

**INFLUENCE OF HEAD TEACHERS' INSTRUCTIONAL SUPERVISION  
PRACTICES ON PUPILS' PERFORMANCE AT KENYA CERTIFICATE OF  
PRIMARY EDUCATION IN MBITA SUB-COUNTY, KENYA.**

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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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This research project has been submitted for examination with our approval as University Supervisors.



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## **DEDICATION**

This work is dedicated to the Almighty God, my parents Eriasafu Omogi and Teresa Adhiambo, and my wife Pauline Achieng and children Arnorld Omogi, Valarie Atieno, Lowell Awuor and Adrian Okinyi.

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## **LIST OF ABBREVIATION**

<b>DQAS</b>	Directorate of Quality and Standards
<b>EFA</b>	Education for All
<b>GOK</b>	Government of Kenya
<b>KCPE</b>	Kenya Certificate of Primary Education
<b>KESSP</b>	Kenya Educational Sector Support Programme
<b>KNEC</b>	Kenya National Examination Council
<b>MOEST</b>	Ministry of Education Science and Technology
<b>QASO</b>	Quality Assurance and Standards Officers
<b>UNDP</b>	United Nations Development Programme
<b>UNESCO</b>	United Nations Education Science and Cultural Organization
<b>UPE</b>	Universal Primary Education
<b>USE</b>	Universal Secondary Education

## ABSTRACT

This study investigated the Influence of Head Teachers' Instructional Supervision Practices on KCPE Performance in Public Primary Schools in Mbita Sub-County, Homa Bay County. Four objectives that guided the study were; Checking professional documents, Classroom observation, Syllabus coverage, and Provision of teaching learning resources. The review of the related literature was discussed with regard to the study variables on the Influence of Head teachers Instructional Supervision Practices on KCPE Performance. The study was based on systems theory. The study adopted descriptive survey research design. This study targeted all the 113 public primary and 113 head teachers in Mbita Sub County. The sample size was 132 and comprised of the 25 head teachers and, 107 teachers. Data collection tools were questionnaires for the head teachers and teachers in the 113 primary schools. The instrument reliability was determined through test-retest method. Validity was ensured through discussion with the experts including supervisors and colleagues. Data collected was analyzed using descriptive statistics by using Statistical Package for Social Sciences (SPSS) version 23.0 in the analysis process. The findings were presented in frequency distribution and percentages in form of tables. The study found that head teachers do not sit in class as teaching/ learning is going on since the workload was too much, they also do not give feedback after classroom observation. The study concluded that instructional supervision enables the teachers to take up instructions and improve on their teaching methodology. Classrooms sessions observation by the head teachers are significant in identification of weakness and strength of teachers regarding improving academic performance in the school. Syllabus coverage supervision is integral in ensuring effective process of learning. Therefore, the responsibility of ensuring that syllabus is covered rests on the school administration. The study recommended that head teachers should be provided with in service courses on instructional supervision which is a prerequisite for academic performance. Teachers career development should be sanitized through instructional supervision; this will provide guidance on low teachers perform their duties. This study is significant to the Ministry of Education, teacher training institutions, and County Education Boards who are involved in policy formulation and development of capacity building training modules on instructional supervision.

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.1 Background to the Study**

The United Nations Education Scientific and Cultural Organization UNESCO (2000) emphasized strengthening of inspection of schools for effective teaching and learning similarly, the World Bank (2010) contended that systems of supervision and support to schools are frequent areas of reforms employed by world nations to improve their conclusion outcomes and mitigate education challenges associated with global education policies. Supervision of instruction is said to have begun in colonial New England as a process of external inspection. Local citizen would inspect what the teachers were doing and what the students were learning (Gregory, 2010). Supervision was formalized later in 1930 when common schools were formed professional administrators began to undertake supervisory activities and place more attention to assisting teachers to improve their teaching effectiveness Okumbe (1999).

World Bank, the United Nations educational scientific and cultural organization UNESCO and the United Nations Development Program (UNDP) are some of the bodies, that have invested in education especially in developing countries and have identified education as an important tool in the economic development, poverty and inequality eradication, World Bank (2010). Most countries thus have committed themselves to providing quality education for all by the year 2015. Moreover, investment in quality primary education is a foundation for education in subsequent higher levels. The United Nations Education Scientific and Cultural Organization (UNESCO, 2000) recognized education as one of the basic human rights. For this

consideration of education as a basic human right many nations around the globe have committed themselves to global education policies such as education for All EFA, Universal Secondary Education USE and UPE. The World Bank (2010) asserts that in England supervision is bestowed on the office for standards in Education children's services and skills local authors and school boards and emphasize on three aspects; student's outcomes, school processes and the context in which schools are operating.

In America instructional supervision school was in the hands of local authorities. Supervision handled by laymen who included the clergy, school wardens, trustees, secluded men and citizen's committees. The supervision was concerned with the management of schools and fulfillment of the prescribed curriculum needs rather than the procurement of the teaching and learning process it was therefore referred to as inspection due to its autocratic nature. Inspection in Africa is as old as western education in Africa in Uganda Phepslokes Commission 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 the schools. During this period the inspectors intended visit and its purpose (Ngelu, 2007).

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, concepts and practice of supervision. Until control of schools by government in 1967 school supervision was left in the hands of missionaries Alimi, Akifularin and Anyandofa (2012).The ministry of education recently installed the directorate of quality assurance and standards and the school inspectorate have not been renamed to be Quality and Standard Officers (QASO).The directorate mission is to establish maintain and improve education standards in a bid to provide quality

assurance feedback to all the education stakeholders. With the new policy DQAS is expected to be a team player and policing services, as if had been perceived in the past Kenya Education Sector Support Programme (KESSP, 2005). Mutua (2005) in the post independent period has also witnessed the setting up of term commissions and task forces to look into issues of supervision in education in Kenya.

Education is recognized as the key to any nation's development. In Kenya education has been recognized as an important sector that promotes sound economic and cultural development Republic of Kenya (2007). The provision of quality education and training is a priority to the Kenya government as is stipulated in the sessional paper No. 10 of 1965, through which the government committed itself to the eradication of ignorance, poverty and disease. On the attainment of independence the government of Kenya (GOK), household and private sector collectively endeavored to enhance the development education in the country.

Instructional supervision has been defined as a set of activities that are carried out for the purpose of making the teaching and learning purpose better for the learner instructional supervision is also a collaborative effort involving a set of activities designed to improve the teaching and learning process. Aguba (2009) also notes that instructional supervision ensures quality assurance in education which aims at preventing quality problems and ensures that the products of the system conform to the expected standards. In line with their mandate head teachers as instructional supervisors must carry out amongst other duties such as set targets on both academic performance and syllabus coverage, check and approved schemes of work, lesson plans made by teachers, ensure marking, correction and checking of learner's exercise books, make classroom visits to observe teaching learning activities taking place, hold regular staff



conferences to discuss standards and other matters pertaining to education. He should audit syllabus coverage through the use of subject panels. Musungu and Nabongo, (2008), observed that head teacher’s frequency of internal supervision practices contributes towards better examination performance. Mbita and neighboring district trend of performance in Kenya Certificate of Primary Education (KCPE) examination is compared to most of the neighboring as shown in Table 1.1.

**Table 1.1: KCPE Performance of Mbita Sub-County and the Neighboring Sub-Counties**

District	KCPE				
	2013	2014	2015	2016	2017
Ndhiwa	244.3	238.6	237.8	252.47	243.65
Suba	239.25	244.6	243.34	248.44	247.08
Rachuonyo South	235.94	236.7	242.8	262.33	259.76
Homabay	254.33	261.77	257.1	261.27	253.73
Rachuonyo North	244.1	254.37	248.1	254.26	247.08
Mbita	264.37	262.93	270.91	268.41	263.36

*Source: (Mbita Sub-County Education Office, 2019)*

Mbita sub county is predominantly densely populated, along the Lake shores and with fishing as the mainly source of livelihood. However, the sub county experiences rapidly expanding population along the major trading centers. Therefore, the locality houses growing number of proprietors owning private schools of which members that are of mixed socio-economic status send their children to the privately-owned schools. Out of the total 113 primary schools 14 are privately owned accounting for 12% of the total primary schools. However, public primary schools occupy the 20-lowerposition in the

KCPE ranking of the sub county yet they form the bulk of the primary schools going children. On a larger extent it implies that majority of students who perform poorly in KCPE are from the public primary schools.

Mbita Sub-County was ranked position 1 in the KCPE results in Homa Bay County with a mean score of 270 in the previous three years shows a steady performance from 2012 to 2015 then decline again in 2007. Despite the improved performance in Mbita Sub County most of the best performing schools are privately owned. In Mbita sub county performance in KCPE examination has been a concern especially among the public primary schools which have persistently recorded poor result as shown in Table 1.1 and Table 1.2. However, Mbita Sub-County has continually posted positive deviation in the overall result in the county and has always been ranked number 1 or 2 in the whole county in the Kenya National Examination Council KNEC 2015. This calls for further investigation on whether the head teacher's instructional supervisory practices influence pupil's performance at KCPE.

**Table 1.2: KCPE Mean Score of Public and Private Schools and Public Schools Mbita Sub County.**

<b>Year</b>	<b>Private</b>	<b>Public</b>
2015	304.19	259.37
2014	314.70	255.94
2013	312.62	258.23
2012	302.54	249.89

*Source: Mbita Sub-County Education Office, 2019*

It is not clear whether the good result in private school are due to sufficient instructional supervision roles played by head teachers in privately own schools since such schools are adequately staffed and well equipped. Scrutiny of head teacher's instructional supervision practices might have influence on the pupil's performance at KCPE and therefore this is the purpose of this study. The choice of Mbita sub-county was informed by the fact that similar studies on instructional supervision has been carried out in the neighboring Sub Counties hence the researcher was interested to establish the influence of instructional supervision on performance. This would give data for other studies.

### **1.2 Statement of the Problem**

Instructional supervision is a very important aspect of head teachers' role in an institution. For any system to function effectively and achieve its objectives, keen supervision is invaluable in ensuring to success in academic performance of primary schools in Mbita Sub-County Homa Bay County has been performing in KCPE examination. It is important to carry out a study to find out the cause of the poor performance if it arises from loopholes created by instructional supervision practices by head teachers' in Mbita Sub-County.

The relationship between head teachers' and teachers determined the attitude the teachers have towards supervision (Muchanje, 2004). If the head teachers are not keen of instructional supervision, this would provide an avenue for poor academic performance and if effectively carried out it will boost the teacher professional performance thus improving pupil's academic performance.

### **1.3 Purpose of the Study**

The purpose of the study was to determine the influence of head teachers

‘instructional supervision practices on students’ performance in Kenya Certificate of Primary Education Examination in public primary school in Mbita sub-county Kenya.

#### **1.4 Objectives of the Study**

- i) To determine influence of checking teacher’s professional records by head teachers on pupils’ performance in Kenya certificate of primary examination in Mbita Sub-County Kenya.
- ii) To determine the extent to which head teachers’ classroom observation influence pupils’ performance at Kenya certificate of primary education examination in Mbita Sub-County Kenya.
- iii) To establish the extent to which head teacher’s supervision of syllabus coverage influence pupil’s performance at the Kenya certificate of primary examination in Mbita Sub-County Kenya.
- iv) To establish the extent to which school of provision of teaching/learning resources by head teachers’ influence pupils’ performance at Kenya certificate of primary examination in Mbita Sub-County Kenya.

#### **1.5 Research Questions**

The following are the research questions from study:

- i) To what extent does the head teachers’ frequency of checking teacher’s professional records influence performance of pupils at the Kenya certificate of primary examination?
- ii) To what extent do head teachers’ classroom observations influence pupil’s performance at the Kenya certificate of primary examination?

- iii) To what extent does head teacher's supervision of syllabus coverage influence pupil's performance at the Kenya certificate of primary examination?
- iv) To what extent does the head teacher's provision of adequate teaching and learning resources influence pupils' performance at the Kenya certificate of primary education?

### **1.6 Significance of the Study**

The findings of the study will be significant in many ways. The ministry of education, the department of quality assurance and standards and primary school heads will be able to enhance quality in learning institutions. And be informed on how to reduce or to eliminate those factors contributing to low academic achievements. The research finding will be utilized for future researchers to be able to identify priority areas on which to carry more research on Mbita Sub-County.

The research findings may help head teachers with more knowledge and skills to improve on their roles that may influence academic performance in general. The findings may provide useful information to assist directors of quality assurance and standard officers and the ministry of education in evaluating effectiveness of head teachers as supervisors in the schools. It may also assist in the formulation of policies on the requirements for head teachers to acquire knowledge and skills of instructional supervision to be able to understand and carry out their roles effectively.

### **1.7 Basic Assumption of the Study**

- i) That all the head teachers are conversant with instructional supervision requirements that can be used in enhancing the realization of good performance.

- ii) That the respondents would provide truthful and honest information that they would be willing to participate in the research.

### **1.8 Limitation of the Study**

It was not possible to control the respondents' attitude and lack of cooperation which may affect the validity of their responses. The researcher explained to the study participants that the study is purely academic in nature and no one would be victimized, hence this was achieved through informed consent. The performance considered was for students who had already left school, the study therefore relied on secondary data that showed invaluable performance trend. Some head teachers may have been in the school for less than two years or were newly appointed and hence making it difficult to determine his influence on instructional supervision on performance. However only those that had stayed for more than two years were included in the research. The research was scheduled to be undertaken in public primary school leaving out the private primary school which affects the general performance in the sub county. The findings of the study therefore will be required to be generalized with much more caution to other areas in Kenya.

### **1.9 Delimitation of the Study**

The research was carried out in public primary school in Mbita Sub County Kenya and not private primary school because they do operate under different settings. The respondents of the study included head teachers and teachers leaving out other stakeholders of the study community such as students, parent's, non-teaching staff and the primary schools board of management yet they have a major role to play in primary education as well as performance.

### **1.10 Definition of Significant Terms**

**Head teacher preparedness;** refers to the professional qualification and training acquired by the head teachers to perform their academic duties in school.

**Instruction supervision practices;** refers to all activities that are undertaken by the head teacher to help maintain and improved instruction in class.

**Performance;** refers to the achievement of students in Kenya Certificate of Primary Education.

**Supervision;** refers to administration act whose main strategy is to stimulate teachers towards greater pedagogic effectiveness.

**Syllabus coverage;** refers to academic subject content that will be covered in class as instruction.

### **1.11 Organization of the study**

This study is organized into 5 chapters whereas chapter one comprises of Background of the study, statement of the problem, purpose of the study objectives research questions, significance of the study, basic assumptions, limitation, delimitation and definition of significant terms. Chapter two focuses mostly on literature review which includes The Concept of Supervision, roles of head teachers as instructional supervisor, target setting and academic performance, classroom visitation/ observation/ clinical supervision and its influence of performance, provision of teaching learning resources and its influence on academic performance, checking on teacher's record of work and academic performance, summary of literature review, theoretical framework and conceptual framework. In chapter three it includes the research design, target population, research instruments, validity and reliability of the instruments, data collection procedures and finally data analysis. The fourth chapter covered of data analysis in relation to the study objectives and research questions, presentation, interpretation and discussion of major findings of the study. Chapter five presented the summary of study findings, conclusions, recommendations and suggestion for further research.



## **CHAPER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

Chapter two reviews literature related to the study area. Supervisor concept head teacher's instructional supervision, classroom visitations on pupil's performance, teachers' record of work on pupil's academic performance; checking pupils exercise books/lessons notes, relationship between academic performance and learning resources provision as well as literature reviews summary are the subsections of the chapter.

#### **2.2 Head Teachers' Instructional Supervision and KCPE Performance.**

According to Rob and Webbinks (2009) in the studies carried out in Netherlands on effects of primary instructional supervision on test scores the findings showed that supervision lead to an improved performance. Daresh & Playko (1992) as cited by Birech (2011) showed as closely associated between instructional supervision and pupil's academic performance, their findings showed that supervision done a record keeping, lesson planning and schemes of work led to importance in performance.

According to Gordon (2005) the major purpose of the instructional supervision practice is that it promotes learning through varied teaching methodologies, in this respect it is assumed that pupils learning is reinforced by teacher being helped to improve practice in the classroom. Kariuki (2013) argues that the basis of supervision is buttressed by relevant teaching method. Instructional supervision ultimate goal is achieved battlement in learning quality.

Improved academic performance needs leaders who are effective in communicating the vision and mission of the school. This can be achieved by continual reinforcement of the school's mission. Therefore, principals are responsible in creation and establishment instructional supervisors. Having shared meaning and share sense making enable the instructional team to stay on concerning organizational goals (Kirk & Jones, 2004).

Ayako (2009) observed that principal's effectiveness in the schools is defined by their ability to set goals for academic achievement by utilization of limited available resources for their operations. The head teachers achieve this goal by providing diaries for subjects, routine teaching timetable, continued monitoring of students, checking of lessons notes as well as classroom observation. Moreover, provision of feedback on students' academic achievement and provide instructional facilities to enhance quality teaching and learning processes. For successful achievement of academic performance in schools head teachers are required to participate in effective instructional supervision.

Most schools experience lack of such strategic leadership practices as delegation of duties, effective curriculum supervision and implementation because the head teachers are never in school to implement it or are busy with other administrative duties. Most head teachers do not involve other teachers in making decisions in the school. Some schools lack important curriculum materials and facilities that support learning due to financial mismanagement and clear and open channels of communication as the principal's office is closed to this. These affect students and teacher's morale leading to lack of effective teaching and learning culminating into poor performance in national exams like KCSE.

The performance of students in the KCSE and KCPE has not been satisfactory in general. Analysis of KCSE result showed that more than half of the student who sat for KCSE examination in 2014 attained below 250 marks (School Net Kenya Oct 2, 2014). A number of factors have been highlighted to explain differential achievement and cause of poor performance between schools amongst students.

Interaction between two people or more that leads to improvement, defines the concept of supervision. Glickman et al., (2004) defines supervision is the process that head teachers use to establish relationships among teaching staff with a principle objective of improving learning and teaching practice their institutions. In another context supervision is a concept of administering education with an objective of improving its quality (Sergiovanni and Starrat, 2007). According to Kimeu (2010) contends that performance monitoring in schools is the essence of school and staff supervision. Supervision, concerns array of activities that improve teaching. Therefore, supervision is vital process in ensuring quality of learning and teaching in school.

Wanzare (2013) argues that QASOs has put measures in place to ensure quality of administration of education through stringent instructional supervision, moreover there is quality assurance in school administration. In a nutshell dimensions of instructional supervision encompass supervising teachers work to achieve procedures and regulations that are bureaucratic are adhered to buttress loyalty to the school administration. According to Wanzare (2006) effective school leadership is ensured by the head teachers through workable leadership, their instructional leadership is therefore important in maintaining effective schools in terms academic performance. Wanjugu (2011) suggests carrying out instructional supervision is the mandate of the head teachers for the purpose of maintaining peak academic performance. The head

teacher is therefore mandated in aligning the teaching staff with the predetermined academic goals. This is done through restructuring teaching personnel, since internal supervisors in the learning institutions are the head teachers.

In a school set up instructional supervision involves ensuring schemes of work is adequate; observing class lessons; ensuring adequate preparation of lessons plan; records for work; and attendance of lessons (Ayeni ,2012). According to Sibanda, Mutopa and Maphosa (2011) there are myriad challenges in administration of instructional supervision this include delay in giving class observation reports, post class visit discussion, record keeping laxity by the teachers, schemes of work that are not comprehensive, and mentality of fault finding.

Yuguda and Jailani (2014) assessed schools' effectiveness as a result of school supervisor objective of betterment of teaching quality. They proposed that supervisors should manage implementation of varied roles that are necessary in improving learning environment. The implementation of these strategies is essential in improving educational system that is viable as well as effective in improving academic performance.

### **2.3 Checking Professional Record of Teachers' and Academic Performance**

Professional records are a requirement that teachers need help them when instructional supervision is being carried out. They are utilized in provision of direction of teaching and learning process. Teaching staff require the professional documents to enable effective interaction to learners. Head teacher has bestowed responsibility upon them to ensure the teaching staffs have adequate preparation concerning their preparedness in engaging learners during the learning process. Teachers preparedness is central in the

planning of class work since it has positive correlation with pupil's academic achievement (Nzomo *et al.*, 2000). A schools' performance improvement is dependent on to what extent professional documents are prepared.

According to Abdinoor (2013) observes that teachers' professional document preparation has a strong link with desired educational standard in learning institutions. However, there should be no coercion in the process of teachers preparing professional documents in order to post desired school performance. Giving clear direction enables achievement learning objectives as well as reinforcing decision making process. Moreover, objectives should be contextual in identifying leaning behavior that is a testament that actual learning took place.

Shrifian (2011) concludes that teachers' work certification is one of the practices done by large schools' courtesy of practicing instructional supervision. Despite of this fact most of the head teachers bypassed evaluation of practical work and hence concentrate work records. Gongera *et al.*, (2013) argues that diary that is functional does not guarantee the learning and quality of teaching.

Odumbe (2016) investigated the influence of head teacher's instructional supervision practices on KCPE performance at public primary schools Mwatate Sub County, Taita Taveta County, Kenya. The study revealed that scrutinizing of teachers' professional records is regularly done by head teachers preterm. Concerning the determination of the rate at which head teachers check on professional documents, schemes of work is checked more than records of covered work. In addition, lesson plans are checked to a little extent followed by lesson notes. Finally, it was found that class registers are checked rarely by the head teachers.

Mburu (2017) investigated the influence of head teachers' instructional supervisory practices on pupils' performance in Kenya certificate of primary education in Murang'a South Sub-County. From research, it was concluded preparation of professional document influence quality of academic results, where teachers review professional information post good performance in national examinations and the teaching/learning materials promote and encourage conducive learning environment and absence of conducive learning environment process cause poor learning which hinder achievement of the set objectives of a lesson contributing to poor performance in national exams.

In Cameroon, Ngemunang and Ngale (2018) assessed relationship between teachers work performance and supervision in Primary Schools in Konye Sub-Division. Conclusion, that teachers' performance is influenced by supervision practices. Specifically, head teachers' class visitation as well as inspection of professional records. The study suggested that improved academic performance rely on continuity of these practices.

#### **2.4 Classroom Observation and its Influence on Pupil's Academic Performance**

There is need for head teachers to allocate sufficient time for classroom observations in order to improve learning as well as teaching quality (Dipaola & Hoy, 2013). Symmetric observation done in the classroom by head teachers enables having a clear assessment report of teaching activities, their school environment. Clinical supervision helps head teachers improve in instructional supervision, (Glickman, 2004; Frace & Posterm, 2004) presented a cyclical model of clinical supervision explaining the sequence implementation of events in a period of one-year these include a holding a pre-conference and subsequent observations in the classroom. These events included

use of physical indicators for directive analysis. The last stage is clinical supervision which is post conferencing that aims evaluation of results as well as discussion of remedies.

All school administrations require a supervisory system that is inbuilt in the managerial system. This would enable cohesion as well as direction for the school organization purpose. Olembo, Wanga and Karunga (2004) asserted tactic is requisite for supervision on of schools particularly in managing human resources objectives that are aligned to achievement of strategic goals.

Kimeu (2010) headteachers are required to frequently visit teaching sessions in the classrooms to motivate the notion of observing of teachers and subsequent post observation conferences is required to permit deliberation of supervision outcome son Colaghan 1972 as cited by Muriithi (2012) noted that physical lesson observation permits a head teacher to gain first hand insight on teaching and learning quality in a school classroom set up. Supervision enables establishing a teacher's competence observing a teachers' prepared lesson.

Supervision enables the head teacher head teachers are able to device ways of filling identified gaps during class observations and provides an avenue of filling the gaps during the in-service sessions. Alimi (2012) observes that objectives that are identified by the teachers make learning effective. Supervisor is required to ascertain the learner requirements in terms of teaching methods.

Sankale (2015) sought to establish the influence of head teachers' instructional supervision on pupils' performance in KCPE in Ololulunga. Target population for the study was the 70 head teachers, 480 teachers and 960 pupils in all primary schools in

the division. Research found out that the head teachers rarely engaged in class observation visits. All the head teachers confirmed that teachers in their schools prepared lesson plans. The study focused on whether head teachers participate in classroom observation, while the present study focused on the influence of classroom observation on academic achievement.

Wairimu (2016) assessed the perception of teachers on assessment of pupils' books on performance Primary Schools in Nakuru North District, Kenya. The study revealed that problems encountered during classroom visits are normally discussed in conferences as a result way forward are normally crafted. Moreover, the study revealed that head teachers assess teachers' professional records as well as evaluation of teachers' work load. The study focused on teachers' perception on classroom observation, while that present study focused on influence of classroom observation on academic achievement.

In Chile, Carolina, Gazmuri, Jorge Manzi and Ricardo, Paredes (2018) assessed classroom discipline, classroom environment and student performance. Significant influence of classroom environment on students' performance was established. Particularly, the study found out that the teachers' capacity to handle class sessions is vital in improving academic performance. Furthermore, students' academic results are predicted by school environment. The study was done in a developed country hence limiting findings generalization in developing countries like Kenya; the present study was therefore done in a developing country to bridge the gap.



## **2.5 Head teachers' Supervision of Syllabus Coverage and Pupil's Academic Performance**

Syllabus coverage is a very important component in the determination of pupils' performance in an examination due to the fact that pupils tested general from any topic in the syllabus and if any school fails to cover all the syllabus topics and then it will be disadvantaged, proper and complete syllabus coverage will depend on teachers and pupils time management in a given school (Nias, 2010). Prerequisite for academic performance depends on how effective the school curriculum is managed for sustainable betterment of academic performance. Moreover, when head teachers are able to allocate more time the better for improved levels of academic performance (Campbell,2008).

Pansiri (2008) affirmed the importance and usefulness of providing extra coaching to pupils who are preparing for major national examination enable students to get exposed as well as betterment of performance in examination. Preparations improve instruction quality and coverage of syllabus in a specific period of time and improve pupils' achievements (Kosgei, 2012). Eliot and Creswell (2009) observe the importance of engagement and commitment of a teacher towards below average students is identified as a critical determinant of education future. It results to improvement performance among teachers as well as influencing on pupil's academic performance.

Marsh (2004) argues that teacher's retention and satisfaction in school is dependent teachers' commitment at work. He claimed further claimed that dwindling pupils' performance is explained by the level of that low levels of teachers' commitment at work. His study found out that teacher's commitment was very low hence poor

academic performance. In this regard it was concluded that committed teachers post better results in respective subjects mean scores. Kosgei (2012) concluded the principle of delegation allows, head teacher assigns the head of department to assess teachers, scheme of work in their respective department to ascertain to the level of syllabus coverage.

Njoroge, Mbugua, and Thinguri (2014) evaluated the impact of primary school head teachers' supervisory practices on academic performance in Githunguri Sub-County, Kenya. The research revealed that there is an association between syllabus content and head teachers' supervision practices. In addition to, the extent to which teachers' have mastered their respective subjects impacts positively on academic performance.

Chepkuto, Sang, and Chumba (2018) examined influence of instructional supervision on curriculum implementation in selected North Rift, Kenya County public secondary schools. The results also showed that as an internal quality assurance and standard practice, principals occasionally checked on teachers' schemes of work, offered suggestions on syllabus coverage, assisted teacher in teaching strategies and demonstrations.

## **2.6 Provision of Teaching and Learning Resource and Influence on Pupils KCPE Performance**

Archibong (2010) found learning and teaching quality are determined by varied factors that contribute to academic performance. He contends that the factors include standard library, staff officers, teaching facilities among others; staff salary, and implementation of budget. Education environment African countries such as Kenya are same, teaching fraternity operate in deplorable state with poor pay and no textbooks. However, the

study did not address the extent to which availability of these resources influence academic performance being the main focus of the present study (Wiles & Bondi, 2002).

Wambui (2015) investigated the influence of head teachers' instructional supervision on pupils' performance in primary schools in Kiambu Sub County, Kenya. Research established that there was inadequacy of teaching as well as learning resources to enable effective learning. The present study sought to determine the influence of availability of textbooks; pupils' desk and classrooms influence academic performance.

Wambua (2018) investigated influence of classroom learning environment on lower primary school pupils' performance in Makueni County, Kenya. Results showed that a number of variables in this study were influencing classroom learning environment which contributed to poor performance. Availability of physical facilities, results revealed that some infrastructure such as desks, library and playground were inadequate. However, some facilities such as desks, library and playground were adequate. The study however did not seek to determine KCPE performance but social studies performance the present study sought to fill the gap.

## **2.7 Summary of Literature Review**

The reviewed literature has looked into studies on head teachers' instructional supervision in schools. Odumbe (2016); Mburu (2017); Kirui, Ngemunang and Ngale (2018) established that scrutinizing of professional records is done by head teachers in each term. This study however sought to establish whether assessment of lesson plans, attendance register, lesson notes as well as scheme of work impacts on pupils' academic performance.

The studies by Sankale (2015); Wairimu (2016); and Gazmuri, Manzi and Paredes (2018) found that head teachers rarely engaged in class observation visits. All the head teachers confirmed that teachers in their schools prepared lesson plan. However, this study sought to establish whether training and development follow-up, professional standards and monitoring influence pupils' academic performance.

Studies by Kosgei (2012); Njoroge, Mbugua, & Thinguri, (2014); Chepkuto, Sang, and Chumba (2018) statistically analysis revealed that content coverage supervision influence pupils' academic achievements. The study however, the present study delved into the influence of lesson notes and pupils' books assessment on pupils' academic performance.

Achibong (2010); Wambui (2015); and Wambua (2018) identified the forms of school environment suitable for learning; established that majority of BOMs did not participate in students discipline matters; noted that students were positive about school rules and regulations but majority of students did not apply the school rules and regulations. Moreover, they found that school environment in Kenya is same as other countries in Africa characterized by poor pay, no textbooks and accommodation. This study however sought to determine whether availability of text books, pupils' desk and classrooms influence pupil's academic performance.

## **2.8 Theoretical Framework**

This study conformed to systems theory. The theory was first proposed by a biologist called Ludwig Von Bertalanffy (1968), (Walonick, 1993). The theory emphasizes the complexity pattern of interaction among different elements of education system. It applies a general system theory of planning and it incorporates a wide range of

information from many parts. It is an explicit formal enquiry carried out to help decision makers identify a better course of action and make a better decision than he might otherwise have made (Okumbe, 1999). According to this theory education in various parts that includes; head teacher, teachers, pupils and parents. If one fails in his or her role, then the system altogether fails hence the head teacher coordinate the activities as he performs his instructional supervision tasks.

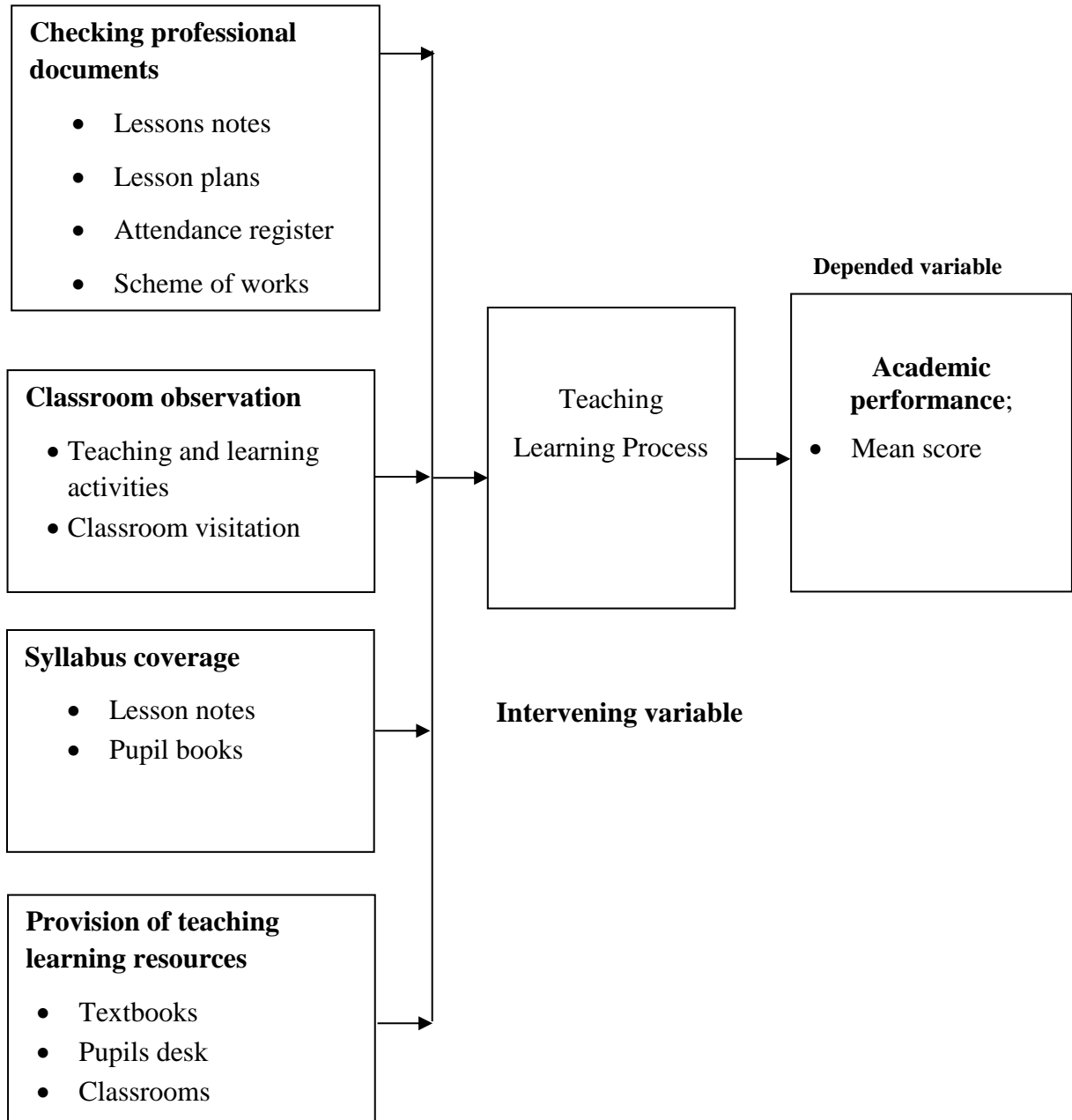
According to this theory education is a system connected by various players among them teachers, parents, learners' administrators, politicians, sponsors. The system is an active process that transforms inputs into outputs. Education system consists of subsystem interacting within their environment. Head teacher is part of the system. If one player fails in doing his/her expected roles, then the system fails altogether and may break down and the product of the system may be affected. Therefore, effective instructional supervision by the head teacher plays a major role in success of an individual pupil and the entire school and even the community. The theory is seen to be joined relevant since head teacher is part of the education system playing a crucial role in monitoring education standard through coordinating all the school activities that leads to achievement of improved standards.

## **2.9 Conceptual Framework**

Checking of teachers' record of work by the head teacher propels the teacher to prepare in advance. A prepared teacher delivers effectively hence good performance. A teacher is able to identify an appropriate learning aid to be used for a certain lesson and obtain it in advance because the lesson plan and schemes of work guides him/her. The head teachers' ability to provide instructional leadership can influence teaching behavior and

learning outcomes. If the head teacher is prepared for instructional supervision, there will be effective teaching.

### Independent variables



**Figure 2.1: Conceptual Framework**

Checking of students notes leads to proper guidance which will make the pupils correct his/her work and taking notes help pupils to do revision hence result to high performance. The provision of learning/teaching resources in a learning institution is a responsibility of a head teacher who should ensure equity in sharing the available resources. The head teacher's supervisory roles are just like subsystem which on their own achieve a little but a combination of them produces mighty results. Ludwig Von Bertalanffy explains that interdependency nature of subsystems in a system leads to effectiveness hence high performance.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter entails discussion on the study design, procedures as well as methods that will be utilized in data collection and analysis. Target population study sampling design, target population as well as study design, data collection techniques is also discussed in this chapter. A discussion on data collection instrument reliability and validity is also discussed so as to ensure consistency of study of study findings.

#### **3.2 Research Design**

According to Kerlinger and Lee (2000) research design is an investigation structure as well as plan conceived that assists in answering research questions whose objective is to ascertain whether association exists. Descriptive survey design was utilized in this research. This method fits a research that collects information through a way of administration a questionnaire to a research sample (Orodho, 2004). This design was more viable as it enabled researcher to establish the influence of head teachers' instructional supervisory practices on academic achievement at KCPE examination. The relationship between the head teachers' supervision instructions that include the assessment of teachers' classroom observation, targets setting, professional assessment, and provision of teaching/learning facilities were correlated with the performance at KCPE through administration of questionnaires with closed and open-ended questions were used.



### 3.3 Target Population

Best and Khan (2006) describes the population as entire elements in a field of inquiry. The study targeted the entire 113 public primary in Mbita Sub-County. Mbita Sub-County Director of education office. A total of 113 public primary schools are distributed into Sub-Counties, Mbita West 20, Mfangano25, Rusinga 22, Lambwe 27andMbitaEast18 as shown in Table 3.1

Table 3.1: Target Population

<b>Zone</b>	<b>No of Sample School</b>	<b>Sample</b>	<b>No of Head teachers</b>	<b>Sample</b>	<b>No. of Sample Teachers</b>	<b>Sample</b>
Rusinga Zone	23	5	23	5	156	23
Mfangano	25	6	25	6	163	24
Mbita West	20	4	20	4	141	21
Mbita East	18	4	18	4	85	13
Lambwe	27	6	27	6	172	26
<b>Total</b>	<b>113</b>	<b>25</b>	<b>113</b>	<b>25</b>	<b>717</b>	<b>107</b>

### 3.4 Sample Size and Sampling Procedure

Sampling refers to choosing predefined numerical subjects from a population that subsequently represents the study population (Kombo & Tromp, 2011), they further point that researchers use sampling to gather a representative part of a study's subject. Simple random and purposive sampling were employed since the population under this study since the population under this study is small, purposive sampling was adopted to arrive at 25 head teachers, five head teachers per zone, and Simple random sampling

was used to sample 107 teachers. Mugenda (2003), suggest that for descriptive studies a sub set of target population of at least 10-30% of the total population.

The school names were written on pieces of paper and folded into balls and put in a closed container. The container was shaken vigorously before picking one at a time and noting the school it represents. Picking the pieces of papers was done without replacement each time. The process was repeated until the 25 schools are realized. Purposive sampling was then be used to select all head teachers from selected school, 4 teachers in each of the sampled schools.

### **3.5 Research Instruments**

Questionnaire was the major data collecting tool. A questionnaire is most useful of collecting data due to its anonymity of the respondent. Orodho (2004) a questionnaire is mostly used in collecting data when the respondents are literate. The method can reach a large number of subjects who are able to interpret the questionnaire independently. The questionnaire also helped the researcher to make comparison on the answers given different correspondents.

Questionnaire enables a study to collect information from the participants in a short period and its administration is easy. Schindler (2006) argues that a questionnaire in a descriptive study in surveys is cost effective as well as having easy of accessibility. Questionnaire allows the study to obtain voluminous quantity of information in expensively from a wide range of respondents sometimes spread extensively in a geography space. Two sets of questions were drawn by the researcher. Questionnaire for head teacher and another for teachers both sets were divided into two sections where section A of each questionnaire sought to obtain the respondents demographic data

academic qualification and duration of service. Section B sought to provide an assessment on influence of head teacher's instructional supervision practices on pupil's performance at KCPE in Mbita Sub-County. The questionnaires had both closed and open-ended question to allow more information to be obtained from the respondents.

### **3.6 Validity of the Instruments**

According to Mugenda and Mugenda (2002) asserts that validity is the extent to which an instrument measures what it is supposed to measure. Validity is the degree to which result obtained from data analysis represents study phenomena. To enhance the validity of the questionnaire appropriate and adequate items relevant to research questions were included and the researcher made consultation and discussion with the lecturers as well as supervisors, to validate the instruments and also pretesting. Three schools were earmarked for pilot study, about 10 percent of the sample size as recommended by Mugenda and Mugenda (2003) was used. The schools which participated in the pilot study were not sampled in the main study.

### **3.7 Reliability of Instrument**

Orodho (2004) describes the reliability as the degree to which empirical indicators are consistent in two or more trials in an attempt to measure the theoretical concept. The researcher used test retest method to obtain the reliability of the instrument. This technique involved the administering the same instrument twice in a span of two weeks to the same group of subjects. Scores from both testing period were then correlated. The reliability coefficient was then computed using Pearson's product. Moment correlation coefficient represented by the formula (Best & Kahn, 2006).

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

Where:  $N$  – Number of respondents

$x$  – Scores from the first test

$y$  – Scores from the second test

The value of  $r$  is between  $\pm 1$ , the closer the value to  $\pm 1$  the stronger the relation hence of the coefficient of 0.80 or more us formed. It suggests that reliability degree is high (Mugenda and Mugenda, 2003). The larger the absolute value of the number, the stronger the relationship whether it is positively or negative (Best and Kahn, 2006).

### **3.8 Data Collection Procedures**

The researcher sought a clearance letter from the department of Education, University of Nairobi to get a research permit from NACOSTI. The got a permission from the Sub County Education Officer Mbita Sub County. Prior to starting the study, the researcher sought consent from teachers and head teachers who participated in the study. Administration of questionnaires was done personally during piloting and final study. The completed questionnaire was then collected immediately. The questionnaire was pre-tested the in one public school from each zone in Mbita Sub-County that were subsequently not included in the final sample. Five schools were sampled for the pilot study, to permit the researcher to test validity and reliability of research instrument.

### **3.9 Data Analysis and Techniques**

According to Matula *et al.*, (2018) data analysis involves systematic organization of raw data into some logical format, breaking data into interpretable units, synthesizing data, searching for emerging patterns and finally making conclusions.

Coding was then done to translate the responses to the questions into specific categories. The coded categories were then keyed into the Statistical Package for Social Sciences (SPSS) computer software version 23.0 for analysis. Descriptive statistics like frequency distribution and percentages were used to analyze the quantitative data which were presented in tables and comparative bar graphs.

### **3.10 Ethical Considerations**

Ethics is consideration of moral standing while carrying out a study, in addition to respondents' welfare comes first. Respondents in scientific research should be treated with courtesy (Monique, Hutter and Bailey, 2011). The researcher was under no obligation to try to manipulate any outcomes of the study and strive to give out the report as it is. This did not only help the researcher but also upcoming scholars who may want to verify the facts or be guided to do a study on the same or dismiss some facts.

Research ethics is defined by good and bad actions in the (Kothari, 2004). In this study the teachers and head teachers were referred to as respondents of which their identity was not revealed as well as their gender. In addition to the researcher sought permission to collect data from the UON as well as NACOSTI. The researcher did not bribe respondent to participate in the study.

## **CHAPTER FOUR**

### **DATA ANALYSIS, PRESENTATION AND DISCUSSIONS**

#### **4.1 Introduction**

This chapter presents research findings of the study. The study sought to investigate the influence of head teachers' instructional supervision practices on KCPE performance in public primary schools in Mbita Sub-County, Homa Bay County. The chapter contains response rate, demographic data for the Headteachers and teachers, data analysis, presentation, and discussion according to research objectives. The data was collected using questionnaires as the main research instrument. The questionnaires were administered to Headteachers and teachers in the sampled schools. The data was analyzed using descriptive statistics such as percentages and frequency distribution and then presented in tables and bar graphs. Discussion was done in prose form. According to Mugenda and Mugenda (2003), questionnaire return rate illustrates the number of respondents who participated in the study.

#### **4.2 Questionnaire Return Rate**

The study sampled head teachers and teachers in Mbita Sub-County, Homa Bay County. Table 4.1 presents the response rate realized in the study.

**Table 4.1: Questionnaire Return Rate**

<b>Respondents</b>	<b>Sample size</b>	<b>Returned questionnaires</b>	<b>Percent (%)</b>
Head teachers	25	25	100.0
Teachers	107	84	78.5
<b>Total</b>	<b>132</b>	<b>109</b>	<b>82.0</b>

The study administered 107 questionnaires to teachers, of which 84 were filled and returned, translating to 78%. Twenty-five questionnaires were administered to head teachers and all were filled and returned translating to 100% return rate. The return rate was high meaning respondents were cooperative in the exercise and the data collected was taken to be a true representation of the respondents' views. The return rate of questionnaires from head teachers and teachers was high due to the ability of the researcher to visit schools in person, administering the questionnaires to the respondents and collecting them immediately. The questionnaire return rate was 82% for Head teachers and teachers. This shows that data was collected from all the intended respondents and therefore it was a good representation. This response rate was considered sufficient to draw conclusions on this study. According to Mugenda and Mugenda (2012) a response rate above 50% is sufficient. According to Kothari (2008) a response rate of above 50 percent is adequate for descriptive survey study and consequently the return rate of 82 percent for head teachers was adequate.

### **4.3 Demographic Information**

This section presents characteristics of personal attributes of individual respondents. They include, gender, age, marital status, highest academic qualification, teaching

experience, years of experience. Demographic data for head teachers, and teachers were obtained by questionnaires and this information was tabulated.

The head teachers and teachers were asked to indicate their gender. In this study it was found necessary to determine the gender balance among members of the head teachers and teachers in order to establish the participation of male and female in school management as well as teaching. The responses were as shown on Table 4.2.

**Table 4.2: Respondents' Gender**

<b>Respondents</b>	<b>Headteachers</b>		<b>Teachers</b>	
	<i>f</i>	%	<i>f</i>	%
Male	21	84.0	52	61.9
Female	4	16.0	32	38.1
<b>Total</b>	<b>25</b>	<b>100.0</b>	<b>84</b>	<b>100.0</b>

Information contained in Table 4.2 shows that majority of the Head teachers (84 percent) are male while the minorities were female. Also, 61.9 percent of teachers were male while 38.1 percent were female. This implied that gender parity has not been achieved in the staffing of schools. This is contrary to the Kenya constitution (2010) that stipulates that there must be at least a third of each gender in any public institution. It is good to note that gender distribution of principals in the County had attained the one third gender ratio as contained in the constitution of Kenya 2010.

Mulwa (2017) noted that gender equality promotes teamwork among individuals irrespective of their sex and also provides a favorable environment where individuals interact with colleagues without discrimination. The findings from the data further



indicate that pupils in schools headed by female head teachers and those headed by their male counter parts performed the same in instructional supervision.

Professional maturity of an individual is determined by age, thus the researcher sought to find out the age of the respondents. The findings were tabulated in Table 4.3.

**Table 4.3: Distribution of Respondents' Age**

<b>Respondents</b>	<b>Headteachers</b>		<b>Teachers</b>	
	<i>f</i>	%	<i>f</i>	%
21 – 25	0	0.0	18	21.4
26 – 30	0	0.0	24	28.6
31 – 35	0	0.0	14	16.7
36 – 40	5	20.0	10	11.9
41 – 15	6	24.0	12	14.3
46 and above	14	40.0	6	7.1
<b>Total</b>	<b>25</b>	<b>100.0</b>	<b>84</b>	<b>100.0</b>

Table 4.3 shows that majority of the teachers (66.7 percent) were aged 35 years and below. This showed they were energetic enough to offer quality service to the students. Most Head teachers (40 percent) were in the age bracket 46 years and above. The findings meant that the given head teachers could be highly experienced and thus suited for the management role in secondary schools. This implied that the head teachers comprised of individuals who are old enough and had acquired reasonable conceptual and professional competencies required in instructional supervision. The findings were similar to Kamau (2017) noted that age and experience enables the respondents to give reliable information on the subject of investigation.

The purpose of seeking information on academic/professional qualification information was to find out if the head teachers and teachers in the Mbita Sub-County are endowed professionally to handle leadership matters. Head teachers and teachers' academic qualifications are shown in Table 4.4.

**Table 4.4: Distribution of Respondents' Academic Qualifications**

Academic qualification	Headteachers		Teachers	
	<i>f</i>	%	<i>f</i>	%
P1 Certificate	11	44.0	53	63.1
Diploma	4	16.0	18	21.4
Bachelors	6	24.0	7	8.3
Masters	3	12.0	4	4.8
Doctorate	1	4.0	2	2.4
<b>Total</b>	<b>25</b>	<b>100.0</b>	<b>84</b>	<b>100.0</b>

Table 4.4 shows that most of the head teachers (44 percent) had primary school teachers' certificate (P1) as their highest academic qualification, 16 percent had attained diploma while 24 percent were bachelor's holders and only 12 percent and 4 percent had attained masters and doctorate levels respectively. Information from the teachers shows that a majority of the teachers (63.1 percent) indicated that they had attained certificate level as their highest qualification. This shows that all teachers and headteachers had attained different levels of academic from certificate and others. This implied that the teachers and headteachers had attained the Ministry of education (2012) requirements that primary school teachers need to have trained in teacher education in

TTIs to enhance their pedagogical competences. This confirms that all the head teachers in the Sub-County were qualified and well equipped to head their respective institutions.

The findings concur with Ali (2003), who states that ideally education trains manpower for the economy, helps to fully develop the potential of individuals and helps such individuals consummate employment opportunities. Eshiwani (1993), argue that academic and professional qualification have significant influence on pupils' achievement. It was therefore encouraging to find out that most of the teachers in the Sub County have acquired higher academic qualifications which implied that teachers in the district were adequately equipped with knowledge on academic and leadership matters.

The duration one has taken in a profession determines their advancement. Thus, the researcher sought to establish the teaching experience of the respondents. The aim of seeking this information was to find out if teaching experience influences strategic management. The findings are presented in Table 4.5.

**Table 4.5: Headteachers and Teachers Years of Service**

No. of years	Headteachers		Teachers	
	F	%	f	%
1-5 years	0	0.0	12	14.3
6-10 years	0	0.0	30	35.7
11-15 years	5	20.0	14	16.7
16-20 years	6	24.0	16	19.0
21-25 years	14	56.0	12	14.3
<b>Total</b>	<b>25</b>	<b>100.0</b>	<b>84</b>	<b>100.0</b>

From the study findings majority of the head teachers (56 percent) were in the teaching profession for more than 20 years meaning they were exposed to activities of instructional supervision in their respective institutions long enough to enable them carry out their role of leadership. While majority of the teachers indicated they had a teaching experience of less than ten years. This shows that they were very conversant with the challenges and were able to come up with successful solution in the educational leadership due the experience they had gained in the career. That is in line with TSC (2015), scheme of service whereby teachers with particular grades can be promoted to administrative posts.

Training in teaching profession improves employee competence that in turn determines individuals' efficiency and effectiveness in performing tasks. The study sought to establish whether the head teachers are trained before appointment, this is to ascertain the impact of training on instructional supervision. The study revealed that all head teachers were trained before appointment and therefore is in good position to handle supervisory duties.

The researcher sought to establish whether the training agency like KEMI that train head teachers after appointment. According to all head teachers in this study were trained by KEMI after appointment. This finding reveals that TSC as the employer organize training for head teachers on supervisory instruction to help buttress academic performance.

#### **4.4 Head Teacher's Instructional Supervision Practices and Pupils Performance at KCPE**

The study sought to establish the influence of head teacher's instructional supervision practices on pupils' performance at KCPE in Mbita sub-County of Homa Bay County. The information collected on the study variables was presented in the sub-subsequent sections.

##### **4.4.1 Head teacher's checking of teachers' professional records and pupil's performance at KCPE**

The first objective sought to establish the influence of head teacher's checking teachers' professional records on pupils' performance at KCPE. This was informed by the Birech's (2011) argument that head teachers' supervisory role in checking teachers' preparedness for pedagogical process through proper evaluation of their preparation of professional records like the lesson plans, lesson notes, records of work covered and schemes of work highly influence pupil's academic performance in Dagoretti District. The study sought to establish the frequency of head teachers supervising teachers' professional records by listing the various professional records and requesting the teachers and head teachers to indicate the frequency they were checked. The headteachers and teachers were requested to use the likert scale where A = Always, VO

= Very Often, O = Often, R = Rarely and N = Never. The findings are as presented in Table 4.6.

**Table 4. 6: Frequency of Headteacher’s Checking Teachers Professional Records as Perceived by Headteachers**

Checking of professional records	Headteachers									
	N = 25									
	A		VO		O		R		N	
	f	%	f	%	f	%	f	%	f	%
i. Checks records of work covered	16	64.0	3	12.0	4	16.0	2	8.0	0	0.0
ii. Check pupils’ notes	22	88.0	3	12.0	0	0.0	0	0.0	0	0.0
iii. Check schemes of work	11	44.0	4	16.0	5	20.0	4	16.0	1	4.0
iv. Lesson plan	16	64.0	8	32.0	1	4.0	0	0.0	0	0.0

Information contained in Table 4.6 shows that a majority of the head teachers (64%) indicated that they always check records of work covered. This shows that many headteacher in public schools in Mbita sub-County always ensures that they follow up on teachers’ instructional supervision by checking the records of work covered all the time. 88 percent of the head teachers indicated that they always check pupils’ notes, while most of the head teachers (44%) always check teachers’ schemes of work. This shows that many head teachers were keen on their instructional supervision practices on checking of teachers’ professional records to enhance pupils’ performance at KCPE. The teacher’s responses on the frequency of headteachers checking professional records are presented as shown in Table 4.7.

**Table 4.7: Frequency of Headteacher’s Checking Teachers Professional Records as Perceived by teachers**

Checking of professional records	Teachers									
	N = 84									
	A		VO		O		R		N	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
i. Checks records of work covered	5	6.0	6	7.1	23	27.4	39	46.4	11	13.1
ii. Check pupils’ notes	72	85.7	8	9.5	4	4.9	0	0.0	0	0.0
iii. Check schemes of work	44	52.4	13	15.5	12	14.3	10	11.9	5	6.0
iv. Lesson plan	61	72.6	19	22.6	4	4.8	0	0.0	0	0.0

Data contained in Table 4.7 shows that most of the teacher’s 46.4 percent indicated that their headteachers rarely check records of work covered. On the other hand, an overwhelming majority, 85.7 percent indicated that headteachers always check pupils’ notes while 52.4 percent always check schemes of works and 72.6 percent always check lesson plans. The findings show that many headteachers check on the teachers’ professional records. The findings agree with results from headteachers with an exception of the contrast on teachers and headteachers responses on the frequency of checking records of work covered.

The head teachers were requested to indicated the frequency they conduct instructional supervision practices and the responses presented as shown in Table 4.8

**Table 4.8: Frequency of Headteachers Conducting Instructional Supervision Practices**

Response	Headteachers		Teachers	
	Frequency	Percentage	Frequency	Percentage
Weekly	4	16	12	14.3
Monthly	5	20	29	34.5
Termly	16	64	43	51.2
<b>Total</b>	<b>25</b>	<b>100</b>	<b>84</b>	<b>100.0</b>

Table 4.8 shows that majority of the headteachers, (64 percent) conduct instructional supervision termly. This information was also indicated by most of the teacher's 51.2 percent that their headteachers conduct instructional supervision termly. This implies that there is relatively adequate instructional supervision pertaining learning activities. The purpose of supervision is to offer guidance to the teacher so that they can become self-analysis, self-critic and self-improving. Instructional supervision without advice is somewhat sterile activity which is unlikely to be acceptable to teachers. Generally, the purpose of supervision includes; assessment of teacher's work based on suitable criteria; provide a basis for concrete and constructive advice to improve the quality of educating children (Mgbodille, 1996).

The findings reveal that head teachers fairly mobilized teachers towards accomplishing common goals since up to one quarter do not participate in administrative supervision. The responsibility of the principal to ensure that effective teaching and learning takes place in the school is one of the major issues in the endeavor to improve the culture of teaching and learning and therefore good instructional leadership is the path to good



teaching and learning where instructional leaders ensure a sound culture of teaching and learning in their schools at all times (Kruger, 2003). Successful head teachers set a positive tone for their school with an unwavering focus on student learning (McDonough, 2007).

The study sought to establish whether the teachers are aware they should be supervised by head teachers. The study findings are represented in Table 4.9.

**Table 4.9: Headteachers’ Responses on Teachers’ Awareness on Instructional Supervision**

<b>Response</b>	<b><i>f</i></b>	<b>%</b>
Yes	2	8.0
No	23	92.0
<b>Total</b>	<b>25</b>	<b>100.0</b>

According to data contained in Table 4.9, 94% of the teachers are aware they should be supervised while 6% are not aware. This implies that teachers appreciate the importance of instructional supervision. This shows that the head teachers should organize academic clinics more frequently to enhance teachers’ air their grievances and help them know their strengths and weaknesses in various subjects hence make a significant difference in pupil’s academic performance. Continuous education is needed to keep the profession abreast of new knowledge and to release creative abilities. The second reason is to give the much-needed help to teachers who are new in a particular school, to those who are entering a new responsibility or a new field of work within the profession.

#### 4.5 Checking of Professional Records and KCPE Performance

The study sought information from the head teachers on the frequency of checking of professional records. Table 4.10 presents the findings from the head teacher on checking of professional records. In response to this they were asked to choose from; Weekly, or Fortnightly or Monthly or once per term or Never. The results were presented as shown in Table 4.10.

**Table 4.10: Headteachers Responses on the frequency of Checking Records of Work**

<b>Extent</b>	<b>Frequency</b>	<b>Percentage</b>
Weekly	0	0
Fortnightly	2	8
Monthly	16	64
Once per term	7	28
Never	0	0
<b>Total</b>	<b>25</b>	<b>100</b>

From the findings on Table 4.10, all the head teachers 16 (64%) indicated that the head teachers scrutinize professional records in the school monthly. The results reveal that head teachers averagely check teachers 'records; this could be as a result of their busy schedules. The head teachers are supposed to regularly check professional documents to ensure that teachers are prepared to conduct an instruction process. Nzomo (2000) argued that teacher preparation is critical to planning of class and it has a net effect on pupils' academic performance. This is a clear indication that all the head teachers are keen on scrutinizing professional records. Findings are in disagreement with Musungu

and Nasongo (2008) who found that head teachers do not check teachers' record of work.

In response to this they were asked to choose from; Always, or Very often or Often or Rarely or Never. The results were presented as shown in Table 4.111.

**Table 4. 11: Teachers Responses on the Frequency of Headteachers' Checking of Records of Work**

<b>Response</b>	<b>Frequency</b>	<b>Percentage</b>
<b>Always</b>	15	18
<b>Very Often</b>	42	50
<b>Often</b>	20	24
<b>Rarely</b>	7	8
<b>Never</b>	0	0
<b>Total</b>	<b>84</b>	<b>100</b>

From the study findings on Table 4.11 shows 42(50%) of the head teachers check records of work covered very often. This implies that head teachers have a lot of work load to accomplish in line with their duties therefore; they do not have time to always supervise teachers work. This showed that the performance of pupils was relatively low leading to poor performance in KCPE. These findings are in line with Makotsi(2003) who asserts that an increasing number of countries attempted to reform supervision in schools and by so doing it improved the performance of pupils.

#### 4.6 Head Teachers' Classroom Observation and KCPE Performance

The study sought to establish whether the teachers are comfortable with head teacher observing their lessons/ process. The study findings are represented in Table 4.12.

**Table 4.12: Headteachers' Responses on Lessons Observation**

<b>Response</b>	<b><i>f</i></b>	<b>%</b>
Yes	4	16.0
No	21	84.0
<b>Total</b>	<b>25</b>	<b>100.0</b>

According to data contained in Table 4.12, 85% while of the teachers are comfortable when head teachers observe their lessons while 15% are not comfortable. 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. Muriithi (2012) noted that physical lesson observation permits a head teacher to gain first hand insight on teaching and learning quality in a school classroom set up. Supervision enables establishing a teacher's competence observing a teachers' prepared lesson.

Head teachers were asked to give their opinion relating classroom observation influence the rate of syllabus coverage in Mbita Sub County. Their responses were as shown below in Table 4.13.

In response to this they were asked to choose from; Weekly, or Fortnightly or Monthly or once per term or Never. The results were presented as shown in Table 4.13.

**Table 4.13: Headteachers' Responses on Classroom Observation**

<b>Response</b>	<b>Frequency</b>	<b>Percentage</b>
<b>Weekly</b>	12	48
<b>Fortnightly</b>	7	28
<b>Monthly</b>	3	12
<b>Once per term</b>	0	0
<b>Never</b>	3	12
<b>Total</b>	<b>25</b>	<b>100</b>

From the findings on Table 4.13, all the head teachers 12(48%) perform classroom observations once per term. The findings conform to Kimeu (2010) head teacher should visit the classroom frequently to encourage teachers. One way to help teachers improve instruction is through supervision. Supervision presents a cyclical sequence of events which should ideally be implemented at least twice a year, the sequence included teacher pre-conferencing to determine the method and duration of the observation. The pre-conferencing is followed by classroom observation which involves making use of physical indication, visual indication and interpersonal or directive analysis. The last stage in clinical supervision which is post-conferencing is aimed at discussing results on remedial action and a critique by both the supervision and the supervisee.

Teachers were asked to give their opinion relating head teacher instructional supervision practices influence the rate of syllabus coverage in Mbita Sub County. Their responses were as shown below in Table 4.14.

Teachers were asked to give their opinion relating to holding discussions with teachers after class visit in Mbita Sub County. Their responses were as shown below in Table 4.14.

In response to this they were asked to choose from; Always, or Very often or Often or Rarely or Never. The results were presented as shown in Table 4.14.

**Table 4.14: Teachers Responses on Headteachers’ Holding Discussions with after a Class Visit**

<b>Response</b>	<b>Frequency</b>	<b>Percentage</b>
<b>Always</b>	39	46
<b>Very Often</b>	24	29
<b>Often</b>	10	12
<b>Rarely</b>	0	0
<b>Never</b>	11	13
<b>Total</b>	<b>84</b>	<b>100</b>

From the study findings on Table 4.14 shows 39(46%) of the head teachers always check records of work covered. This trend renders the process useful as the teacher needs guidance on the teaching process to boost academic performance. These findings were in line with Wiles and Lovell (1995), who says that supervision as a process is facilitated by leadership through which by teachers helping by counseling, planning and talking with each other about how to improve the teaching, learning situation in school.

Teachers were asked to give their opinion relating to receiving instructional supervision on timetable matters in Mbita Sub County. Their responses were as shown below in Table 4.15.

In response to this they were asked to choose from; Always, or Very often or Often or Rarely or Never. The results were presented as shown in Table 4.15.

**Table 4.15: Frequency of Giving Instructional Supervision to Teachers' Time Table as Perceived by Teachers**

<b>Response</b>	<b>Frequency</b>	<b>Percentage</b>
<b>Always</b>	3	4
<b>Very Often</b>	24	28
<b>Often</b>	39	46
<b>Rarely</b>	8	9
<b>Never</b>	10	13
<b>Total</b>	<b>84</b>	<b>100</b>

From the study findings on Table 4.15 shows 39(46%) of the head teachers often give instructional supervision to teachers' time table. Despite the fact that 62(74%) head teachers often exercise instructional supervision Firestone and Rienl (2008) had different view that checking of teachers' time table does not produce a direct effect on students' performance. They argued that checking of students' record of work is mediating influence on teachers, instructional community and school organization that lead to high performances.

#### 4.7 Head Teachers' Supervision of Syllabus Coverage and KCPE Performance

Head teachers were requested to show their level of agreement with the statements in relation to response on instructional supervision practices influence on the rate of syllabus coverage. The results are shown in Table 4.16.

In response to this they were asked to choose from; Strongly Agree, or Agree or Undecided or Disagree or Strongly Disagree. The results were presented as shown in Table 4.16.

**Table 4.16: Instructional Supervision Practices as Perceived by Headteachers**

<b>Response</b>	<b>Frequency</b>	<b>Percentage</b>
<b>Strongly Agree</b>	14	56
<b>Agree</b>	6	24
<b>Undecided</b>	3	12
<b>Disagree</b>	1	4
<b>Strongly Disagree</b>	1	4
<b>Total</b>	<b>25</b>	<b>100</b>

The analysis in Table 4.16 shows that the majority of the headteachers 79% agreed instructional supervision practices influence the rate of syllabus coverage. These findings clearly show though the head teachers are aware of their supervision role they avoid the practice to harmonize their working environment with the teachers. These findings are in line with Clegg & Billington (1994) in Britain who said the major purpose of supervision is to correct a range of evidence, match the evidence against a



given criteria and make judgment. Though majority of head teachers never check the record of work covered thus they would not tell of the learning progress. Therefore, the researcher sought to establish the frequency of the head teachers' checking marking of student's attendance register. Teachers were requested to show their level of agreement with the statements in relation to response on involvement teachers and students on safety training. The results are shown in Table 4.17.

They were expected to choose from (Strongly Agree, or Agree or Undecided or Disagree or Strongly Disagree). Results were presented as shown in Table 4.17.

**Table 4. 17: Completion of Syllabus Impact Positively on Pupils' Performance as Perceived by Headteachers**

<b>Response</b>	<b>Frequency</b>	<b>Percentage</b>
<b>Strongly Agree</b>	12	48
<b>Agree</b>	8	32
<b>Undecided</b>	3	12
<b>Disagree</b>	1	4
<b>Strongly Disagree</b>	1	4
<b>Total</b>	<b>25</b>	<b>100</b>

The analysis in Table 4.17 shows that the majority 80% agreed completion of syllabus impact positively on pupils' performance. In addition, the teachers indicated that teachers will have enough time to revise with the learners and keep records of every supervision done and updates. They further indicated that syllabus completion on time impacted positively on the pupils' performance. Syllabus coverage is a very important component in the determination of pupils' performance in an examination due to the

fact that pupils tested general from any topic in the syllabus and if any school fails to cover all the syllabus topics and then it will be disadvantaged, proper and complete syllabus coverage will depend on teachers and pupils time management in a given school (Nias, 2010).

Head teachers were requested to show their level of agreement with the statements in relation to response on proper syllabus coverage will depend on time management in the school by the head teachers, teachers and pupils. The results are shown in Table 4.18.

They were expected to choose from (Strongly Agree, or Agree or Undecided or Disagree or Strongly Disagree). Results were presented as shown in Table 4.18.

**Table 4.18: Proper Syllabus Coverage and Time Management as Perceived by Headteachers**

<b>Response</b>	<b>Frequency</b>	<b>Percentage</b>
<b>Strongly Agree</b>	14	56
<b>Agree</b>	11	44
<b>Undecided</b>	0	0
<b>Disagree</b>	0	0
<b>Strongly Disagree</b>	0	0
<b>Total</b>	<b>25</b>	<b>100</b>

The analysis in Table 4.18 shows that the majority who scored 100% agreed proper syllabus coverage will depend on time management in the school by the head teachers, teachers and pupils. This finding could be attributed to the importance of time

management on syllabus completion. Campbell (2008) observes that effective and efficient management curriculum and instruction in educational institution is a basic prerequisite for stability and improvement of academic performance. He stated that within limits, the more hours allowed to instruction in subject, the higher the achievements.

Teachers were requested to show their level of agreement with the statements in relation to response on proper syllabus coverage will depend on time management in the school by the head teachers, teachers and pupils. The results are shown in Table 4.19

**Table 4.19: Teachers’ Responses on Proper syllabus coverage and time management**

Syllabus coverage	N	SA	A	N	D	SD	Mean
i. Proper syllabus coverage will depend on time management in the school by the head teachers, teachers and pupils	84	6 7.7%	10 11.5	18 21.2	44 51.9	6 7.7	<b>3.40</b>
ii. Good time management by the teachers would ensure effective syllabus coverage	84	5 5.8	32 38.5	17 19.2	27 32.7	3 3.8	<b>2.90</b>
iii. Low teacher absenteeism and high level of group involvement on planning for curriculum instruction can enhance better syllabus coverage	84	0 0	13 15.4	6 7.7	37 44.2	27 32.7	<b>3.94</b>
iv. Head teacher instructional supervision practices influence the rate of syllabus coverage?	84	0 0	8 9.6	15 17.3	40 48.1	21 25.0	<b>3.88</b>
v. Early completion of syllabus impact positively on pupils’ performance?	84	29 34.6	29 34.6	15 17.3	5 5.8	6 7.7	<b>3.71</b>

According to the findings, a majority of the teachers (59.6 percent) indicated proper syllabus coverage will depend on time management in the school by the head teachers, teachers and pupils. In addition, the head teachers indicated that teachers will have enough time to revise with the learners and keep records of every supervision done and updates. They further indicated that syllabus completion on time impacted positively on the pupils' performance.

An additional 44.3% stated that Good time management by the teachers would ensure effective syllabus coverage. It is evident that the meetings have a positive impact on the performance of the pupils in KCPE.

From the findings most of the teachers 69.2% indicated that early completion of syllabus impact positively on pupils' performance. This depicts that all the head teachers were concerned about the performance of their pupils. According to Blasé' & Blasé (2004) supervision is a key tool to monitor and improve quality of education. After a lesson observation it is very important for the head teacher and teacher to sit and discuss the lesson for observation to be helpful for future teaching. This practice is meant to review the instruction process to highlight on the weaknesses and strengths of the teacher.

According to the findings, majority of the teachers 69.2% indicated that earlier completion of syllabus impacted positively on the pupils' performance. In addition, the head teachers indicated that teachers will have enough time to revise with the learners and keep records of every supervision done and updates. They further indicated that syllabus completion on time impacted positively on the pupils' performance.

#### 4.8 Head teachers' Provision of teaching/Learning resources and KCPE Performance

Teachers were requested to show their level of agreement with the statements in relation to response on provision of learning resources. The results are shown in Table 4.20

**Table 4.20: Teachers Responses on Provision of teaching resources**

Provision resources	teaching		SA	A	U	D	SD	Mean
i. Ensure adequate personnel	school has teaching	84	0 0%	22 26.3%	0 0%	53 63.2%	9 10.5%	<b>3.58</b>
ii. Provision of books	of exercise	84	0 0%	18 21.1%	13 15.8%	49 57.9%	4 5.3%	<b>3.47</b>
iii. Current updated textbooks		84	0 0%	10 10.5%	4 5.3%	57 68%	13 15.8%	<b>3.89</b>
iv. Chalk		84	0 0%	40 47.4%	4 5.3%	35 42.1%	4 5.3%	<b>3.05</b>

The results are shown in Table 4.20 show that 62(73.7%) of the teachers disagreed that head teachers ensured school has adequate teaching personnel. Archibong (2010) found that quality in teaching and learning results from interplay among a broad range of success factors that have important consequences for effective teacher performance and student learning.

Such factors include; basic school facilities such as classroom, standard library, staff officers, teaching facilities among others; financing such as provision of funds to schools, staff remuneration, school budget and its implementation; personnel including quality and quantity, quality mind set and orientation among other personnel usually

resulting from organization’s motivational effort staff satisfaction, commitment and morale among others; and the school organizational, environment including climate and leadership, head teacher influence classroom instruction by supplying teachers with necessary resources.

From the results, majority the teachers (61%) concurred that schemes of work, lesson plans, attending class regularly and doing KCPE exam analysis greatly affects the performance of pupils. A 60% majority further felt that provision of books contributes towards performance but 25% did not place this as having any great effect. The teachers had varied opinion on the effect of general evaluation done by the head teacher as having a direct impact on KCPE performance.

Head teachers were requested to show their level of agreement with the statements in relation to response on provision of learning resources. In response to this they were asked to choose from; A – Always- Very often O – Often R –Rarely– Never. The results were presented as shown in Table 4.21.

**Table 4.21: Head Teacher Responses on Provision of Teaching Learning Resources**

<b>Provision teaching resources</b>	<b>A</b>	<b>S</b>	<b>N</b>	<b>Mean</b>
i. Ensure school has adequate teaching personnel	17 68%	8 32%	0 0%	<b>3.58</b>
ii. Provision of exercise books	12 48%	10 40%	3 12%	<b>3.47</b>
iii. Current updated textbooks	17 68%	8 32%	0 0%	<b>3.89</b>
iv. Chalk	4 16%	14 56%	7 28%	<b>3.05</b>

The results are shown in Table 4.21 show that majority of the teachers 17(68%) always ensure school has adequate teaching personnel. On provision of exercise books 17(68%) of the head teachers always check pupil's attendance. On provision of updated textbooks 19(76%) of the head teachers always supervise teachers schemes of work. 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.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSION AND RECOMMENDATIONS**

#### **5.1 Introduction**

This chapter presents summary of the study findings obtained from head teachers' instructional supervision practices on pupils' performance. The chapter also highlights the conclusion of the study, recommendations derived from the findings and suggestions for further research.

#### **5.2 Summary of the Findings**

The study investigated the influence of head teachers' instructional supervision practices on KCPE performance in public primary schools in Mbita Sub County, Homa Bay County. The study variables included, checking professional documents, classrooms observation, clinical supervision, syllabus coverage provision of learning/teaching resources in primary schools in Homa-Bay Sub County. Systems theory guided the study by system theory that was first proposed by a biologist called Ludwing Von Berta Latfy (1968).

The study targeted the entire 113 public primary and 113 head teachers in Mbita Sub county director of education office. The 113 public primary schools are distributed into sub counties, Mbita west 20, Mfangano 25, Rusinga 22, Lambwe 27, and Mbita East 18. However, 25 head teachers and 84 teachers returned the questionnaire translating into a return rate of 82%. The study sampled 25 head teachers stratified as well as purposive sampling was utilized to sample teachers. SPSS computer software version 23 was used in data analyzing because of its effectiveness and efficiency.



Questionnaires were used to collect data from head teachers; the research tools were tested and retested to enhance their reliability, while the university, supervisor's expert judgment was used to validate the tools content.

### **5.2.1 Head teachers checking teachers' professional record of work and KCPE performance**

The study findings revealed that majority of the head teachers were not in position to carry out instructional supervision. The head teachers lacked adequate time to supervise teachers' work that subsequently enables pupils' academic performance follow up. However, majority of the teachers were aware of their instructional supervision responsibility, because they were able to ascertain teachers work content as well as the whole instructional process. The teachers had negative attitude towards instructional supervision hence poor relationship between teachers and head teachers.

### **5.2.2 Head teachers' classroom observation and KCPE performance.**

Head teachers do not sit in class as teaching/ learning is going on since the workload was too much, they also don't give feedback after classroom observation. Majority of teachers don't keep records of work, schemes of work, lessons plans, lesson notes and attendance register and this affects their performance. Majority of the head teacher indicated that they always maintain and sign teachers' attendance register.

Head teachers do not regularly check the teachers' schemes of work. The study findings reveal that head teachers are not consistent in checking teachers 'lesson plans and lesson notes. Head teachers sometimes inspect on teachers maintain this professional document. Though majority of head teachers never check the record of work covered. The study reveals that majority of the head teachers' never visit teachers in class to

observe the teachers instructional process and after visitation they do not discuss with their teacher after observing instructional process.

### **5.2.3 Head teacher's supervision of syllabus coverage and KCPE performance.**

With regard in objective three, to what extent to do ensuring syllabus coverage by head teachers influence performance in KCPE, the study reveals that head teachers never inspect syllabus coverage and thus become hindrances on their supervision practices. Majority of the head teachers felt that schools were understaffed thus the teacher workload was unbearable lowering performance. They suggested that employment of more teaching staff would boost pupils' academic performance.

### **5.2.4 Provision of teaching/learning resources and KCPE performance**

Objective four, to determine the provision of adequate teaching learning resources influence performance of pupils in KCPE, the study reveals that resources were available but inadequate for the sustainability of the enrolled pupils in schools. The study findings show that the available resources are inadequate for effective teaching/learning process.

## **5.3 Conclusion**

The study concluded that instructional supervision combines a set of activities necessary for the improvement of individualistic performance as well as group performance. Hence, it enables supervising the entire learning/teaching process.

Head teachers' checking of professional records enables the teachers to maintain instructions and improve on their teaching methodology. Moreover, the study

concludes that majority of the teachers are aware of the head teacher's instructional supervision role however, they have count ray opinion to its process.

Classrooms observation by the head teachers is significant in identification of weakness and strength of teachers regarding improving academic performance in the school. There is also a need of holding physical conference to discuss the process of instructional supervision, this is important in promoting a good teacher and head teacher relationship.

Syllabus coverage supervision is integral in ensuring effective process of learning. Therefore, the responsibility of ensuring that syllabus is covered rests on the school administration. Provision of teaching and learning materials such as classroom, standard library, staff officers, teaching facilities among others; financing such as provision of funds to schools, staff remuneration, school budget influence academic outcomes in KCSE.

#### **5.4 Recommendations**

The study made the following recommendations according to the study's variables findings;

- i. The head teachers need to ensure that the rewards offered to staff capture their attention so that it can provide effective motivation in effective service delivery. More importantly, it is utmost necessary for the head teachers" to recognize teachers" achievement and reward staff members equally.
- ii. The Teachers' Service Commission (TSC) should revise the staffing norms for primary schools in Kenya. The current requirement that the number of teachers

in a school is equal to the number of classes does not take into consideration the supervisory and administrative roles of the head teachers.

- iii. The head teachers should delegate more duties to their deputies and HODs in order to save time to assess both the students and teacher's commitment to their work as well as providing mechanism for leadership transition preparation.
- iv. Teachers should have adequate preparation before administering their lessons and be well equipped with teaching and learning resources and lessons preparation tools such as lessons plans, lessons notes and records of work covered.
- v. The TSC, KICD and the MOE should come up with a policy to ensure that school has adequate creative arts teachers and the principals also should come up with an internal staff development policy to ensure school has creative arts teachers at all times.
- vi. The government should revise laws governing education in Kenya with a view of consolidating them to create coherence to avoid different policies interfering or infringing on implementation of others. There is a need to revise the policies on instructional supervision to reflect the changes taking place in the field. The revision could include adding aspects of contemporary instructional supervision that are described in the literature and that were supported by the teachers and head teachers in this study. Guidelines on how and who should do what during implementation of an educational change would help make the process smoother. Such a revision would likely improve supervisory practices in the schools and, consequently improve student performance.

## **5.5 Suggestion for Further Study**

The study proposes further research in the following areas.

- i. Replication of this study should be done in other counties in the country.
- ii. Further study research should also be carried out on contribution of leadership styles and the effectiveness of instructional supervision.
- iii. A research should be done to investigate influence of instructional supervision on the relationship of teachers and head teachers.

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## APPENDICES

### Appendix I: Introduction Letter

University of Nairobi

P.O. Box 30197-00100

Nairobi.

The Head teacher

Dear Sir/Madam,

#### **RE: PERMISSION TO CARRY OUT RESEARCH IN THE SCHOOL**

I am a student at the University of Nairobi pursuing a Master Degree of Education Degree in Educational Administration and Planning. I hereby request for your permission to collect information for my research project “*Investigating the Influence of head Teachers Instructional Supervision practices on KCPE Performance in Public Primary Schools in Mbita Sub-County, Homa Bay County.*”

The information will be used for academic purposes only while your identity will highly confidential.

Your assistance will be highly appreciated.

Yours faithfully,

**Robert Kasera Omogi**

## Appendix II: Questionnaire for Teachers

Instructions, kindly respond to all the items provided below with a tick (√). Kindly respond to all the questions. Note: information provided will remain confidential and will only be used for the purpose of the study. Do not indicate your name or that of your school.

### Section A: Demographic data

Kindly indicate with a tick (√) as appropriate

1. Please indicate your gender?

Male  Female

2. What is your age bracket?

21 – 25 years  26 – 30years  31– 35years

36 – 40years  41– 45years  46 years and above

3. What is your highest academic qualifications?

MED  BED

Diploma  Any other specify .....

4. For how long have you been a teacher?

Less than 1 year  2 – 5 years

6– 10 years  10 years and above

5. a) Are you aware that your headteacher is supposed to carry out instructional supervision of your work?

Yes  No

b) Are you comfortable with your headteacher observing your lessons/ process?

Yes  No

**Section B: Instruction Supervision Activities**

6. Explain the frequency with which the headteachers does the following; **Key:** A –

Always

V- Very often

O – Often

R –Rarely

N – Never

<b>Instructional supervision practices and KCPE performance</b>	<b>A</b>	<b>VO</b>	<b>O</b>	<b>R</b>	<b>N</b>
i. Checks records of work covered					
ii. Check pupils' notes					
iii. Check schemes of work					
iv. Lesson plan					
<b>Class visits and KCPE performance</b>					
i. Hold productive discussion with teachers after a class visit					
ii. Conducts classroom observation					
iii. Gives instructional guidance to teachers table					
iv. Teaches a subject in the school time					
<b>Provisional teaching resources and KCPE performance</b>					
i. Ensure school has adequate personnel					
ii. Provision of exercise books					
iii. Current updated textbooks					
iv. Chalk					

**Section C: Involvement in supervision of syllabus coverage**

7. The following questions please indicate by use of a tick (√) your opinion against each statement given. Tick; Strongly agree (5), Agreed (4), Undecided (3), Disagree (2), Strongly agreed (1)

<b>Head teacher's involvement in the syllabus coverage and KCPE performance</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
i) Proper syllabus coverage will depend on time management in the school by the head teachers, teachers and pupils					
ii) Good time management by the teachers would ensure effective syllabus coverage					
iii) Low teacher absenteeism and high level of group involvement on planning for curriculum instruction can enhance better syllabus coverage					
iv) Does your head teacher instructional supervision practices influence the rate of syllabus coverage?					
v) Do early completion of syllabus impact positively on pupils' performance?					



**Section D: Provisional teaching resources**

8. Explain the frequency with which the head teachers does the following: **Key:** A –

Always- Very often                      O – Often            R –Rarely – Never

<b>Provisional teaching resources and KCPE performance</b>	<b>A</b>	<b>VO</b>	<b>O</b>	<b>R</b>	<b>N</b>
i. Ensure school has adequate teaching personnel					
ii. Provision of exercise books					
iii. Current updated textbooks					
iv. Chalk					

9. In your opinion is instruction supervision by the head teacher is of value?

Yes        (   )                      No        (   )

10. In your opinion what are the challenges facing head teachers in carrying out effective instruction supervision which affect KCPE performance

.....

### Appendix III: Questionnaire for Head Teachers

Purpose: This is part of an educational study aimed at analyzing the influence of head teacher's instructional supervision practices on KCPE performance in public primary schools in Mbita Sub County, Kenya. The information you'll give will be treated confidentially.

This questionnaire consists of two parts A and B. respond wither by writing in the space provided or putting a tick (✓) where required. Do not write your name or that of your school.

#### Section A: Demographic Information

1. Please indicate your gender

Male ( ) Female ( )

2. What is your age bracket?

21 – 25 years ( ) 26 – 30 years ( )

31 – 35 years ( ) 35 – 40 years ( )

41 – 45 years ( ) 46 and above years ( )

3. What is your highest professional qualification?

PhD ( ) MED ( ) BED ( )

Diploma ( ) Certificate ( ) Any other (specify).....

4. For how long have you been a headteacher in your current station

1 - 5 years ( ) 6 – 10 years ( )

11 – 15 years ( ) 16 – 20 years ( )

20 – 25 years ( ) 25 – 30 years ( )

5. (a) Were you specifically trained to be a headteacher after appointment?

Yes ( ) No ( )

b) If Yes, which was the training agency

KESI ( ) MOE ( ) Any other please specify .....

**Section B: Instruction Supervision Activities**

6. (a) Do you supervise teachers work? Yes ( ) No ( )

b) If Yes, how often?

Weekly ( ) Monthly ( ) Termly ( )

7. The following tasks are supposed to be performed by headteachers 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.

<b>a) Checking of professional records and KCPE performance</b>	<b>W</b>	<b>F</b>	<b>M</b>	<b>O</b>	<b>N</b>
i) Scheme of work					
ii) Records of work					
iii) Lessons plans					
iv) Progress records					
v) Pupils attendance register					
<b>b) Classroom observation and KCPE performance</b>					
i) Observing teaching and learning activities					
ii) Checking pupil's notebook					
iii) Visiting pupils in classroom					
iv) Conducting pre-observation and post observation conferences					

8. The following questions, please indicate by use of a tick (✓) your opinion against each statement given. Tick; Strongly agree (5), Agreed (4), Undecided (3), Disagree (2), Strongly agreed (1)

<b>Headteachers involvement in the syllabus coverage and KCPE performance</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
vi) Proper syllabus coverage will depend on time management in the school by the headteachers, teachers and pupils					
vii) Good time management by the teachers would ensure effective syllabus coverage					
viii) Low teacher absenteeism and high level of group involvement on planning for curriculum instruction can enhance better syllabus coverage					
ix) Does your headteacher instructional supervision practices influence the rate of syllabus coverage?					
x) Do early completion of syllabus impact positively on pupils' performance?					

9. Please indicate the frequency of performing the following activities in your school indicate; if always (A), Sometimes (S), if Never(N)

<b>Provisional teaching resources and KCPE performance</b>	<b>A</b>	<b>VO</b>	<b>O</b>	<b>R</b>	<b>N</b>
i. Ensure school has adequate teaching personnel					
ii. Provision of exercise books					
iii. Current updated textbooks					
iv. Chalk					

10. What is your teacher's attitude towards your role in instructional supervision?

.....

a) In your opinion, what are the challenges faced by headteachers in carrying out  
inspective instructional supervision that affects performance in KCPE/


.....

b) Suggest ways for overcoming the challenges in (a) above

.....

***Thank you for your cooperation!!!***

## Appendix IV: Research Authorization from Ministry of Education



**MINISTRY OF EDUCATION**  
**STATE DEPARTMENT FOR EARLY LEARNING & BASIC EDUCATION**

Telegram: "SCHOOLING" Homa Bay  
Telephone +  
When replying please quote  
cdehombabay@gmail.com

COUNTY DIRECTOR OF EDUCATION  
HOMA BAY COUNTY  
P.O BOX 710  
HOMA BAY  
DATE: 8<sup>TH</sup> OCTOBER, 2019

REF: MOEST/CDE/HBC/ADM/11/VOL: II/22


ROBERT KASERA OMOGI  
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 at Kenya Certificate of Primary Education in Mbita Sub County Kenya*" I am pleased to inform you that you have been authorized to undertake research in Homa Bay County for the period ending **23<sup>rd</sup> July, 2020.**

Kindly note that ,as an applicant who has been licensed under the Science, Technology and Innovation Act, 2013 to conduct research in Kenya, you shall deposit a copy of the final research report to the County Director of Education Office after completion both the soft copy and hard copy.


Thank you in advance.

  
**COUNTY DIRECTOR OF EDUCATION**  
HOMA BAY COUNTY  
P.O BOX 710-40300, HOMA BAY  
Email: cdehombabay@gmail.com

**GRACE OKOTH**  
**FOR: COUNTY DIRECTOR OF EDUCATION**

Cc.

1. County Commissioner  
Homa Bay County.



## Appendix V: Research Authorization from NACOSTI



### 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

NACOSTI, Upper Kabete  
Off Waiyaki Way  
P.O. Box 30623-00100  
NAIROBI-KENYA

Ref No: **NACOSTI/P/19/70064/31662**

Date: **24<sup>th</sup> July, 2019**


Robert Kasera Omogi  
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 at Kenya Certificate of Primary Education in Mbita Sub County Kenya*" I am pleased to inform you that you have been authorized to undertake research in **Homa Bay County** for the period ending **23<sup>rd</sup> July, 2020**.

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

Kindly note that, as an applicant who has been licensed under the Science, Technology and Innovation Act, 2013 to conduct research in Kenya, you shall deposit a **copy** of the final research report to the Commission within **one year** of completion. The soft copy of the same should be submitted through the Online Research Information System.

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

Copy to:

The County Commissioner  
Homa Bay County.

The County Director of Education  
Homa Bay County.

National Commission for Science, Technology and Innovation is ISO9001:2008 Certified

## Appendix VI: Research Permit

**THIS IS TO CERTIFY THAT:**  
**MR. ROBERT KASERA OMOGI**  
**of UNIVERSITY OF NAIROBI, 54-40305**  
**MBITA, has been permitted to conduct**  
**research in Homabay County**

**on the topic: INFLUENCE OF HEAD**  
**TEACHERS INSTRUCTIONAL**  
**SUPERVISION PRACTICES ON PUPILS**  
**PERFORMANCE AT KENYA CERTIFICATE**  
**OF PRIMARY EDUCATION IN MBITA SUB**  
**COUNTY KENYA**

**for the period ending:**  
**23rd July, 2020.**

.....  
**Applicant's**  
**Signature**

**Permit No : NACOSTI/P/19/70064/31662**  
**Date Of Issue : 24th July, 2019**  
**Fee Received :Ksh 1000**



.....  
**Director General**  
**National Commission for Science,**  
**Technology & Innovation**