving the aim. All things that teachers and learners carry out throughout the lesson is connected to the aim.

2.4 Class room observation and students' academic performance

Head teachers are advised to devote significant time in classrooms observing teaching and learning (DiPaola & Hoy, 2008). Regular classroom observations creates room for head teachers to view, directly, the activities taking place in classrooms, putting them in improved position to assess teaching , give help to teachers, and inspire the teaching climate of their schools. One way to help teachers improve instruction is through clinical supervision (Fraser, & Posten, 2004). Glickman (1990) in his model of clinical supervision presented a cyclical sequence of events which should ideally be implemented at least twice a year. The sequence included teacher pre-conferencing is followed by classroom observation which involves making use of physical indicators, visual

indicators and interpersonal or directive analysis. The last stage in clinical supervision which is post-conferencing is aimed at discussing results and remedial action and a critique by both the supervisor and the supervisee.

Every administration needs an inbuilt supervisory system to provide the cohesion and direction necessary to achieve the purpose of the organization. Olembo, Wanga and Karagu (2004) asserted that supervision concerns tactics of efficient and proper management of personnel and their aspects of administration that are in line with the goal of the administration. According to Kimeu (2010), the principal should visit the classroom frequently to encourage the observation of teachers and then organize post observation conferences where issues of supervision are deliberated on. Calaghan (1972) in Muriithi (2012) notes that physical observation of lesson presentation is the only way a head teacher can gain an insight into the quality of teaching and learning in the school. The instructional supervision can only be able to assess the teachers' potential for excellence through watching the teacher present a lesson which he or she has prepared. This enables head teacher to identify gaps and plan for appropriate ways to fill them, for instance, by in-servicing the teacher and providing adequate teaching and learning resources.

Adikinyi (2007) notes that head teachers need to consider teachers' use of classroom management techniques such as learner's participation in learning activities, discipline, rewarding skills to reinforce good performance and conduct and ability to provide for

individual learners' differences. According to Alimi (2012), learning is effective if a teacher is able to achieve the stated objectives. The supervisor therefore needs to determine whether the teacher uses teaching methods that enable him or her to achieve the stated lesson objectives.

2.5 Provision of instructional materials by head teacher on pupils' performance

Teaching necessitates that teachers are not only supposed to have understanding and skills in a subject but also the professional proficiency in the using the materials to enable them to have an impact on the conduct of pupils by use of instructional materials. Aramide et al (2010) defined instructional materials as methods of simplifying the teaching and learning practices, making them significant and comprehensible. Instructional materials are made to uphold and inspire effective teaching and learning practices (Babalola, 2004). Instructional material are thereby vision implements for teaching in all ranks of academic processes for effective instructional provision and encourage learners' educational success and facilitate the attainment of the specified goals of a lesson. The main purpose of any teacher is to enhance efficient delivery of instruction to the pupils. No coaching is likely to take place at any important age in devoid of the use of instructional materials, and no teacher who wish to improve learning can overlook the use of instructional materials in teaching and learning.

Instructional materials in teaching and learning help the learners in remembering and reflecting what they have learnt. Onyeachu (2010) stated that gaining knowledge is a

process whereby, skills, habits, facts, ideas, and principles are gained, upheld and used; and the only way of acquiring this is by the use of instructional materials. Therefore the usage of instruction materials enhances teachers to teach efficiently during instruction process (Nwadinigwe, 2000). Shortage of instructional materials in teaching and learning processes can lead to poor attention span and poor learning which hamper the success of the set aims of a lesson.

2.6 Head teachers' involvement in academic clinics and pupils' performance

Scholars have focused on the connections prevailing amid the family and learning institution. Lezotte (2001) asserted that family participation in school activities is a common phrase used to explain a number of activities, plans and programs that calls upon all parents to back up pupils' learning and the learning institution. Eagle (1989) carried out a study on the influence of various family background factors that affect pupils' education performance. He concluded that, parental participation in learning institution had the highest crucial effect on pupils achievement when social-economic rank is controlled. Barnes, Chandler and Snow (2001) carried out a study on the effect of academic performance in children from economically less fortunate families and they established that formal participation of parents in activities such as PTA involvement and being in attendance in school academic day popularly known as clinics was the highly significant variable related to academic performance of learners. This shows that apart from money factors, parents participation has a positive influence on the academic achievement of learning institutions.

For that reason, head teachers have to endeavor to make sure that parents passively participate in their children's school undertakings. Onyango (2001) asserted that, improving relationship with the community is among the managerial roles of a school head teacher since the approaches of parents towards the school have a positive effect in learners' academic achievement hence the primary school head teacher need to concentrate on better relationship between the school and the community.

2.7 Summary of related literature

Instructional supervision is a developmental process aimed at assisting teachers become effective in their execution of teaching and learning. The studies reviewed show that there is positive relationship between head teachers' instructional supervision practices and pupils' academic performance. Alimi and Akinfolarin (2012), agree with Hallinger and Heck (1998) that checking of pupils notes has an impact on academic performance. Blasé and Blasé (2000) concur with Glickman and Gordon (1990), that it is the obligation of the head teacher to provide teaching management so as to increase pupils' academic performance. This research was aimed investigating the effect of head teachers' instructional practices on pupils' performance in Kenya Certificate of Primary Education in Murang'a South sub-county.

2.8 Theoretical framework

This study is based on systems theory by Ludwig von Bertalanffy (1968). A system is a assembly of parts (or subsystems) combined to complete a general objective. A school is

an example of an open system. Open systems interact with the world outside itself. A system as a whole work differently than the parts of a system: the whole is often greater than the sum of the parts. Therefore it is important for the head teacher as the overall leader to play an important role in making sure the school's subsystem work together for a common school goal.

An open system is a group of interrelating components that gains inputs from the outside, changes them, and yields out- puts for the environment. Employees, resources, communication flow, and finances are the main components of a firm. In the transformational process, these components are modified into valuable things known as outputs, which are then exported back into the environment. Ideally, pupils' are changed by the school system into learned graduates, who later give back the community.

The system's capability for results simplifies the monotonous and recurring design of "input-transformation-output." Feedback is data about the system that allows it to correct itself. Formal communication structures like Parent Teachers Association (PTA) and Board of Management (BOM) and informal political connections are created in and out of the school structure to give feedback to the school. The environs is all things out of the school confines of the system that influence either the qualities of the inside constituents or is modified by the social structure itself. For a school, ministry policies, education administrators, other school buildings, and the community are important features of the school's environment.

2.9 Conceptual framework

This study is conceptualized on the premise that head teachers' instructional supervision practices lead to improved teaching and learning resulting in high performance in Kenya Certificate of Primary Education by pupils. This is shown in figure 2.1

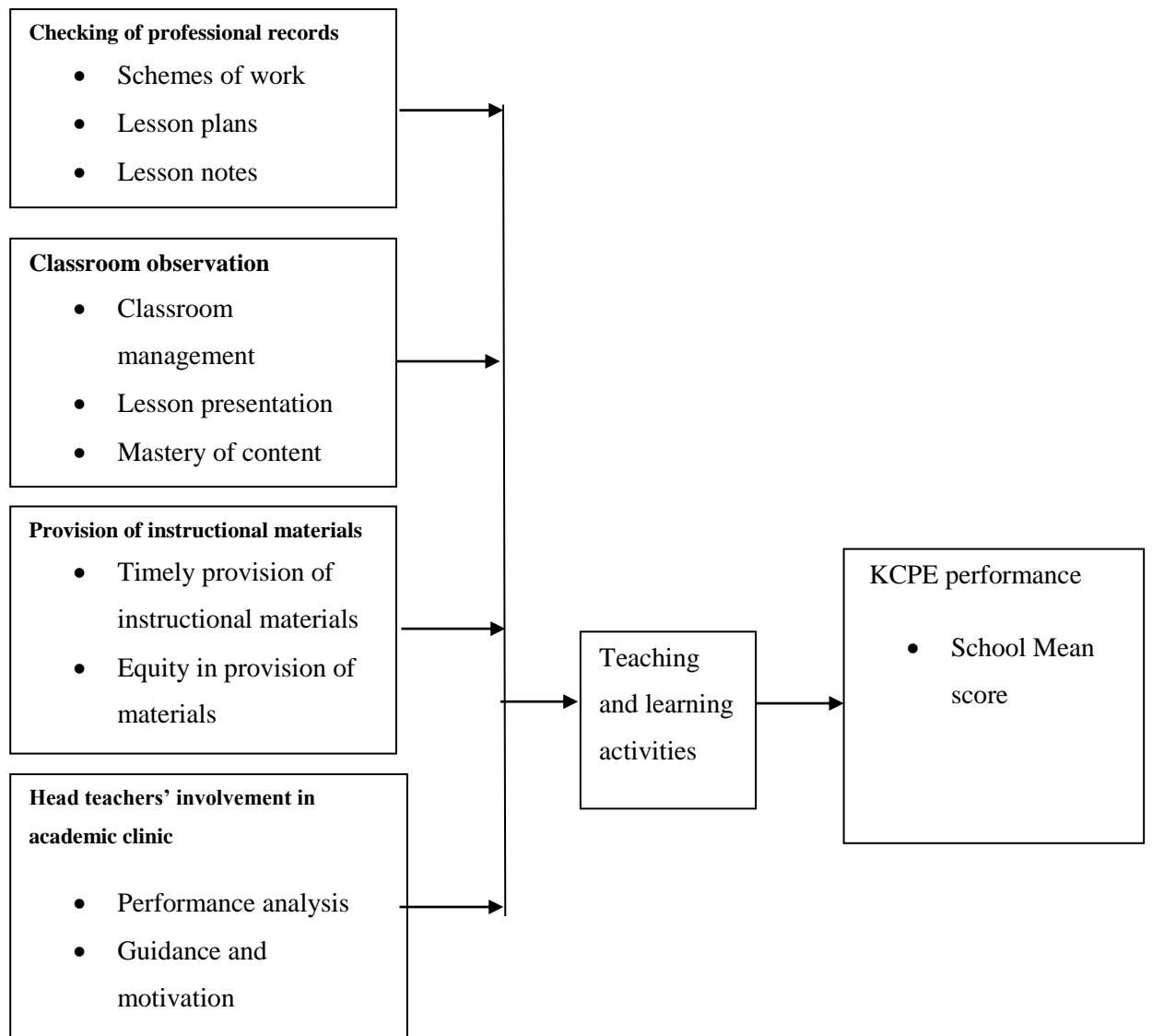


Figure 2.1 Conceptual framework

The head teacher plays the role of an internal supervisor by checking teachers' professional records. A prepared teacher delivers efficiently hence improved performance. By preparing early the teacher is able to look for materials requirements for instructions like teaching aids. Feedback is important after instructional supervision as it prepare the teacher better. Provision of teaching and learning resource is the responsibilities of the head teacher who should make sure there is equity in sharing the available resources. Availability of learning resource will assist teachers in conducting efficient teaching and learning in classrooms and hence upgraded performance in pupils' performance. The head teacher should conduct academic clinic to make education more inclusive. When teachers identify that classroom observation is to make them grow professionally, they feel motivated to work even better and hence improve the performance of the pupils in Kenya Certificate of Primary Education.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter discusses the following sub-heading: research design, target population, sample size & sampling techniques, research instruments, validity of instrument, reliability of instrument, data collection procedures and data analysis techniques.

3.2 Research Design

A research design is a strategy that shows how the problem under study was resolved (Orodho, 2004). Descriptive survey design was used in this study. The design was considered suitable because it enables 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 in Kenya Certificate of Primary Education in Murang'a South Sub County.

3.3. Target Population

Population is defined as all individuals and organizations that make up study universes (Kothari 2014). The population target of this study was drawn from 67 public primary schools in Murang'a South Sub-county. It comprised a total population of 804 teachers, and 67 head teachers (DEO Murang'a South Sub-county, 2017). Out of 67 head teachers,

35 were male and 32 female. Out of 804 teachers 282 were male while 522 were female (DEO Murang'a south Sub- County).

3.4 Sample size and sampling procedure

According to Cooper and Schindler (2012), sampling is done in order to lower costs, increase the speed of data collection, greater accuracy of results and availability of population elements. A sample is a subset of a larger population, where the population is a group of entities with homogenous characteristics (Zikmund, et. al, 2013). Simple random sampling was used to choose the schools. Mugenda and Mugenda (2003), suggests that 10 to 30 percent of the population is adequate, though the larger the sample size the better.

Table 3.1: Sampling frame

Target respondents	target population	%	sample size
Head teachers	67	20	13
Teachers (male)	282	10	28
Teachers (female)	522	10	52

The desired sample size of the schools was 20% of 67 which was 13. The schools were listed in alphabetical order to enable systematic random sampling. K is equal to the size of the population, 67, divided by the desired sample size, 13 to get the first school. Thus $K = (67 \div 13)$ which is 5.

Random name of a school at the top of the list which is below number 5 was selected. From that point, every following 5th name was automatically in the sample until 13 schools were selected.

Proportional stratified sampling was applied in sampling teachers. The desired sample size for the teachers was 10% of 804 which is 80. Teachers were stratified into males and females to enable proportional stratified sampling. The number of teachers desired to be sampled per school was $80 \div 13$ which is 6. Of 804 teachers 65% or 522 were female, while 35% or 282 were male. Using proportionate random sampling 52 female teachers and 28 male teachers were selected. 65% of 6 which is 4 female teachers per school were selected. 35% of 6 which is 2 male teachers per school were selected. The head teachers of selected schools became automatic respondents of the study.

3.5 Research instruments

A researcher needs to develop instruments with which to collect data. Orodho, (2008) states that in research instrumentation refers to the instruments used to collect data from the sampled respondents. The researcher used questionnaires. A typical questionnaire consists of questions and statements which are either structured (close-ended) or unstructured (open-ended). Mugenda and Mugenda (2003) explain that structured items refer to questions that are accompanied by a list of all probable choices from which respondents select the answer that best describes their situation.

On the other hand, unstructured questions refer to questions which give the respondent thorough freedom of response where he or she responds in their own words. A questionnaire allows the researcher to obtain a large quantity of data inexpensively from a wide range of participants sometimes spread extensively in a geographic space.

Two sets of questionnaires were developed by the researcher, the first one was for the head teachers and the other one was 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 Kenya Certificate of Primary Education in Murang'a South Sub County. The questionnaires had both closed and open ended questions to allow more information to be solicited from the respondents.

3.6 Validity of research instruments

Validity is how well the data collection and data analysis of the research captures the reality being studied (Wiersma & Jurs, 2005). Mugenda and Mugenda (2003), state that the normal process of evaluating content validity of a degree is to search for expert or professional assistance in that specific field. In determining the validity of the survey questionnaires, the researcher presented the drafts questionnaires to academic supervisors for validation and professional input. The researcher used a pilot group to pretest the instruments of the study.

About 10 to 20 percent of the sample size is recommended, Mugenda and Mugenda (2003). 10% of 80 which is 8 teachers participated in the pilot study. 20% of 13 which is 3 head teachers and hence 3 schools participated in the pilot study. The benefits of carrying out a pilot study is that it can offer prior caution with regards to flaws in the instrument in an anticipated study (Simon, 2011).

3.7 Reliability of research instruments

Reliability is a measure of the degree to which a research instrument produces consistent results after repetitive trials (Amin, 2005). To ensure high degree of reliability the researcher used test-retest technique. This was carried out by giving out the same research instruments twice to the same pilot group at an interval of one week. Then the correlation coefficient of the scores from two sets of scores was calculated using Pearson's Product Moment Formula.

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

Where:

\sum = summation symbol

$\sum x$ = the sum of score in x distribution

$\sum y$ = the sum of score in y distribution.

$\sum x^2$ = the sum of square scores in x distribution

$\sum xy$ = the sum of products of spilled x and y scores.

n = the total number of subjects.

The correlation coefficient obtained was 0.733 for head teachers' questionnaire and 0.709 for teachers' questionnaire. According to Mugenda and Mugenda (2003) a correlation coefficient of between 0.7 to 1 is considered reliable. Therefore the two questionnaires were considered reliable for the study.

3.8 Data collection procedure

The researcher obtained a research permit from the National Commission of Science, Technology and Innovation (NACOSTI) upon clearance from the university. The researcher then reported to the Sub County Education Office to get authority to proceed with the research. The researcher conducted a pre-visit to the schools and got permission from the head teachers to carry out the study in their schools. The researcher further arranged with respective head teachers when to administer the instruments to the head teachers and teachers. Any difficulty was communicated to the researcher for clarification.

3.9. Data analysis techniques

This is the process of summarizing the collected data and compiling it to enable the researcher to expressively consolidate, classify and amalgamate information from the questionnaires (Mugenda and Mugenda 2003). Data gathered was coded for analysis and entered using SPSS. Quantitative data was analyzed using descriptive statistics such as frequencies and percentages while data was presented using tables, pie charts and bar graphs. Qualitative data was processed by first categorizing and discussing the responses

for each item according to the themes. Coefficients from Linear Regression analysis was used to establish the relation between head teachers' checking of professional documents, head teachers' classroom observation, provision of instructional materials and head teachers' participation in academic clinics and pupils performance in KCPE whereby if the p value was less than 0.5 the relationship was considered significant and if the p value was greater than 0.5 the relationship was considered not significant.

CHAPTER FOUR

DATA PRESENTATION, INTERPRETATION AND DISCUSSION

4.1 Introduction

This chapter focuses on the analysis, presentation and interpretation of the data and discussions based on the objectives. It covers response rate, demographic information, head teachers checking of professional records, head teachers provision of instruction materials, head teachers classroom observation and head teachers involvement in academic clinics.

4.2 Response rate

The respondents involved were the school head teachers and teachers. They returned the questionnaires as tabulated in Table 4.1.

Table 4.1: Instrument return rate

Respondents	Sampled size	No. collected	Return rate (%)
Head teachers	13	13	100
Teachers	80	60	75.0

Table 4.1 shows that the average questionnaire return rate was well above 70% which according to Mugenda and Mugenda (2003) is an acceptable proportion and can be termed adequate for analysis.

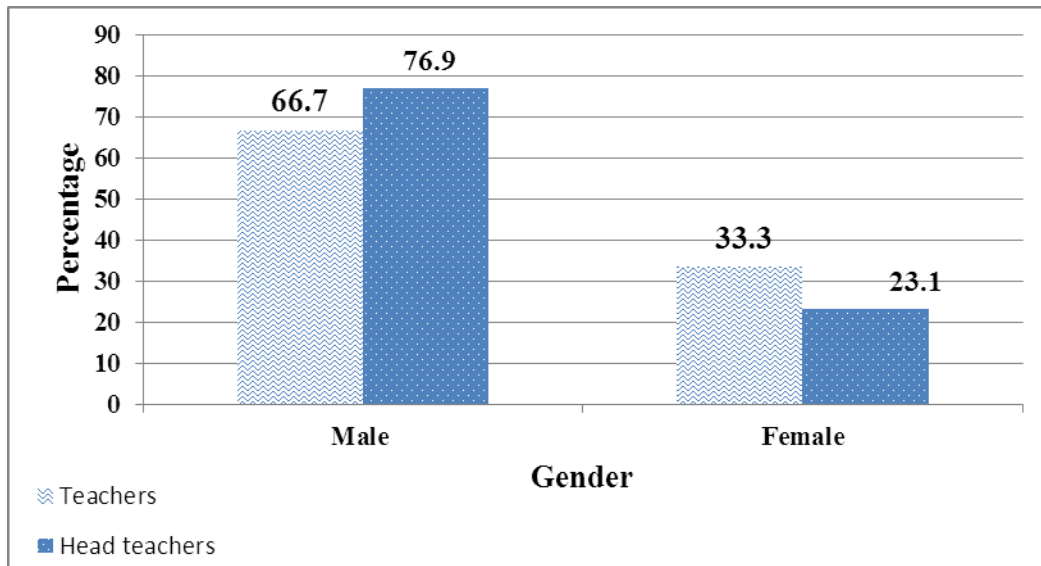
4.3 Demographic information

The demographic data of head teachers and teachers was based on their gender, highest academic qualification and professional experience in years. The researcher included the gender to establish extent to which each of the gender influences supervision and performance of primary school.

4.3.1 Gender of respondents

The researcher aimed at identifying respondents' gender. Findings are presented in figure 4.1.

Figure 4.1: Gender of head teachers and teachers



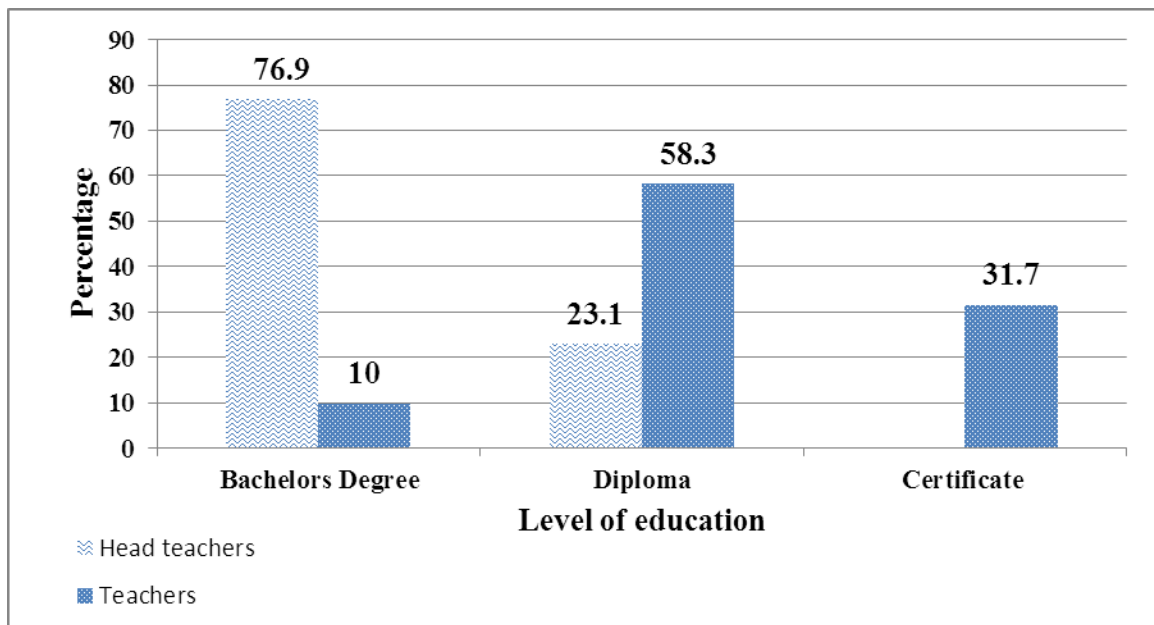
Results in figure 4.1 show that majority of the head teachers 76.9% (10) were male and majority of teachers 66.7% (40) were also male. This shows that both genders of head

teachers and teachers were well represented in the study although male head teachers were many as compared to female teachers in the primary schools. The researcher established that males are dominating the responsibility in leadership in Murang'a South Sub-county.

4.3.2: Professional qualification of respondents

The researcher tried to find out the professional qualification of teachers and head teachers. Responses are presented in Figure 4.2.

Figure 4.2: Head teachers' and teachers' level of education



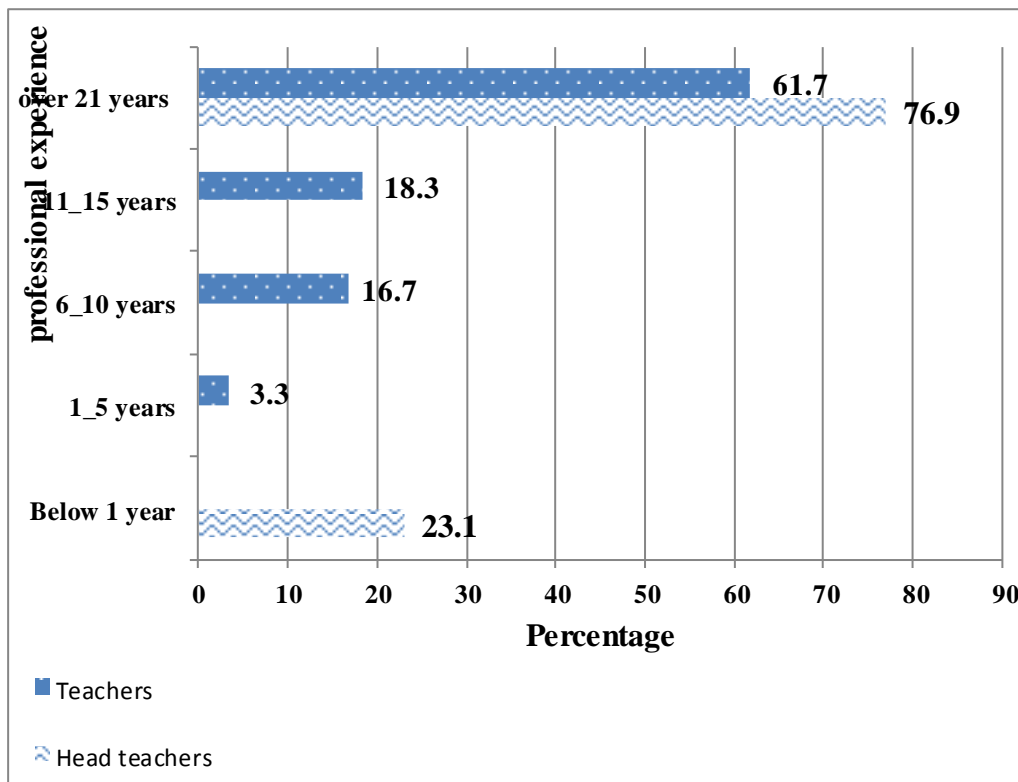
Findings in Figure 4.2 show that majority of the head teachers 76.9% (10) had attained bachelors of education and slightly more than half of the teachers 58.3% (35) had attained diploma in education. This shows that the head teachers and teachers were well

educated to understand the concept of the study. This also implies that being a primary level of education, the teachers are putting effort to move to higher levels of education.

4.3.3: Professional experience of respondents

In order to assess the teachers and head teachers professional experience, they were asked to indicate the number of years they have served either as a teacher or a head teacher. Responses are summarized and presented in Figure 4.3.

Figure 4.3: Head teachers' and teachers' professional experience



Findings in Figure 4.3 show that majority of the head teachers 76.9% (10) have served as head teachers for over 21 years and more than half of the teachers 61.7% (37) have served as teachers for over 21 years. This implies that the head teachers had enough know-how in management of schools thus had enough time to establish and exercise their instructional role since they had acquainted with the school environment.

Thus the researcher sought to know from the head teachers and teachers where they acquired any training from the listed platforms. These findings are presented in Table 4.2. and table 4.3.

Table 4.2: Head teachers' responses on training

Training platforms	Yes		No	
	F	%	F	%
Seminar	13	100	-	-
Workshop	13	100	-	-
In-service training	10	76.9	3	23.1

N=13

Findings in Table 4.2 show that all head teachers had attended seminars and workshops and majority of the head teachers 76.9% had attended in-service training. Training in any profession builds competence thus determines the effectiveness of an individual in performing the accorded responsibilities. The study findings revealed that majority of head teachers had training before appointment thus in a good position to carry out supervisory duties.

Table 4.3: Teachers' responses on training

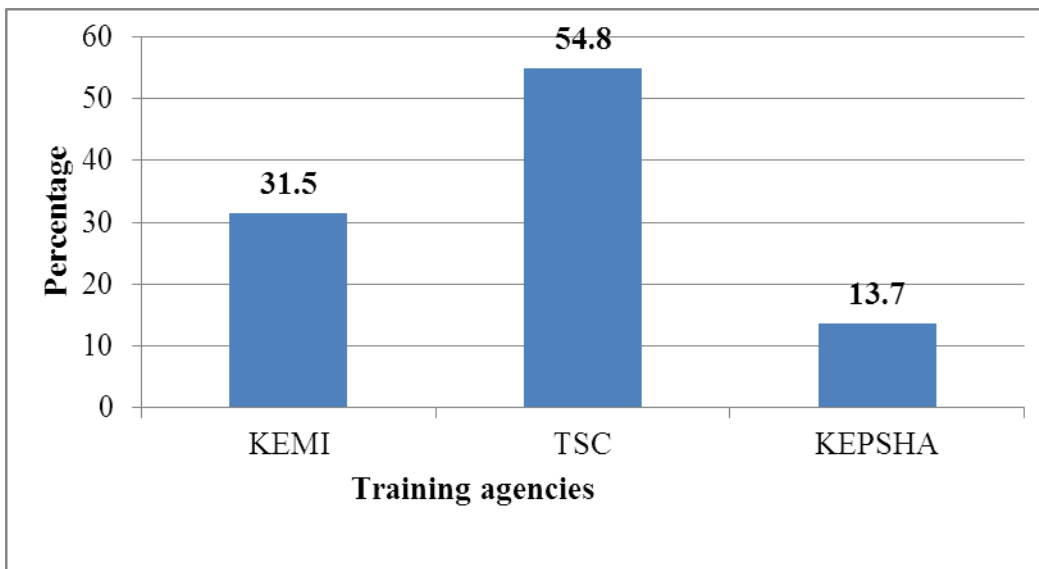
Training platforms	Yes		No	
	F	%	F	%
Seminar	49	81.7	11	18.3
Workshop	39	65.0	21	35.0
In-service training	25	41.7	35	58.3

N=60

Findings in Table 4.3 show that majority of the teachers 81.7% had attended seminars, 65% had attended workshops and 58.3% had not attended any in-service training on instructional supervisory practices. This also implies that the teachers had extra training on instructional supervisory.

The teachers and head teachers were further asked the training agencies. These findings are presented in Figure 4.4.

Figure 4.4: Training agencies



Findings in Figure 4.4 shows that TSC was the main agent of training as indicated by majority of the head teachers and teachers 54.8% (40), 31.5% (23) indicated that the training was facilitated by KEMI and 13.7% (10) of the respondents indicated that the training was facilitated by KEPSHA. This implies that TSC as an employer, facilitates training for teachers and head teachers on supervisory instruction to help improve performance.

4.4 Head teachers' checking of professional documents

The first objective of the study was to find out the extent to which the head teachers' checking of professional documents influences pupils' performance. The researcher sought to establish the frequency of checking of teachers professional records. Responses are presented in Table 4.4.

Key: W (Weekly), F (Fortnightly), M (Monthly), O (Once per term), N (Never)

Table 4.4: Frequency of checking of teachers professional records

Instruction activity	W%	F%	M%	O%	N%
Schemes of work			31.5	68.5	
Records of work	8.2	9.6	49.3	32.9	
Lessons plans	22.0	26.0	39.7	12.3	
Progress records	4.1	27.4	52.0	9.7	6.8
Pupils attendance register	20.5	34.2	19.2	22.0	4.1

N=73

Results in Table 4.4 show that majority of the teachers and head teachers 68.5% said that head teachers check schemes of work once per term, 49.3% indicated that records of work are checked monthly, 39.7% said that lessons plan are checked monthly, 52% indicated that progress records are checked monthly and 34.2% of the respondents indicated that pupils attendance register is checked by the head teacher after every two weeks. This implies that head teachers check teachers' professional records monthly. The head teachers are supposed to regularly check professional documents to ensure that teachers are prepared to conduct an instruction process. Nzomo, et al, (2000) argued that teacher preparation is critical to the planning of class work and it has a net effect on the pupils' academic performance.

Linear regression was used to establish whether there is relationship between checking of professional records and pupils' performance. Findings are presented in table 4.5.

Table 4.5: Relationship between checking of professional records and pupils' performance

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	1.667	2.236		.745	.477
Schemes of work	-1.879E-016	.471	.000	.000	1.000
Records of work	-1.800E-017	.471	.000	.000	1.000
Progress records	-.333	.667	-.609	-.500	.631
pupils attendance register	.333	.667	.609	.500	.631

a. Dependent Variable: does checking of teachers' professional documents has influence on pupils' performance in the national exam

The results in table 4.5 show that checking of teachers professional records had no significant effect ($p > 0.05$) pupils performance in the national exam. Absenteeism is a big contributor to pupils' failure, this is because the pupils miss lessons taught in their absence and thus lowering their performance. Therefore the head teachers should check whether teachers mark their attendance register daily.

4.5 Head teachers' classroom observation

The second objective of the study was to find out the extent to which the head teachers' classroom observation influences pupils' performance. Respondents were asked whether class observation have influence on academic performance in KCPE. Responses are summarized and presented in table 4.6.

Table 4.6: Influence of classroom observation

Responses	Frequency	Percentage
Yes	64	87.7
No	9	12.3
Total	73	100

Results in table 4.6 show that 87.7% of the teachers and head teachers indicated that the head teachers' classroom observation influences pupils' performance. This is because while under supervision teachers carry out their duties effectively thus pupils learn better which improve their performance. The researcher sought to establish whether head teachers accompany teachers to classroom. Findings are presented in table 4.7.

Table 4.7: Responses on whether head teachers accompany teachers

Responses	Frequency	Percentage
Yes	29	39.7
No	44	60.3
Total	73	100

Findings in table 4.7 show that majority of the head teachers do not accompany teachers to classroom as indicated by 60.3% of the teachers and head teachers. This was because head teachers had other administrative duties to attend to thus lack time to accompany teachers although some head teachers sent their deputies.

The researcher sought to establish the frequency of head teachers' classroom observation. Responses are summarized and presented in table 4.8.

Key: W (Weekly), F (Fortnightly), M (Monthly), O (Once per term), N (Never)

Table 4.8: Frequency of head teachers classroom observation

Instruction activity	W%	F%	M%	O%	N%
Observing teaching and learning activities	8.3	9.6	24.6	37.0	20.5
Checking pupils' notebooks	16.5	35.6	28.7	19.2	
Visiting pupils in classroom	26.0	54.8	5.5	9.6	4.1
Conducting pre-observation conference and post-observation conference		23.3	11.0	37.0	28.7

N=73

Results in table 4.8 show that majority of the teachers and head teachers 37% indicated that head teachers observe teaching and learning activities once per term, 35.6% indicated that head teachers check pupils' notebooks after two weeks, 54.8% indicated that head teachers visit pupils in classrooms after two weeks and 37% of the respondents indicated that head teachers conduct pre-observation conference and post-observation conference once per term. This implies that head teachers in the study area frequently observe classrooms. Head teachers need to observe their teachers formally on regular basis, make notes in the classroom and work with a clear commitment Kimeu (2010) asserted that school heads should visit the classroom frequently to encourage the observation of teachers and then organize post observation conferences where issues of supervision are deliberated on.

The researcher employed linear regression analysis to establish whether there is relationship between classroom observation and pupils' performance. Findings are presented in table 4.9.

Table 4.9: Relationship between classroom observation and pupils' performance

Model	Unstandardized		Standardized	t	Sig.
	Coefficients		Coefficients		
	B	Std. Error	Beta		
(Constant)	1.127	.078		14.390	.000
Observing teaching and Learning activities	.113	.023	.737	4.915	.000
Conducting pre-observation and post observation conferences	-.084	.022	-.514	-3.753	.000

a. Dependent Variable: Does the head teacher lessons observation have influence on academic performance in KCPE

The results in table 4.9 indicate that observing teaching and learning activities and conducting pre-observation and post observation conferences had significant ($p < 0.05$) effect on pupils performance in the national exam. This means that the head teacher should discuss classroom observation with teachers punctually so as to provide for in-school professional development. This is to evaluate standards to achieve curriculum strength and weakness and improve on the quality of teaching and learning.

4.6 Provision of instructional materials

The third objective of the study was to find out the extent to which provision of instructional materials influences pupils' performance. Teachers were asked whether head teachers' provision of teaching/learning resources affect academic performance in KCPE. Responses are presented in Table 4.13.

Table 4.10: Teachers responses on whether provision of teaching/learning resources affect performance

Responses	Frequency	Percentage
Yes	56	93.3
No	4	6.7
Total	60	100

Findings in table 4.10 show that majority of the teachers 93.3% indicated that head teachers' efforts to improve on the availability of teaching/learning resources affect academic performance in KCPE. This is attributed to the fact that provision of adequate teaching/learning materials helps pupils to learn better as it reduces sharing, helps teachers to do demonstrations using teaching aids thus pupils understand better which help improve their performance. Instructional materials make the teaching and learning process calm, more significant and comprehensible. Nwadinigwe (2000) asserted that use of instruction materials enhances teachers to teach effectively and (Babalola, 2004) points out that instructional materials are made to endorse and promote efficient teaching and learning activities.

The study sought to establish whether head teachers provide adequate teaching/learning materials to teachers and pupils. Findings are presented in table 4.11.

Table 4.11: Responses on whether head teachers provide teaching/learning materials

Responses	Frequency	Percentage
Yes	8	11.0
No	31	42.5
Sometimes	34	46.5
Total	73	100

Findings in Table 4.11 show that less than half of the teachers and head teachers 46.5% of the indicated that head teachers provide adequate teaching/learning materials. This shows that provision of teaching/learning resources was not regular. This is depicted by the head teachers' and teachers response as majority of them indicated that the head teachers sometimes provided the resources.

The researcher employed linear regression analysis to establish whether there is relationship between teaching/learning materials and pupils' performance. Findings are presented in table 4.12.

Table 4.12: Relationship between teaching/learning materials and pupils' performance

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	1.088	.175		6.207	.000
Does your head teacher provide adequate teaching/learning materials to teachers and pupils	.077	.100	.100	.732	.004

a. Dependent Variable: are you aware that your head teacher is supposed to carry out instructional supervision

The results in table 4.12 indicate that provision of adequate teaching/learning materials to teachers and pupils had significant ($p < 0.05$) effect on pupils performance in the national exam. This shows that head teachers should ensure that the teaching/learning resources are available and effectively used as resources availability boosts performance in all the subjects.

4.7 Head teachers' involvement in academic clinics

The fourth objective of the study was to determine extent to which head teachers' involvement in academic clinics influences pupils' performance. Respondents were asked whether the head teachers organize academic clinics. Findings are presented in table 4.13.

Table 4.13: Responses on whether head teachers organize academic clinics

Responses	Frequency	Percentage
Yes	70	96.0
No	3	4.0
Total	73	100

Findings in table 4.13 show that majority of the teachers and head teachers 96% indicated that head teachers organize academic clinics. This implies that all primary schools in the study area organizes for academic clinics where teachers, parents and pupils meet to discuss performance issues.

The study also sought to establish the influence of head teachers' involvement in academic clinics influence on academic performance in KCPE. Responses are summarized and presented in table 4.14.

Table 4.14: Influence of head teachers' involvement in academic clinics

Responses	Frequency	Percentage
Yes	42	57.5
No	31	42.5
Total	73	100

Findings in Table 4.14 show that slightly more than half 57.5% of the head teachers and teachers indicated that head teachers' involvement in academic clinics influence performance since pupils are able to identify their weaknesses in specific subjects and

with the guidance from teachers and parents they are able to overcome the challenges and improve performance. Academic clinics also motivate teachers to teach and concentrate more on weak students to help them improve.

The researcher aimed at finding out the frequency of head teachers' involvement in academic clinics. Responses are presented in table 4.15.

Key: W (Weekly), F (Fortnightly), M (Monthly), O (Once per term), N (Never)

Table 4.15: Frequency of involvement in academic clinics

Instruction activity	Weekly%	Fortnightly%	Monthly %	Once per term%	Never%
Organizing academic clinic	2.7	5.5	10.9	70.0	10.9
Awarding pupils for their performance	4.1	5.5	26.0	54.8	9.6
Discussing pupils performance with parents and teachers	2.7	26.0	20.5	45.3	5.5
Guiding and motivating pupils	15.0	43.8	19.2	22.0	

N=73

Findings in Table 4.15 show that majority of the teachers and head teachers 70% indicated that head teachers organize academic clinics once per month, 54.8% indicated that head teachers award pupils for their performance once per term, 45.3% indicated that head teachers discuss pupils performance with parents and teachers once per term and 43.8% of the teachers and head teachers indicated that head teachers guide and motivate

pupils after every two weeks. This shows that head teachers are frequently involved in organizing academic clinics which helps to improve relations with the parents and community at large which enhances parents' positive attitude towards the school making a significant difference in children's performance. Barnes and Chandler (2001) found out that official participation in parent-school activities like being in attendance during school academic day (clinic) is positively connected to literacy skills.

Linear regression was used to establish whether there is a relationship between involvement in academic clinics and pupils' performance. Findings are presented in table 4.16.

Table 4.16: Relationship between involvement in academic clinics and pupils' performance

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	-.500	1.012		-.494	.632
Discussing pupils performances with parents and teachers	.500	.512	.592	.976	.002
Guiding and motivating pupils	3.014E-016	.296	.000	.000	0.000

a. Dependent Variable: Do you organize for academic clinic

The results in Table 4.16 indicate that discussing pupils performances with parents and teachers and guiding and motivating pupils had significant ($p < 0.05$) effect on pupils performance in the national exam. This shows that the head teachers should organize academic clinics more frequently to enhance pupils air their grievances and help them know their strengths and weaknesses in various subjects hence make a significant differences in pupils performance.

The researcher further sought to find out other instructional supervision strategies that head teachers should put in place to enhance Kenya Certificate of Primary Education performance. Findings are presented in table 4.17.

Table 4.17: Other instructional supervision strategies

Instructional supervision strategies	Frequency	Percentage
Remedial classes	61	84.0
In service training	54	74.0
Target setting	33	45.0
Close monitoring of teachers	24	33.0

N=73

Findings in Table 4.17 show that majority of the teachers and head teachers 83.5% suggested that schools should establish remedial teaching for slow learners, 74% suggested that teachers ought to be taken for in-service training to learn using teaching aids, 45.2% suggested that the schools should set targets and 33% of the teachers and head teachers indicated that head teachers should monitor teachers closely to enable

effective teaching and learning. The Federal Republic of Nigeria, (2013) identified curriculum and instruction, monitoring and evaluating students' and teachers progress and achievement, promoting and enhancing learning environment, establishing and supporting continuous staff development through training, procuring instructional materials for teaching and learning as major supervisory functions of school heads.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter focuses on the summary of the major findings and conclusions. It also suggests recommendations for potential actions and suggestions for future research.

5.2 Summary of Findings

The objective of the study was to investigate the influence of head teachers' instructional supervisory practices on pupils' performance in Kenya Certificate of Primary Education in Murang'a South Sub-county. The study was guided by the following research questions; To what extent does head teachers' checking of professional documents influence pupils' performance in Kenya Certificate of Primary Education in public schools?, To what extent does head teachers' classroom observation influence pupils' performance in Kenya Certificate of Primary Education in Murang'a South Sub-County, Kenya?, To what extent does the head teachers' provision of instructional materials influence pupils' performance in Kenya Certificate Primary Education in public schools?, and To what extent does the head teachers' involvement in academic clinic programs influence pupils' academic performance in Kenya Certificate of Primary Education?. The study adopted systems theory.

The study employed descriptive survey research design as it enabled correction of information from respondents without compromising their privacy. Target population comprised of 804 teachers and 67 head teachers. Simple random sampling was used to sample 13 head teachers and Proportional stratified sampling was used to sample 80 teachers. Data was collected using questionnaires, analyzed and presented in frequencies and percentages. Data was presented in relation to the study findings; male head teachers are taking a high population as compared to female head teachers, male teachers' population was also higher as compared to female teachers. The head teachers indicated that bachelors' of education was their highest academic qualification and diploma for teachers. All the head teachers and teachers had professional experience of over 21 years. The findings in each objective are summarized in the subsequent sections:

5.2.1 Influence of checking of teachers' professional documents on pupils performance

In line with objective one: findings established that checking of teachers' professional documents has influence on pupils' performance in the national exam whereby head teachers checked teachers' schemes of work once per term as indicated by 68.5% of the respondents, head teachers checked teachers' records of work monthly as indicated by 49.3%, teachers lessons plan were checked monthly as indicated by 39.7%, teachers' progress records were checked monthly as indicated by 52% and head teachers checked pupils attendance register after every two weeks.

This shows that head teachers frequently check whether teachers have adequately prepared their professional records before they teach and the findings concurs with Nzomo, et al, (2000) who argued that teacher preparation is critical to the planning of class work and it has a net effect on the pupils' academic performance.

5.2.2 Influence of head teachers' classroom observation on pupils performance

In line with objective two: the study established that head teachers' classroom observation influences pupils' performance as indicated by 87.7% of the respondents. The study also found out that some head teachers accompanied teachers to classrooms as indicated by 39.7% of the respondents which enabled the head teachers to observe teaching and learning activities as indicated by 37% and check pupils' notebooks as indicated by 35.6%. The head teachers also conducted pre-observation conference and post-observation conference once per term as indicated by 37% of the respondents. Classroom observation creates room for head teachers to view, directly, the activities taking place in classrooms, putting them in improved position to assess teaching, give help to teachers, and inspire the teaching climate of their schools. This finding concurs with Kimeu (2010) that school heads ought to visit the classroom more frequently to inspire the viewing of teachers and then plan for post observation conferences where matters of supervision are discussed.

5.2.3 Influence of head teachers' efforts to improve on the availability of teaching/learning resources on pupils' performance

In line with objective three: findings established that head teachers' efforts to improve on the availability of teaching/learning resources affect academic performance in KCPE although the study found out that the teaching/learning materials were not adequate as indicated by 53.5% of the respondents. Provision of adequate teaching/learning materials helps pupils to learn better as it reduces sharing, helps teachers to do demonstrations using teaching aids thus pupils understand better which help improve their performance. Instructional materials make the teaching and learning process easy, more important and comprehensible. This finding is in agreement with (Nwadinigwe, 2000) who asserted that use of instruction materials enhances teachers to teach efficiently.

5.2.4 Influence of head teachers' involvement in academic clinics on pupils performance

In line with objective four: the study established that head teachers in the study area organize academic clinics which influence pupils' performance as indicated by 57.5% of the respondents whereby during academic clinics pupils are able to identify their weaknesses in specific subjects and with the guidance from teachers and parents they are able to overcome the challenges and improve performance. Finding also established that head teachers organize academic clinics once per month as indicated by 70% of the respondents, that head teachers discuss pupils' performance with parents and teachers

once per term as indicated by 54.8% and head teachers guide and motivate pupils after every two weeks as indicated by 43.8% of the teachers and head teachers. This shows that head teachers strive to ensure that parents are actively involved in their children's school activities. This finding concurs with Barnes and Chandler (2001) findings that formal involvement in parent-school activities such as attending school academic day (clinic) is positively connected to literacy skills.

5.3 Conclusion

It was concluded that preparation of professional document influence quality of education standards and schools where teachers prepare their professional documents without being told to do so by head teachers post good performance in national examinations. The study also established that head teachers observed teachers in classrooms which enabled them to observe teaching and learning activities and also check pupils' notebooks. Learning is effective if a teacher is able to achieve the stated objectives which are only achievable when the supervisor who is the head teacher determines whether the teacher uses teaching methods through class observation. It was also concluded that teaching/learning materials promote and encourage effective teaching and learning and shortage of them in teaching and learning process lead to poor attention span and poor learning which hinder attainment of the planned aims of a lesson contributing to poor performance in national exams. It was also concluded that the head teachers carry out their administrative task of improving relations with the parents and community at large which enhances parents'

positive attitude towards the school making a significant differences in children's performance.

5.4 Recommendations

The listed recommendations were made in order to pupils' performance in Murang'a South Sub-county.

- i. Teachers Service Commission should appoint head teachers who are experienced in checking teachers professional documents. This will ensure adequate planning, organization and execution of obligations. It also ensures that the schools have measures to observe progress in terms of work plans and the schemes of work. The assessments of pupils which should be done regularly ensures that the teachers prepare well for lessons and provide notes, assignments and gets to mark them well in the knowledge that the work will be assessed by way of the conduct of physical checks. Assessment of pupils' notebooks may also reduce absenteeism from school by learners which have an impact on performance.
- ii. Head teachers should enhance the practice of classroom observation as instruction supervisory tool for the realization of their mandates and also improve relationship with pupils and teachers to enhance good performance.
- iii. The Ministry of Education should provide adequate teaching and learning resources which include textbooks, wall charts, chalk board, maps, and atlases.

This will improve the service delivery by the teachers and enhance instructional supervision by head teachers.

- iv. Parents to make regular visits to school which would enhance supervision in school by heads through regular academic clinics. The head teachers should therefore organize academic clinics in the schools more often and create a platform where individual subject teachers meet with pupils and their parents and have thorough discussion with respect to pupils' performance in each subject.
- v. Teachers to be prepared to have a positive attitude towards instruction supervision hence preparing documents.

5.5. Suggestions for further study

The researcher suggests listed areas for further study.

- i. A related study focusing on a larger area like a county could be carried out to determine if the circumstances in Murang'a South Sub-county apply to other counties.
- ii. The study also suggest that a research on the role of head teachers in ensuring effective supervisory functions in public primary schools could be researched with a view of finding out how the head teachers ensure the effective supervision of the schools they head.
- iii. A study to find out the influence of instructional supervision on the relationship between teachers and head teachers.

5.5. Suggestions for further study

Based on the findings of this study, the researcher suggests:

- iv. A related study focusing on a larger area like a county could be carried out to determine if the circumstances in Murang'a South Sub-county apply to other counties.
- v. The study also suggest that a research on the role of head teachers in ensuring effective supervisory functions in public primary schools could be carried out with a view of finding out how the head teachers ensure the effective supervision of the schools they head.
- vi. A study to find out the influence of instructional supervision on the relationship between teachers and head teachers.

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APPENDICES

APPENDIX I: INTRODUCTION LETTER

Henry M. Mbogo.

P.O Box 183-0100,

Kenol, Murang'a.

The Head teacher

Dear Sir / Madam,

RE: LETTER OF INTRODUCTION

I am a post graduate student at the University of Nairobi Department of Educational Administration and Planning. I am undertaking a research on **“Influence of Head teachers’ Instructional Supervision Practices on Pupils’ Performance in Primary Schools in Murang’a South Sub County.”** Your institution has been selected to participate in the study.

The attached questionnaires have been designed to assist the researcher gather data for the purpose of the research only and the identity of the respondents will be held confidential. Respondents are kindly requested to respond to all items thoughtfully and honestly. Thank you in advance.

Yours faithfully,

Henry Mbogo.

APPENDIX II: HEADTEACHERS' QUESTIONNAIRE

Purpose: The purpose of this questionnaire is to obtain information from head teachers on how they conduct instructional supervision practices. Kindly respond to the entire question provided below.

Note: Information provided shall only be used for the purpose of this study only and your identity will be held confidential. DO NOT indicate your name or that of your school.

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

1. Please indicate your gender. Male Female

2. What are your highest professional qualifications?

M.Ed B.Ed Diploma in Ed P1 Certificate

Any other (specify).....

3. Please indicate years served as a head teacher.

Below 1 year 1-5 years 6-10 years 11 -15 years

16-20 years Above 21 years

4. a) Please indicate whether you have attended any of the following:

	Yes	No
i. Seminar		
ii. Workshop		
iii. In-service training		

b) If yes, which was the training agency?

KEMI [] TSC [] KEPSHA [] KNEC []

Any other (specify)

5. a) Did you find the training to be of any benefit to you as a head teacher in a primary school? Yes [] No []

b) Explain

.....
.....

SECTION B: Head teachers' Instructional Supervision Information

The following tasks are supposed to be performed by head teachers in instructional supervision. Please indicate by use of a tick (√) the frequency of performing the following instructional activities in your school. Tick (W) if weekly, (F) if fortnightly, (M) if monthly, (O) If once per term and (N) if never

a) Checking of professional records	W	F	M	O	N
i. Schemes of work					
ii. Records of work					
iii. Lesson plans					
iv. Progress records					
v. Pupils' attendance register					
b) Classroom observation					
i. Observing teaching and learning activities					
ii. Checking pupils' notebooks					
iii. Visiting pupils in classroom					
iv. Conducting pre-observation conference and post-observation conference					
c) Head teachers' involvement in academic clinic					
i. Organizing academic clinic					
ii. Awarding pupils for their performance					
iii. Discussing pupils performance with parents and teachers					
iv. Guiding and motivating pupils					

d) Provision of instructional materials

Tick (✓) where appropriate:

i. Do you provide adequate teaching/learning materials to teachers and pupils?

Yes []

No []

Sometimes []

ii. If yes, how do you ensure the resources are effectively used?

.....
.....

iii. How does your effort to improve on the availability of teaching/learning resources affect academic performance in KCPE?

.....
.....

6. Does your checking of teachers' professional documents has influence on pupils' performance in the national exam? Please explain

.....
.....

7. a) Do you accompany teachers to class for lesson observation? Yes [] No []

b) If no, please give possible reasons

.....
.....

8. Does your class observation have influence on academic performance in KCPE? Elaborate briefly

.....
.....

9. a) Do you organize for academic clinic in your school Yes [] No []

b) If no, please give possible reasons

.....
.....

c) If yes, what influence in organizing academic clinic does it have on performance in KCPE in your school? Please explain briefly

.....
.....

SECTION C: School performance

10. Kindly rate and comment on your school performance in KCPE in the last four years.

Year	Mean mark	Comments
2013		
2014		
2015		
2016		

11. In your opinion what other instructional supervision strategies should head teachers put in place to enhance Kenya Certificate of Primary Education performance

.....
.....

Thank you for participation

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 questions provided below.

Note: Information provided shall only be used for the purpose of this study and your identity will be held confidential. DO NOT indicate your name or that of your school.

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

1. Please indicate your gender Male Female

2. What are your highest professional qualifications?

M.Ed B.Ed Diploma in Ed P1 Certificate

Any other (specify).....

3. How long have you been as a teacher since first appointment?

Below 1 year 1-5 years 6-10 years 11 -15 years

16-20 years above 21 years

4. a) Please indicate whether you have attended any of the following:

	Yes	No
1. Seminar		
2. Workshop		
3. In-service training		

b) If yes which was the training agency? KEMI [] TSC [] KNEC []

Any other specify.....

5. a) Did you find the training to be of any benefit to you as a teacher in a primary school?

Yes [] No []

b) Briefly explain

.....
.....

SECTION B: Head teachers' Instructional Supervision Information

6. Are you aware that your head teacher is supposed to carry out instructional supervision of your work? Yes [] No []

7. The following tasks are supposed to be performed by head teachers in instructional supervision. Please indicate by use of a tick (√) the frequency at which he/she performs them; Tick (W) if weekly, (F) if fortnightly, (M) if monthly, (O) if once per term and (N) if never

a. Checking of professional records	W	F	M	O	N
i. Schemes of work					
ii. Records of work					
iii. Lesson plans					
iv. Progress records					
v. Pupils' attendance register					
b. Classroom observation					
i. Observing teaching and learning activities					
ii. Checking pupils' notebook					
iii. Visiting pupils in classroom					
iv. Conducting pre-observation and post observation conferences					

c. Head teachers' involvement in academic clinic					
i. Organizing academic clinics					
ii. Discussing pupils performers with parents and teachers					
iii. Guiding and motivating pupils					

d) Provision of instructional materials

Tick (✓) where appropriate.

- i. Does your head teacher provide adequate teaching/learning materials to teachers and pupils?

Yes []

No []

Do not know []

- ii. How does your head teachers' effort to improve on the availability of teaching/learning resources affect academic performance in KCPE? Please explain briefly

.....

8. Does the checking of teachers' professional documents by your head teacher has influence on pupils' performance in the KCPE? Please explain

.....

9. a) Does your head teacher accompany you to classroom for lesson observation?

Yes [] No []

b) If no, please give possible reasons

.....
.....

c) Does the head teachers' lesson observation have influence on academic performance in KCPE? Elaborate briefly

.....
.....

10. a) Does your head teacher organize for academic clinic in your school?

Yes [] No []

b) If yes, what influence does it have on performance in KCPE in your school? Please explain briefly

.....
.....

11. In your opinion what other instructional supervision strategies should head teachers put in place to enhance performance in KCPE?

.....
.....

Thank you for participation.

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. **NACOSTI/P/17/63143/18113**

Date: **10th July, 2017**

Henry Mburu Mbogo
University of Nairobi
P.O. Box 30197-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *“Influence of head teachers instructional supervision practices on pupils’ performance in Kenya Certificate of Primary Education in Muranga South Sub County, Kenya,”* I am pleased to inform you that you have been authorized to undertake research in **Murang’a County** for the period ending **7th July, 2018**.

You are advised to report to **the County Commissioner and the County Director of Education, Murang’a 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.

A handwritten signature in black ink, appearing to read 'Godfrey P. Kalerwa'.

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

Copy to:


The County Commissioner
Murang’a County.

The County Director of Education
Murang’a County.

APPENDIX V: RESEARCH PERMIT

THIS IS TO CERTIFY THAT:
MR. HENRY MBURU MBOGO
of UNIVERSITY OF NAIROBI, 0-100
KENOL, has been permitted to conduct
research in Muranga County
on the topic: INFLUENCE OF HEAD
TEACHERS INSTRUCTIONAL
SUPERVISION PRACTICES ON PUPILS
PERFORMANCE IN KENYA CERTIFICATE
OF PRIMARY EDUCATION IN MURANGA
SOUTH SUB COUNTY, KENYA,
for the period ending:
7th July, 2018


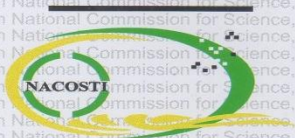
Permit No : NACOSTI/P/17/63143/18113
Date Of Issue : 10th July, 2017
Fee Received :ksh 1000



[Signature]
Director General
National Commission for Science,
Technology & Innovation

CONDITIONS

1. The License is valid for the proposed research, research site specified period.
2. Both the Licence and any rights thereunder are non-transferable.
3. Upon request of the Commission, the Licensee shall submit a progress report.
4. The Licensee shall report to the County Director of Education and County Governor in the area of research before commencement of the research.
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REPUBLIC OF KENYA

NACOSTI
National Commission for Science,
Technology and Innovation
RESEARCH CLEARANCE
PERMIT
Serial No. A 14840
CONDITIONS: see back page

APPENDIX VI: AUTHORIZATION FROM SUB-COUNTY



**MINISTRY OF EDUCATION
STATE DEPARTMENT OF BASIC EDUCATION**

**Email: cdemuranga@gmail.com
Telephone: 060 2030227
When replying please quote**

**COUNTY DIRECTOR OF EDUCATION
P.O BOX 118 - 10200
MURANG'A**

REF: MGA/CTY/GEN./64/VOL.II/38

17th July, 2017

Henry Mburu Mbogo
University of Nairobi
P.O.Box 30197-00100
NAIROBI

RE: RESEARCH AUTHORIZATION

The County Education office is in receipt of your request and authority letter from the National Commission for Science, Technology and Innovation, reference No. NACOSTI/P/16/08795/11153 dated 16th June, 2017 to carry research on **“Influence of head teachers instructional supervision practices on pupils’ performance in Kenya Certificate of Primary Education in Murang’a South Sub County, Kenya”**.

Authority is hereby granted to carry out research in **Murang’a County** for a period ending **7th July, 2018**.

f Charles Khayira
County Director of Education
MURANG’A

