INFLUENCE OF HEADTEACHERS' INSTRUCTIONAL SUPERVISION ON PUPILS' PERFORMANCE IN KENYA CERTIFICATE OF PRIMARY EDUCATION IN PUBLIC PRIMARY SCHOOLS, LOWER YATTA SUB-COUNTY, KITUI, KENYA

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DECLARATION

This thesis is my original work and has not been submitted for award of a degree in any other university.

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This thesis is dedicated to my beloved children: Daniel Mutua, Lucia Mueni, Grace Mutanu and Joshua Mumo; my wife Prexedes Twili; and my parents: Daniel Mulatya and Lucia Kuthea and all scholars pursuing knowledge.

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ABBREVIATIONS AND ACRONYMS

APP   Assessing pupils' progress

BGREB   Benishangul Gumuz Regional Education Bureau

CPE   Certificate of Primary Education

CSO   Curriculum Support Officer

FGDs   Focus Group Discussions

INSET   In-service Training

IQ   Intelligent Quotient

KCPE   Kenya Certificate of Primary Education

KEMI   Kenya Education Management Institute

KERA   Kenya Education Reward Award

MoE   Ministry of Education

MoEST   Ministry of Education, Science and Technology

QASOs   Quality Assurance and Standards Officers

SCDE   Sub-county Director of Education

SCDQASO   Sub-county Director Quality Assurance and Standards Officers

UNESCO   United Nations Educational, Scientific and Cultural Organizations

WEAC   Wisconsin Education Association Council

ABSTRACT

Supervision in schools is worldwide phenomenon. Head teachers' instructional supervision practices can improve teaching and learning process to achieve quality academic performance. The purpose of the study was to investigate the influence of head teachers' instructional supervision practices (independent variable) on academic performance in KCPE (dependent variable). The objectives were; to establish the extent to which head teachers' checking of teachers' professional documents influence pupils' KCPE performance, to examine the extent to which headteachers' observation of teachers' lessons influence KCPE performance, to determine the extent to which headteachers' provision of teaching learning resources influence KCPE performance, to examine the extent to which headteachers' use of staff meetings influence pupils' KCPE performance and to examine the extent to which headteachers' checking of teachers' punctuality influence pupils' KCPE performance in Lower Yatta Sub-county, Kenya. Goal Setting Theory by Locke and Latham of 1968 guided this study. Descriptive survey design was used. 61 public primary schools, 427 teachers and 1556 standards eight pupils formed the target population. The study sample comprised of 51 schools, 51 headteachers, 194 teachers and 51 pupil focus groups. Instruments used were questionnaires, focus group discussion guide and document analysis guide. Questionnaires were validated by pretesting and expert judgement while reliability was determined using test retest method and value r = 0.8 obtained. Data was analyzed using descriptive statistics that were frequencies, means, deviations and percentages and presented in tables. Findings using chi-square test at alpha value 0.05 level of significance on instructional supervision and pupils' KCPE performance showed that; there was significant and positive relationship between checking of professional documents and KCPE performance, there was significant and positive relationship between observation of lessons and KCPE performance, there was significant and positive relationship between provision of teaching learning resources and KCPE performance, there was significant and positive relationship between use of staff meetings and KCPE performance, there was significant and positive relationship between punctuality and KCPE performance. All p-values greater than critical value, null hypotheses were rejected and alternative hypotheses that there was significant relationship adopted. The findings showed that (403.12>critical value) use of staff meetings showed the greatest influence for KCPE examinations. The study revealed that the specific headteachers' instructional supervision practices were inadequately performed in Lower yatta Sub-county, Kitui. This study recommends headteachers to be equipped with the required supervision knowledge and skills that would lead to improved pupils' academic achievement. This may be acquired from management training institutions including Kenya Education Management Institute (KEMI) among other institutions.

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

Instructional supervision is used by school leaders to enhance effective teaching by providing support and guidance to teachers (Awuah, 2011; Gordon, 2019). The notion of guidance can be attributed back to America, where a legislation was enacted in 1654 that empowered town selectmen to appoint teachers of sound moral matters. According to Okumbe (2007), throughout that time, supervision was addressed by laymen such as clergy, school guards, custodians, selectmen, and individuals' committees. Supervision practices focused on assessing students' subsequent results in particular topic, assessing teachers' methods, observing school management and student behavior, and determining whether funds allocated to education was better invested. Head teachers are accountable for everything that occurs in a school and is responsible for the entire management, command, and quality control. They are the initial supervisor because they are responsible for checking and tracking teachers' classwork as well as general student performance (Machio, 2013; Ubogu, 2020).

In North American states, for example, instruction supervision started as an external inspection process in which local citizens scrutinized what lecturers were doing - and pupils were studying, instead of the improvement of classroom instruction or learning outcomes (Gregory, 2010). When popular schools were established in the 1830s, administrators took on supervisory

responsibilities that included aiding teachers in enhancing their teaching performance. General oversight and instruction are two types of supervision carried out in a school, (Okumbe (2007; Tulowitzki, 2019). The pupil learning in the classroom is the emphasis of instructional supervision. Instructional supervision, also known as clinical supervision, aims to improve learning outcomes by enhancing teaching performance (Fischer, 2011).

Clinical supervision, according to Goldhammer, Anderson, and Krajewski (1980), is the process of instructional leadership that draws data from first-hand assessment of current teaching activities and requires face-to-face (as well as other related connections) between the superiors and the teacher in the evaluation of instructional behavioural patterns for greater effectiveness. One of most important factors in improving students' performance is instructional leadership. This is particularly noticeable in summative assessments including the KCPE. It is highlighted that head teachers play a direct role in influencing a school's activities toward setting objectives and achievement (Bell & Bush, 2003) leading to improved performance amongst learners.

School instructional supervision is a global phenomenon, with every nation having its very own policy on how it should be carried out. It is considered a positive progressive reactionaries at not only enhancing classroom training but also establishing a harmonious society through the exponential development of all parties involved: students, lecturers, administrators, parents, and supervisors (Goldhammer, 1968, Nzambonimpa, 2011 & Lalitha, 2019).Teachers' relationships with instructional supervisory techniques, like

methods for preparing required reports, designs or operations, and strategies used by head teachers, serve as a catalyst for improving performance. Supervision is a collaborative process that is influenced by the origin of guidance, the superiors, and the instructor (Firth, 1998). Otiato (2009), Oketch and Mutisya (2013), all agree that top notch education is the best weapon for combating poverty and preventing poverty from being passed down through generations across all civilizations. These authors claim that educated residents improve personnel' and countries' economy, thereby promoting industrialization. As a result, education that leads to student success in school is supposed to increase levels of skillful future and social support in all areas of work in Kenya in order to realize the Kenya Vision 2030 (Muia, 2018).

Internationally, studies on instructional leadership by head teachers have been conducted, for instance, in Malaysia (Sidhu & Fook, 2010; Israel (Gaziel, 2007), and Ghana (Donkoh & Dwamena, 2014). Studies by various authors have discussed the indispensable practices of instructional supervision, especially of lesson observation in schools (Sibanda, Mutopa, & Maphosa, 2011). Amongst provisions for the importance of lesson observation and other guidance methodologies in schools are responsibility, quality assurance through controlling teaching quality, offering direction to educators, recognizing and strengthening good practice, and suggests ways to improve teaching (Vencie, Michael, Peter, & Onesmo, 2018). According to Awuah (2011), poor academic achievement in state schools is caused in part by ineffective teacher supervision may be contributed by the level of training and commitment of the supervisor (head teacher). It may also depend on the

preparation made to pupils on the ways of handling exams such as end term, mock exams and end-year exams. These studies do not give direct and comprehensive impact on students' performance. This illustrate that there are also other aspects that make instructional supervision practices obligatory in school structures. Lalitha (2019) identified that the headteacher's role in instructional supervision like observation, conducting staff meetings with teachers, establishing curriculum guidance, lesson plans, and syllabi. In France, guidance is conducted in an absolute way, with a highly disciplined form of instruction and a centralized state structure of supervision that allows the Education department will become informed of how much the teacher is doing in aspects of curriculum coverage at any given time of year, elsewhere in the region (Glickman & Gordon, 2010).

Regionally, in Africa, supervision, which was inspection, accompanied the introduction of formal education. For instance, in Tanzania in 1920s and Zimbabwe in 1930s formal education (white education) accompanied by inspection was introduced. African education had to wait until 1972 to see its first inspection services (Lorraine, 2016). Kenya was among these countries which were the colonies of United Kingdom. The ADEA, cited by Tesema (2014), defined supervision as the process by which administrators visit universities to collaborate with educators (2014). As a result, valuable guidance and management review activities are critical for educators to improve the education system. In this regard, communities, organizations, and people spend enormous sums of money on providing education for the individuals.

In Kenya, scrutiny can be attributed to both the pre / post independent periods (Lorraine, 2016). The colonial government established several commissions to investigate matters of supervision in schooling. The Department of Education, for example, was founded in 1909 (Mutua, 2005). During the post-independence duration, various committees were formed to investigate concerns of instructional supervision. These included the Ominde report (1964), which advocated for colonial educational change to mobilize human capital for nation building and cohesiveness, the Mackay report (1981), which developed an 8-4-4 schooling system, the Kamunge report (1988), which focused on quality education, implications, and investment, and the Koech report (1999), which endorsed for total integrated educational services (Ministry of Education, 2005).

The head teacher is mandated, among other duties, to carry out instructional supervision practices that includes; checking teachers' professional documents, checking pupils' lesson notes, carrying out teachers' lesson observations/clinical supervision, providing adequate teaching learning resources and checking teachers' punctuality. The demands of the 21st century and the Sustainable Development Goals (SDGs) established in 2015 are intended to be achieved by the year 2030 that includes agenda four on quality education reported that there was a "precipitate decline in the quality and standards" of education worldwide (Muhammad, 2020). Quality education aim to ensure inclusive and equitable quality education and promote life-long learning opportunities for all. Quality education should be learner-centered focusing on the whole learner that includes the social, emotional, mental,

physical, and cognitive development of each student regardless of gender, race, ethnicity, socioeconomic status, or geographic location To meet these policies, Kenya's education and training must be of high quality to fit in the global competitiveness as stipulated by the Sessional Paper 1 of 2005, on Policy Framework for Education, Training and Research. This motivated the need for this study to be carried out in Lower Yatta Sub-County to establish the extent in which specific instructional supervision practices have been exercised and their impact on pupils' KCPE performance.

Awuah-Baffour (2011) postulates that instructional supervision deals with monitoring teachers' instruction-related duties, providing teachers with resources, visiting classrooms to observe lessons and providing assistance and support to help teachers do their work effectively. The ultimate aim of supervision is improvement of instruction for providing better education. It is a way of stimulating, improving, refreshing, encouraging and overseeing certain groups with the aim of securing their cooperation for attainment of specific goals and objectives (Lorraine, 2016).

In Kenya, the completion of a course in education system is marked with an examination for quality performance. For instance, the success of primary school learners is mainly gauged by their performance in Kenya Certificate of Primary education (KCPE) examination. KCPE examination is the first national examination that acts as a gateway to all other levels and examinations in the education sector. Therefore, it is of paramount importance to prepare learners in primary level adequately so as to perform well in their

first national examination, KCPE. However, despite the heavy investments and preparations done by the government through employment of teachers, provision of funds in specific schools' accounts to help procure instructional materials and construction or renovation of some infrastructure so as to improve the quality of education, a number of challenges such as human resource wastage as a result of poor performance has been observed (Always & Schech, 2004).

According to Musungu and Nasongo (2008), in order to enhance students' performance, head teachers must first improve school management. It can be accomplished by establishing a real direction and for school as well as communicating it to students, assisting in its achievement by providing professional learning that includes use of meetings for academic achievement assessment, the preparation of skilful documents, resources, lesson observations, and teaching' punctuality to organizations, while being visible in all areas of an organisation that contribute for pupils' performance. According to Musungu et al. (2008), the head teacher is the educational or institutional chief of the school. Monitoring is indeed an aspect as well as step of educational management which is concerned with both the effectiveness of instruction. It is a type of administrative operation whose goal is to motivate teachers to improve their pedagogical performance and efficiency.

According to Douglas (1964); Frazer (1959) and Eshiwani (1983), instructional supervision practices have direct bearing on performance. However, Amadalo (2012), Osire (1983) and Kapila (1976) explained that

good preparation and use of class time were key to yielding good examination results. These findings have scanty information on instructional supervision and students' performance. They are showing school performance in general. It is in the school environment where student's abilities are nurtured differently, hence difference in performance. According to the KNEC findings from the Quality Control as well as Standards Official, Lower Yatta Sub-county (2016), government primary schools have been performing poorly in KCPE tests for the previous five years. Furthermore, the majority (78.9 percent) of pupils' group discussion all over selected government primary schools in Lower Yatta Sub-County voiced displeasure with poor academic performances in KCPE examinations in past years and demonstrated a willingness for betterment.

Furthermore, substantiated reports from the Sub-County Head of Administration (2016) show that so many schools have always been understaffed and students are not adequately prepared for KCPE assessments. As per the Sub-County Head of Administration, this could have contributed to the majority of public primary level performing below overall mean over the last five years. As a result, adequate educators are required to provide excellent learning solutions to students in order to improve their KCPE educational attainment. Furthermore, school heads were observed not being present at school for long periods of time to supervise the execution of the education curriculum and the finalization of syllabi for all classrooms. The main documents to be checked when checking teachers' required reports are the schemes of work, documentation of work covered, lesson plan and

students' progress files. These records are often used by teachers to plan, implement, and assess the teaching-learning process. They are intended to improve the quality of teaching and learning. They help the teacher to teach in orderly and systematic way for the achievement of set objectives.

According Eshiwani (1993), findings revealed that schools that performed well had comprehensive and sustainable management responsible for organizing its educational process in order to ensure teachers' highly qualified documents were continually updated. The principals double-checked lesson plans, schemes of work, as well as class attendance. According to Wangui (2007), effective school heads are the ones who, along with other things, supervise teachers' and pupils' work, have a proper syllabus coverage, teacher induction, evaluation policy and team working that improves educational outcomes. Class visits and observation of teachers' lessons was critical as it enabled the supervisor (head teacher) to monitor the progress of teaching learning process (Teresa, Otieno, Matula & Okoth, 2021b Dec).

This ensures that all sexes accomplish free, fair and equal, and high-quality education, resulting in active learning results (UNESCO Technical Advisory Group, 2005). More so, what happens in the classroom and what is required to improve instruction for better performance? The primary reason for conducting classroom observations would be to inform teacher effectiveness, to determine whether operations and methods were effective, and to develop hypotheses about powerful influences on learning (Pianta & Hamre, 2009). The manager gathers data from actual first hand inspection of current teaching

activities occurring face-to-face association between the two; the executive and the teacher for the assessment of teaching behavioral patterns performed to assist teachers in maintaining and improving their classroom practices. The lesson observation model is divided into four stages: pre-conference, classroom discussions, assessment and ability to reflect, and comment.

The Department for International Development (DFID) discovered that its most coherent features in increasing student achievement were the accessibility of school books and complementary learning materials, well-trained, ready, monitored, and driven teachers and sufficient physical facilities (DFID Practice paper, 2007). The head teacher is in charge of providing adequate equipment as well as teaching aids (Ngaroga, 2006). These resources have an influence on the effectiveness of learners' accomplishment. Schools with great facilities are among the ranked among the top schools, as opposed to schools with insufficient educational materials, which have a negative effect on student achievement (Eshiwani, 1993).

In most schools, the head teacher has the responsibility to ensure that staff meetings are used improve learning and effective teaching (Shigami, 2012). School heads are said to be "sense makers" of learning institutions. Head teachers, as school managers need to be skillful in balancing between supervising the staff under them, implementing government policies and meeting the societal expectations As a result, its principal creates and guides the organization's members' requirements for brilliance, efficiency, and excellent performance. This motivates teachers to work hard in order to impart

knowledge, resulting in an overall excellent students' academic performance (GSAP) in schools (Muia, 2018). This can be ensured through organizing and coordinating meetings and sharing with each level to direct their efforts towards the desired goal or vision. This is one of the major duties and responsibilities of a school head to hold staff meetings to facilitate coordination of various activities in the school (Antonio, (2019).

According to Reche, Bundi, Riungu, and Mbugua (2012), a study on aspects contributing to the low performance in Kenya Certificate of Primary Education (KCPE) in government primary schools, Mwingi Division in Maara District discovered that school heads held few staff meetings, which might be a component responsible for poor results in national examinations. Kieti (2017) advocated for regular meetings with school staff achievement and involve them in making decision in order to achieve better performance. According to Alexander (2003) and Kola (2015), punctuality and personal relationships are important components of business disciplines, which defines teachers' efficiency. A teacher who spends time in school mentioning unimportant topics is ineffective. "Timing is the soul of a company or organization," as the saying goes (Kola, 2015). A teacher who arrives class late for any reason is ineffective and wastes teaching time (Nugent, 2009). Having to check and supervising teachers' punctuality to school and in lessons is suggested for improved and quality performance, with collaboration among head teachers and heads of department (Adewale, 2014). According to Alexander (2003), teachers must arrive at least fifteen minutes in advance of every lecture in terms of preparing and be prepared to start work on time.

Quality academic performance is highly required in all parts of Kenya. However, Kitui County to the eastern part of Kenya, comparing seven sub-counties, Lower-Yatta Sub-academic County's performance is deplorable. The highest means score attained in the five years was 253.63 (2012), hence ranked position 5 out of 7 sub counties. The low performance prompted for this study. The sub-county registers approximately 1556 KCPE candidates yearly, but less than 1% secure chances in good national and provincial secondary schools, less than 50% go to local CDF secondary schools, about 3% go to local polytechnics and the rest end their school life. Entry marks in provincial or national secondary schools is 365 marks and the least scored 89 marks (SCDE, 2014). In 2015, the best candidate in KCPE scored 381 marks (SCDE Lower-Yatta sub-county, 2016). Table 1.1 is a summary showing KCPE mean scores for Kitui Sub-Counties (2012-2016).

Table 1.1: Kitui Sub-Counties KCPE mean scores, results analysis (2012-2016) compared

Year	2012		2013		2014		2015		2016	
Sub-county	M/score	Rank	M/score	Rank	M/score	Rank	M/score	Rank	M/score	Rank
LowerYatta	**253.63**	**5**	**248.05**	**6**	**252.13**	**6**	**249.92**	**7**	**251.47**	**6**
KituiCentral	266.35	3	269.51	2	274.11	1	274.69	1	272.53	1
Kitui West	268.81	2	271.93	1	272.17	2	271.54	2	269.11	3
Katulani	269.55	1	266.72	3	270.04	3	263.47	4	269.86	2
Nzambani	257.12	4	248	7	250.19	7	255.31	5	257.47	5
Kisasi	253.42	6	256.17	4	257.5	5	251.88	6	250.09	7
Mutomo	250.4	7	253.75	5	261.43	4	263.7	3	261.85	4

Sources: KCED and the KCQASO document analysis (2016) Kitui County

Table 1.1 shows that very few schools have attained mean score of 250 and above; an implication that few candidates have Scored 250 marks and above. Although there are many causes of poor performance such as understaffing, teacher motivation, family, and school community relations (Osero, 2015), but this study will examine how instructional supervision practices in a school may influence academic performance. Fraser (1959) noted that pupil's examination performance is determined by two factors; The pupil's the want to accomplish, which alludes to whether student has support and funding, such as encouraging words and organizational resources, and the pupil's capacity to attain, which originally referred to the pupil's educational achievement.

Several studies have been conducted on residence parental academic achievement and socio - economic status (Osero, 2015) and education aspects like educational learning materials, teacher qualification and commitment (Ndaruhutse, 2008). However, while some research findings agreed, others found contradictory results. Douglas (1964), Frazer (1959), Kapila (1976), Ndiritu (1999), Waweru (2012), Eshiwani (1993), and Mutua (2002) are among them. Douglas (1964), Frazer (1959), and Eshiwani (1983), for example, mentioned that supervision methods have a direct effect on the performance. However, Amadalo, (2012) Kapila (1976), and Ndiritu (1999) explained that good preparation and use of class time were key to yielding good examination results. The study on home based factors (Osero, 2015) showed that 75% of the parents support their children to perform well in their examinations. This can inform the positive contribution of the school where students' abilities are nurtured differently, to bring differences in academic

performance. Other studies have given their findings showing school performances in general (Waweru, 2012). In light of this, it is necessary to examine specific instructional practices that influence pupils' academic performance.

Other factors that influence performance include styles of leadership (Okoth, 2000), Motivation (Ocham & Okoth, 2015) and decision - making process, schooling system and environment (Herman, 2020), teacher and students behaviour patterns, parent involvement and active participation (Osero, 2015), and pupils' socioeconomic groups, among others. The present study concentrated on the instructional leadership of head teacher. In Lower-Yatta Sub-county, more than 1167 out of 1556 pupils who sat for their KCPE yearly over the last five years have been on and below 250 marks. This has drawn the attention of the stakeholders in the sub-county (SCDE Lower-Yatta, 2016).

The underperformance has been documented in different forums by the Sub-county Director (SCDE) and Syllabus Aid Officers (CSOs). Religious and political leaders have spoken out more about the significance of education, particularly the need for maximum performance in order to advance (SCDE, 2017). It has been observed that students' performance is mainly managed in schools where learners are taught and are guided within the set performance guidelines. On this base, it is necessary to examine specific practices that influence pupils' academic performance, hence the need to examine specific head teacher's instructional supervision practices that influence academic performance.

1.2 Statement of the problem

From 2012 to 2016, Lower Yatta Sub-county in Kitui County performed poorly in the KCPE when contrasted to seven other sub-counties. Despite the fact that government has assigned certified teachers and provided schools with educational resources such as school books and appropriate facilities to boost teaching - learning process, KCPE good performance is lacking. The students' performance in the Kenya Certificate of Primary Education (KCPE) is not comparable with the government's efforts and sponsors in Lower-Yatta Sub-county. Lower- Yatta Sub-County in Kitui County registers approximately 1556 KCPE candidates in 61 primary schools yearly, whereas the KCPE results obtained by candidates have been lower compared to other sub-counties.

Officers from the Department of Education and other partners in the sub-county are concerned about this. The poor performance has been discussed in various forums such as in barazas and during education prize giving days by key education stakeholders in the area such as the SCDE, SCDQASO, Curriculum Support Officers (CSOs), teachers and invited guests (SCDE, 2017). Non-governmental organizations (NGOs) such the World Vision has invested in the needy pupils by sponsoring the pupils financially and materially so as to retain them in school (SCDE, 2017). This indicates that pupils' school attendance is high; hence performance should be correspondingly high. As already indicated, other factors have been studied but there is limited literature on instructional supervision in Lower Yatta. The head teacher is accountable for everything that happens in a school and is

responsible for overall management, influence, and implementation of standards.

1.3 Purpose of the study

The study's goal was to look into the impact of head teachers' instructional leadership on students' performance in the Kenya Certificate of Primary Education in government elementary schools in Lower Yatta Sub-county.

1.4 Objectives of the study

The study aimed to accomplish the following goals:

i)   To determine the level to which the monitoring of teaching staff' skilled documents by the head teacher impacts students' KCPE achievement in public primary schools in Lower Yatta Sub-County, Kitui, Kenya.

ii) To investigate how often the head teacher's assessment of teaching' lessons impacts students' KCPE results in primary school in Lower Yatta Sub-County, Kitui, Kenya.

iii) To determine the extent to which head teacher's provision of teaching learning resources influence pupils' KCPE performance in public primary schools in Lower Yatta Sub-County, Kitui, Kenya.

iv) To assess the extent to which the use of meetings by head teachers impact students' KCPE performance in public primary schools in Lower Yatta Sub-County, Kitui, Kenya.

v)   To explore the degree to which head teachers' inspection of teaching staff' punctuality affects students' KCPE performance in public primary schools in Lower Yatta Sub-County, Kitui, Kenya.

1.5 Hypotheses of the study

The following hypotheses guided the research:

H_{01}: In public primary schools in Lower Yatta Sub-County, Kitui, Kenya, there seems to be no meaningful relationship between head teachers' monitoring of teaching staff skilled documents and students' KCPE performance.

H_{02}: In the public primary schools in Lower Yatta Sub-County, Kitui, Kenya, there seems to be no meaningful relationship between headmasters' assessment of teaching lessons and students' KCPE performance.

H_{03}: There is also no strong relationship in between provision of teaching educational materials by the head teacher and the achievement of students in the KCPE in public primary schools in Lower Yatta Sub-County, Kitui, Kenya.

H_{04}: There is no significant relationship between head teacher's use of staff meetings and pupils' KCPE performance in public primary schools in Lower Yatta Sub-County, Kitui, Kenya.

H_{05}**:** There is no significant relationship between head teacher's checking of teachers' punctuality and pupils' KCPE performance in public primary schools in Lower Yatta Sub-County, Kitui, Kenya.

1.6 Significance of the study

The study's findings may be utilized by principals to implement effective supervisory methodologies in their schools. That is, the findings may give head teachers further strategies of dealing with instructional supervision that would promote the teachers' performance in the classroom. The teachers may appreciate professionalism exhibited by head teachers due to proper instructional supervision administered in schools. The findings may also enhance pupils' academic performance because the head teachers may apply appropriate strategies to benefit them in improved KCPE performance.

With the findings, the parents may also benefit as they work with head teachers to improve on academic performance of their children. With proper instructional supervision, head teachers may be in a position to identify some of the teachers who might require further training or refresher courses.

The results of the study might sensitize policy makers in the Ministry of Education on the need to advise on effective strategies for carrying out instructional supervision. The headteachers further may find challenges and suggested solutions for effectual instructional supervision. The results may also assist the ministry of education through Kenya Education Management Institute (KEMI) to design INSET courses for capacity building of

SCDQASO$_s$ to enable them assist head teachers and teachers in instructional supervision practices.

Generally, the MOE, TSC and BOM may use outcomes to improve instructional supervision in schools. It is worth noting that education is a giant investment and stakeholders want to reap the benefits. This may boost the entire economy of the country and general welfare of the citizens in the country. The findings may also contribute to the body of information in educational control and provide data for researchers in the similar area. Therefore, it may serve as a reference for further research.

1.7 Limitations of the study

As per Best and Kahn (2008), limitations are circumstances outside the researcher's control that could constrain the study's findings and their applicability toward other contexts. The study was conducted on one sub-county hence cannot generalize the results. The analyst had no control over the respondents' attitudes when they provided socially acceptable responses to the survey instrument, which may have affected the validity. The researcher explained and assured the participants of confidentiality of information. Also, some respondents were not willing to share transparent knowledge on instructional supervision practices hence may affect validity and reliability.

1.8 Delimitations of the study

According to Oso and Onen (2008), the focus of the project is among the study's constrictions. It is a summary of the survey's boundaries in terms of

writing, procedure, geographic scope, and study hours. Therefore, this research was confined to Lower Yatta Sub-County in Kitui Rural Constituency in Kitui County focusing on public schools in the Sub-County- private schools in the sub-county were not included. The respondents were head teachers, teachers and standard 8 pupils. The study was concerned with the head teacher's instructional supervision practices that impact pupils' KCPE performance. It was restricted to factors that include head teacher's checking of teacher's professional documents, observation of teacher's lessons, provision of teaching learning resources, use of staff meetings and teachers' punctuality.

1.9 Basic assumptions of the study

These are the conditions that must be met if the research is to be conducted successfully. When replying to ems in this study, it was desired that the respondents (head teachers, teachers, and students) provide the truthful information. There would be enough resources for the collection of data, especially the questionnaires and other records to confirm the factors under investigation.

It was assumed that; headteachers were aware of instructional supervision practices, teachers had professional documents and adequate instructional-learning resources were available.

1.10 Definitions of significant terms

Class visits/observation refers to a formal or informal observation of teaching while it is taking place in a classroom conducted by the head teacher or fellow teachers.

Head teacher refers to a teacher who is in charge of a school. Principal is in charge of a secondary school.

Instructional supervision practices refer to activities that are undertaken by principals and teachers to help improve curriculum delivery in the classroom for academic (KCPE) performance.

Kenya Certificate of Primary Education (KCPE) refers to the credential given to students who have completed Kenya's approved eight-year primary education course.

Kenya Certificate of Primary education (KCPE) performance is the score or mean grade acquired by a standard eight candidate in KCPE that ranges grades A to E per subject.

Performance describes the degree whereby students, instructor, or establishments have met their educational objectives as documented.

Professional records refer to the documents prepared by the teacher that guide in teaching learning process.

Provision of teaching learning resources refers to process of availing approved teaching learning materials (textbooks, chalks, boards, dusters,

charts, library, videos, educational software) to school that teachers and learners.

Punctuality refers to a teacher being in school in time for preparation and starting a lesson.

Staff meetings refers to summits attended by delegates of a school's staff to discuss problems pertaining student performance, hence providing updates, deliver announcements, give feedback, share information and participate in a team environment.

Supervision is the process of improving instruction by encouraging teacher effectiveness and assisting teachers and students in meeting organizational goals.

Teacher refers to a person who teaches or instructs. Teacher is used interchangeably with a tutor.

Teachers' attitude refers to the feelings of the teacher towards supervision practices.

Teacher's lessons refer to teaching hours/lessons allocated to the teacher on the master time table to give instructions in the classroom.

1.11 Organisation of the study

The study has five chapters. Thus, chapter one presents the introduction comprising of the study background, problem statement, purpose and objectives of the study, study hypotheses, significance, limitations and delimitations, basic assumptions, and definition of significant terms related to survey. Chapter two covers the review of literature related to headteachers' instructional supervision influencing pupils' examination performance; teachers' professional documents, teacher's lessons, staff meetings, teaching learning resources and teachers' punctuality. This chapter also covers theoretical and conceptual frameworks of the study. The third chapter presents research methodology comprising of the research design, sample size target population, and sampling procedures, research instruments, data collection procedures and methods of data analysis. Chapter four presents data analysis, data interpretation, presentation and discussions. Finally, chapter five presents the summary of the study, findings, conclusions and the recommendations of the study. Recommendations for additional research have been made.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter discusses literature related to instructional supervision practices. It focuses on supervision practices that are professional records, inference of an instructor's lesson, distribution of teaching materials, holding staff meetings with teachers and teachers' punctuality. These factors serve as the main factors in this study. Conceptual foundation, and existing literature summary are also covered.

2.2 Concept of academic performance

Students' output (educational excellence) is critical in producing high-quality achievers, leaders and provide workforce for the nation, ultimately responsible for the region's socioeconomic development. Measuring student academic performance has previously been a source of concern (Irfan & Shabana, 2012). Researchers have discovered that there are numerous factors that influence students' learning performance. As per Wisconsin Education Association Council (WEAC), top students tend to have common attributes: positive emotions about their college experience; accredit their high school accomplishment to factors like hard work, consciousness, organization, capabilities, and self - motivation; watch comparatively little media during school week; correlate with classmates who were also academically successful; and are bookworms. Kenya's current educational system, the 8-4-4 structure, was incorporated in 1981. The presidential commission incorporated

the system in 1981. The system's main goal was to provide students with learning skills, expertise, and perceptions for the nation to procure quality and capable personnel for modernization. It is intended to provide learners with functional information and skills that will enable them to become self-sufficient and find work (Baraza & Ngugi, 1988).

The 8-4-4 approach called for students to spend 8 years in elementary school, 4 years in high school, and 4 years in university. This system has strengthened assessment methods, in which students throughout all levels are evaluated to determine their competency level (Nyongesa, 2007). Standard 8 candidates sitting for the KCPE examination mark the finalization of the primary course. In the prevailing 8-4-4, the KCPE exam is the most fundamental nationwide examination (MoE, 2013). Specific pupils' KCPE achievement is used to place them for next educational level.

According to studies by Otiato (2009), Oketch and Mutisya (2013), top notch schooling is an effectual weapon for combating poverty and deterring the spread of poverty among millennia in all civilizations. According to these researchers, well-educated residents augment persons' and states' economic competitiveness, which leads to economic growth. As a result, decent education which results to student success is presumed to increase the supply of proficient future human support in all career fields in Kenya in order to attain the Kenya Vision 2030 (Muia, 2018). The Kenya Vision 2030 clearly demonstrates that a strong focus is given on the correlation between learning and the generation of productive human capital in both the global markets

(Republic of Kenya, 2007). Which is why the Government has identified education as the most crucial levers for making Kenya an internationally competitive country. This contributes to Kenya's transformation into a highly industrializing middle-income government that gives a high standard of living for all inhabitants by 2030. According to the Ministry of Education (2014), the oversight role in governance is the most vital managerial function and adds significantly to the overall success of organizations.

2.3 Concept of instructional supervision

The principle of supervision could be linked back to America, at which a legislation was developed in 1654 that enabled town selectmen to appoint educators of stable mind and virtues. Throughout this time, laymen such as clergy, education wardens, custodians, selectmen, and residents' committees were in charge of supervision. Supervision focused on aspects like assessing students' overall achievement in subject area, evaluating instructors' methods, observing school administrators and student behavior, and determining whether funds are spent wisely (Okumbe, 2007). According to this viewpoint, there was a lack of emphasis on the actual performance of the teacher and the learner, which probably influenced the student's performance.

Instructional leadership is the task of ensuring compliance of a school's formal curriculum by supervising, capacitating, and empowering teachers to provide the effective learning that elevate learners' achievement (Sullivan & Glanz, 2000; Bukman & Dessy, 2020). This vital work necessitates the facilitation of interactive strategic planning involving all partners, admin personnel. SMART

goals (specialized, measurable, conceivable, result-oriented, and time-bound) for educational quality must be established during strategy development (Acheson & Gall, 1997). An educational leader should observe classroom experience on a regular basis and provide constructive criticism on instructional activities and their effect on learners.

Efficient teaching oversight also requires the optimization of study and research into new findings concerning methodologies, as well as the promotion of a positive mindset in instructors, pupils, and relatives. The primary function of the instructional leadership technique is to emphasize advancement by evaluating student success and teacher effectiveness, tracking curriculums, and establishing them (Pajak, 2010; Kemel, Ozan & Ahmet, 2017). As an educational supervisor understands about research-based benchmarks, they share that knowledge with educators in a manner that is easily digested and utilized in the school. An effective teaching boss will cultivate a culture of inclusivity and advancement for everyone to understand they could always grow and learn more and feel confident living out such conviction, allowing teachers to reach the pinnacle of their vocation by making the highest stage of Maslow's hierarchy of needs, "self-actualization" (Kemel et al., 2017).

Students and instructors require an instructional superior who can delve deeply into records about student outcomes and assist educators in interpreting that data into strengths and limitations in order to improve teaching in a way that benefits all students (Kemel et al., 2017). The focus of this thesis was to look

into the predicament of instructional supervision in Kitui's Lower Yatta Sub-county. The virtues of an appropriate instructional supervision may impact the increment of pupils' results and the professional development of teachers, so the practice of instructional supervision is critical (Weerakoon, 2017).

Various studies Maranga (1993) and Macharia (1992) findings have also shown that in developing countries, especially in Africa, lack of formal training for educational administrators has caused a great deal of inefficiency and ineffectiveness in educational institutions (Maranga, 1993). For example, in Tanzania it is common to find an educational administrator with no real professional understanding of administration. Most of them are recruited from ranks of school teachers using unknown criteria (Macharia, 1992). It is important for learning institutions to be managed by administrators with the required administrative and supervisory knowledge and skills. Murgatroyd et al. (1994) findings pointed out that, it is important for an organization (school), the head teacher to be able to think of goals that challenge the organization to go beyond that which it currently thinks itself of (Hoshin goals). Schools must become performance- based institutions (Mark et al., 2008). This can be realized through administering the required supervisory practices by the head teachers.

Payne (2010) defines monitoring as a position of leadership where the supervisor specializes in diagnosing and treating teacher evaluations needs and then suggests support guides, assists directs, and intervenes with the teacher, as defined by Knoll (1987). Supervisory support for teacher growth is also

stated by Goldhammer, Anderson, and Krajewski (1980). That's still, to promote staff development and progress, to impact teacher student, and to encourage the use, selection, development, and assessment of good instructional techniques and equipment. As per Marks (2008), supervision is primarily concerned with ensuring that academic systems' adequate teaching expectations are met.

According to Payne (2010), instructional leadership in a school setting entails the development of educational programs and their execution in the schoolroom. Educational leadership, according to Hoy and Forsyth (1986), is any collection of activities to improve teaching and engaging a cycle of strategic plan, analysis, and interpretation of the teaching and learning process. In agreement with the given literature, instructional supervision in education is of paramount importance. It enhances academic performance when implemented in schools. This is observed in the summative evaluation.

Olembo et al. (1982), affirm that a supervisor's major functions include joining forces with teaching staff to assess students' issues and requirement, fostering solid team spirit, and ensuring team effectiveness between several teachers.. This identifies school head as a guide, counsellor, team builder and one who should be humane (Jerop, 2013). Formative assessment, teacher workshops, syllabi development, educational guidance, as well as meaningful units of training but also teaching strategies are all part of the supervisory role of a headmaster (Sibanda et al., 2011). This section will mainly review literature related to instructional supervision practices in the context of exam

performance under the headings that follow: professional records, observation of teachers' lessons, provision and use of teaching learning resources teachers' meetings and teachers' punctuality.

Kimsop (2002) investigated the role of a head teacher as instructional superiors in the Baringo District's Kabarnet and Salawa Divisions. Most Head teachers don't really accomplish their instructional management responsibilities such as lesson plan, monitoring pupils' notes, as well as teaching documents on a regular basis, according to the findings, which Okoth (2018) agrees with. Teaching assistants, non-teaching staff, and pupils all report to the headteacher, who functions as both a mentor and an administrator. The heads also advises and guides teachers in their teaching process.

Mathooko (2009) observed that the primary responsibility of a head teacher is really to ensure that all necessary equipment and financial funds are available for the institution's use in order to encourage students and staff. According to Miller and Seller (2007), the head teacher should start enforcing the TSC protocol of restrictions for teachers, guaranteeing that relevant professional experience a high level of expertise. Skillful documents including plans of task, study guides, lesson strategy, records of work done, students' notebooks, and actual education in classrooms should all be checked by the head teacher in order to achieve efficient supervising leader, the head teacher ought to have conceptual, people skills, and professional knowledge (Okumbe 1998). As per Nyongesa (2007) and Digale, Kalai, & Akala (2020), supervision refers to the

elements of administration which strive to keep employees' efforts aligned with the organization's goals.

2.4 Professional documents

Professional documents have been data that a teacher uses in the planning, execution, and evaluation of the teaching and learning process. They are intended to improve the efficiency of learning and teaching (Sibanda et al., 2011). Schemes of task, teaching strategies, documentation of items covered, and child growth records, registers are all examples of competent records.

2.4.1 Study guides

Study guides, as per Cohen, Manion, and Morrison (2004), is indeed an authored, customizable record that directs the general direction of ones teaching with each bunch of students and serves as a sense and tool for developing detailed teaching strategies. The work to be performed inside the teaching is facilitated and defined by work schemes. This is a summary of the results forecast as to which topics the teacher believes are appropriate and suitable for teacher to cover in a specified timeframe from those already established throughout the syllabus (Ellah, 2018). A scheme of work can be made to cover one week, one month, one term or even one year, defending a program for that duration. This should be completed prior to the start of classes (Nigerian Educational Research Development Council, 2013). Education system, syllabus, school books, and the surroundings are the primary sources of information for the scheme of work.

In the development and implementation of curriculum, the teacher plays a critical role. This is because it is the teacher who implements curriculum at the classroom level and has the real contact and works with the learners for whom the curriculum has been planned (Ellah, 2018). Therefore, the teacher should clearly understand the curriculum to be implemented to achieve its objectives, hence learners would receive the intended benefits. According to Ellah (2018), curriculum encompasses all of the learning experiences school provided, including both teaching and learning activities and extracurricular activities, all of which are approved and supervised either by school. The scheme of work describes the sub-divisions of the entire syllabus into portions that reflect week, topic and the content that the teacher must teach for each term of the school year including behavioural/operational objectives and the teaching resources. It is to make sure that its syllabus is fully covered such that the curriculum can be implemented in a structured and timely way (Okai, 2010). Learning and teaching, as complex and prevalent phenomena, should be well organized in a formal setting for efficiency and productivity (Maxwell, Isaac, Shupikai & Kwaedza, 2015 and Kilimo & Cheboi, 2021), also noted the use of electronic TPAD exercise for further monitoring to enhance efficiency and effectiveness. The system of work is an important tool for teachers because it serves as the basis for organizing units of guidance in accordance with the amount of time allotted to each subject for every term. It outlines what the teacher should cover as well as teach in every term and year, as well as the order whereby each topic should be taught. It is critical for a teacher to know that the scheme of work is used to derive or obtain the unit of work. The

teachers need to understand that the task determines how teaching and learning are distributed throughout the week (Ellah, 2018). A study by Kimosop (2015) discovered that 66.6 % create work schemes, but the most of (55.5 percent) don't ever relate to them. Plans of work, according to the study, focus on providing supporting information for planning and attempting to teach the subject and serve as proper documentation of instructional delivery. This same scheme of tasks that are performed that the syllabus is finalized or covered in a timely manner (Kimosop, 2015).

According to the given literature, a scheme of work is indeed a written document which directs the general vision of a teacher's activity for a set period of time. The following columns (section headings) should be included in a scheme of work: subject, class, lesson, time, content, topic, sub-topic, objectives (out comes), teaching learning methods, resources, assessment strategies and remarks. One of the main purposes of the scheme of work is to create a sense of unity to his/ her students' learning and teaching practice (Kyriacou, 2007). A teacher is expected to write a Subject matter Appraisal after each topic is completed, in which he or she will record feelings and analyze the teaching of the topic as a whole. Cohen et al. (2004). In line with this literature it important for a teacher to have personal reflection after a lesson for effective performance (Stronge, Ward & Grant, 2011).

2.4.2 Lesson strategy

A lesson plan is now the most specific level of effective planning. As per Maxwell et al. (2015), and it is generated out from assessment of the strategies

of unit plan. Unit plan is divided into smaller topics and sub-topics in order to create teaching topics that can be used to create a lesson plan (Okai, 2010). A lesson plan is a detailed description of a teacher's planned instructional process for a single class. A teacher creates a daily teaching strategy to guide class teaching. Information will change based on the teacher's preferences, the concept getting covered, and also the students' need/or curiosity. A lesson plan is a teacher's guide for delivering a specific lesson, and it contains the objective, how it will be attained (procedure, method), and a manner to assess how the aim was achieved (homework, test etc.). Each goal must start with a word that expresses the action that will be obtained to demonstrate success (Wong, 1998). A lesson plan is necessary for a teacher because it provides guidance and confidence in the teaching process to the teacher (Maxwell et al., 2015). Teaching and learning become easier when teachings are well-planned or which was before planned, and significant expectations are followed in the teaching moment (Okai, 2018 and Mutunga, Mulwa & Nyaegah, 2022).

For classroom organization, it can be individual or paired or group or whole class followed by assessment where the teacher illustrates how students' learning will be evaluated in reference to the learning goals in a brief manner. There is a need to strike a proper balance between evaluation of teaching and development for learning in this situation. Briefly describe the funding that would be used by the teacher and/or pupils in the case of funds (Musungu & Nasongo, 2008; James & Massiah, 2019). When the required factor are considered the head teacher and the teacher are able to carry out instruction in an orderly manner, leading to performance improvement.

According to Cohen et al. (2004) a teacher is required to write a post–lesson appraisal for one lesson per day. The appraisal should be written before planning the next day's work. Post- lesson appraisals should be focused formative. Their purpose is to analyze what happened in the lesson, including the teaching methods employed and how these are related to student learning. Implications of the findings organizing must be stated at the conclusion of the appraisal. Demonstrate the achievement of the day's class, for example, in appraisal writing (how will I improve for the next lecture?) and evaluate the issues that arose during the lesson, then devise strategies for dealing with them in the next class.

2.4.3 Records of work done

On a regular basis, it's really the file where all specifics of the work covered or instructed by the teacher are entered (Ellah, 2018). As per wikieducator, a history of work ensures transparency and accountability of work covered either by teacher, consistency of teaching of such a specific class, the ability for a new teacher to trace where and how to start teaching a specific class, the analyzation of schemes of work after a duration of time, like four years, and standardisation in content knowledge in the form of complex streams (Musungu & Nasongo, 2008). The work records covered offer direct evidence of the lecturer's preparation for guidance, maintain the teacher updated, and align the teacher's work with the school's ambitions. (Garba, Waweru & Kaugi, 2019). Both hard and soft records would enhance monitoring for effectiveness of the records.

2.4.4 Pupils' progress records

Students' progress is tracked, and evidence is provided to aid performance assessment decisions. It is critical to develop great record habits in order to organize, process, and communicate students' understanding of knowledge. Hunter (1982), Good (1983), and Rosenshine and Stevens (1986) concluded that good learning necessitates identifying progress of students as during the teachable moment and making adjustments commands correspondingly in the United Kingdom. This aids in the comprehension of the learning experience. Furthermore, content comprehension and retention are assessed on a regular and formal basis during mid-term, end-of-term, and final exams. It is also used to calculate student grades or marks. These exams aren't held frequently enough that the teacher to adjust his or her instruction to correct for misconceptions (Hunter, 1982).

According to Musungu and Nasongo (2008), teachers can assess their students' progress in line with the national standards using their progress records. They aid in the development and refinement of teachers' awareness of subject progression. They offer analytic information on individual students' and groups of students' strengths and weaknesses. They make it easier to efficient system curricular goals that can then be shared with parents and students, and thus help with curriculum planning. As noted by Hackman (2009) with the use of students' progress records the school knows where her pupils are, where they need to be and how to get there. Assessing pupils' progress (APP) is a simple method for making confident judgments about the quality of students'

work and what they'll do next. In some schools, teachers prepare pupils'
progress records as a formality to satisfy the administration or the supervisor.
However, when this document is used for its intended purpose, there is pupils'
academic improvement. This app is used to review your students' work on a
regular basis. As a result, the teacher must collect evidence on a formal annual
basis or according to the school systems assessment provisions (Musungu &
Nasongo, 2008).

General monitoring, according to Okumbe (2001), refers to the principals used
by headteachers beyond the classroom. Such managerial activities were
described by Dickson (2011) as "informal visits." Preparing teaching
strategies, equipment, schemes of work, teaching aids and if supplied,
monitoring pupils whereas working in the school yard, or participating in co-
curricular operations are all examples of outside-the-classroom activities that
teaching staff can do. However, depending on how well the head teacher
handles it, instructional supervision can have a measurable impact on the
teacher. Alternatively, among the most significant implications of
supervision is that it keeps teaching staff informed about the potential
advantages of close monitoring through communicating effectively between
superiors and the manager (Zepeda, 2003), leading to high pupil performance
as a result of achievement of goals on time.

Daresh and Playko (1992) discovered that increased supervision in regions
such as inspecting teachers' records resulted in a positive impact on students'
academic achievement. According to Gachoya (2008), instructional

supervisors in Nyeri Sub-County assessed and strongly urged teaching staff on proper planning and preparation and keeping of proficient records, leading to good performance in the Sub-County. Effective head teachers, as per Wangui (2007), are those that are engaged in proper teaching and revision. The performance of the students is improved by teaching and learning supervision, a thorough testing policy, induction, syllabus coverage and team working.

Musungu and Nasongo (2008) investigated the system of head teachers in school performance in the Kenya Certificate of Secondary Education in Vihiga Sub-County in western Kenya. They discovered that 8% of school heads in high-performing schools double-checked curriculums, class registers, schemes of work, and attendance records. Amidst all of these surveys and others conducted by various researchers, there has been no impact on student performances in national examinations in Kenya, especially in Loitoktok Sub-County. The researcher used this method to see if inspecting teachers' professional documentation has a great effect on students' performance in the Kenya Certificate of Primary Education in Loitokitok Sub-County. Over 80% of head teachers in high-performing schools reviewed lesson books, systems of work, student's attendance checkouts, and school attendance and clock in clock out records, per the findings. Moreover, 71.43% double-checked work records. Less than 60% of head teachers in mean and low-performing education checked teaching strategies, strategies of work, files of items covered, and clock in here and clock out books, while 70.59 % checked checkouts and class attendance.

2.5 Observation of teachers' lessons and academic performance

School administrators could benefit from the supervision models proposed by Rossouw (1990) and Zulu (2004).

Pre- conference

A general understanding of the targets, perspectives to education - learning, and intended outcomes in a lesson is sought by the principal and educator. That's where the supervisor must build a rapport with the teacher in order to observe the lesson.

Classroom observation

While the teacher conducts the planned teaching, the head of school, TSC/MoE (2016) developed a learning evaluation tool that included rules for what the superintendent should look out for. The following sections make up the introduction and teaching institution: Review of the previous lesson, state the present lesson's goals, connect the lesson plan to the on-going lesson, and durability of introduction (capturing students' interest) were all witnessed as performance indicators; Mastery of content in accordance with the syllabus, accurate answers to students' questions, having taught with lecture notes and teaching strategies, concise overview of the class by identifying the important points, and trying to cover the teaching in within allotted time are some of the performance indicators observed.

Methods/techniques of instruction: Use of effective teaching techniques, use of effective teaching and learning aids, the use varied teaching approach, exemplify creativeness in teaching, and potential to predict pupils are among

the performance metrics observed. Participation and interaction with pupils: The following are among some of the observed success factors: questioning and answering, observation, conversations and demonstration, experimenting, experiential learning, and recognition; and eventually, classroom organization, with measures such as organising desks to allow a teacher to reach an individual learner, having to move in group of students to analyse pupils' work, marking/checking pupils in class, detailed responses on students by name, and classroom tidiness. These are all rated on a 1-5 Likert Scale.

Teachers reported more efficiency if there were more lecture hall observations, according to Ebmeier (2003). A school principal ought to be a change facilitator as well as effective by making sure curriculum, guidance, and evaluation alignment (Ngware et al., 2010), who argue that even if teachers are qualified and trained, effective studying may not happen in the classroom. They also argued that lesson inspection, feedback, and professional counseling should be made mandatory in schools. According to Komoski (2007), supervision is really a form of leadership whose ultimate purpose is to improve curriculum and instruction. Supervisors, teaching staff, as well as students, according to the researcher, would benefit if supervision was viewed in this light.

Analysis and reflection

What transpired and was observed causes the headmaster and teacher to reflect and draw inferences. The supervisor and supervisee share the observational data and come to some agreement on the final results.

Post- conference

Principal and educator meet to share their analysis and draw implications, intentions on the part of the educator and the basis for discussion and judgements are provided. This leads to performance improvement of the educator.

Lesson visits and class observation are the foundation of the principal's supervision practices, according to Zulu (2004) and Kholid & Rohmatika (2019). The goal of supervision is to improve good performance, which leads to higher student performance. Moreover, some researchers question whether school heads can be dynamic facilitators of learning at — in relation of lesson plan and supervisors (Blumberg & Greenfield, 1980). (Blumberg & Greenfield, 1980).

One of most the recent principle of instructional leadership, which is based on first-hand assessment of current teaching events, entails face-to-face interactions between both the two; supervisors and teaching staff for the analyzation of teaching patterns and activities that are undertaken to allows teachers develop and maintain their teaching effectiveness (TSC. 2017). Miller and Miller (1987) share a similar perspective on supervision activities aimed at enhancing school achievement. Teacher Effectiveness Appraisal and Development (TPAD) was established by Ministry of Education's Teachers Service Commission (TSC) to aid head teachers and administrators in the proper management of their schools of primary and secondary schools (Njuguna, 2018). According to Njuguna (2018) Teachers Service Commission

is mandated to register and employ teachers on behalf of the government, Section 11(f) and 3(i) of TSC Act (2012) gives TSC power to monitor the conduct and performance of teachers. To perform this duty effectively TSC introduced TPAD tool which is filled both manually and online by all teachers and administrators (Teachers Service Commission, 2018 and Teresa, Matula, & Okoth, 2021b Dec). The tool is put in place to ensure adequate instruction content coverage within the specified period of time.

Although the prime concern is really the instructional improvement of a personal teacher, it is important to remember that informal and non-modes of instructional supervision have great outcomes on educator results. According to Zulu (2004), one of the most important strategies for influencing teachers' work is to praise good performance. Positive feedback is widely recognized as a predictor of successful teaching. However, Kariuki (2013) found that more than two-thirds of school principals never got to visit teaching staff during the school day, while 26.7 % came to visit them occasionally. The most of headteachers (80%) don't really sit in lessons when classes are in session. Again, 66.7 % of principals do not provide feedback after analyzing a class. The source of supervision, the supervisor, and the teacher all play a role in the supervision process (Firth, 1998). Observing students in the classroom is an important part of determining class conduct. The inferences are usually direct assumptions, in which a person stands in the classroom and observes. Observations can be done for various of motives, including psychology research, inspecting new teachers, school staff, or academic reports (Stecker, 2000).

According to Acheson and Gail (2003), supervision ought to be cohesive rather than autocratic. They contend that when school leaders oversee as autocrats, they will face obstacles like teacher rebellion, and the entire purpose of monitoring for curriculum advancement will be defeated. This is likely why 35.7 percent of teachers objected with the assertion that classroom by principals helps teachers improve their teaching and students' learning. According to Holland and Adams (2002), teachers' negative attitudes toward supervision tasks are usually the result of ineffective supervision. The ultimate goal of school instructional, according to Ogunsaju (2006), is to improve students learning, but the main emphasis is on the instructor and the entire educational setting. As a result, it aims to improve the overall educational environment in order to improve student learning. Supervision enhances teachers' efficacy because then that they can add value to the program's aspirations to the greatest extent possible, and also modifying some attributes of an individual's self, behavior, and attitude toward the school. It also allows people to expand their knowledge, aspirations, and abilities, find one's role in society, and use their expertise to mound self and community toward higher results.

Fritz and Miller (2003) looked into the supervisory practices used mostly by agricultural elementary teachers in the United States. To gather information, they used a questionnaire survey. Supervisors impact significant positive feelings that clinical supervision objectives were being met by the teachers, according to their findings. The teacher assigned the lesson's main goals and preceded to a lesson plan. During the teaching session, the significant because

it demonstrates were identified, established, and outlined in a consistent flow. The class sessions were well-planned and executed. The teaching was supplemented by the significant concepts authored on the display as well as other aids. The teacher was responsible for checking at frequent intervals to make sure that students were understanding the notions (Fritz et al., 2003). The teacher may inquire as to how the principle pertains to the previous session, or plainly inquire as to how the students are feeling in order to obtain elaboration or to share a comprehension presented. To support multiple capabilities and educational needs, the teacher employs a range of instructional systems (Lofthouse, 2020). The teacher divides class into groups to work on solving problems, in addition with utilizing board drawings and computer models. Students who grasp the concept quickly are also requested to indicate their outcomes and the procedures of discovering with the rest of the class. The instructor may use correlations that were not previously introduced if notions required to be re-explained. Teachers play a big role in making good pedagogical judgements (Okoth, 2018).

Okumbe (2007) distinguishes three types of supervision: authoritative, curricular, and instructional guidance. According to the study, the curricular attribute includes developing curriculum content, material and assigning resources, and forecasting the curriculum's expenditure needs. Additionally, it also entail aiding support staff in improving their curricular aptitudes, inform people about education coursework and advancement, and finally, connecting curricular to local resources (Omogi, 2019). As per Afolabi and Loto (2008), the principal records what the learners and teachers speak through such

inferences. Pre / post briefing is held during the formal observation, during which the leader and the educator debate the class. Visitation and assessment in the classroom have a substantial impact on achievement (Mavindu, 2013). According to the findings, 86 percent of administrators visited classrooms. Observing teachers in the classroom, on the other hand, yielded a figure of 13%. Ultimately, in Schools, instructional leadership is among the responsibilities of headteachers, who are explicitly responsible for performing administrative duties like teaching, coordinating arrangements, and delivering instructional leadership (TSC, 2018). They are in a strategic position to perform functions since their job requires them to function from schools. MOE managers, on the other hand, work outside school and are connected to workplaces at the regional and local level.

2.6 Head teacher's provision of teaching learning resources and academic performance

According to Ngaroga (2006), a school principal is accountable for supplying needed materials. Facilities, books, instructional materials are examples of resources that have an impact on academic achievement efficiency. As a result, the principal should accumulate all available resources from the MOE, the community, or other institutions (Kariuki, 2013). Teachers have difficulty teaching with inadequate textbooks and limited chalk components, and when they don't have desks, lockers, entryways, or windows (Gakuru, 1992). According to Eshiwani (1983), schools with the best infrastructure are among the top schools. This encompasses educators who contribute to the school's funds. The attainment of knowledge and expertise by pupils is measured by

examination grades assigned by a credentialed exam body in a particular country. "Kenya National Examination Council"- KNEC, is responsible for developing and administering national exams for institutions in Kenya. Students require thorough planning in terms of management, learning materials for good performance (KNEC, 2012).

For effective learning procedures, teaching materials are critical. Teaching resources, according to Agosiobo (2007), motivate students. Without adequate instructional materials, it is hard to achieve the targets of an envisioned educational program (Miller & Seller, 2007). There is a link between the sufficiency of reading materials and school success, according to UNICEF (2000) and Omogi (2019). In a research on the constraints hindering the adoption of free education in primary schools in Nairobi, Koskei (2004) emphasized the importance of the availability of physical infrastructure and equipment in schools. The situation of educational facilities is crucial, according to Koskei (2004), and Omer (1996), who found that school principals who had not received in-service qualifications needed more coaching in maintenance of school equipment. In Kenya's western province, Eshiwani (1993) agreed with this viewpoint, drawing attention that schools with the best infrastructure were among highest performing schools, whereas those with poor facilities underperformed.

Education is heavily subsidized in developed nations like France and UK (Dur & Tuelings, 2002). In the U.K, the government is obligated by law to give educational items to every pupil (Moon & Mayes, 1994). In

school systems, relatives are only seen as constitutional partners. Whereas education in developing nations has little basic components (Alubisia, 2005). One of several capabilities of the headmasters in Kenya is to secure the resources required to achieve the institution's goals (Okumbe, 2007; Basic Education Act, 2013). The provision of sufficient course resources is critical for the successful implementation of any educational program (Shiundu & Omulando, 1992). According to Jesee (2011), there is a transition among the wealthy and educated away from public schools and more towards private schools with more academic materials.

2.7 Headteachers' holding of teachers' staff meetings and academic performance

According to Senge (1990), if members of an organization work as a group, they will direct their efforts towards a desired goal or vision. It is through collaborative effort that they will continue to strive for their vision. In a school setting, it is the headteacher's responsibility to discover ways to tap the commitment and capacity of school staff accordingly by helping them to improve and maintain their professional skills that impacts positively to learners. The principal also motivates faculty and learners to take chances, try new things, and learn from their mistakes. This encourages commitment and forms a basis for a cooperative learning partnership climate in the school, which improves students' academic result (Muia, 2018). It is in the staff meetings where the supervisor explains and clarifies the policies, goals and objectives by giving teachers feedback on class visits/ observations, preparation of professional documents, proper use of learning materials and

examination analysis and importance of punctuality in the school and in classes. The frequency of holding staff conferences in a school is very crucial for it determines performance of every individual in a school through feedback analysis.

Kathuri (1993) and Gichure (2013) explained that the first component of management is holding a staff meeting where the headteacher facilitates coordination of various activities in the school. It is in a staff meeting where the headteacher motivates and supports the staff to direct their efforts towards the learners. However, Dwamena et al. (2014) findings indicated that 50% of the respondents (teachers) argued against the educational supervisor encouraged teachers to talk about how to solve any problems with the education curriculum. This contradicts Hismanoglu & Hismanoglu (2010) findings that majority (89%) of the teachers agreed that their bosses encourage them to keep up with the latest academic matters. Kathuri (1993) investigated the relationship between school and management and student outcomes. The study focused on administrative aspects including staff meetings, the span of time the headmaster allocated to various factors of their obligations, and their opinions on issues like disciplinary practices and teacher attributes. The findings revealed that there was a strong link between the efficiency of administration and the institution's success on national exams.

Efficient organizational performance is a critical component of an organization's success, and the potency of the employees determines how effective the organization will be. Management and employees must

communicate effectively in order for employees to understand what is required of them. Managers should provide a specific plan for each employee, ensuring that workers have prompt access to the tools they need to accomplish each assignment. The term "communication" refers to all activities undertaken by management in order to improve employee performance. For enhanced performance, headmasters should ensure that all members of the establishment collaborate in a positive way. Improved efficiency on national exams may be a substantiation of this.

2.8 Headteachers' checking of teachers' punctuality and academic performance

Education in elementary school is extremely difficult because students are taught in and out of the classroom under teacher's guidance. In most instances, the instructor's stance to his previous job, including punctuality, dedication, and regularity, determines the students' performance (Ndifon & Comelius, 2014). Teacher consistency is an important factor in determining an instructor's attitude to work, which can have an impact on students' academic performance. This means that educators who are on time impart a positive attitude in their students, which leads to improved academic success (Ndifon et al., 2014).

As per Alexander (2003), teachers must disclose the days, at least 15 minutes before lessons, in preparation to begin work on time. Regrettably, some educators often do not follow this rule. Alexander (2003) discovered that when students' attendance and instructors' timeliness rates differ, the majority

(63.5%) of teaching is lost. This demonstrates that the parties involved struggle at best or around the end of the semester to complete the course outline or syllabus and make up for lost time. As a result, students perform poorly in exams such as the KCPE.

When instructors are unavailable or frequently arrive late for class, they deny students the opportunity to receive a full description of constructs, and if a lesson is reproduced, this is at the cost of subsequent lessons because the teacher is rushing to complete the syllabus (Ndifon et al., 2014). As per Alexander (2003), this issue presents students to underachieve, which may result in a higher drop-out percentage. This has a negative impact on parents' motivation to send their kids to school and invest funds on education. The learning goals of students is never the sole focus of effective teaching. Consideration for students' individual goals ought to be part of a teacher's efficacy (Ngaroga, 2006). Students come to class with a variety of backgrounds and perspectives, in addition to academic concerns, which an instructor should be aware of. A great teacher will always try to maximize teaching time and make the most of it (Stronge, Ward & Grant, 2011). An instructor who squanders time in the classroom debating trivial matters is ineffective.

2.9 Summary of literature review

The following matrix shows the summary of the literature review based on instructional supervision. The matrix is a summary of literature reviewed highlighting the author, the study, methodologies and findings. It presents the focus of the study by identifying the knowledge gaps from reviewed related literature

S/n	Author	Topic	Methodology	Findings of study	Knowledge gap/ Focus of current study
1	Mathooko, (2009)	Unlimited access to early education is a must for long-term development.	Working on the glaring gap which possess a major challenge to the success of FPE in terms of language of instruction	The primary responsibility of the principal is to ensure that appropriate equipment and financial funds are allocated for use in the classroom.	Focused on professional documents that provide overall direction of one's teaching activity by bringing coherence to instructional practice to enhance academic performance
2	Musungu & Nasongo (2008)	Headteachers' instructional role in academic achievement in Vihiga district, Kenya	Saturated sampling technique and stratified random sampling. Population comprised 84 headteachers and 1280 teachers. Sample comprised; 7 high, 17 average, 20 low performing schools. 44 headteachers and 8 teachers from each school.	Outlined the resources to be used in the teaching learning process and internal supervision of teachers.	Focused on available resources and improvised ones require to be utilized to enhance performance.
3	Dickson, (2011)	Supervision of teaching and learning in public	Descriptive survey. Sample comprised of; 3 headteachers	Supervisory activities are informal visits	Formal supervisory activities especially in the classroom are focused rather than the informal

		schools in Sekyere district, Ghana	38 teachers 30 students.	carried out by district officers.	supervisory activities.
4	Kariuki, (2013)	Headteachers' instructional supervision on pupils performance in Siakago division, Kenya	Descriptive survey design. Population was 60 heads and 432 teachers. Used 30 headteachers and 80 teachers.	More than two-thirds of principals do not attend class that is their session.	Scanty information on the actual lesson observation. Focus on the provision of detailed information on the conduction of lesson observation which is an essential supervisory activity where headteacher sits in class and observes lesson delivery.
5	Mbatia, (2016)	Teachers' perception on headteachers' classroom observation and checking of pupils exercise books in Nakuru North district	Descriptive survey design. Sampled 20 headteachers and 94 teachers.	Placed classroom visits at the bottom being the least of importance.	Focus on importance of class visits and lesson observation that is neglected for teacher's instructional improvement. .
6	Ngware, Oketch, Mutisya, & Abuya, (2010)	Classroom observation study report, Nairobi	Cross-sectional survey. Used 12 schools from each district in the 6 districts.	Educators may be credentialed and well-trained, but they are ineffective in the classroom.	Focus on teachers' performance in the classroom that brings instructional improvement and pupils' performance.
7	Eshiwani, (1983)	Factors influencing performance among primary and secondary schools in Western Province, Kenya	Cross-sectional survey. Primary and secondary schools were randomly selected.	Schools with best facilities are among the high achieving	Provision and utilization of available teaching learning resources was focused in the current study.
8	Mavindu (2013)	Influence of instructional supervision practices on students' KCSE	Descriptive survey using research samples of 15 school and their principals and 45 teachers; 3 teachers	Checking of teachers' records of work, adherence to the timetable and	Focused on observation of teachers' lessons in the classroom and post-conference for the teacher instruction improvement, hence improving

		performance in Trans-Mara West District	from each school randomly selected. To analyze quantitative results, descriptive statistics were used.	classroom visitation was ensured. Observing teachers when teaching and checking lesson plans was least done.	learner performance.
9	Dwamena & Donkoh, (2014)	Effects of educational supervision on professional development at Winneba, Ghana	Schools were selected randomly for the study.	Some supervisors do not discuss ways of solving curriculum problems with teachers.	Discussions on performance minutes and set targets in relation to pupils' performance is focused.
10	Ndifon & Cornelius, (2014)	The relationship between teacher's attitude to work and pupils' academic performance in Cross River State, Nigeria	Ex Post Facto research design. Population was 17221 teachers and 68201 primary school pupils in three educational zones. Sample: 100 schools - Proportionate stratified sampling and 2000 teachers and 500 pupils through simple random sampling.	Punctuality enhances teacher's attitude towards work that affects pupils' academic performance.	The required and recommended time and utilization of instructional time is focused to enhance pupils' performance.
11	Alexander, (2003)	Attendance and punctuality	Postulations on managing undesirable behaviour, data was collected on learners' performance and subjected to statistical analysis through the use of SPSS to establish T-value, probability value and significance	Every day, educators are obliged to notify at least 15 minutes in advance of every lesson.	Focused on the stipulated reporting time and utilization of instructional time which is vital for academic achievement

2.10 Theoretical framework

The research was guided by goal setting theory that was initiated by Locke and Latham in 1968 (Okumbe, 2007). A goal is an observable external event that gives person information about what performance will be reinforced (Lewin, 1935). In this theory, Locke indicated that morals and subjective opinions play an important role in cognitive development of behaviour. These opinions are the things that a person does in attempt to gain and or keep driven by emotions or desires (Okumbe, 2001).

According to Locke (1976), individuals strive to accomplish goals in order to fulfill their desires. The goal setting notion emphasizes the importance of staff demonstrating commitment to the vision that they established. That is, demonstrate adhesion to or persistence to reach the objective, irrespective of its source (Locke, 1976). Because education is extremely result-oriented, goal setting concept is commonly used in educational administration (Okumbe, 2007). This theory guided the focus of this study because educational managers, particularly the headteachers needed to tailor educational institutions' aspirations (schools) to the needs of the pupils and teachers by setting appropriate and achievable targets to meet stipulated educational goals, hence improvements in student's performance. In this light, headteachers have to ensure that teachers participate in goal setting. Then, the headteacher has to help and support teachers through instructional supervision to achieve their goals through schemes of work, lesson plans and participative decision making (Okumbe, 2001).

According to the desired outcomes hypothesis, goal setting is inherently connected to work performance. It asserts that setting concrete goals, as well as ensuring proper feedback, translate into higher and greater job performance (Locke & Latham, 1990; 2002). Goals indicate and direct an employee as to what needs fixing and what effort must be expended. Nearly every modern organization has some form of goal setting in operation. This includes programmes such as management by objectives (MBO), management information systems (MIS), strategic planning, benchmarking. Goal setting is the underlying explanation for all major theories of work motivation such as Maslow's (1970) or Herzberg's (2009) theories of motivation.

Strengths of goal setting theory of motivation

Goal setting principle is a method to enhance incentives for workers to perform tasks efficiently. Goal setting improves growth by enhancing effort and performance, but it also increases and strengthens feedback quality.

Weaknesses of goal setting theory of motivation

At times, strategic objectives clash with managerial objectives. When conflict stimulates incompatible implementation dispersion, it has a negative impact on performance. Goals that are extremely difficult and complex encourage riskier behaviour. Also, if the workers lack the required skills to carry out the actions required to accomplish the objective, the goal-setting process may fail, resulting in poor performance. There is no indications that goal-setting boosts job satisfaction.

Application of goal setting theory of motivation

Goal establishing supposition is a method for enhancing incentives for workers to perform tasks efficiently. Goal setting improves productivity by improving interest and motivation, and it also intensifies feedback quality. The current study embraced the Locke's five principles (clarity, challenge, commitment, and feedback and task complexity) for effective goal setting in the schools. According to Heshin, Carson and Vandewaile (2009) specific difficult goals may not always result in preferable results as outcomes of goal setting are influenced by issues including goal orientation, task complexity, goal outlining, team goals, and responses.

Goal setting directs individuals to focus their efforts towards goal-related actions and ignore irrelevant activities. Goal setting energizes individuals, allowing them to invest effort in goal pursuit. Also, goals impact persistence, whereby more difficult goals result in a higher effort being invested. Finally, pursuing goals facilitates the discovery and development of task-relevant strategies. The second fundamental posit of GST is that five goal characteristics directly impact the effect of goal setting, including *goal difficulty*, *goal specificity*, *goal proximity*, *goal source*, and *goal types* (Latham & Locke, 2007; Locke & Latham, 2002, 2013). First, more difficult (but achievable) goals lead to higher performance. Second, specific goals (for example 'complete *x* number of pushups') predict higher performance than vague goals (for example 'do your best'). In recent reviews (Locke & Latham, 2019) suggest that goal difficulty and specificity work collaboratively and employing one alone would not necessarily result in an effective outcome.

2.11 Conceptual framework

Conceptual framework shows how independent and dependent variables relate. Figure 2.1 shows the relation between instructional supervision strategies and KCPE results of students in public primary schools in Lower-Yatta Sub-County.

Professional documents:
- Schemes of work
- Lesson plans
- Exam analysis
- Records of work covered
- Pupils progress records

Teachers' lesson observation:
- Class visitations
- Lesson introduction
- Content delivery
- Teaching methods
- Learner involvement

Teaching learning resources:
- Textbooks
- Revision books
- Chalk
- Blackboard
- Exercise books and pens

Staff meetings:
- Minutes on performance
- Exam analysis
- Class observation feedback

Teachers' punctuality:
- time in school
- time in-out of class
- students' cooperation

Teaching learning process/ Instructional supervision process

Pupils' academic Achievement in KCPE:
- KCPE mean grade
- Syllabus coverage

Intervening variables:
Teachers
- Training
- Regularity

Students
- Common exams, symposium

Figure 2.1: Relationship between instructional supervision and academic performance

Based on Figure 2.1, the independent variables are teachers' professional documents, class visits and observations (teacher's pedagogy), teaching learning resources, staff meetings and teachers' punctuality which affect the student achievement (dependent variable). The supervisor (headteacher would plan and carry out instructional tasks to bring together organizational goals to be accomplished by teachers and students. The interaction would help to promote instruction and improved student learning, hence student achievement. The supervisor can strategize task of assessing to amass organizational objectives by acknowledging how teachers develop to their highest in an accommodating and difficult environment, teachers and students to bring about improvement on students' achievements.

Intervening variables

Intervening variables; also known as mediating variables. They might have effects on the independent variable then on the dependent variable (Creswell, 2014). In this study the intervening variables were teachers' training aspect, teachers' regularity, students' common exams or symposiums. These variables were not studied in this study, but they have indirect effect of instructional leadership and supervision on students' achievement through teachers' performance, there is indirect effect of teacher's regularity on students' achievement through teachers' performance, and there is indirect effect of students' common exams or symposiums on students' achievement through teachers' performance. They are joined by dotted lines to show that these factors have not been investigated.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter consists of the description of the methodology under the following sub-headings: research design, target population, sample size and sampling procedures, research instruments, validity of instruments, reliability of instruments, data collection procedures, data analysis techniques and ethical considerations.

3.2 Research design

The design is the basic framework in which research is done, and it serves as the blueprint for collection of data, quantification, and evaluation (Kothari, 2013). The said study's research design is an explanatory survey design. Survey method is advised for learning big and small population levels by choosing and learning samples out from sample population. This is used to describe and analyse occurrences even if they are, as they had been, or while they will be (Oso & Onen, 2008). The survey model is based on concrete information of the issue to be analyzed, and the use of standard techniques in acquiring a random selection with the goal of deriving research results for the population that is being studied (Muluza, 1988). This method was used to sample schools, teachers, and students. The descriptive survey design seems to be appropriate for this research since it allows for quick data collection and the capacity to comprehend a number of individuals from a subset of it. The design allowed for compendium of qualitative statistics about school

principals' teachers' instructional strategies toward students' performance in order to provide systematic way verifiable data for decision making.

3.3 Target population

The term "target population" refers to the complete group of individuals, incidences, or objects that share distinctive features (Mugenda & Mugenda, 2003) The study's target population included 61 public primary schools, 427 teachers, and 1556 standard eight students in Lower-Yatta Sub-County (SCDE Lower-Yatta Sub-County, 2015Lower -Yatta Sub-County is indeed a new sub-county in Kitui County, founded in 2009, and enrolled with the Kenya National Examination Council (KNEC) in 2010. Lower-Yatta Sub-County is located in a remote setting that covers a wide variety of terrain. The research was suitable in this sub-county because educational achievement outcomes have been decreasing in the last five years, from 2012 to 2016.

3.4 Sample size and sampling procedure

Sample size refers to the specific number of individuals or cases that are used as the representative of the target population (Kothari, 2013) and the larger the sample sizes the smaller the sampling error (Mugenda & Mugenda, 2003). According to Orodho, Khatete and Mugiraneza (2016), a sampling procedure is a process of selecting a number of individuals for a study in such a way that, the individuals selected represent the larger group from which they were selected. This study used the formula recommended by Kothari (2013) and Pagano and Gauvreau (2000) to compute schools', teachers' and pupils' sample sizes.

Sampling of schools and sample size

The sample was calculated using the formula below, (Kothari, 2013).

$$n = \frac{Z^2 . P . q . N}{e^2 (N - 1) + Z^2 . p . q}$$

Where;

n= size of the sample

Z= score corresponding to 95% confidence level

P= sample proportion (likelihood of success)

q=1-p (likelihood of failure)

N= the target population; and

e= acceptable error which is 5 percent.

From this formula, 53 schools participated.

$$n = \frac{1.96^2 \times 0.5 \times 0.5 \times 61}{0.05^2 \left(61 - 1\right) + 1.96^2 \times 0.5 \times 0.5} = \frac{58.5844}{1.1104} = 52.76 = 53 \; schools$$

The researcher randomly selected a sample of 53 schools representing 86.9 % of the 61 public primary schools. This large representative sample enhanced external validity (Orodho, Khatete & Mugiraneza, 2016). To choose the schools, the researcher provided names with all 61 public primary schools on slips of paper, numbered them, folded them, and placed them in a box. After rattling, the researcher selected one piece at a time and recorded the school's name written on the paper. This was non-replacement sampling (Orodho,

Khatete & Mugiraneza, 2016). The process was repeated until 53 schools were chosen at random and recorded as participating.

Sampling of head teachers

By census, the principals of the selected schools were actually eligible to take part in this study. Therefore, 53 head teachers who represented 86.9 % of the 61 head teachers to part in the study.

Sampling of teachers

Further, this study used the same Kothari (2013) formula to compute the sample of teachers and obtained 202 teachers. Thus;

$$n = \frac{1.96^2 \times 0.5 \times 0.5 \times 427}{0.05^2 \left(427-1\right)+1.96^2 \times 0.5 \times 0.5} = 202.47 = 202 \; teachers$$

The total of 202 teachers were equally shared among 53 schools resulting in at least four teachers in each school. The researcher used small bits of paper with digits 1 to 4 on them to select teaching staff in the schools, folded and others left blank and placed inside a box. The teachers were allowed to pick one piece of paper only without returning in the box. The teachers who picked the piece of paper written number one to number four were selected (Orodho, Khatete & Mugiraneza, 2016).

Sampling of pupils

Krueger and Casey (2009) advocated that pupils' group discussions should be between six and ten students. The population consists of N= N_1 + N_2, that is boys and girls respectively. The researcher selected three boys and three girls to participate in the focus group discussions in each school. Using the same formula the number of pupils was determined as 308.

$$n = \frac{1.96^2 \times 0.5 \times 0.5 \times 1556}{0.05^2 \left(1556-1\right)+1.96^2 \times 0.5 \times 0.5} = 308.25 = 308 \; pupils$$

The researcher organized to use one Focus Group Discussion in each school. As a result, 51 Focus Group discussion participated in this study. Stratified random sampling technique was used by the researcher to select six students from class eight. The researcher picked six pupils from class 8 using stratified sampling technique. This was necessary to ensure gender was observed for full participation. Therefore, at first, girls and boys were separated to form two groups. Then, pieces of paper equal to the number of pupils in each group were obtained.

The researcher folded the pieces of paper for each group which were labelled from one to the last. Then, the folded pieces of paper were put in the two boxes and shaken thoroughly. The pupils were allowed to pick one piece of paper each. For the boys, those pupils who picked number one to number three were selected and for the girls, those who picked number one to three were also selected to form one focus group discussion (Mugenda & Mugenda, 2003;

Orodho, 2005). The stratified sampling method has been used to make sure that the gender of the students was sufficiently based on the sample, increasing their level of precision when assessing parameters. The main idea was to create a sample of a more heterogeneous population so as to increase the accuracy of parameter estimates (Nachmias & Nachmias, 2004; Newby, 2010).

3.5 Research instruments

To collect data for this study, two questionnaires, document analysis guide, and a focus group guide were in use.

3.5.1 Questionnaires

A questionnaire is a set of question format or keyed in a specific order on the context or cast of kinds to which an interviewee is required to answer in writing (Kothari, 2013). Questionnaires enable participants to express themselves and make suggestions. Open-ended as well as closed-ended surveys are available. There have been two questionnaire survey: one for the principals and one for teaching staff.

The questionnaire for head teachers was divided into two parts. Background information is provided in Part A and part B has items on teachers' professional documents, class visits and lesson observation, teaching learning resources, staff meetings and teachers' punctuality.

Part A of the questionnaire for teachers contained background information about the teacher, and Part B contained questions about the pupils. Part C has

items on teachers' professional documents, teacher's class visits and lesson observation, teaching learning resources and teachers' punctuality. Therefore, teachers rated head teachers using the same questionnaire. In addition both questionnaires had open-ended items to investigate teachers' and headteachers' opinions in relation to head teacher's instructional supervision and performance of pupils' KCPE examinations.

3.5.2 Document analysis guide

Document analysis guide involved critical examination of recorded information (Best & Kahn, 2007).The document analysis technique seemed to be appropriate in this study because it provided data concerning KCPE examination results analysis from 2012 to 2016, staff meeting and parents' consultation minutes for at least five years. Document analysis technique was also used to check the end-term and mock examination results analysis.

3.5.3 Focus group discussion guide

A focus group discussion guide has been used to obtain detailed information about the headteachers', instructional supervision techniques, as well as the performance of students and teachers. As per Morgan (1988), focus group discussions can provide the researcher both with qualitative and quantitative data via a "three-element quantitatively assess." Tobias, Kerrie, Christina, and Derrick (2018) state that group discussions typically achieve both qualitative and observational information. Under this case, the author's role was to keep the team working and to assist where there was confusion. The deliberations were organized around the instructional supervisory items provided by the

school principal. It also included questions about students' performance in KCPE exams.

The students' focus group discussions allows a researcher to listen and obtain valuable information more than what was written down (Mugenda & Mugenda, 2003; Oso & Onen, 2008) about school officials' instructional supervisory practices in government primary schools and their impact on student performances in Lower Yatta Sub-county. Therefore, each pupils' focus group had six participants (Krueger & Casey, 2009) from standard 8 who had been in the schools for about eight years. In each school, consideration was made to cater for gender equity, thus boys and girls in each group were equal. The researcher involved pupils and shared freely to get honest answers. Pupils were assured of confidentiality so as to show great interest and actively participate in the discussions. This information was used to enrich the information obtained from the questionnaires.

3.6 Validity of instruments

Validity is meaningfulness and accuracy of data that is generated by a given instrument (Matula, Kyalo, Mulwa & Gichuhi, 2018). It is the extent to which data analysis results properly represent the phenomenon under investigation (Mugenda & Mugenda, 2003; Oso & Onen, 2008). The study adopted both construct and content validities because the instruments had to measure everything they were supposed to measure. The determination of validity was in the following ways:

First, the researcher carried out a pilot study to pre-test to determine clarity of items. Pre-test sample is between 1% and 10% of the sample depending on the size of the sample (Mugenda & Mugenda, 2003). This was done by administering research instruments in two schools that were selected randomly from Lower Yatta sub-county. The sample consisted of 2 headteachers, 8 teachers and 12 pupils. The items which were not understood properly were corrected to increase validity of the instruments.

Validity of the instruments was progressed through expert judgment. The instruments were scrutinized first and approved by school staffs in the department of educational administration and planning for their relevance, clarity and suitability to the study (Mugenda & Mugenda, 2003). The two process ensured the instruments measured what they intended to measure.

3.7 Reliability of instruments

The degree to which a research instrument produces accurate results or information after frequent trials is referred to as its reliability. The researcher identifies uncertainties and insufficient items in the survey instrument due to instrument reliability, which is defined as the reliability, regularity, or truthfulness of a test (Mugenda & Mugenda, 2003; Creswell, 2013). To measure the reliability of the instruments test-retest method was used. This involved administering the same instruments twice to the same group of respondents (Mugenda & Mugenda, 1999). There was a time lapse of two weeks between the first and the second test. This was done to check whether the instruments yielded the same results when administered at different times

to the same group. The two schools were selected from the sample size. A reliability coefficient, **r**, was computed using Pearson's product moment formula was used to calculate the coefficient of correlation (r) known as coefficient of a reliability or stability, that is:

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

Where;

n= number of respondents;

x= scores for the first test;

y= scores for the second test;

 r= Pearson's correlation coefficient.

The measures of **r** for headteachers' and teachers questionnaires was 0.8 and was closer to +1 therefore a strong reliability. The instruments were reliable for data collection (Jennifer, 2018).

3.8 Data collection procedures

After receiving preliminary approval from the University of Nairobi's Department of Educational Management and Making plans, the authorization was obtained from National Commission for Science, Technology, and Innovation (NACOSTI).The researcher visited the County Education Office, Kitui and Sub-County Education Office, Lower-Yatta for introduction to be allowed to carry out the study. Schools headteachers' were analyzed prior to the study to inform head masters of sampled schools about the research.

Arrangements were made with headteachers on appropriate days to administer questionnaires and have group discussions with pupils.

The goal of the research was explained to school principals' and the legality of the research was proved by the production of the research permit. In each school the researcher was introduced to the class teachers who were to help in the data collection procedures. Class teachers introduced the researcher to class eight pupils and the appropriate date for collecting data was booked. Those questionnaires were then administered to the headteachers and teachers on agreed dates. The pupils' group discussions were held during break time, lunch time and after classes from 4:00pm.

3.9 Data analysis techniques

Data analysis deals with the organization, interpretation and presentation of collected data (Oso & Onen, 2008). Data analysis may; describe and summarize, identify relationships between variables, compare variables, identify the difference between variables, and or forecast outcomes (Mugenda & Mugenda, 2013). It is the examination of survey data and the drawing of conclusions and inferences. (Kombo & Tromp, 2006). Hence, information collected was simplified and presented in tables, percentages and frequencies Statistical Package for Social Sciences (SPSS) version 21.0 was used for easy interpretation and comprehension. Data from the field was collected in two forms: quantitative data and qualitative data. Statistical analysis of school principals' instructional methods was performed by means, calculating data frequencies, standard deviations, percentages, and the results were displayed

in the form of table explanation. Chi-square (2) was used to analyse the qualitative data, and the findings were presented in tables.

3.9.1 Quantitative data analysis

Information was gathered from closed-ended questionnaire items and the document analysis guide. Data was coded by allocating numerals to responses obtained from the questionnaires. This was entered in the computer using SPSS version 21.0. Descriptive statistics used to analyse quantitative data included standard deviations, means, frequencies, percentages and means (Nachmias, 2004).

To test the research hypotheses, the chi-square test was used to see if there was a meaningful relationship between having to check teaching staff' required reports and student performance, observation of teachers' lessons, provision of teaching learning resources, use of staff meetings and teachers' punctuality (independent variables) and pupils' KCPE performance (dependent variable) at the significance level of 0.05 and degree of freedom of 1. Kothari (2013) explains that chi-square test can be used to determine dependency of two variables. This was carried out by comparing the calculated value to the table ratio of 2 for the specified degree - of - freedom and importance level. The hypothesis is accepted if the calibrated value of 2 is less than the table value; otherwise, the hypothesis is rejected if the calculated value is equal to or greater than the tabulated value. In the study, the relationship between head teachers' instructional supervision techniques and

the pupils' KCPE performance (dependent variable) were computed and results given.

3.9.2 Qualitative data analysis

Qualitative data were gathered from open-ended survey questions for which respondents expressed their opinions, opinions, perceptions, feelings and attitudes. The data from group discussions was first recorded, categorized and transcribed into common themes. According to Tobias, Kerrie, Christina and Derrick (2018) group discussion yields both observational data and qualitative. The data were then interpreted using thematic analysis that emphasizes identifying, analyzing and interpreting patterns of meaning or themes within the data. A narrative report enriched with quotations from the focus group participants was written and triangulated with responses from questionnaires and observation list in order to capture convergence (Creswell, 2014). Data from the head teachers' questionnaires, teachers' questionnaires, document analysis, group discussion and the analysis of documents was triangulated to enhance the reliability and validity of the results.

3.10 Ethical considerations

The main objective of standard is to ensure nobody is effected or undergoes negative consequences as a result of research (Mugenda & Mugenda, 2013). The following are the major ethical problems: explicit consent, confidentiality and privacy, pseudonymity, and the author's duty (Oso & Onen, 2008). For the case of informed consent, the researcher adequately told the participants on the purpose and goal of the research. For confidentiality, the researcher assured

the participants that their individual or personal lives would not be intruded in the course of research. The data collected was for academic purpose only. For anonymity, the researcher informed the participants about their rights to remain anonymous. The researcher's main obligation was to make sure that the user decency was adhered at all stages of the research process by ensuring that equipment, materials and collected were only for the purpose of the study.

Alwahaby, Cukurova, Papamitsiou and Giannakos (2021) noted that anonymized student IDs were stored on a secured research hard drive, but the paper did not clarify if the two-level data anonymization approach was adopted here or not to secure the students' privacy. That indicated that there was need consider all these for the well-being of all the study participants. These includes ethical considerations regarding potential privacy concerns from the recorded pervasive data. For example, the use of audio recordings instead of video recordings because the former cause far fewer privacy concerns. Alwahaby et al (2021) recommended that consent recording strategies should be operationalized to address ethical and data privacy issues of largest to smallest group individuals. Also the participants were informed that there is no monetary benefit after taking part in the study. This helps the participants to feel free and not to expect any form of payment.

CHAPTER FOUR

DATA ANALYSIS, INTEREPRETATION AND PRESENTATION

4.1 Introduction

This chapter discusses data analysis, interpretation and presentation. Presented are the study findings and discussions of the results from various instruments used in the data collection. The chapter starts with demographic data then questionnaire return rate, head teachers' checking of teachers' professional documents , observation of teachers' lessons, provision of teaching learning resources, use of staff meetings and headteachers' checking of teachers' punctuality and the influence on pupils' KCPE performance

4.2 Questionnaire return rate

Researcher determined the instruments return rate which is tabulated in Table 4.1.

Table 4.1: Return rate of respondents

Respondents	Expected Number	Returned	Percentage (%)
Head teachers	51	40	78.4
Teachers	194	180	92.8

Table 4.1 shows that the study sample size target was 51 head teachers and 194 teachers. Forty (40) head teachers' questionnaires and 180 teachers' questionnaires were given back dully completed. This represented 78.4 % and 92.8 % return rate respectively. There were also forty (40) document analysis guides that were dully completed. According to Bailey (2000), assertion, a

response rate of 50% is adequate; while a response rate greater than 70% is very good. The return rates for this study were considered reasonable for the purpose of reporting. Besides, Focus Group Discussions were conducted and the notes were received from respondents. This allowed the researcher to obtain a variety of responses from the respondents on the spot. These responses were for purposes of triangulation to enrich the findings in the questionnaires. This high response rate was credited to the sampling procedures, in which the research scientist instantly notified people involved who loaded out and chosen. Nevertheless, the rate of return wasn't really 100% since some principals asked to be omitted from the research because they were very busy attending some seminars such as Tusome programmmes. However, to attain a reliable return rate percentage, the researcher tried to create awareness to the respondents about the study's purpose but that the data collected would indeed be treated with confidentiality and only used for the research.

4.3 Demographic information of the respondents

The study required information on the participants' upbringings in relation to age, sexual identity, highest educational qualifications, and teaching experience. Their gender identity was chosen to draw equal coverage to female and male teaching staff in school. Their years was used to assess their professional skills in addition to dealing with conceptual teaching matters. The information on their best education achievements was designed to illustrate their expertise in confidence and knowledge. The number of years they had been teachers was supposed to determine their level of career encounter. This

information was also deemed important because they seemed to have direct or indirect influence on pupils' performance in KCPE. The teachers' demographic data are shown as below:

4.3.1 Respondents' gender

Gender identity of head teachers and teachers was found to be important in this research since it allows researchers to evaluate why some head teachers use certain instructional supervisory schemes in primary level. Gender is likely to determine the attitude of learners to different subjects, hence performance in national examinations. Table 4.2 summarizes the findings.

Table 4.2: Head teachers' and teachers' gender

Gender	Head teachers		Teachers	
	Frequency	%	Frequency	%
Male	33	82.5	137	76.1
Female	7	17.5	43	23.9
Total	**40**	**100.0**	**180**	**100.0**

According to Table 4.2, the majority of head teachers (82.5 percent) in public primary schools in Lower Yatta Sub-County were male respondents. The rest 17.5% were female head teachers. This is likely to influence instructional supervision, hence affecting pupil's performance in KCPE. For instance, in a school where the head teacher is the only male and the rest are female teachers, instructional supervision is likely to be compromised hence influencing pupils' performance.

Table 4.2 also shows that the vast majority of teaching staff (76.1 percent) in the Sub-public County's primary education were male. The rest 23.9% were

female teachers. This is likely to influence instructional supervision, hence affecting pupil's performance in KCPE. For instance, in a school where majority of the teachers are males and the rest are females, instructional supervision is again likely to be compromised hence influencing pupils' performance.

Table 4.2 generally, indicates that most of head teachers (82.5%) and teachers (76.1%) are males. There are a few female headteachers (17.5%) and teachers (23.9%). This is likely to influence pupils' KCPE performance. Fairly balanced gender would motivate learners. Gender diversity in school leadership could improve pupils' performance through a number of channels. Higher female representation may result in a diversity of values, belief systems, and mentalities toward instructional leadership, broadening the diversity of viewpoints in making decisions and enhancing creative and critical thinking (OECD, 2012).

Based on the results of Omondi (2006)'s research also on role performance of women head teachers in Bondo district primary schools, it was established that female heads performed well in supervision including checking of documents and instruction. The study also established that female head teachers were better in motivating teaching staff. Additionally, the study found that they were very good in maintaining good staff relations. Wekesa (1993) argued that the Kenyan government is committed to providing sound and effective management and professional service in the administration, supervision and inspection and training programmes. As a result, the researchers concluded

that school principals' gender, management experience, and degree of professional coaching had no effect on their instructional supervision within the district, but it emphasized the need for gender balance in terms of equality. And from the other hand, if the genders of the students are balanced, they will also have a feeling of self-worth that make them comfortable to participate fully in education hence influencing their performance in national examinations.

4.3.2 School head teachers' and teachers' academic achievement

Academic achievements were also a factor to consider by the researcher. It influences the styles of carrying out instructional supervision among others. Head teachers and teachers' academic achievement would enable the study establish how they apply or not apply the correct instructional supervision at school which in turn influences pupils' performance in KCPE examinations. Head teachers and teachers' academic achievement are shown in Table 4.3.

Table 4.3: Head teachers' and teachers' academic achievement

Achievements	Head teachers Frequency	%	Teachers Frequency	%
KCSE	-	-	10	5.6
Ats	-	-	2	1.1
ECDE	-	-	4	2.2
P1 Certificate	6	15.0	100	55.6
Diploma	28	70.0	42	23.3
B.ED Degree	4	10.0	18	10.0
M.ED Degree	2	5.0	4	2.2
Total	**40**	**100.0**	**180**	**100.0**

According to Table 4.3, the majority of headteachers (70.0%) are Diploma followed by P1 certificate holders (15.0%). Very low percentage of headteachers had M.Ed degree (5.0%). This is a clear indicator that head

teachers in most primary schools in Lower-Yatta Sub-County need to upgrade their levels of education. Most of them should upgrade to possess Bachelor of Education and Masters of Education degrees. Quality qualifications would have a gradable influence on academic performance of students in KCPE exams. Head teachers are in charge of overseeing students' performance in public primary schools. As a result, it is critical that headteachers have a quality education as well as satisfactory practical knowledge in educational managements. They ought to have a mandatory educational qualifications that enables them to define Select committee Acts as well as other education systems related to school classroom management and student achievement.

Table 4.3 also shows that most of teachers (55.6%) and (23.3%) are P1 certificate and Diploma holders respectively. A low percentage of teachers had B.ED degree (10.0%) and M.Ed. degree (2.2%). This is a clear indicator that teachers in most primary schools in Lower Yatta Sub-County need to upgrade their levels of education. Most of them should upgrade to possess Bachelor of Education and Masters of Education degrees. Quality qualifications would have a gradable impact on students' performance in KCPE exams. The performance of students in schools is primarily in the hands of teaching staff. As a result, it is critical that school principals and teachers have a quality education as well as adequate practical experience in educational leadership and teaching.

Currently, Ministry of Education and TSC policy stipulates that head teachers and their deputies should be degree or Masters of Education degree holders.

Mwebi (2012) advocated for most teachers with under a Doctoral degree to improve their credentials. This should be at every level of education. P1 teachers should move upwards. According to Tableman's recommended practice brief (2004) as well as Muchiri (1998), they need skills in the area of educational management and making preparations, which is an expert course at the Masters level, to improve accountability and enhance students' involvement in some making decisions, as well as consultation to change performance to achieve best output. Alternatively, the quality education was destined to suffer the consequences of the teaching staff' failure to deliver quality content.

Katz, Lazer, Arrow and Contractor (2004) noted that professional qualifications of head teachers and teachers are associated with high school performance. The findings showed that those with higher levels of education perform their duties better because higher education gives them with skills and knowledge, trying to make them more aware of the actual fact of the education systems and thus better able to use their academic achievement to teach and lead in a professional manner. As a result, the research results indicates that respondents have the knowledge and capabilities to successfully steer the school culture duties, hence expectations for the pupils' good performance in KCPE examinations.

4.3.3 Duration of service as a teacher

Teachers' duration of service would be appropriate in determining how experienced they are in dealing with pupils' performance by maintaining

appropriate management approaches. Duration of service would also indicate training skills they have had to enhance accountability and improve pupils' participation in some decision making and counseling to achieve quality results. Quality performance in the school requires well trained and qualified teachers. The length of service of teaching staff is related to their classroom activities and interactions with students. When contrasted to their colleagues, more qualified teachers in children's education have good interpersonal relationships and are less probably to use disciplinary actions on them. As a result, teachers understand how long they had already been lecturing. Table 4.4 displays the information.

Table 4.4: Teachers' duration of service

Duration in years	Teachers	
	Frequency	%
Under 5	43	23.9
6 – 10	46	25.6
11 – 15	32	17.8
16 – 20	29	16.1
21 – 25	16	8.9
Over 25	14	7.7
Total	**180**	**100.0**

Table 4.4 shows that most of teachers 46 (25.6%) and 43 (23.9%) had served in those positions for 6-10 years and 0-5 years respectively. These teachers, most probably, had not acquired enough experience in the teaching profession. This could be one of the major factors influencing students' performance in KCPE exams in government primary schools in Lower Yatta Sub-County, Kenya.

Besides, data indicates that there are teachers whose duration in service was above 10 years. Such information would assist the researcher in determining why the majority of teachers who'd already tried to teach for ten years or more despised use of rigid techniques of instructional leadership, preferring instead to involve students and younger teaching staff in choice. As a result, the way students and teachers construe and value the instructional inspection and transformational leadership of the school principals differs according to the number of years of public service.

The findings in Table 4.4 are in line with Odumbe, Simatwa and Ayodo (2015) suggestions levels of teacher knowledge is one of the methods of improving school performance. Ong'ele (2007) also revealed that teachers with more classroom experience outperformed those with less classroom experience in overall teaching methods. This can be attributed to the fact that experienced staff are well versed in evaluation methods and have a strong interest in correction and exams techniques (Omariba, 2003). Rosner (1985) discovered that teacher experience differed among teaching staff and had an impact on what happened in the classroom when a teacher interacted with her students. However, Bruce, Hersh, and Mckibbin (1983) disagree, claiming that no matter how skilled the teaching staff are, without even an excellent quality of endeavor, other considerations alone make very little difference. Teaching staff' contract length is thus one factor to be considered when school principals perform instructional supervisory obligations.

4.3.4 Head teachers' leadership experience

Experience is not something that can be gained overnight. Correct training and experience is acquired overtime. Head teachers' professional leadership experience is a key factor to consider and more so when dealing with experienced teachers. It influences the styles of carrying out instructional supervision among others. Head teachers' leadership experience through supervision, he or she has an impact on students' performance in the KCPE. School heads were expected to provide information about their managerial experience. Table 4.5 displays the collected data.

Table 4.5: Head teachers' leadership experience

Experience in years	Head teachers	
	Frequency	%
Below 5	8	20.0
6 – 10	15	37.5
11 – 15	12	30.0
16 – 20	3	7.5
21 – 25	2	5.0
Total	**40**	**100.0**

According to Table 4.5, the majority of head teachers had less than ten years of managerial experience (37.5%). These head teachers most likely had little expertise in the field with the impact of instructional leadership on student performance in KCPE examinations. There was need for head teacher professional development. Head teacher professional development would have high impact on their instructional supervisory abilities, which in essence have a massive impact on students' motivation, teaching staff' learning techniques, excellent communication, and teaching staff' manage the complexity and

classroom management. Such head teachers would psyche their teachers to have positive attitude to their subjects and pupils and hence a very high influence on pupils' performance in KCPE examinations (Maende, 2012).

Leadership experience shows that if the head teacher had been in headship position for long, then the head teacher would be able to recommend leadership skills and instructional supervision skills that when used well are likely to indicate improved pupils' performance in KCPE. Leadership experience portrays the acquisition of leadership skills through interaction. Head teachers' leadership experience would assist the researcher in identifying why the majority of teachers and administrators who had tried to teach for ten years or more despised the use of rigid methodology of management but instead feel any need to involve students and younger teachers in decision-making. Furthermore, the manner in which teachers and students recognize and value the head teacher's instructional close monitoring and leadership designs varies according to the total count of years in service. Different education stakeholders acknowledge that pupils in different public primary schools perform differently even with similar environments depending on physical, instructional materials and head teacher's experience (Peter, 2021).

4.3.5 Teacher's position in school

Teacher's position in school was a factor to be considered. Teacher's position in school determines the skills, experience and knowledge the teacher has acquired over time. Further, the position of the teacher is of paramount significance since each teacher bears the obligation of contributing to the

learners' good education. It teaches the head teachers in translating educational policies, regulation and instructional programmes into instructional objectives. Data was collected and results tabulated in Table 4.6.

Table 4.6: Teacher's position in school

Position	Teachers Frequency	%
Teacher (Assistant)	85	47.2
Class teacher	72	40.0
Senior teacher	10	5.6
Deputy head teacher	13	7.2
Total	**180**	**100.0**

The research shows that most of the teaching staff are assistant teachers (47.2%) and class teachers (40.0%). Senior teachers (5.6%) and deputy head teachers (7.2%) were a few. Position of the teacher in a school is very important when it comes to instructional supervision and delegation of duties by the head teacher. Delegation of duties by the head teachers is very important because it boosts teachers' morale hence carrying out duties responsibly.

Position of the teacher is a key factor to consider because it enables the teacher to pass the required knowledge, skills and attitudes in the right manner to the learner. The delivery of content matter to the learner influences understanding and performance in KCPE. Quality performance in the school requires well trained and qualified teachers. Teaching staff' professional development is closely linked to their teaching actions and interactions with students (Howes, 1997). When compared to their colleagues, more experienced early childhood education teachers have good interpersonal relationships and are less probably

to be using disciplinary actions on them. Teaching staff who use sympathetic, pleasant interrelations with their students are much more likely to have good interpersonal relationships. As a result, it is anticipated that a trained teacher with primary level experience will have good interpersonal relationships. Therefore, proper training and professional development is a fundamental requirement for every teacher as much as experience would be acquired over time.

4.4 Academic performance in KCPE in government primary schools in Lower Yatta Sub-County in the Years (2012-2016)

The researcher wanted to find out how students did in Kenya Certificate of Primary Education (KCPE) exams in Lower Yatta Sub-County public Primary Schools. The Quality Control and Standards Officer, Lower Yatta Sub-County, obtained data evaluations printed by the Kenya National Examination Council (KNEC) for five years in a row (2012-2016) of the selected schools (2016). This was used to examine the performance of the Sub-County public primary schools, and the research results are shown in Table 4.7 (a) and summarised in Table 4.7 (b).

Table 4.7: (a) Academic performance in KCPE examinations in Lower Yatta Sub-County in the years (2012-2016)

Schools Serial No	Average Mean (5years)	Points/ Mean Grade	Schools' Serial No	Average Mean (5years)	Points/ Mean Grade
1.	114.15	23 E	27	179.50	36D
2.	137.61	27 D-	28	179.51	36D
3.	147.70	29D-	29.	179.86	36D
4.	148.04	30D-	30.	179.87	36D
5.	149.74	30D-	31.	180.01	36D
6.	150.26	30D-	32.	200.63	40D+
7.	151.99	30D-	33.	203.06	41D+
8.	152.08	30D-	34.	202.77	41D+
9.	152.73	31D-	35.	204.24	41D+
10.	156.31	31D-	36.	205.14	41D+
11.	156.46	31D-	37.	208.06	41D+
12.	157.76	32D-	38.	213.44	42D+
13.	173.48	35D	39.	218.01	43D+
14.	173.50	35D	40.	235.34	47C-
15.	175.08	35D	41.	237.10	47C-
16.	175.71	35D	42.	239.05	48C-
17.	176.30	35D	43.	240.59	48C-
18.	176.60	35D	44.	240.69	48C-
19.	177.00	35D	45.	245.30	49C-
20.	177.01	35D	46.	246.54	49C-
21.	177.03	35D	47.	254.64	50C
22.	177.27	35D	48.	257.44	51C
23.	177.70	36D	49.	279.31	56C+
24.	178.10	36D	50.	282.54	56C+
25.	178.12	36D	51	301.00	60B-
26.	178.36	36D			

Source: Lower Yatta Sub-county Quality & Standards Office (LYSQASO, 2016)

KEY: Mean grades in KCPE examinations awarded by the KNEC:- A 12 points; A- 11 points; B + 10 points; B 9 points; B- 8 points; C+ 7 points, C 6 points; C- 5 points; D + 4 points; D 3 points; D- 2 points; E 1 point.

Table 4.7: (b) Summary of KCPE performance in Lower Yatta Sub-county (2012-2016)

Serial No.	Average Mean	Grade	Frequency	Percentage (%)
1.	301	B-	1	1.96
2.	282.54-279.31	C+	2	3.92
3.	257.44-254.64	C	2	3.92
4.	246.54-235.34	C-	7	13.73
5.	218.01-200.63	D+	8	15.69
6	180.01-173.48	D	19	37.25
7.	157.76-137.61	D-	11	21.57
8.	114.15	E	1	1.96
Total			51	100.00

According to Table 4.7 (a), majority (39) of the schools were unable to generate most students with a mean grade of C- (minus) or higher. From these research results, only (1) school had a mean grade of B- (minus), implying that almost all pupils in this class went on to attend good county high schools, while the majority (39) schools had E to D+ (plus), which is well below the minimum qualification mark necessary to a county high school. As a result, the researcher found that it was essential to investigate the sub-unsatisfactory county's poor academic achievement. Table 4.7 (b) denotes that most of the schools (37.25%) had an average mean of D plain. Few schools (3.92%) had average marks 250 and above and only one school that had mean marks of 301 (1.96%). This was a clear indication that the schools were dismally performing.

Furthermore, according to the Teachers Service Commission (TSC) Director's claims, the majority of school principals clearly have no knowledge for expert instructional supervisory strategies; thus, hence the need for school principals'

seminars / workshops particularly regarding student's social, mental development on guidance services to improve pupils' educational attainment in Lower Yatta Sub-County. Moreover, the TSC Producer's reports endorsed for effective oversight of school curriculum by school principals in terms of improving KCPE educational attainment in government primary schools.

Moore (2009a) also demonstrated that the efficiency of instructional leadership frequently ultimately determines of schools and their students. According to Williams (1999), students are most valuable assets and the most important components of any education systems, but there is a need for effective school principals to elevate the academic performance of the students in schools. As a result, the results of this study in Lower Yatta Sub-County agree with Moore (2009a) and Williams (1999) that unproductive instructional supervisory strategies in schools contribute to low KCPE mean grades. As a result of this research, it is suggested that head teachers modify effective instructional practices which are associated with excellence in examinations.

4.5 Head teacher's checking of professional documents and pupils' academic performance

The first objective was: To determine the level to which the inspection of teaching staff' professional documents by the head teachers influences students' performance in the KCPE in primary schools in Lower Yatta Sub-County, Kitui, Kenya. Head teachers' checking of teachers' professional documents was an important factor to consider because it would help to establish if head teachers in schools were supporting and appreciating

teachers' preparations and importance of checking professional documents. The professional documents would assist head teachers to determine teacher's preparedness to carry out teaching and learning process. Through checking of professional documents the head teacher would establish content coverage and the teaching methodology applied. The head teacher would in addition, evaluate use of educational materials, as well as the series of strategies. This would enable the head teacher to give guidance to the teacher on how to do the work correctly and even recommend in-service training depending on the performance of specific teachers. This exercise is perceived as a mechanism that prepares a competitive workforce intended to meet the challenges emerging due to the globalization process.

Both head teachers (11 items) and teachers (6 items) were needed to respond to the 5 point Likert Scale statements to show the rating for checking professional documents by head teachers. Responses are shown in Table 4.8 (Head teachers) and Table 4.10 (teachers).

Table 4.8: Head teachers' feedback on monitoring of teachers' professional documents

	As a Head teacher, I:-		5	4	3	2	1	Total
i.	Keep an eye on the preparedness of professional records.	f	7	30	-	2	1	40
		%	17.5	75.0	-	5.0	2.5	100
ii.	Monitor syllabus coverage for all classes	f	5	34	-	1	-	40
		%	12.5	85.0	-	2.5	-	100
iii.	Provide guidance on school curriculum in the school.	f	22	17	-	1	-	40
		%	55.0	42.5	-	2.5	-	100
iv.	Assess the progress of pupils in relation to the curriculum content covered	f	28	4	-	6	2	40
		%	70.0	10.0	-	15.0	5.0	100
v.	Monitor curriculum implementation in school	f	13	26	-	1	-	40
		%	32.5	65.0	-	2.5	-	100
vi.	Make certain that the school's staffing needs are assessed.	f	8	31	-	1	-	40
		%	20.0	77.5	-	2.5	-	100
vii.	Check teachers' schemes of work	f	10	23	-	4	3	40
		%	25.0	57.5	-	10.0	7.5	100
viii.	Check the lesson plans	f	12	20	-	5	3	40
		%	30.0	50.0	-	12.5	7.5	100
ix.	Check record of work covered	f	12	27	-	1	-	40
		%	30.0	67.5	-	2.5	-	100
x.	Guarantee that class 8 students are given examinations on time.	f	20	20	-	-	-	40
		%	50.0	50.0	-	-	-	100
xi.	Check that class 8 evaluation tests are being analyzed on a regular basis.	f	16	22	-	-	2	40
		%	40.0	55.0	-	-	5.0	100

NB: 'f' stands for frequency and '%' stands for per cent

Table 4.8 denotes that most (75.0%) of the headteachers were in agreement and only 17.5% who strongly agreed that they monitored teachers' preparation of professional documents. However, 2.5% of the headteachers heavily disagreed of having teachers' professional documentation preparation was monitored. This implies that if headteachers monitored preparation of professional documents and syllabus coverage, they ensure that the required content is covered in good time. The pupils also are given time for revision. This would enhance KCPE performance because the pupils are well prepared. QASOs also encourage coverage of the syllabus early enough to have time for revision.

The results on tracking required reports and coursework coverage which agreed with the findings of Ellah (2018), who asserted that well compiled records ensured transparency and accountability of the professor's work and demonstrates consistency of learning in a specific class. They also show uniformity in content coverage in case a school has several streams (Musungu & Nasongo, 2008). Table 4.8 also show that headteachers (55.0%) agreement that they advise on education implementation in their schools and headteachers (42.5%) agreed that they advise in their schools. However, a few headteachers (2.5%) disagreed that they advise teachers on curriculum implementation.

This implies that many headteachers understand that it is their role as school leaders to ensure that curriculum is implemented in their schools as it is needed by the Ministry of Education. The findings concurred with the findings

Wangui (2007) affirmed that effective head teachers are those who, among many other things, supervise teachers' and students' work and implement an appropriate test policy that enhanced academic performance. Also proper curriculum implementation would facilitate the setting of meaningful curricular targets that are shared by all as found in the findings by Hackman (2009) and Gachoya (2008). Also majority (65.0%) of head teachers agreed and others (32.5%) strongly agreed that they monitor curriculum implementation in their schools.

However, a few head teachers (2.5%) disagreed that they monitor. This shows that headteachers are aware that curriculum implementation require monitoring. In monitoring, head teachers as instructional supervisors check the preparation of professional documents that show continuity of teaching learning process. This research result concurred with the results of Dickson (2011) that supervisory activities included informal visits, preparation of schemes of work, lesson plans, pupils' progress records and co-curricular activities. Headteachers should skillfully implement government policies and meet societal expectation (Shigami, 2012). Kilimo & Cheboi (2021) and Mutunga, Mulwa, Kyalo, & Nyaegah (2022) observed that online TPAD exercise is improving and encouraging teacher's commitment to the teaching profession. The exercise keeps the headteacher and the teacher alert, hence learners are more involved in their daily activities in the school. This has brought about online monitoring of the activities going on the schools.

Table 4.8 also indicates that most (77.5%) of head teachers agreed and others (20%) strongly agreed that they made sure that there was reviewing of staff requirements that included teachers' pens, preparation books and among others. A few head teachers (2.5%) disagreed that they assessed staff requirements. In giving of class 8 students' assessment tests as per the timetable clearly shows that fair equal number of head teachers (50%) strongly agreed and the rest (50%) agreed having followed the timetable. None of the headteachers disagreed. This shows that majority of the school principals are concerned with the availability of teachers' preparation materials in their schools. It is the responsibility of the headteacher to ensure preparation materials are availed to the teachers in time. When teachers' records are well prepared, they enhance teacher's confidence in content delivery to pupils. The findings are in line with the findings by Maxwell et al. (2015) who explained that a prepared teacher influence the quality of learners' achievement. The findings on the testing of standard 8 concurred with the findings by Wangui (2007) who confirmed that productive headteachers are those involved in the supervision of proper testing policy, coverage of syllabus and team building that would improve students' performance.

Results in Table 4.8 also show that assessment of students' progress in relation to the topic covered had majority (70.0%) of head teachers strongly agreed and 10.0% of them agreed having done so. Some head teachers (15.0%) disagreed and others (5.0%) strongly disagreed. On the checking of teachers' schemes of work, a fair number of head teachers (57.5%) agreed and 25.0% strongly accepted that they monitor teachers' schemes of work. Moreover,

some head teachers (10.0%) disagreed and 7.5% strongly disagreed having checked. A fair number of head teachers (50.0%) agreed and 10.0% strongly agreed on checking teachers' lesson plans. Other head teachers (12.5%) disagreed and 7.5% strongly disagreed that they evaluate teachers' lesson plans. This shows disregard of TPAD requirement for assessment of professional records during teacher appraisal. Performance might be compromised in such cases.

Table 4.8 also show that most of the head teachers (77.5%) agreed that they usually check on their schools' staff requirements and a few headteachers (20%) strongly agreed that they check. However, 2.5% of the headteachers disagreed. Consideration of the teaching staff in a school is an important factor. A school with enough teaching staff is likely to show high pupils' academic performance than understaffed school where the teachers are more overloaded. The study research are in line with Eshiwani (1993) who explained that teachers are among the important resources in a school.

On the assessing of records of duties covered by most of headteachers (67.5%) agreed and 30.0% strongly agreed that they check them. However, few headteachers (2.5%) disagreed that they check. Regular checking of class 8 assessment tests were analyzed and Table 4.8 shows that a fair number of headteachers (55.0%) agreed and others (40.0%) strongly agreed that they check, but only 5.0% who strongly disagreed that they do that. This data shows that school principals followed their teachers on what is expected for high performance. This is in line with TPAD regulation of standards on

professional preparations unlike the finding that headteachers did not check documents seriously (Okoth, 2018b). It should be noted that some principals are unwilling to assess participants' progress in relation to the subject matter enclosed. This is because pupils' progress determined students' performance in each level in the school. This study concluded that some head teachers in primary schools are inefficient in checking and assessing pupils' tests and analyzing the results. The practice would be one of the negative influences on pupils' academic performance at KCPE examinations.

The results are consistent with Nguunjiri's (2012) research results, which allude bad performance of public school students to 'arm chair' head teachers who are unaware of what is happening in the classroom. According to the research results, ineffective instructional leadership leads to deviant behaviour among some students and, as a result, fail in public exams. Besides, teachers become demoralized in their work due to poor performance. In cases where teachers are recognised well by head teachers in their skills and abilities in teaching, they would achieve job satisfaction which would positively impact on students' performance in KCPE examinations. It is argued that through head teacher's supervision of teachers, provision of adequate resources enable the implementation of the national goals and objectives of education, thus enhancing pupils' academic performance.

Further, the researcher computed the means and standard variations on head teachers reactions to the verification of teaching staff' professional documents. The summary is provided in Table 4.9.

Table 4.9: Head teachers' standard deviations and means on checking of teachers' professional documents

	As a School headteacher:-	N	M	SD	AM
i	Keep track of the syllabus coverage for all classes.	40	4.08	.99	
ii	Advise on curriculum implementation in the school	40	4.50	.15	
iii	Evaluate students' progress in connection to the school curriculum covered.	40	4.25	1.1	
iv	Monitor curriculum implementation in school	40	4.28	1.1	
v	Make certain that the school's staffing needs are assessed.	40	4.15	1.0	
vi	Keep track teachers' schemes of work	40	3.83	.92	
vii	Check the lesson plans	40	3.82	.92	
viii	Check record of work covered	40	4.25	1.1	
ix	Ensure that standard 8 students are given testing on time.	40	4.50	1.2	
x	Regular check of class 8 assessment tests are analyzed	40	4.25	1.1	4.17

NB: N indicates participants' number
M indicates mean
SD indicates standard deviations
AM indicates average mean

Total values of 4 to 5 indicate greater and robust instructional leadership techniques of checking instructors' professional reports by the head teacher, whilst results of 3 to 3.99 display mild, and scores of less than 3 indicate frail.

Table 4.9 depicts how principals regarded instructional supervision processes Head teachers stated that instructional supervisory practices were well conducted, with most components having an average rating of 4 or higher; mean of 4.50 and SD of 0.15. The mean of class 8 tests assessed according to the table was 4.50, with a SD of 1.2. The school's inspection of curriculum attainment had a 4.28 mean and a 1.1 SD. These results suggest a mean score of 4.17 and 0.96 SD- headteachers' instructional leadership strategies of verifying teachers' required reports in schools were high. If

competent paperwork are adopted, it will ensure that staff assist students in achieving good performance.

Table 4.10: Teachers' response on head teachers' checking of professional documents

	The head teacher:-		4	3	2	1	Total
i.	Monitoring the preparation of professional documents	f	32	130	13	5	180
		%	17.8	72.2	7.2	2.7	100
ii.	Assessing the progress of pupils in relation to the curriculum content covered	F	75	74	27	4	180
		%	41.7	41.1	15.0	2.2	100
iii.	Checking teachers' schemes of work	F	48	106	18	8	180
		%	26.7	58.9	10.0	4.4	100
vi.	Checking the lesson plans	F	54	94	10	22	180
		%	30.0	52.2	5.6	12.2	100
v.	Checking record of work covered	F	54	110	6	10	180
		%	30.0	61.1	3.3	5.6	100
vi.	Analyzing standard 8 assessment tests	F	89	84	5	2	180
		%	49.4	46.7	2.8	1.1	100

According to Table 4.10, most educators; 72.2 % said that headmasters observe the preparedness of professional records occasionally, while some instructors; 17.8% said head teachers monitor such files every time. 7.2 % said infrequently, while others-2.7% said head teachers never supervise the planning of expert files.

When it comes to checking syllabus coverage records, 61.1%- majority, said it happens occasionally. 30.0% said it happens all the time, 5.6% said principals never check coverage records, whereas others- 3.3% said they infrequently do. Supervision in such records a positive effect on students' school success.

When asked if headteachers appraised pupils' activities with respect to content covered, 42.7% said yes, 42.1% said yes, but only occasionally, and 15.0% indicated that they did so only infrequently. This demonstrates that the headteachers in Lower Yatta sub-county are not keenly monitoring the students' performance with regard to the curriculum coverage. This have a hurtful effects on the learners' results in national examinations since their progress was not scrutinized throughout the course and advancements for stellar performance were not offered.

Headteachers in Lower Yatta sub-county moderately inspect educators' schemes of work-58.9% of educators said sometimes and 30.0 % said every time, while others disagree, which may have impacted students' success.

On a planned schedule of class 8 test scores, 49.4 % said always, 46.7 % said often, 2.8 percent said very seldom, and 1.1% said never. This demonstrates that headteachers in the Lower Yatta sub-county lag in their assistance for the same. When students' growth is not constantly monitored by assessing their exam outcome, it is probable that their efficiency in the KCPE cannot be projected. The instructors would be unaware of areas that might necessitate additional effort for better productivity.

Table 4.11: Teachers' means and standard deviations on head teachers'

checking of professional documents

	The head teacher : -	N	M	SD	AM
i	Monitoring the preparation of professional documents	180	3.05	.83	
ii	Assessing the progress of pupils in relation to the curriculum content covered	180	3.22	.89	
iii	Checking teachers' schemes of work	180	3.08	.84	
iv	Checking the lesson plans	180	2.12	.79	
v	Checking record of work covered	180	3.16	.86	
vi	Analyzing standard 8 assessment tests	180	3.44	.98	3.01

NB: N denotes number of participants
M denotes mean
SD denotes standard deviations.
AM denotes average mean

Table 4.11 shows the means for the six items were checking the prepping of professional records (3.05); Evaluating the learners ' progress in connection to the syllabus covered (3.22); Checking teachers' schemes of work (3.08); Checking the lesson plans (2.12); Checking record of work covered (3.16) and Analyzing standard 8 assessment tests (3.44). This indicated that monitoring the preparation of professional documents had the highest (3.05) mean and checking of lesson plans by head teachers had lowest (2.12) mean. The standard deviations were .83; .89; .84; .79; .86 and 98 respectively. As a result, the overall mean of educators' perceptions of school principals' checking of proficient records was 3.01, demonstrating significant instructional techniques by the head teachers. Head teacher's supervision therefore promotes the capacity building of the individual (teacher) and the organization that brings a teacher's behavioral change, resulting in better teacher

development. This helps them to improve pupils and their learning, and hence realize good academic performance.

Teacher's professional documents in school determine the application of skills, experience and knowledge the teacher has acquired over time. Further, these documents show the responsibility of the teacher to contribute towards quality education of the learners. These documents also assist the head teachers in monitoring the way teachers implement the educational policies and instructional programmes in school. Data was gathered from principals offices using document analysis guide and results tabulated in Table 4.12.

Table 4.12: Document Analysis on Professional Documents

	Documents		**Comments**		**Total**
			Available	**Unavailable**	
i.	Staff minutes on performance	f	31	9	40
		%	77.5	22.5	100
ii.	Schemes of work	f	37	3	40
		%	92.5	7.5	100
iii.	Weekly records	f	24	16	40
		%	60.0	40.0	100
iv.	Lesson plans' records	f	18	22	40
		%	45.0	55.0	100
v.	Pupils' progress records	f	36	4	40
		%	90.0	10.0	100
vi.	Analysis of end-term exams	f	29	11	40
		%	72.5	27.5	100
vii.	Class observation records and comments	f	30	10	40
		%	75.0	25.0	100
viii.	Analysis of national exam (KCPE)	f	26	14	40
		%	65.0	35.0	100

Table 4.12 shows a document analysis on the availability of professional documents in schools. The researcher rated the availability of items by either stating that they were available or unavailable. According to staff minutes:

Preparation of professional documents, Submission of professional documents, Deadline of submission, Syllabus coverage, Exams analysis and KCPE analysis majority (77.5%) of the documents on performance were available in school. This makes teachers to evaluate their practices well at departmental levels as well as during staff meetings so as to realize performance in school.

The researcher also noted that 22.5% of the schools indicated that there were no minutes on performance. Unavailability of such important documents shows that some schools don't keep minutes for future references on matters of academic performance in school. This was an indicator that some head teachers were not ready to supervise the keeping of minutes for future references.

Table 4.12 shows that majority (92.5%) of the teachers availed the schemes of work. This was a good indicator. However, (7.5%) indicated that schemes of work were not available. On weekly records, majority of the schools (60.0%) indicated that there were weekly records kept. But there were other schools (40.0%) where records were not kept on weekly basis. This indicated that supervision was on-going on a daily basis and records checked on every Friday of the week by a number of headteachers. On lesson plans, majority of the schools (55.0%) stated that teachers' lesson plans were not available. Lesson plans encourage teachers' planning before going to class. Besides, they are important documents to monitor syllabus coverage in school so as to realize high levels of performance expectations in schools.

Considering pupils' progress records, a great percentage of schools provided pupils' progress records (90.0%). Pupils' progress records in schools help teachers learn new teaching techniques for assisting weak pupils as well as for the success of all pupils. On end-term exam analysis, majority of the schools (72.5%) provided records on analysis of end-term exams. These records allow for reflection and drawing of inferences after assessment of pupils. Basing on class observation, majority of the schools (75.0%) provided records on class observation. This indicated that head teachers observed teachers' as well as learners' involvement in teaching and learning process. On KCPE analysis, (65.0%) of the schools had records on analysis of national exam (KCPE). Therefore, Document Analysis' means and standard deviations are shown in Table 4.13.

Table 4.13: Document analysis' means and standard deviations on professional documents

	Documents:-	N	M	SD	AM
i	Staff minutes on performance	40	1.78	.81	
ii	Schemes of work	40	1.93	.93	
iii	Weekly records	40	1.60	.72	
iv	Lesson plans' records	40	1.45	.71	
v	Pupils' progress records	40	1.90	.91	
vi	Analysis of end-term exams	40	1.73	.78	
vii	Class observation records and comments	40	1.75	.79	
viii	Analysis of national exam (KCPE)	40	1.65	.74	1.72

NB: N denotes number of participants
M denotes mean
SD denotes standard deviations.
AM denotes average mean

Table 4.13 shows head staff perception keeping of documents in public primary schools. According to these results, items had 1.78; 1.93; 1.60; 1.45; 1.90; 1.73; 1.75 and 1.65 giving an average mean of 1.72. The standard deviations were .81; .93; .72; .71; .91; .78; .79; and .74 respectively giving an average SD 0.80. Therefore, the mean was 1.72 indicating low and weak instructional management practice of keeping professional documents by the head teachers and teachers. For in-depth understanding, further information was gathered from pupils by use of pupils' focus group discussion on professional documents. The results were shown in Table 4.14.

Table 4.14: Pupils' focus group discussion on professional documents

Item	Pupils' responses	Code/Theme
Professional documents i. Do teachers come to class with notes?	• Our social studies' teacher writes many notes and drawing of maps. • Mathematics does not have notes. • Our teacher does not write on the blackboard. He talks and gives us exercise to do.	• Fair preparation of notes.
ii. Where do you get notes for various subjects?	• We get notes from textbooks. • Our teacher prepares notes for us. • We prepare our own notes.	• Textbook notes.
iii. Who prepares and writes class notes for you?	• Our social studies' teacher writes for us. • Our teacher gives us his/her notebook to write notes. • We write notes from textbook.	• Teachers prepare.

Table 4.14 show that three questions were asked on whether; teachers go to class with notes, where the notes were got from and who prepared and wrote notes for the pupils. The researcher noted several group participants agreeing that they have filled up 120 pages exercise books with social studies notes given by their teacher. "Ah, our teacher has written a lot of science notes for us." She said. Another pupil said that Mathematics has no notes. This indicated that majority of instructors prepared and distributed notes to students. Students who are well equipped are more likely to succeed. However, other educators fail to notice this, resulting in poor student outcomes.

4.5.1 Testing of hypothesis one

The first hypothesis examined whether a meaningful correlation existed between principals' checking of instructors' professional records and students'" KCPE outcomes in primary school.

H_{01}: A significant correlation between headmasters' verifying of teachers' expert documents and KCPE success in Lower Yatta Sub-County public primary schools does not exist.

Hypothesis testing on head teachers' response on checking of teachers' professional documents

The variables were subjected to the Chi-square assessment for affiliation.

Table 4.15: Hypothesis testing on head teachers' response on checking of

teachers' professional documents

	Value	df	Critical value	P-value
Pearson Chi-square	101.53	40	43.77	$< .00001$
Nominal by nominal Phi (Φ)	0.05			
Cramer's V	.015			
No. of valid cases	40			

Table 4.15 shows that Chi-square ($X2$) = 101.53 is higher than $X2$ [0.05, 40] = 43.77. The valuation is in the discard zone. The table also shows a nominal by nominal Phi value of.05 and a Cramer's V of.015. This signifies that there is a correlation between the variables. As a result, the Ho_1 is rejected (Goodman, 2008; Orodho, Khatete & Mugiraneza, 2016). This presupposes a strong relationship between school officials' inspection of teachers' skilled files and pupils' KCPE efficiency in public primary schools in Kitui County's Lower Yatta Sub-County exist.

4.6 Observation of teachers' lessons and academic performance

Class visits and lesson observation are among the important supervisory practices. They form the basis of the head teacher's supervision practices. Instructional supervision is focused on improving professional performance, hence increased learner achievement. The head teacher should check on ways of stimulating high performance expectations for both teachers and pupils. This increases the school's commitment resulting to desired good academic performance in KCPE examinations. The head teacher, therefore, should ever be a dynamic instructional leader at least in terms of classroom observation and direct supervision. This way, teachers and pupils are challenged to break

away from old ways of thinking, thus able to fit in the 21st century pedagogical ways.

Table 4.16: Head teachers' responses on observation of teachers' lessons

	As a head teacher, I:-		5	4	3	2	1	Total
i.	Inform teachers before visiting their classes	f	8	28	-	2	2	40
		%	20.0	70.0	-	5.0	5.0	100
ii.	Collect schemes of work and lesson plans on entering the class room	f	4	23	-	13	-	40
		%	10.0	57.5	-	32.5	-	100
iii.	Check lesson plans in relation to the schemes of work and text books in use	f	10	26	-	4	-	40
		%	25.0	65.0	-	10.0	-	100
iv.	Assess the pedagogic approaches of the teacher	f	8	32	-	-	-	40
		%	20.0	80.0	-	-	-	100
v.	Assess mastery of content knowledge of the teacher	f	20	20	-	-	-	40
		%	50.0	50.0	-	-	-	100
vi.	Observe learners' involvement in the lesson	f	20	18	-	2	-	40
		%	50.0	45.0	-	5.0	-	100
vii.	Allow for own reflection and drawing of inferences on the observed lesson	f	30	10	-	-	-	40
		%	75.0	25.0	-	-	-	100
viii.	Share analysis of performance with teachers and give feedback promptly	f	10	20	-	7	3	40
		%	25.0	50.0	-	17.5	7.5	100

As per item one, most principals- 70.0 %, concur that they normally alert teachers prior to visiting their lessons. This enable educators to carefully

analyze their methodologies before delivering content to students. It also allows educators improve student achievement by refining subject matter. Nevertheless, 5.0 % disagreed- they presumed that instructors should always be ready to be monitored without notification.

After assessing element two for determining whether headteachers collect lesson plans and schemes prior coming to class, 57.5 % admitted to doing so and 32.5 % objected. On object three, 65.0 % consented to checking related documents. On component four, 80.0 percent agreed that they review teachers' classes. This promotes performance goals in schools.

Table 4.17: Head teachers' means and standard deviations on observation of lessons

	As a head teacher I :-	N	M	SD	AM
ix	Inform teachers before visiting their classes	40	3.95	.95	
x	Collect schemes of work and lesson plans on entering the class room	40	3.45	.83	
xi	Check lesson plans in relation to the schemes of work and text books in use	40	4.05	.98	
xii	Assess the pedagogic approaches of the teacher	40	4.20	1.0	
xiii	Assess mastery of content knowledge of the teacher	40	4.50	1.2	
xiv	Ensure there is assessment of school's staff requirements	40	4.40	1.1	
xv	Observe learners' involvement in the lesson	40	4.75	1.3	
xvi	Allow for own reflection and drawing of inferences on the observed lesson	40	3.68	.88	4.12

NB: N denotes number of participants
M denotes mean
SD denotes standard deviations.
AM denotes average mean

According to these results, items had 3.95; 3.45; 4.05; 4.20; 4.50; 4.40; 4.75 and 3.68 giving an average mean of 4.12. The standard deviations were .95; .83; .98; 1.00; 1.20; 1.10; 1.30; and .88 respectively giving an overall SD 1.03. As a result, the mean was 4.12, suggesting a strong instructional leadership exercise of head teachers observing educators' lessons. The only stumbling block is that several principals had disengaged from the exercise. Further, teachers rated head teachers on how they practice observation of teachers' lessons in schools and their responses are shown in Table 4.18.

Table 4.18: Teachers' responses on head teachers' observation of teachers' lessons

	The head teacher:-		4	3	2	1	Total
i.	Informs the teachers before visiting their classes	f	31	117	17	15	180
		%	17.2	65.0	9.4	8.4	100
ii.	Checks lesson plans in relation to the schemes of work and text books in use	f	45	114	12	9	180
		%	25.0	63.3	6.7	5.0	100
iii.	Assesses the pedagogic approaches of the teacher	f	90	72	11	7	180
		%	50.0	40.0	6.1	3.9	100
iv.	Observes learners' involvement in the lesson	f	126	18	27	9	180
		%	70.0	10.0	15.0	5.0	100
v.	Allow for own reflection and drawing of inferences on the observed lesson	f	58	108	9	5	180
		%	32.2	60.0	5.0	2.8	100
vi.	Share analysis of performance with teachers and give feedback promptly	f	54	99	18	9	180
		%	30.0	55.0	10.0	5.0	100
vii.	Conferencing with teachers to plan for lesson observation	f	6	16	55	103	180
		%	3.3	8.9	30.6	57.2	100

Table 4.18 shows teachers' responses on how head teachers practice observation of teachers' lessons in public primary schools. Teachers rated seven items. According to item one, majority (65.0%) of the teachers indicated that head teachers sometimes inform them before visiting their classes. This encourages teachers to evaluate their practices well before going to deliver content to pupils. It also assists teachers to refine the content in light of new understandings to improve academic performance. It shows that head teachers who informed teachers before going to class believed in working with teachers in determining which initiatives can be implemented to enhance pupils' performance in national examinations. However, 8.4% of the teachers indicated never on having been informed by head teachers before going to their classes. Those who indicated never stated that their head teachers believed that a teacher should always be ready to be supervised without being informed.

Table 4.18 shows the majority (63.3%) of the teachers said that sometimes their head teachers check lesson plans and schemes of work to see if they are related to text books. But there were a few (5.0%) of teachers who stated that their head teachers were never doing that. On item three, majority (50.0%) of the teachers sated that their head teachers always assess teachers' lesson approaches in the class room. This encourages high levels performance expectations in schools.

Considering item four, majority of the teachers (70.0%) stated that head teachers always observed learners' involvement in the lesson. Head teachers did that to help teachers on monitoring learners. However, some teachers (5.0%) indicated that there were head teachers who took it for granted and never bothered on monitoring learners' involvement in class work. On item five, majority (60.0%) of the teachers stated that head teachers sometimes allow for own reflection and drawing of inferences. However, (2.8%) of the teachers indicated that head teachers were never doing that in schools. This implies that they did not create room for decision-making towards issues affecting teachers' lessons and make corrections needed to realize performance.

Basing on item six, majority (55.0%) of the teachers stated that sometimes head teachers shared performance analysis and gave prompt feedback to teachers and pupils to make further decisions on how to improve academic performance in school. On item seven, majority (57.2%) of the teachers indicated that head teachers never had any conferencing session with teachers to plan for lesson observation. It is head teacher's responsibility using instructional supervision skills to motivate teachers to carry out this role.

Therefore, teachers' mean and standard deviation summaries on head teachers' observation of teachers' lessons are shown in Table 4.19.

Table 4.19: Teachers' means and standard deviations on observation of lessons

	The head teacher:-	N	M	SD	AM
i	Informs the teachers before visiting their classes	180	2.91	.79	
ii	Checks lesson plans in relation to the schemes of work and text books in use	180	3.08	.84	
iii	Assesses the pedagogic approaches of the teacher	180	3.36	.94	
iv	Observes learners' involvement in the lesson	180	3.45	.98	
v	Allow for own reflection and drawing of inferences on the observed lesson	180	3.22	.89	
vi	Share analysis of performance with teachers and give feedback promptly	180	3.10	.85	
vii	Conferencing with teachers to plan for lesson observation	180	1.58	.96	2.96

NB: N denotes number of participants

M denotes mean

SD denotes standard deviations.

AM denotes average mean

Table 4.19 shows how teachers perceived head teachers on observation of teachers' lessons in public primary schools in Lower Yatta Sub-County, Kitui County. Items had the following mean scores 2.9; 3.08; 3.36; 3.45; 3.22; 3.10 and 1.58 giving an average mean of 2.96. The standard deviations were .79; .84; .94; .98; .89; .85 and .96 respectively giving an overall SD of.89. Therefore, the average mean was 2.96. This was below 3 on the Likert scale rating indicating low and weak observational practice by the head teacher. Teachers indicated that head teachers carried out instructional supervision by observing teachers' lessons in schools to enhance good pupils' performance in national examinations. The only challenge was that there were some areas in which teachers had a low perception towards head teachers' observation of teachers' lessons. For instance, on items one and seven with 2.91 and 1.58 means respectively.

Further, students responded about head teachers on how they practice class room observation as well as teachers' lessons and their responses are shown in Table 4.20.

Table 4.20: Pupils' focus group discussion responses on head teachers' lesson observation practices in school

Item	Pupils' responses	Code/Theme
Lesson observation i. Does the head teacher come to your class when a teacher is teaching?	• Our headteacher is in the office most the time. • Our headteacher checks our exercise books. • Our headteacher ask whether we are taught properly.	• Headteachers rarely go to class.
ii. How often does your head teacher come to class when teaching is going on during one term?	• Our headteacher does not come to class when there is a teacher. • One time our headteacher came with our CSO to our class. • Have never seen our headteacher in class when there is another teacher.	• Headteacher rarely go to class.
iii. How often does your head teacher check your exercise books?	• Our headteacher checks our exercise books many times. • Our headteacher rarely checks our exercise books. • Our headteacher does not check our books.	• Headteacher checks.
iv. How often do teachers mark your exercise books?	• Our mathematics teacher marks our books always. • Our teacher reads answers and we mark our books, then checks the marking. • Our books are rarely marked.	• Teachers mark.
v. What do you do when teaching is going on?	• We write notes. • We answer questions. • We do given exercise as the teacher mark. • Sometimes we ask questions. • We read group work answers.	• Learners are involved.

Table 4.20 shows pupils' Focus Group Discussion responses on head teachers' practices in public primary schools. Pupils responded to items one to five. About going to class when a teacher was teaching, pupils stated that it was rarely done. Head teachers should set aside time to observe their teachers in class when teaching. This would encourage teachers to evaluate their practices well before going to deliver content to pupils as well as after finishing a class. It also assists the head teachers to know if teachers refine their content in light of new understandings to improve academic performance. The headteacher should enter the classrooms when lessons are on-going so as to see whether the teachers are delivering what was schemed and planned for.

On the frequency of visiting classes within a term, the pupils noted that it was rarely done also. This might have led to teachers' relaxation towards their work, hence affecting learners' performance. It is the headteacher's role to monitor what goes on in the classroom to ensure learning is as it is stipulated.

Checking of the pupils' exercise books, pupils stated that headteachers check them. This motivates learners leading to high levels of performance expectations in schools. On the marking of pupils' exercise books, the participants stated that teachers do mark them. This shows that the teachers are aware that it is their role to ensure that students' assignments are checked and marked. This enables both learners and teachers to know their progress in particular topics and the subject. Proper decisions would be made for performance improvement. Additionally, on what the pupils were doing when teaching was on-going, it was stated that learners were involved in activities

such as writing of notes, asking and answering questions, doing given assignments and observation of the teacher's working on the blackboard. When learners are involved in a lesson properly their brains are alert leading to better understanding of various concepts unlike when they are passive.

4.6.1 Testing of hypothesis two

Chi-square test was performed to show the association between independent and dependent variables in the stated objectives

H_{02}: No substantial association exist between principals' surveillance of teachers' teachings and students' KCPE performing in public primary schools in Lower Yatta Sub-County, Kitui County.

Hypothesis testing on head teachers' response on observation of lessons

The Chi-square test was used to determine the relationship between learning effort and students' KCPE performance. Data collected from teachers and principals was tabulated in contingency tables, assessed, and summed up in Chi-square tables to showcase the significance of the association at the alpha-value significance level of 0.05 (Orodho, 2005; Orodho, Khatete & Mugiraneza, 2016). Table 4.21 illustrates this.

Table 4.21: Testing hypotheses on observations of learnings by head teachers

	Value	df	Critical value	P-value
Pearson Chi-square	108.48	28	41.34	< .00001
Nominal by nominal Phi (Φ)	0.068			
Cramer's V	0.026			
No. of valid cases	40			

Table 4.21 shows that Chi-square (X2) = 108.48, which is greater than X2 [0.05, 28] = 41.34. The value is in the reject zone. In chi-square outcome, the p-value is 0.00001. The table illustrates a nominal by nominal Phi value of.068 and a Cramer's V of.026. This suggests that there is a positive relationship between the dependent. As a result, it leads to the rejection of the null hypothesis, and other hypothesis is embraced (Orodho, 2005; Orodho, Khatete & Mugiraneza, 2016). As a result, there appears to be a significant relationship between head teachers' observations of teachers' lessons and pupils' KCPE performance in primary schools in Lower Yatta Sub-County, Kitui County.

According to Ogunsaju (2006), the ultimate goal of lesson supervision is to improve students' knowledge acquisition, but the main emphasis is on the teacher and the head teachers, who are in charge of the entire educational context in the class. Lesson supervision increases teaching staff' successfulness so that they can make a contribution the most to the system's goals while still changing some aspects of an individual's concept, behaviour patterns, and outlook towards to the particular topic and students. It also allows educators to enhance their knowledge, desires, principles, authority,

and skill sets in order to influence oneself and their students for success. According to Zulu (2004), class check-ins and learning assessment are the foundation of the head teacher's supervisory practices. The goal of classroom management is to improve professional performance, which leads to increased academic achievement. Some researchers, however, have called into question whether school heads can ever be vibrant instructors in terms of teaching inspection and close supervision (Blumberg and Greenfield, 1980).

Table 4.21's findings are consistent to those of Kariuki (2013). According to Kariuki (2013)'s findings on the regularity of supervised visits of lessons during learning, data showed that more than two-thirds of head teachers never got to visit teachers, but 26.7 percent visited them occasionally. The vast majority of school principals (80 percent) don't really sit in on lessons. Once more, 66.7 percent of headteachers do not provide feedback after classroom observations. Learning observation is required. Learning observation, as per Stecker (2000), is an essential element in determining student behaviour patterns. The findings are typically direct inferences in which a person observes the lesson while being in the lecture hall. Acheson and Gail (2003), on the other hand, emphasize that monitoring should be collaborative and participatory rather than autocratic. They argue that when school leaders behave as authoritarian leaders in their constant monitoring, they will face obstacles like teacher resistance, and the entire point of monitoring for inquiry learning will be defeated. As per their research results, this is most likely why 35.7 percent of teachers agreed with the assertion that classroom assessment by principals helps teachers improve their teaching and students' learning.

According to Holland and Adams (2002), teaching staff' negative attitudes toward the administrator's supervisory tasks are typically the result of ineffective supervision.

4.7 Provision of teaching learning resources and academic performance

The third objective of this study is to ascertain the degree to which the provision of teaching educational materials by school principals influences students' results in KCPE evaluations in Lower Yatta Sub-County, Kitui County, Kenya.

Teaching and learning resources bring learning and teaching to life. As a result, the school principal should take on the mantle of mobilization of resources to improve implementation of the curriculum in his or her classroom. The examination of the allocation of educational resources by the school principal has an impact on the students' academic performance. This prompted the researcher to investigate from head teachers' and teachers' responses so as to establish its extent. School principals and teachers were needed to respond to the statements provided so as the researcher could know the extent to which the head teachers carry out the allocation of resources in school.

This instructional practice was measured by 10- items for the head teachers using a scale: 5- strongly agree, 4-agree, 3-Not decided, 2-disagree, 1-strongly disagree. For teachers on the other hand, it was measured by 6- items using a scale: 4 -always, 3-sometimes, 2-rarely, and 1-never. For the head teachers, high scores of 4 to 5 implied high and strong exercise of providing teaching

learning resources', However 3 to 3.99 implied moderate exercise, and below 3 scores shows low and weak exercise. For teachers, scores between 4 to 3 scores indicate high and powerful exercise, while scores below 3 indicate low and weak practice. This exercise was rated by both school principals and teachers. Research results from the head teachers are shown in Table 4.22.

Table 4.22: Head teachers' responses on the provision of learning resources

	As a Head teacher, I:-		5	4	3	2	1	Total
i.	Ensure the school has the current syllabus	F	8	28	-	2	2	40
		%	20.0	70.0	-	5.0	5.0	100
ii.	Coordinate acquisition of teaching learning resources e.g. textbooks.	F	4	23	-	13	-	40
		%	10.0	57.5	-	32.5	-	100
iii.	Coordinate use of the available resources.	F	10	26	-	4	-	40
		%	25.0	65.0	-	10.0	-	100
iv.	Ensure the available resources are shared as per the required ratio (1:3)	F	8	32	-	-	-	40
		%	20.0	80.0	-	-	-	100
v.	Ensure learning materials are issued to pupils at the start of the term.	F	20	20	-	-	-	40
		%	50.0	50.0	-	-	-	100
vi.	Ensure learning materials are collected at the end of the term.	F	17	14	6	2	1	40
		%	42.5	35.0	15.0	5.0	2.5	100
vii.	Ensure teachers regularly check that pupils care for their learning resources properly	F	30	10	-	-	-	40
		%	75.0	25.0	-	-	-	100
viii.	Ensure teachers use the recently published recommended text books	F	9	16	3	7	5	40
		%	22.5	40.0	7.5	17.5	12.5	100
ix.	Ensure there is additional learning and reference materials	F	27	13	-	-	-	40
		%	67.5	32.5	-	-	-	100
x.	Ensure pupils are given writing materials like exercise books and pens	F	21	19	-	-	-	40
		%	52.5	47.5	-	-	-	100

NB: 'f' stands for frequency, and % stands for percentage.

Table 4.22 indicates head teachers' responses on provision of teaching learning resources in public primary schools. The head teachers ranked item

one to ten. According to item one, majority (70.0%) of the head teachers agreed that they ensure the school has the current syllabus. This encourages teachers to evaluate and update their content and also relate ideas to the other available text books and before delivering content to students, prepare revision resources. It also helps teachers improve student achievement by refining subject matter in light of current comprehension. However, other school principals (5.0%) strongly disagreed on having the current syllabus. Those who strongly disagreed stated that obtaining current syllabi for some subjects was a challenge.

On item two, majority (57.5%) of the head teachers agreed that they coordinated acquisition of teaching learning resources e.g. textbooks. But there were other head teachers (32.5%) who disagreed. On item three, majority (65.0%) of the head teachers agreed that they usually coordinate the use of the available resources in schools. However, there were some (10.0%) who disagreed.

Considering item four, head teachers (80.0%) agreed that they ensure the available resources are shared as per the required ratio (1:3) amongst pupils in class rooms. Head teachers had to do that to assist teachers in inspecting resources in the class rooms. On item five, all head teachers (100.0%) agreed or strongly agreed on ensuring that learning materials are issued to pupils at the start of the term to enhance good revision and preparation for examinations. This shows that they did that to be able to have space for teachers to give assignments knowing that all pupils have text books. This

would assist in realizing good academic performance in school (Otieno, Matula & Okoth 2021). Basing on item six, majority (55.0%) of the school head teachers ensured that learning materials were collected at the end of the term. Some head teachers representing 15.0% were undecided and others (5.0%) agreed that not to have collected text books at the end of the term. It was established that some head teachers strongly disagreed to collect books (2.5%) because they gave learners chance to go with books at home on assumption that pupils would make further revisions while at home so as to improve academic performance in school.

On item seven, majority (75.0%) of teachers strongly agreed that they ensure teachers regularly check that pupils care for their learning resources properly. Considering item eight concerning whether head teachers do ensure that teachers use the recently published recommended text books, majority of the head teachers (40%) agreed. On item nine, majority (67.5%) of the head teachers ensured there were additional reference materials for teachers to use when planning for lessons. Besides, on item ten, majority (52.5%) of the head teachers ensured pupils are given writing materials e.g. exercise books, manila papers, pencils, erasers and pens.

Table 4.23 presents head teachers' standard deviations and mean tabulates on allocation of learning resources. Key for means: 4-5 high and strong; 3-3.99 moderate; below 3 low and weak practice.

Table 4.23: School head teachers' standard deviations and mean on allocation of learning resources

	As a head teacher, I :-	N	M	SD	AM
i	Ensure the school has the current syllabus	40	3.95	.95	
ii	Coordinate acquisition of teaching learning resources e.g. textbooks	40	3.45	.83	
iii	Coordinate use of the available resources	40	4.05	.98	
iv	Ensure the available resources are shared as per the required ratio (1:3)	40	4.20	1.0	
v	Ensure learning materials are issued to pupils at the start of the term	40	4.50	1.2	
vi	Ensure learning materials are collected at the end of the term	40	4.10	1.0	
vii	Ensure teachers regularly check that pupils care for their learning resources properly	40	4.75	1.3	
viii	Ensure teachers use the recently published recommended text books	40	3.43	.83	
ix	Ensure there is additional learning and reference materials	40	4.68	1.5	
x	Ensure pupils are given writing materials e.g. exercise books and pens	40	4.53	1.2	4.16

NB: N indicates number of participants

M indicates mean

 SD indicates standard deviations

AM indicates average mean

Table 4.23 shows how head teacher perceived themselves on allocation of educational resources in government primary schools in Lower Yatta Sub-County, Kitui County. According to these results, items had 3.95; 3.45; 4.05; 4.20; 4.50; 4.10; 4.75; 3.45; 4.68 and 4.53 respectively giving an average mean of 4.16. The standard deviations were .95; .83; .98; 1.00; 1.20; 1.10; 1.30; .83; 1.50 and 1.20 respectively giving an overall SD of 1.08.

Therefore, the average mean was 4.16 showing high and strong provision of teaching learning resources by the head teachers. However, head teachers indicated a moderate perception in item one (3.95), item two (3.45) and item

eight (3.45) concerning what they are doing in the allocation of educational resources to enhance good pupils' performance in national examinations.

Further, teachers rated head teachers on how they practice on the provision of teaching learning resources to enhance good students' performance in national examinations in government primary schools in Lower Yatta Sub-County and their feedbacks are shown below in Table 4.24.

Table 4.24: Teachers' responses on head teachers' provision of learning resources

	The head teacher		4	3	2	1	Total
i.	Coordinates acquisition of teaching learning resources e.g. textbooks.	f	18	103	59	-	180
		%	10.0	57.2	32.8	-	100
ii.	Ensures the available resources are shared as per the required ratio (1:3)	f	36	144	-	-	180
		%	20.0	80.0	-	-	100
iii.	Ensures learning materials are issued to pupils at the start of the term.	f	90	90	-	-	180
		%	50.0	50.0	-	-	100
iv.	Ensureslearning materials are collected at the end of the term.	f	79	73	18	10	180
		%	43.9	40.6	10.0	5.5	100
v.	Ensures teachers regularly check that pupils care for their learning resources properly	f	130	43	5	2	180
		%	72.2	23.9	2.8	1.1	100
vi.	Ensure teachers use the recently published recommended text books	f	44	75	35	26	180
		%	24.4	41.7	19.4	14.5	100

Table 4.24 displays teachers' feedback to their head teachers' allocation of educational resources in public primary schools. Items one and six were rated by teachers. As per an item one, the majority of teachers (57.2 percent) stated that sometimes school principals coordinate acquisition of teaching learning resources e.g. textbooks in school. However, (32.8%) of the teachers said they rarely do so.On item two, majority (80.0%) of the teachers indicated that their principals ensured resources were available and shared as per the required ratio (1:3). On item three, teachers rated head teachers equally by (50.0%) that they always and sometimes ensured learning materials were issued to pupils at the start of the term.

Considering item four, teachers had varied perceptions whether the books were collected at the end of the term or not. On item five, majority (72.2%) of the teachers showed that school principals always ensured that teachers regularly checked that pupils care for their learning resources properly. Besides, on item six, there was disparity in teachers' perceptions on the use of the recently published recommended text books with (14.5%) of teachers stated that head teachers never check.

Table 4.25 presents teachers' standard deviations and means summaries on provision of teaching learning resources.

Table 4.25: Teachers' standard deviations and mean on Allocation of learning materials

	The Head teacher:-	N	M	SD	AM
i	Coordinates acquisition of teaching learning resources e.g. textbooks	180	2.77	.77	
ii	Ensures the available resources are shared as per the required ratio (1:3)	180	3.20	.88	
iii	Ensures learning materials are issued to pupils at the start of the term	180	3.50	1.0	
iv	Ensureslearning materials are collected at the end of the term	180	3.23	.89	
v	Ensure teachers regularly check that pupils care for their learning resources properly	180	3.67	1.1	
vi	Ensure teachers use the recently published recommended text books	180	2.76	.77	3.19

NB: N indicates participants' number

M indicates mean

SD indicates standard deviations

AM indicates average mean

Table 4.25 shows how teachers perceived their head teachers on allocation of learning materials in public primary schools in Lower Yatta Sub-County, Kitui County. According to these results, items had 2.77; 3.20; 3.50; 3.23; 3.67 and 2.76 giving an average mean of 3.19. The standard deviations were .77; .88; 1.00; .89; 1.10 and .77 respectively giving an overall SD of .90. Therefore, the average mean was 3.19 indicating teachers' moderate perception on the allocation of learning materials by the school principals. However, teachers indicated a low and weak perception in item one and item six with means of 2.77 and 2.76 respectively concerning what the head teachers were doing in the provision of teaching learning resources to enhance great students' performance in national examinations. Further, in-depth information was sought from pupils' focus group discussion on head teachers' allocation of learning materials. Pupils' feedbacks were shown in Table 4.26.

Table 4.26: Pupils' focus group discussion responses on head teachers'

Allocation of learning materials

Item	Pupils' responses	Code/Theme
Allocation of learning materials i. Do you have teachers for all the subjects?	• We have teachers for all the subjects. • We are not taught CRE in our school. • We are taught 3 subjects (Mathematics, Science and Kiswahili) by one teacher. • All subjects are taught.	• Inadequate teachers.
ii. How many textbooks are in your class per subject?	• We have 8 Mathematics, English and Kiswahili textbooks among 17 pupils in our class. • We have 3 Mathematics textbooks. Our teachers come to class with a textbook for the other subjects. • We have 23 Mathematics and 23 English textbooks for 23 pupils in our class.	• Inadequate teaching learning materials.
iii. How many students share a schoolbook? (English, CRE, Science, Math, Social Studies, and Kiswahili).	• We share 1 book between 2 pupils (Mathematics, English and Kiswahili). Others we have either 5 copies per subject. • Each one of us has a textbook for English and Mathematics in our class. • In our class there is only 3 textbooks for Mathematics. Our teacher has the teacher's guide.	• Inadequate teaching learning materials.
vi. Do you have enough desks? How many pupils sit on one desk?	• We sit 2 pupils per desk in our class. • We sit 3 pupils on a desk in our school. • Sometimes we sit 4 or5 on a desk when sharing textbooks.	• Fairly enough desks.

Table 4.26 displays students' responses to their principals' provision of teaching and learning materials. Basing on the question on whether all subjects had teachers, pupils stated that some subjects such as CRE was not showing indicating that teachers were not adequate. This means that when some subjects are not taught or they are partly taught learners' performance negatively affected. All subjects require to be equally taught so as to realise improved performance.

Concerning the provision of textbooks per subject, pupils indicated that some subjects like Mathematics and English had fairly enough textbooks while others did not have. This shows teaching learning materials were inadequate. On the textbook sharing ratio, pupils indicated that some subjects such as Mathematics, English and Kiswahili in some schools the ratio could be 1:1, 1:2 or 1:3 which is appropriate for teaching and learning. However, other ratios were 1:5 and more, indicating that teaching learning materials were inadequate in various schools. With the inadequacy of these materials teaching and learning is compromised.

However, some teachers' improvised materials would keep teaching and learning going on. It is the head teacher's role to source for teaching learning materials to ensure the school has the required resources that facilitates teaching and learning for improved performance. The government has funded schools to purchase teaching learning resources. However, the funds are delayed, are inadequate and others are directed to other needy areas. Okoth (2014) found that head teachers were not capable of supplying adequate

teaching learning materials such as textbooks and other facilities. On the issue of desks, pupils stated that desks were fairly enough that facilitated comfortable sitting for learners.

4.7.1 Testing of hypothesis three

Hypothesis three investigated whether there was a meaningful relationship among both school principals' providing of teaching educational materials and students' KCPE performance in government primary schools in Kitui County's Lower Yatta Sub-County.

The Chi-square test was used to determine the relationship between the stipulation of teaching educational content and the performance of students in the KCPE. Data collected from teachers and principals was tabulated in contingency tables, evaluated, and compiled in Chi-square tables to demonstrate the strength of a relationship at the alpha-value significance level of 0.05 (Orodho, 2005; Orodho, Khatete & Mugiraneza, 2016). The following is the null hypothesis:

H$_{03}$: There really is no meaningful correlation between school officials' stipulation of teaching educational materials and students' KCPE performance in government primary schools in Kitui County's Lower Yatta Sub-County..

Hypothesis testing on head teachers' provision of teaching learning resources The Chi-square test was used to determine the relationship between the providing of teaching learning resources and the student performance in the KCPE. Data collected from principals was tabulated in contingency tables,

evaluated, and compiled in Chi-square tables to demonstrate the significance of the association at the alpha-value significance level of 0.05 (Orodho, 2005; Orodho, Khatete & Mugiraneza, 2016). Table 4.27 illustrates this.

Table 4.27: Test hypotheses on the provision of educational resources by principals

	Value	df	Critical value	P-value
Pearson Chi-square	195.87	36	56.36	< .00001
Nominal by nominal Phi (Φ)	0.098			
Cramer's V	0.000			
No. of valid cases	40			

Table 4.27 shows that Chi-square (X2) = 195.87, which is bigger than X2 [0.05, 36] = 56.36. In chi-square outcome, the p-value is 0.00001. The table demonstrates a nominal by nominal Phi value of.098 and Cramer's V of.000. As a result, the null hypothesis of no significant connection between school principals' stipulation of teaching educational materials and students' KCPE efficiency in government primary schools is rejected, and the alternative hypothesis of a strong relation between head teachers' provision of teaching educational materials and students' KCPE performance is acknowledged (Orodho, 2005; Orodho, Khatete & Mugiraneza, 2016).This signifies that there is a meaningful correlation between the provision of support by students and school head teachers'' KCPE performance in government primary schools.Learning methods are extremely important for effective learning and teaching processes.

Teaching resources, according to Agosiobo (2007), motivate students. It is tough to accomplish the aims of a desired academic intervention without the availability of sufficient instructional materials (Miller & Seller, 2007). According to UNICEF (2000), there is a link between the sufficiency of school books and educational resources and the students' academic performance. Eshiwani (1993) agreed with this viewpoint when he stated that schools with the necessary amenities were some of the highest performing schools, whereas those with lack of facilities underperformed in K.C.P.E. in Kenya's western province.

Moreover, Omondi (2006), in her bid to know the duty of academic performance of female primary level head teachers, notes that it is the obligation of the head teacher to make sure that sufficient resources are available to enforce the education system. According to Ngaroga (2006), a school head teacher is responsible for providing teachers and students with the equipment needed and educational materials. As a result, the head teacher should assemble all available resources from Ministry of Education, the society, and other institutions (Kariuki, 2013). Teaching in a classroom with insufficient resources creates problems with teaching. Okoth (2014) found that most head teachers were not able to give all the learning materials teachers required even under subsidized education system.

Table 4.27 findings support Miller and Sellar's (2006) assumption that formative assessments are critical components of learning but that the planned scheme cannot be accomplished easily without them. Teaching materials

provide students with information and advantages to start practicing what they did learn. Mbunde, Nyagah, Okoth and Obae (2015) found that schools that had better facilities and teaching learning materials performed better at KCPE for effective learning, the guidelines suggest a student textbook ratio of 1:1 in high schools and 1:2 in primary level (MoE, 2005; Mathooko, 2009). As per Adeogun (2001), inadequate school books and educational materials can have a negative effect on students' achievement in national exams.

4.8 Use of teachers' staff meetings and academic performance

This is objective four of this study: To investigate the extent wherein the utilisation staff meetings by the school head teacher influences students' KCPE results in Lower Yatta Sub-County, Kitui County, Kenya. According to Senge (1990), if members of an organization work as a group, they will direct their efforts towards a desired goal or vision. It is through collaborative effort that they will continue to strive for their vision. In a school setting, it's really the obligation of the head teacher to discover how he/she can tap the commitment and capacity of his/her staff accordingly by helping them to improve and maintain their professional skills that impacts positively to learners. It is in the staff meetings where the supervisor explains and clarifies the policies, goals and objectives by giving them feedback on class visits/observations, preparation of professional documents, proper teaching and use of learning resources and examination analysis and importance of punctuality in the school and in classes. The frequency of holding staff meetings in a school is very crucial for it determines performance of every individual in a school through feedback analysis.

This practice was measured by eleven items for head teachers using a scale: 3-always, 2-sometimes, 1-never, where higher scores of 3 to 3.9 indicated high and strong practice, whereas 2 to 2.9 indicated moderate practice, and below 1 to 1.9 scores denoted a low and weak exercise of meetings by the school head teachers in government primary schools in Lower Yatta Sub-County, Kitui. On the side of the teachers, the practice was measured by three items using a scale: 4-always, 3-sometimes, 2-rarely, 1-never, where higher scores of 3 to 4 indicated high and strong practice, whereas 2 to 2.9 indicated moderate practice, and below 1 to 1.9 scores indicated a low and weak practice of staff meetings by the head teachers in public primary schools. The items were rated by both school head teachers and teachers in the questionnaires and findings were computed. Head teachers' responses on use of teachers' staff meetings are in the Table 4.28.

Table 4.28: School head teachers' responses on the use of staff meetings

	As the head teacher, I:-		3	2	1	Total
i.	Hold teacher's conferences in school	f	-	2	38	40
		%	-	5.0	95.0	100
ii.	Inform teachers about the staff meeting in advance for preparation	f	39	1	-	40
		%	97.5	2.5	-	100
iii.	Lead discussion on curriculum implementation	f	23	17	-	40
		%	57.5	42.5	-	100
iv.	Analyze and discuss about academic performance	f	38	2	-	40
		%	95.0	5.0	-	100
v.	Review and set academic performance targets	f	13	25	2	40
		%	32.5	62.5	5.0	100
vi.	Discuss about the appropriate teaching learning materials	f	32	8	-	40
		%	80.0	20.0	-	100
vii.	Discuss about co-curricular activities	f	31	9	-	40
		%	77.5	22.5	-	100
viii.	Lead the discussion about pupils' discipline	f	12	20	8	40
		%	30.0	50.0	20.0	100
ix.	Lead the discussion about teachers' discipline	f	27	12	1	40
		%	67.5	30.0	2.5	100
x.	Inform teachers about the professional updates	f	20	20	-	40
		%	50.0	50.0	-	100
xi.	Respond promptly to items discussed in the meetings	f	16	22	2	40
		%	40.0	55.0	5.0	100

NB: f stands for frequency and % stands for per cent

Table 4.28 shows responses from school administrators on the how they exercise using teachers' staff meetings in government primary schools to improve on academic performance. All head teachers rated items one and eleven. According to item one, majority (95.0%) of the head teachers stated never to have held teachers' conferences in school. However, 5.0% of the head

teachers said that sometimes they did it. On rating item two for measuring whether head teachers inform teachers about the staff meeting in advance for preparation, majority (97.5%) of the head teachers accepted for always having done so. On item three, majority (57.5%) stated that they always lead discussion on curriculum implementation. On item four, majority (95.0%) of the head teachers affirmed that they always analyzed and discussed about academic performance in school. This encourages high levels performance expectations in schools.

Considering item five, head teachers accepted that sometimes (65.0%) they reviewed and set academic performance targets. However, other head teachers (5.0%) indicated never to have done so. On item six, majority (80.0%) of the head teachers always discussed about the appropriate teaching learning materials with their teachers during staff meetings. This implies that they did create room for decision-making towards issues affecting teachers and were ready to make corrections needed to realize performance. Basing on item seven, majority (77.5%) of the head teachers always discuss with teachers about co-curricular activities in school. This implies that they understood the importance of these activities to the life of pupils while in school. On item eight, (12.5%) of the head teachers never led the discussion about pupils' discipline in school. They stated that they never did so because it was under the jurisdiction of the deputy head teacher. Discussions about student discipline are beneficial because they help to improve academic achievement. Basing on item nine, most (67.5%) of the head teachers indicated that they however led discussions on teachers' discipline in school. But 2.5% of the

head teachers never did so. On item ten, the head teachers made sure that they always (50.0%) or sometimes (50.0%) but not never to have informed teachers about the professional updates on promotions, courses, and ongoing applications and interviews. On item eleven, most of school head teachers stated that they sometimes (55.0%) or always (40.0%) responded promptly to items discussed in the meetings. But there were those head teachers (5.0%) who never did so.

Therefore, school head teachers' standard deviations and means summaries on use of teachers' staff meetings are shown in Table 4.29.

Table 4.29: School head teacher standard deviations and mean on use of teachers' staff meetings

	As the school head teacher I :-	N	M	SD	AM
i	Hold teacher's conferences in school	40	1.05	1.08	
ii	Inform teachers about the staff meeting in advance for preparation	40	2.98	1.10	
iii	Lead discussion on curriculum implementation	40	2.58	.86	
iv	Analyze and discuss about academic performance	40	2.85	1.0	
v	Review and set academic performance targets	40	2.28	.75	
vi	Discuss about the appropriate teaching learning materials	40	2.80	.99	
vii	Discuss about co-curricular activities	40	2.78	.97	
viii	Lead the discussion about pupils' discipline	40	2.03	.25	
ix	Lead the discussion about teachers' discipline	40	2.65	.90	
x	Inform teachers about the professional updates	40	2.50	.83	
xi	Respond promptly to items discussed in the meetings	40	2.35	.77	2.44

NB: N indicates participants' number
M indicates mean
SD indicates standard deviations
AM indicates average mean

Table 4.29 clearly shows how school head teacher's perceived themselves in the use of teachers' staff meetings in primary schools in Lower Yatta Sub-

County, Kitui County. According to these results, items had an average mean of 2.44. The standard deviations had average SD of .86. Therefore, the average mean of 2.44 indicated moderate use of teachers' staff meetings to enhance great students' performance in national exams.

In addition, teachers' rated head teachers on how they are using meetings in his/her school, and their feedback are seen in Table 4.30.

Table 4.30: Teachers' responses on school head teachers' use of staff meetings

	The school head teachers:-		**4**	**3**	**2**	**1**	**Total**
i.	Tells teachers about staff meetings in advance	f	113	62	3	2	180
		%	62.8	34.4	1.7	1.1	100
ii.	Analyses and discusses about academic performance	f	36	140	4	-	180
		%	20.0	77.8	2.2	-	100
iii.	Reviews and sets academic performance targets	f	26	104	33	17	180
		%	14.4	57.8	18.3	9.5	100

Table 4.30 tabulates Teachers' perspectives on using staff meetings by head teachers in public primary schools. Items were rated one through three by teachers. According to item one, majority (62.8%) of the teachers stated that head teachers always informed teachers about staff meetings in advance in school. However, (1.1%) of the teachers stated never to have done so. On item two, majority (77.8%) of the teachers denoted that their head masters sometimes analysed and discussed about academic performance. But some

teachers (2.2%) stated that head teachers rarely do so. Considering item three, teachers had varied perceptions whether the head teachers were reviewing and setting academic performance targets. Hence, majority (57.8%) of the teachers stated that school head teachers sometimes reviewed and set targets. However, some teachers indicated that they never set (9.5%). Table 4.31 presents teachers' means and standard deviations summaries on head teachers' use of staff meetings in school.

Table 4.31: Teachers' standard deviations and mean on staff meetings

	The school head teacher:-	N	M	SD	AM
i.	Informs teachers about staff meetings in advance	180	3.59	1.04	
ii.	Analyses and discusses about academic performance	180	3.18	.87	
iii.	Reviews and sets academic performance targets	180	2.77	.77	3.18

NB: N indicates participants' number
M indicates mean
 SD indicates standard deviations
AM indicates average mean

Table 4.31 shows how teachers perceived their school head teacher on use of staff meetings in primary schools in Lower Yatta Sub-County, Kitui County. According to these results, items had 3.59; 3.18; and 2.77 giving average mean of 3.18. The standard deviations were 1.04; .87 and .77 respectively giving an overall SD of .89. Therefore, the average mean was 3.18 indicating teachers' moderate perception on head teachers' use of meetings to be able enhance great students' test performance.

For in-depth understanding, further information was gathered from pupils' focus group discussion on head teachers' use of teachers' staff meetings and the responses were shown in Table 4.32.

Table 4.32: Students' focus group discussion on head teachers' use of teachers' staff meetings

Item		Pupils' responses		Code/Theme
Staff meetings i. Do you hold meeting to discuss about your progress?		• We discuss our class progress with our class teacher after doing an exam. We set targets. • Sometimes we discuss our progress with our head teacher and our class teacher. • Class teacher advises us to meet on our own and make a list of our requirements to taken to the office.		• Discussion of progress is fairly done.
ii. How often do you meet to discuss about your performance?		• We meet mostly after doing an exam. • We discuss before and after exams. • We discuss at the end of term.		• Discussion done.
iii. How often do you meet with your head teacher and teachers to discuss about your performance?		• We discuss before exams. • We set targets with subject teachers. • Generally we performance during assembly time.		• Discussion fairly done.
iv. Do teachers hold staff meetings to consider your academic issues?		• After staff meeting our class teacher informs us about academic areas tackled. • We are not told what is discussed in a staff meeting. • Our head teacher advises us on academic issues raised at the staff meeting		• Fairly discuss.
v. Do your parents come to school to find out your performance?		• Some parents come to see their children's performance. • Parents are called by our head teacher to discuss about performance. • Performance is discussed during parents' meeting (baraza).		• Some come to discuss

Table 4.32 shows pupils' focus group responses on how they perceived head teachers' use of staff meetings based on given questions. Concerning the question on whether they have been holding meetings to discuss their progress, pupils stated that such discussions are fairly done where class teachers would advise them to do so. They would also sometimes hold the meeting with their head teachers to discuss their progress. Pupils' meetings is crucial in a school setting where learners are updated on various matters concerning their progress academically among other issues. Basing on the question on how often they meet to discuss about their performance, pupils indicated that they meet mostly during examination time. Performance taking the largest share in a school setting, it is the head teachers' role to ensure that it is discussed more often in the staff meetings hence motivating class teachers to hold performance meetings with their pupils. Through this, learners would be able to see performance in wider dimensions encouraging them to put more efforts in their studies. It is headteacher's responsibility to convene staff meetings solely to discuss pupils' performance and the way forward so as to realise improved performance. On the question on whether pupils' parents visit the schools to find out their performance, the pupils noted that some do that and others do it during head teacher's parents' meetings. A parent's visit to the child in school to discuss performance is a motivating factor to that particular child. Head teachers require to encourage parents to pay frequent visits to their children at school to discuss on performance among other issues.

4.8.1 Testing of hypothesis four

Hypothesis four investigated whether there was a meaningful correlation between school head teachers' utilization of staff meetings and students' KCPE performance in public primary schools in Kitui County's Lower Yatta Sub-County.

The Chi-square test was used to determine the relationship between school head teachers' use of meetings and students' KCPE performance in public primary schools in Lower Yatta Sub-County, Kitui County. Data from school head teachers and teachers was tabulated in contingency tables, evaluated, and summed up in Chi-square tables to show the significance of the association at the alpha-value significance level of 0.05 (Orodho, 2005; Orodho, Khatete & Mugiraneza, 2016). The null hypothesis was listed as follows:

H_{04}There is no meaningful correlation between school head teachers' utilization of meetings and students' KCPE achievement in public primary schools in Kitui County's Lower Yatta Sub-County.

Hypothesis testing on head teachers' use of staff meetings

The Chi-square test was used to determine the relationship between school head teachers' use of faculty meetings and students' KCPE achievement. Data collected from head teachers was tabulated in cross - tabulation, evaluated, and summed up in Chi-square tables to illustrate the strength of the association at the alpha-value 0.05 significance level (Orodho, 2005; Orodho, Khatete & Mugiraneza, 2016). Shown below in Table 4.33.

Table 4.33: Test hypotheses on use of staff meetings by head teachers

	Value	Df	P-value
Pearson Chi-square	403.12	36	< .00001
Cramer's V	0.002		
No. of valid cases	40		

Results from Table 4.33 indicate that Chi-square (χ^2) = 403.12 and is greater than the critical value at 0.05 significance level. The p-value is p < 0.00001 and the Cramer's V is .002. This suggests that the relationship in between variables is significant. As a result, the rejection of the null hypothesis, as well as the alternative hypothesis is adopted (Orodho, 2005; Orodho, Khatete & Mugiraneza, 2016). This indicates there is a significant relationship between school headteachiers' use of meetings and students' KCPE outcomes in primary schools in Lower Yatta Sub-County, Kitui County. Kathuri (1984) investigated the relationship between both the school, management and performance level. He examined administrative aspects such as meetings, the period of time the school head teacher organized various attributes of their obligations, and the school head teacher's point of view on issues concerning school policies and the character traits of a great teacher. He discovered a strong relationship between the quality of management in a specific school and the school's achievement in national exams.

It is in the staff meetings where the head teacher explains and clarifies the policies, goals and objectives by giving them feedback on class visits/ observations, preparation of professional documents, correct use of learning and teaching resources and examination analysis and importance of

punctuality in the school and in classes. Through staff meetings, teachers get understand the supervision skills of their head teacher and other leadership skills. The findings in Table 4.35 agrees with Yeya (2002), who noticed that some school head teachers completely controlled meetings and displayed authoritarian predilections, thereby impeding most schools' participation in learning. He as well noticed that certain head teachers do not appear to believe their teaching staff, which led to them employing spying reporting styles, which caused massive schism among associates of the teaching assistants.

Sparks (2007) went on to argue that such a widely held belief of greater effectiveness is that effective teaching is mainly a personal endeavor, that school heads who consider themselves superior educational supervision enhance it by having to interact face-face with each teacher in order to improve his or her own endeavours in the teaching. The head teacher is analogous to the hub of a wheel, with teachers first at ends of each spoke. Information exchange about guidance travels along the spoke to the hub but not around the diameter of the wheel.

According to Senge (1990), if members of an organization work as a group, they will direct their efforts towards a desired goal or vision. It is through collaborative effort that they will continue to strive for their vision. In a school setting, it is the obligation of the head teacher to find ways to elicit commitment and capacity of school staff accordingly by helping them to improve and maintain their professional skills that impacts positively to learners. It is in the staff meetings where the supervisor explains and clarifies

the policies, goals and objectives by giving them feedback on class visits/ observations, preparation of professional documents, correct use of learning and teaching resources and examination analysis and importance of punctuality in school and in classes. The frequency of holding staff conferences in a school is very crucial for it determines performance of every individual in a school through feedback analysis.

4.9 Punctuality and academic performance

This is objective five in this study: To investigate the degree to which school head teacher's inspection of teaching staff' punctuality influences students' achievement in the KCPE in Lower Yatta Sub-county, Kitui, Kenya. Teaching in primary level is a difficult task because students learn in and out the classroom under the direct supervision of the teacher. With most cases, the students' attitude, such as time management, helps to determine their achievement, commitment and regularity which the teacher exhibit towards his earlier job (Ndifon & Comelius, 2014) Teaching staff' reliability to school and in lesson is an important factor in their attitude toward their career, which can affect pupils' academic achievement. This means that the teachers who are on time to school implement such an attitude in their students, resulting in improved educational achievement (Ndifon et al., 2014). Both head teachers and teachers were asked to respond on items on punctuality and data was computed.

This exercise was evaluated by ten items for school head teachers on a scale: 5- agree, 4-agree, 3 didn't decide, 2-disagree, 1-disagree, with higher scores of

4 to 5 excellent conditions and strong practice, 3 to 3.9 indicating medium practice, and below 3 scores indicating low and weak practice of teaching staff punctuality in the primary schools in Lower Yatta Sub-County, Kitui County. The side of the teachers, their practice was measured by three items using a scale: 4-always, 3-sometimes, 2-rarely, 1-never, with higher scores of 3 to 4 showing higher and potent training, 2 to 2.9 indicating medium practice, and less than 2 indicating low as well as weak profession by school head teachers in primary schools. The items in the questionnaires were rated by both school head teachers and teachers, and the results were tabulated.

Table 4.34 presents the responses on punctuality.

Table 4.34: Head teachers' responses on teachers' punctuality

	As the head teacher;, I:-		5	4	3	2	1	Total
i.	Arrive at school by 6.30am	F	-	5	-	10	25	40
		%	-	12.5	-	25.0	62.5	100
ii.	Arrive at school by 7.00am	F	7	30	-	3	-	40
		%	17.5	75.0	-	7.5	-	100
iii.	Arrive at school between 7.00am-7.45am	F	9	30	-	1	-	40
		%	22.5	75.0	-	2.5	-	100
iv.	Arrive at school by 8.00am	F	35	5	-	-	-	40
		%	87.5	12.5	-	-	-	100
v.	Start my lessons on time	F	34	4	2	-	-	40
		%	85.0	10.0	5.0	-	-	100
vi.	Ensure teachers arrive at school by 7.00am	F	2	7	3	17	11	40
		%	5.0	17.5	7.5	42.5	27.5	100
vii.	Ensure majority of the teachers arrive at school between 7.00am and 7.30am	F	10	23	-	4	3	40
		%	25.0	57.5	-	10.0	7.5	100
viii.	Ensure teachers adhere to bells	F	31	8	1	-	-	40
		%	77.5	20.0	2.5	-	-	100
ix.	Ensure teachers are regular in school	F	11	23	1	2	3	40
		%	27.5	57.5	2.5	5.0	7.5	100
x.	Ensure standard eight pupils are regular in school	F	16	22	-	-	2	40
		%	40.0	55.0	-	-	5.0	100

Table 4.34 shows head teachers' responses on punctuality to improve learning and performance in public primary schools. All head teachers rated items one and ten. According to item one, majority (62.5%) of the head teachers strongly disagreed that they could not arrive in school by 6. 30am. Only 12.50% of the head teachers agreed that sometimes they did it. On rating item two for measuring whether head teachers arrived at school by 7.00am, majority (75.0%) agreed for having done so. On item three, majority (75.0%) agreed that they arrived at school between 7.00am-7.45am. On item four, majority (87.5%) of the head teachers strongly agreed for having arrived at school by 8.00amThis promotes high standards for performance in schools. Considering item five, head teachers (85.0%) strongly agreed that they started lessons on time. However, other head teachers (5.0%) indicated being undecided to have done so. This implies that there were at times when lessons could not start on time.

On item six, the head teachers had varied perceptions on ensuring teachers arrived at school by 7.00am. The table shows that majority of head teachers (42.5%) disagreed for having ensured teachers arrived at school by 7.00am. By ensuring teachers arrive early could always create ways of discussing about the appropriate teaching learning strategies and have room for outcome on problems affecting students and teachers in order to achieve good results. Basing on item seven, majority (57.5%) of the head teachers agreed that teachers arrived at school between 7.00am and 7.30am as much as (7.5%) strongly disagreed. On item eight, (77.5%) of the head teachers strongly agreed to have ensured teachers adhered to bells. Responses on item nine

indicated that most (57.5%) of the school head teachers ensured teachers are regular in school so as to prepare pupils for national examinations. But 7.5% of the head teachers strongly disagreed never to have done so. On item ten, the head teachers ensured standard 8 pupils are regular in school. Having presented data, it was also important analyze school head teachers' standard deviations and mean summaries on punctuality. Information was computed as shown in Table 4.35.

Table 4.35: School head teachers' standard deviations and mean on punctuality

As a head teacher I :-	N	M	SD	AM
i. Arrive at school by 6.30am	40	1.75	1.06	
ii. Arrive at school by 7.00am	40	4.03	.98	
iii. Arrive at school between 7.00am-7.45am	40	4.20	1.04	
iv. Arrive at school by 8.00am	40	4.88	1.31	
v. Start my lessons on time	40	4.80	1.28	
vi. Ensure teachers arrive at school by 7.00am	40	2.30	.88	
vii. Ensure majority of the teachers arrive at school between 7.00am and 7.30am	40	3.83	.92	
viii. Ensure teachers adhere to bells	40	4.70	1.24	
ix. Ensure teachers are regular in school	40	3.93	.94	
x. Ensure standard eight pupils are regular in school	40	4.25	1.05	3.87

NB: N indicates participants' number
M indicates mean
SD indicates standard deviations
AM indicates average mean

Table 4.35 shows how head teachers perceived themselves on punctuality in government primary schools in Lower Yatta Sub-County, Kitui County. According to these results, items had an average mean of 3.87. The standard deviations had average SD of 1.07. Therefore, the average mean of 3.87

indicated moderate use of punctuality to enhance good students' academic performance in national exams.

In addition, teachers reported school heads on accountability in schools, as shown in Table 4.36.

Table 4.36: Teachers' responses on school head teachers practice of punctuality

	The school head teacher:-		4	3	2	1	Total
i.	Ensures teachers arrive at	F	-	23	45	112	180
	school by 6.30am	%	-	12.8	25.0	62.2	100
ii.	Ensures teachers arrive at	F	31	135	13	1	180
	school by 7.00am	%	17.2	75.0	7.2	0.6	100
iii.	Ensures teachers arrive at	F	53	115	7	5	180
	school between 7.00am-7.45am	%	29.4	63.9	3.9	2.8	100
iv.	Ensures teachers arrive at	F	157	11	8	4	180
	school by 8.00am	%	87.2	6.1	4.4	2.3	100
v.	Ensures lessons start on time	F	153	27	-	-	180
		%	85.0	15.0	-	-	100

Table 4.36 shows teachers' responses on school head teachers' checking punctuality in public primary schools. Teachers rated items one to five. According to item one, majority (62.2%) of teachers stated that school head teachers never ensured they arrived at school by 6.30 AM. On item two, majority (75.0%) of the teachers indicated that their school head teachers sometimes ensured teachers arrived at school by 7.00am, but some teachers (7.2%) stated that they rarely do so.

Considering item three, teachers had varied perceptions whether the head teachers were reviewing and setting academic performance targets. Hence,

most (63.9%) of the teachers stated that school head teachers sometimes ensured teachers arrived at school between 7.00am-7.45am. However, some teachers (2.8%) indicated that they never do so. On item four, teachers (87.2%) stated that their head teachers always made sure that teachers arrived at school by 8.00am. However, some teachers (2.3%) indicated that they never do so. Lastly, on item five, most of the teachers (85.0%) stated that school head teachers always ensured lessons started on time. Table 4.37 presents teaching staffs standard deviations and means summaries on head teachers' checking of teachers' punctuality in school.

Table 4.37: Teachers' standard deviations and means and on teachers' punctuality

	The school head teacher:-	N	M	SD	AM
i.	Ensures teachers arrive at school by 6.30am	180	1.51	1.00	
ii.	Ensures teachers arrive at school by 7.00am	180	3.09	.84	
iii.	Ensures teachers arrive at school between 7.00am and 7.45am	180	3.20	.88	
iv.	Ensures teachers arrive at school by 8.00am	180	3.78	1.13	
v.	Ensures lessons start on time	180	3.85	1.17	3.09

NB: N indicates the number of respondents
M indicates mean
 SD indicate standard deviations
AM denotes the mean average

Table 4.37 depicts how teachers rated their head teachers' punctuality in government primary schools in Lower Yatta Sub-County, Kitui County. As per these results, items had 1.51; 3.09; 3.20; 3.78 and 3.85 giving an average mean of 3.09. The standard deviations were 1.00; .84; .88; 1.13 and 1.17 respectively giving an overall SD of 1.00. Therefore, the average mean was 3.09 indicating teachers' high and strong perception on head teachers' use of

punctuality to improve students' success in examinations. However, on item one; teachers had a low and weak perception on head teachers' ensuring that teachers arrived at school by 6.30am.

Further information for in-depth understanding on teachers' punctuality was gathered from pupils by use of pupils' focus group discussion and the responses are shown in Table 4.38.

Table 4.38: Pupils' focus group responses on teachers' punctuality

Item		Pupils' responses	Code/Theme
Teachers' punctuality		• I come to school regularly.	• Fair attendance of learners.
i.	How regular do you come to school?	• Have never been absent this term. • Some pupils are absent. • In our class at least 1 pupil is absent.	
ii.	Do you arrive in school in good time in the morning before assembly?	• We are always in school before the morning assembly. • In our school no one is allowed in school after assembly unless accompanied by a parent. • We all attend morning assembly.	• Learners are punctual.
iii.	Are there some pupils who miss school and why?	• Some pupils miss lessons, especially when sent home for their parents or school levies. • Some pupils miss school when sick. • Some pupils stay at home because of school levies. • Some pupils go to work to get money to pay school levies.	• Some miss school due to school levies.
iv.	What time does your head teacher arrive at school?	• Our head teacher arrives at school before 7.00am. • Our head teacher is in class by 7.00am. • Our head teacher is in school before 8.00am.	• Head teacher is in school before 8.00am.
v.	Do teachers arrive in school in time?	• Our teachers arrive in school in time. • Not all teachers come in school in time. •	• Teachers are in school around 8.00am.
vi.	What time do the other	• Our teachers are in school by 7.00am.	• By 8.00am most teachers are in

			school.
	teachers arrive at school?	• Our teachers are in school between 7.00am – 7.45am. • By 8.00am our teachers are in school. • At least 1 or 2 teachers may come to school after assembly.	
vii.	Are the teachers punctual in attending to their lessons?	• Most of our teachers do not miss lessons. • Our teachers are punctual to class. • When our teachers miss lessons they recover them in early morning or lunch time. • Missed lessons are rarely recovered in our school.	• Some lessons are missed.

Table 4.38 shows pupils' focus group responses on teachers' punctuality based on the given question items. Basing on the regularity of pupils to come to school, pupils indicated that there were fair attendance. The researcher noted one participant saying, "I have never been absent this term." This shows that absenteeism was minimal in most of the schools. This might be the reflection of behaviour of teachers in the various schools in the sub-county. When a learner is in school regularly becomes part and parcel of the school environment where he/she would likely excel well because he/she is comfortable and does not experience fear that might be caused by absenteeism.

Additionally, on the issues of arrival time at school, pupils indicated that they are punctual. They arrive at school before assembly. Concerning the question on whether pupils miss school and the cause of absenteeism, pupils noted that some miss school mainly because of school levies. Other causes might be due to sickness and lack of food at home. On this base, it is the head teacher and teachers to advise the parents to support their children to get the required education. On the time teachers arrive at school, pupils stated that majority of

the teachers are at school around 8.00am. This shows that teachers understand the code of regulations governing teachers and other civil servants in Kenya. When students' time is utilised properly for their learning leads to academic improvement. On the time head teachers arrive at school, pupils stated that headteachers arrive at their schools before 8.00am. This a good indication to be emulated by other teachers. Other teachers are in their schools around 8.00am.

On lesson attendance by teachers, pupils stated that most of the lessons are attended to. However, some lessons are missed where some of them are recovered and others not. This shows that there those teachers who are serious with their work, hence they recover lost lessons to ensure their learners receive what is due to them. It also shows that there are some other teachers who do not observe that, hence causing demoralisation to their learners. The headteacher, as an instructional supervisor is required to ensure teachers attend their lessons to enhance academic performance.

On the pupils' general opinion concerning what pupils consider in the school environment that support good performance in KCPE, pupils stated that enough teaching learning resources in a friendly environment would enhance improved performance. On the difficulties encountered by learners at school, pupils highlighted that learners experience inadequacy in teaching and learning due to inadequate teaching and learning resources leading to underperformance. To improve on performance, pupils pointed out that teaching learning materials and friendly environment are required. On this

matter, it is the headteachers', teachers' and parents' responsibility to ensure their school is prepared to the required level in terms of resources and in decision making for improved performance.

4.9.1 Testing of hypothesis five

Hypothesis five tested if there was significant relationship between head teachers' checking of teachers' punctuality and pupils' KCPE performance in public primary schools in Lower Yatta Sub-County, Kitui County.

Chi-square test was substantial association between head teachers' verifying of teachers' punctuality and students' KCPE quality in public primary schools in Kitui County's Lower Yatta Sub-County. Data collected was tabulated in frequency tables, and summarized in Chi-square columns to illustrate the relationship strength at the alpha-value 0.05 level of significance (Orodho, 2005; Orodho, Khatete & Mugiraneza, 2016). The following is the null hypothesis:H_{05}**:** In public primary schools in Lower Yatta Sub-County, Kitui County, there is no meaningful correlation between headteachers' inspection of teachers' timeliness and pupils' KCPE achievement.

Hypothesis testing on head teachers' checking on teachers' punctuality

The Chi-square test was used to determine the relationship between head teachers' inspection of teachers' promptness and students' KCPE success. Data collected from head teachers was calculated in graphs and tables, and analyzed in Chi-square charts to demonstrate the relationship strength at the alpha-value 0.05 level of significance (Orodho, 2005; Orodho, Khatete & Mugiraneza, 2016).

Table 4.39: Hypothesis testing on head teachers' checking on teachers' punctuality

	Value	Df	P-value
Pearson Chi-square	309.32	36	< .00001
Nominal by nominal phi	0.194		
Cramer's V	0.0013		
No. of valid cases	40		

Results from Table 4.39 indicate that Chi-square $(X^2) = 309.32$ and is greater than the critical value at 0.05 significance level. In addition, the p-value in the chi-square yield is p 0.00001. The table calculates Phi value of.194 and a Cramer's V of.001. The h0 is rejected, and the alternate hypothesis accepted (Orodho, 2005; Orodho, Khatete & Mugiraneza, 2016).

As a result, the school head teacher should keep in mind that instruction should be associated with not only students' educational achievements, but also with students' individual ambitions. A great teacher should always optimize instructional time (Stronge, Ward & Grant, 2011). A teacher who squanders time in class addressing trivial matters is ineffective. Therefore the findings in Table 4.39 are in line with the assertion that head teachers should always check on teachers' punctuality in school.

According to Alexander (2003), teachers are obligated to inform for a day at least 15 minutes in advance of every lesson to prepare work. Regrettably, not all teachers follow this rule. When pupils' attendance rates and teachers' punctuality rates vary, Alexander (2003) findings indicate that 63.5% of teaching time is reduced. This shows that the two parties scramble at best

towards the end of the school's year or near examination time in attempt to complete schemes of work or syllabus compensating for time lost. This results in poor performance of pupils in examinations such as KCPE. When teachers are absent or frequently come late to school, they deprive learners the opportunity of experiencing full explanation of concepts and when a lesson is repeated is at the expense of later lessons (Ndifon et al., 2014), since the teacher will be in a hurry to cover the syllabus. According to Alexander (2003), this situation will lead to under-achievement of pupils which may also lead to an increase in drop-out rate, hence affecting negatively the parents' zeal of taking children to school and spending money on education.

For most instances, the students' attitude determines their performance; punctuality, commitment and regularity which the teacher exhibit towards his earlier job (Ndifon & Comelius, 2014). The teacher's timeliness is a significant aspect of the teacher's attitude to work, which can affect students' academic performance. This suggests that educators who are always on time impart such a mindset in their students, resulting in improved academic performance (Ndifon et al., 2014).

4.10 Strategies to improve KCPE performance

Suggested possible measures such as employment of team-work spirit, well set targets in schools would lead to improved pupils' academic performance. This would also enable teachers aspiring to become head teachers to adequately prepare to lead schools in Kenya. Furthermore, the metrics would benefit headmasters by encouraging them to re-examine their instructional leadership

and other management approaches and make modifications that would improve students' success in national exams. The metrics may also be employed by the Quality Assurance Officer to supplement capacity building programs for primary school head teachers provided during their initiation courses. The report's data would be a good reference basis for new research.

4.10.1 Teachers' suggestions to improve performance in school

Educators were necessitated to disclose what should be implemented to promote students' success in national exams. Table 4.40 contains the results of the data collection.

Table 4.40: Teachers' suggestions to improve performance in school

Suggestions	Teachers	%
Rewarding pupils who uphold good performance	36	20.0
Regular instructional supervision courses to be offered by KEMI to head teachers	27	15.0
A comprehensive approach in which educators, relatives, and students are all considered when determining key decisions to improve performance.	45	25.0
Head teachers to inspire enthusiasm for all pupils and teachers	36	20.0
In-service courses to teachers/seminars and workshops on pupils' performance	36	20.0
Total	**180**	**100.0**

According to the results of Table 4.40, teacher recommendations were equitably distributed, implying that they were given equal weight. If implemented, these ideas could be very beneficial to enhance great performance in public primary schools in Lower Yatta Sub-County, Kenya.

4.10.2 Pupils' suggestions to improve performance in school

To determine whether there was any correlation between pupils' and the teachers' suggestions, pupils in their respective FGDs were asked to give their possible ways of improving performance in school. A number of possible ways were elicited from the 51 pupils' FGDs. For instance, pupils were for the opinion of head teachers to be open with information that is regarding both pupils and teachers that he/she feels is important to boost results. Also, pupils suggested that both the head teacher and teachers should: treat all pupils equally, involve parents and pupils when making key decisions on performance, express confidence and in the progress made by pupils towards goal achievement, be approachable and easy to talk to, and allow pupils to conduct their own group discussions during preps.

The suggestions made by students advocate for a democratic governance in the classroom. If other leadership styles are used, they must contribute to good performance. When there is dictatorship in instructional leadership, a lot of information is probable withheld from students, or students may keep certain factors for themselves. This can have a negative impact on students' discipline, which can lead to poor performance. Participative leadership during instructional leadership, as suggested by students, fosters ownership, so that educators, students, and parents either plunge or float together. As a result, when everyone owns such policies, good results are more likely to be obtained.

The studies done by both Okoth, (2000) and Kimacia, (2007) indicated that head teachers' democratic leadership style had high means performance index than those who practiced autocratic leadership styles. The views expressed by the pupils also suggest that pupils need good assistance from the head teacher and teachers during teaching and learning process other than coercing them to learn. Besides, document analyses data from teachers' staff meeting minutes were proposing nearly the same views to those of the learners. Class teachers' diary reports taken during class meetings with pupils were also carrying the same opinions written by the teacher.

4.11 Challenges faced by head teachers during instructional supervision

Challenges in school are inevitable despite the fact that the Kenyan government has made tremendous efforts to ensure instructional supervision has been reinforced in schools through the head teachers who are the agents of TSC. It has been noted that there are still gaps making head teachers to face several challenges as they carry out their supervisory work at school. Such challenges negatively affect pupils' performance at KCPE examinations. The performance of pupils in Lower Yatta Sub-County has continued to be poor especially in public primary schools.

The researcher investigated on the challenges facing head teachers during instructional supervision process. Data is recorded in Table 4.41.

Table 4.41: Challenges faced by head teachers during instructional supervision

Challenges	Head teachers	%
Inadequate teaching learning resources	10	25.0
Inefficient teacher professional development courses on pupils' performance	8	20.0
Poor and inadequate physical facilities and infrastructure	9	22.5
Inadequate teachers	7	17.5
Inefficient provision of instructional materials by the Government of Kenya (GoK)	6	15.0
Total	**40**	**100.0**

Results indicate that inadequate teaching learning resources (25.0%) and poor and inadequate physical facilities and infrastructure (overcrowded classrooms) (22.5%) are greatly noted as challenges to head teachers. According to Republic of Kenya (2000) and MOEST (2003), effective and efficient provision of instructional resources and development of teacher professionalism are among the challenges to be worked on in public primary schools so as to realize good KCPE results. These challenges were identified in public primary schools in Lower Yatta Sub-County. Other challenges include inadequate teachers (17.5%) and inefficient provision of instructional materials by the Government of Kenya (15.0%). Sufficient provision of instructional materials by the government and deployment of teachers by the

TSC is vital for effective and efficient teaching and learning in schools. With few teachers in school implies that some subjects could be going untaught for some days and if not, then a teacher is not in a position to attend to every individual learner's needs. These challenges indicate that there is a great gap in public primary schools (LYSCQASO, 2016) and these could be among the

reasons as to why schools have continued to register low mean grades at KCPE examinations over the years. It is on this base that the researcher sought to fill the knowledge gap by investigating on the impact of head teachers' leadership on students' achievement in the KCPE public primary schools, Lower Yatta Sub-County, Kitui, Kenya.

4.12 Factors that negatively influence pupil's academic performance

Further, the study aimed to identify factors that have a negative impact on students' performance. It was therefore important to capture information from head teachers to find out what were the factors. Data obtained is presented in Table 4.42.

Table 4.42: Head teachers on factors negatively influencing pupils' performance

Factors	Head teachers	%
Teachers' absenteeism	9	22.5
Lack of teacher professional development courses	7	17.5
Inadequate instructional and physical facilities	10	25.0
Teachers too coercive to be approached by pupils	4	10.0
Lack of head teacher classroom visits/lesson observation	8	20.0
Uncooperative parents	2	5.0
Total	**40**	**100.0**

Results from Table 4.42 indicate that there are several factors that might affect pupils' performance in national examinations. Head teachers indicated them in terms of percentage (%) they carry as follows: inadequate instructional and physical facilities (25.0%), teachers' absenteeism (22.5%), lack of head teacher class room visits (20.0%), lack of teacher professional development

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courses (17.5%), teachers too coercive to be approached by pupils (10.0%), and uncooperative parents (5.0%).These factors have to be observed by head teachers well for good results to be realized in KCPE examinations.

Basing on the results from Table 4.42, it was found that inadequate instructional and physical facilities is the most outstanding challenging factor affecting pupils' academic performance in schools in Lower Yatta Sub-county. Physical facilities include classrooms, library, dining hall, toilets among others. On the other hand instructional materials include text books, charts, chalk boards, atlases, mathematical tools and maps. In a school where these facilities, especially textbooks and chalkboards are inadequate teaching and learning is negatively affected. For instance, a teacher going to class without necessary tools is unprepared. This would affect pupils' instructional time, hence affecting their academic performance. It is the head teacher's responsibility to source for the facilities required in the school to enhance academic performance. The head teacher has to involve all stakeholders (teachers, educational officers, parents, pupils and non-teaching staff) in the school for proper decision making as far as the school facilities are concerned.

Teachers' absenteeism is a factor affecting schools in the sub-county. Absenteeism would influence teaching learning process in a school, hence pupils' academic performance negatively. Teachers' absenteeism might be caused by head teacher's unprofessional supervision, poor instructional supervision, dictatorship leadership style, pupils' indiscipline, teacher's distance from home to school among others. By using proper leadership skills,

head teachers should tap and direct teachers' commitments towards achieving educational goals and objectives. Teachers should be involved in school decision making and properly delegated duties with enthusiasm. Head teachers require to carry out instructional supervision collaboratively to boost teachers' morale towards achieving their class targets. This would encourage teachers to manage their lessons properly leading to improved performance. Government can monitor and ensure school curriculum implementation through instructional supervision. Supervision acts as a control device in education and thus it is indispensable and inevitable, as it plays an essential role in monitoring quality teaching and learning, with the resulting aim of improved academic performance. Musungu and Nasongo's (2008) study found that teachers' professional development was perceived as one of the most effective means of improving their professional skills and attitudes and of creating better schools, hence resulting in improved pupils' academic performance. The headteacher is an agent appointed by the Teachers Service Commission (TSC), entrusted with the overall supervision of other teachers and responsible for improving and maintaining high teaching and learning standards. Primary school head teachers' supervisory role is primarily intended to help teachers improve their instructional performance and consequently the academic performance of their pupils (Okumbe, 2007). To facilitate supervision, head teachers occasionally attend in-service training courses and workshops which are intended to improve their supervisory skills and knowledge for solving various challenges involved, hence improve pupils' academic performance. Class visits/observation by head teachers is another

factor that seems to affect schools. Head teacher's class visits and lesson observations enable the headteacher to see and understand the progress of both pupils and teachers in the school. The headteacher will also see the content covered in relation to the syllabus and time frame. It will also enable the headteacher to see teacher's masterly and content delivery strategies and evaluate them. This exercise motivates teachers to be well prepared with the necessary materials like work schemes, lesson plans and well updated notes as they enter the classrooms hence enhancing teachers' performance. This will likely lead to improved pupils' performance.

CHAPTER FIVE

SUMMARY, CONCLUSIONS, RECOMMENDATIONS AND SUGGESTIONS FOR FURTHER STUDY

5.1 Introduction

This chapter comprises of the study summary, summary of findings, conclusions, recommendations and suggestions further studies..

5.2 Summary of the study

School supervision is a universal phenomenon. The instructional supervisory techniques of school head teacher can enhance the learning and teaching system in order to achieve good academic achievement. The report's goal was to look into the influence of head teachers' instructional supervisory strategies on educational achievement in Kenya Certificate of Primary Education (KCPE). The study's objectives were to determine the influence of head teachers': checking of teachers' professional documents , observation of teachers' lessons, provision of teaching learning resources, use of staff meetings and checking of teachers' punctuality and the influence on pupils' KCPE performance Lower Yatta Sub-county in Kenya.. This research is guided by Locke and Latham's Goal Setting Theory from 1968. A descriptive survey research design was employed.

The 61 primary schools, 427 teachers and 1556 class eight pupils formed the target population. The sample comprised of 53 schools, 53 head teachers, 202 teachers and 53 pupils' focus groups which were selected randomly using Kothari (2013) formula. Two schools were used for study piloting. Thus;

study sample comprised of 51 schools, 51 school head teachers', 180 teachers and 51 students' focus groups. A focus group discussion guide, document analysis guide and questionnaires were among the tools used. Pretesting and expert opinion were used to justify the instruments, and convergent validity was ascertained using the test-retest method, yielding a value of r = 0.8. Collected data was analyzed and presented in form of tables using descriptive statistics and inferential statistics, percentages, deviation and means. For inferential statistics chi-square test was computed and presented in tables. Findings were computed using chi-square test at alpha value 0.05 level of importance on instructional supervision and pupils' KCPE performance to find out whether there were significant relationships. The findings of the study are as summarised in the subsequent sections:

5.2.1 Checking of professional documents and pupils' academic performance

Head teachers' checking of teachers' professional documents was an important factor to consider. This prompted the researcher to establish its influence on pupils' performance. Checking of professional documents would assist the head teacher to determine teachers' experience in pursuit of career development programmes and how these could impact on pupils' performance too. According to the research findings, inspecting teaching staff' required reports has a significant and positive relationship at the alpha value 0.05 significant level. Whereby hypothesis test was: Chi-square (X^2) = 101.53 is greater than $X^2_{[0.05, 40]}$ = 43.77 with a nominal by nominal Phi value of .05 and Cramer's V as .015 for the head teachers. As a result, the hypothesis is

rejected, and the alternative hypothesis has been embraced. This means that the exercise of school head teachers in public primary schools checking teachers' required reports is intended to improve students' educational attainment in KCPE exams. Furthermore, both school head teachers' and teaching staffs agreed that highly qualified document checking was extensive and rigorous in government primary schools in Lower Yatta Sub-County, Kitui County.

5.2.2 Observation of teachers' lessons and academic performance

According to the study findings, there is a significant positive relationship between analysis of teaching' lessons and academic achievement at the alpha value 0.05 of significance level with Chi-square (X^2) = 108.48 greater than X^2 $_{[0.05, 28]}$ = 41.34 and a nominal by nominal Phi value of .068 and Cramer's V as .026 for the head teachers; the X^2 values lie in the rejection region. This insinuated that the process of school head teachers in government primary schools monitoring teaching staff' lessons is recognized to improve students' academic achievement in KCPE examinations. As a result, the null hypothesis was rejected, while the alternative hypothesis was approved. Furthermore, the findings indicate that school head teachers perceived observational practice to be high and strong, whilst teachers' indicated low and weak interpretive practice by the head teachers.

The pupils' FGDs rated head teachers to have low and weak practice of lessons observation. The TSC Director stated that the head teachers of primary schools lacked the required skills and competencies of lessons. Furthermore,

the Sub-county Education Director stated that the practice of inspection of lessons is not well conducted out in some schools because the only issue was that some teachers had a disadvantage of this structure of school head teachers' inspection of teachers' lessons. Reports from the Lower Yatta Sub-County Quality Assurance and Standards Officers pointed out that there was need to have conferences, workshop and seminars to enlighten school head teachers' and teachers on the significance of this practice so as to enable hardworking students'academic achievement in KCPE exams. The LYSCQASOs were worried with the wanting KCPE results in the Sub-County.

5.2.3 Provision of teaching learning resources

The study findings revealed a positive relationship between the allocation of teaching materials at the alpha coefficient 0.05 level of significance for the head teachers with Chi-square (X^2) = 195.87 and is greater than $X^2_{[0.05, 36]}$ = 56.36 giving a nominal Phi range of .098 and Cramer's V as .000. This indicates that the null hypothesis was dismissed and an alternative assumption was chosen.

The findings from the head teachers showed that, the practice of provision of teaching learning resources was high and strong in public primary schools. However, teachers indicated a moderate perception in the school having the current syllabus, coordinating the acquisition of teaching learning resources e.g. textbooks and teachers using the recently published recommended text books. On the other hand, teachers' results revealed moderate perception on the provide for of learning materials by the head teachers, but they, also

indicated a low and weak perception in item one and six which concurred with the perception of the head teachers.

Findings from pupils' FGDs also indicated moderate perception on the provision of teaching learning resources by head teachers. The TSC Director reported that, initially there was a challenge of text books in schools but currently the GoK through the MoE is providing books in schools to attain 1:1 ratio as per the SDGs and Vision 2030 goals of education. The Quality Assurance and Standards Officer also expressed the same views that the GoK has committed itself in the provision of text books to learners to advance academic performance in KCPE examinations.

5.2.4 Head teachers' use of staff meetings

Study findings reveal that, head teachers' use of staff meetings at the alpha rate 0.05 level of significance, there is a significant relationship for the head teachers with Chi-square $(X^2) = 403.12$ giving p-value as $p < 0.00001$ and the Cramer's V as .002. Therefore, the null hypothesis was rejected and alternative hypothesis accepted. Further, head teachers' and teachers' results showed that, use of staff meetings was moderately practiced in public primary schools. This was consistent with the findings of the students' FGDs, which also implied reasonable practice.

According to the Sub-county Education Director, Quality Assurance and Standards Officer, and TSC Director, it is the obligation of the headmaster to discover how he/she can tap the commitment and capacity of his/her staff accordingly by helping them to improve and maintain their professional skills

that impacts positively to learners. It is in the staff meetings where the supervisor explains and clarifies the policies, goals and objectives by giving them feedback on class visits/observations, preparation of professional documents, proper utilization of learning materials and examination analysis and importance of punctuality in the school and in classes. The frequency of holding staff conferences in a school is very crucial for it determines performance of every individual in a school through feedback analysis. They stated that this would be of great benefit to pupils. It may enable them to improve in KCPE examinations.

5.2.5 Punctuality and academic performance

The study findings indicated that Chi-square $(X^2) = 309.32$ and is higher than the critical value at 0.05 significance level giving nominal by nominal Phi value of .194 and Cramer's V as .001. The X^2 value for head teachers lay in the rejection region. As a result, the h0 is rejected, and the hypothesis 2 was embraced. Teachers' punctuality has positive and significant relationship with pupils' academic performance. The average means indicate that head teachers perceived themselves as moderate in use of punctuality whereas their teachers perceived to be highly and strongly using punctuality to improve good students' achievement in national exams. However, in terms of head teachers' ensuring that teachers arrived at school by 6.30am, teachers had a low and weak perception on the head teachers.

The study discovered meaningful relation between head teachers' instructional and students' KCPE success in Kitui, Kenya's Lower Yatta Sub-County. The

study established that instructional supervision practice for KCPE examinations that showed the greatest influence was use of staff meetings where the head teacher is able to guide, motivate, challenge, coordinate and direct teachers, pupils among others towards achieving institutional goals and objectives. This leads to improved pupils' academic achievements. This study is beneficial to the stakeholders in the MoE for it supports the development of educational policies that would equip head teachers and teachers with necessary instructional supervision knowledge and skills in the training institutions, such KEMI will arrange capacity-building initiatives to encourage practicing head teachers.

5.3 Conclusion

The findings led to the following conclusions:

i. There is strong and meaningful relationship between school head teachers' monitoring of teaching staff skilled documents and students' KCPE performance. Checking of teachers' professional documents was insufficiently carried out by head teachers, hence, teachers' preparations were inadequately monitored. This means that pupils' academic performance in KCPE examinations were affected negatively.

ii. There is meaningful relationship between headmasters' assessment of teaching lessons and students' KCPE performance. The practice of observing teachers' lessons by the head teachers was inadequately performed contributing to low KCPE examination performance.

iii. There is strong relationship in between provision of teaching educational materials by the head teacher and the achievement of students in the KCPE in public primary schools. Teaching learning resources were inadequately provided by head teachers. This means pupils were inadequately prepared to tackle examinations.

iv. There is strong and significant relationship between head teacher's use of staff meetings and pupils' KCPE performance in public primary schools. The frequency of holding staff meetings was fairly done in some schools. This indicated that teachers were inadequately coordinated and guided on teaching learning process for improved pupils' examination performance.

v. There is significant relationship between head teacher's checking of teachers' punctuality and pupils' KCPE performance. On punctuality, majority of the head teachers needed teachers to be in earlier than the stipulated time by the Teachers Code of Regulations. This means there has been some conflict on time management, which would likely affect pupils' academic performance.

Generally the study established that well conducted instructional supervision practices positively lead to improved academic performance.

5.4 Recommendations of the study

Based on the study's findings, these are the recommendations:

a) The Government through the Ministry of Education (MoE), from policy perspective, to provide enough funds to KEMI to train more head teachers on monitoring and evaluation of curriculum implementation and teachers on preparation and use of professions documents and use of TPAD document to implement the curriculum in the classroom TSC to be firm on the use of TPAD and teacher appraisal which seem to enhance supervision in schools and hence academic performance.

b) The QASOs should ensure increased performance by regular supervision attends to primary schools, guide, monitor head teachers and receive regular updates on progress of class visits and lesson observations to enhance the exercises of instructional leadership conducted the head teachers and advise accordingly for quality performance in examinations.

c) The MoE to provide adequate instructional resources and ensure equity in the distribution of learning materials in primary schools. This would enhance teaching and learning leading to improvement in national examinations.

d) The Teachers Service Commission to ensure head teachers are trained and empowered with knowledge and skills on how to use staff meetings to conduct supervision of instruction to enhance academic

performance. TSC should enlighten and train head teachers and teachers on online TPAD exercise.

e) Teachers who are promoted to head teachers should prove their ability to supervise and be encouraged to attend KEMI courses.

f) The head teachers need more training opportunities so that they can improve the supervisory skills.

g) BoM members should monitor the implementation of legal provisions stipulated in the MoE documents to ensure supervision is effective

h) Teacher training institutions and KEMI should design curriculum that emphasise hands on training for acquisition of supervision skills. This can lead to efficient and effective head teachers in running schools and improving academic achievement.

5.5 Suggestions for further research

This study makes the following suggestions for future research:

To evaluate the KEMI curriculum on management for head teachers and teachers for updating their professional development skills and knowledge in line with the current trends of education to improve pupils' performance in national examinations.

A similar study to this be carried out in other public primary schools in other Sub-Counties across Kenya and findings be compared which can assist educational administrators in finding effective supervision practices which can enhance students' academic achievement.

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APPENDICES

APPENDIX 1: INTRODUCTION LETTER

University of Nairobi
P.O. BOX 30197
NAIROBI

26th October, 2016

The Head-teacher

……………………………………..primary school

Dear Sir/Madam,

REF: PERMISSION TO CONDUCT RESEARCH IN YOUR SCHOOL

I am a postgraduate student in the University of Nairobi, pursuing doctorate degree course in education. I am carrying out a research on the **Influence of head teachers' instructional supervision on pupils' performance in Kenya Certificate of Primary Education in public primary schools, Lower Yatta Sub-county, Kitui, Kenya**

Your school has been selected to participate in this study. I kindly request you to respond honestly to all the items in the instrument provided. The information is for academic purpose only and your identity will be kept confidential. Your cooperation will highly be appreciated.

Yours faithfully,

Mulatya Evans Mulei.

APPENDIX II: HEADTEACHERS' QUESTIONNAIRE

Instruction

Please fill in the blank spaces where necessary or put tick (√) against words or sentence that is most applicable to you. Read carefully and answer ALL questions and do not give your identity.

Section A: Background information

1. What is your gender? Female   [ ]   Male   [ ]

2. What is your highest professional qualification?

   a) Masters in Education   [ ]   b) Bachelor of education   [ ]

   c) Diploma in education d) P1 [ ]   e) P2   [ ]   f) P3   [ ]

3. What is your leadership experience to date? [ ]

   a) Below 5 years   [ ]   b) 6-10 years   [ ]   c)11-15 years [ ]

   d) 16-20 years [ ]   e) 21-25 years [ ]   f) Over 25 years [ ]

4. Please indicate the school's mean grades from 2012 to 2015 in the table below.

Years	2012	2013	2014	2015
Mean grades				

Section B: Checking of professional documents and influence on KCPE

5. Please rate how checking of professional documents may affect KCPE performance by using a tick (√) against the most appropriate using scale provided; **Key: 5- Strongly agree, 4- Agree 3- Undecided, 2 – Disagree, 1- Strongly disagree**

		5	4	3	2	1
i.	I check the preparation of professional documents.					
ii.	I check syllabus coverage for all classes.					
iii.	I advise on curriculum implementation in the school.					
iv.	I assess the progress of pupils in relation to the curriculum content covered.					
v.	I monitor curriculum implementation in the school.					
vi.	There is assessment of school's staff requirements.					
vii.	I check teacher's schemes of work.					
viii.	I check the lesson plans.					
ix.	I check record of work covered.					
x.	I check if standard 8 pupils are given assessment test as per the agreed timetable.					
xi.	Regular standard 8 assessment test are analysed.					

Section C: Observation of teachers' lessons and effect on KCPE

6. Do you have ample time to attend to supervisory duties?

   Yes   [ ]   No   [ ]

7. Please rate how observation of teachers' lessons may affect KCPE performance by using a tick (√) against the items/responses that are most applicable to you using the scale provided; **Key: 5- Strongly agree, 4- Agree 3- Undecided, 2 – Disagree, 1- Strongly disagree**

		5	4	3	2	1
i.	I inform the teachers before visiting their classes.					
ii.	I collect professional documents schemes of work and lesson plans on entering the class.					
iii.	I check the lesson plan in relation to the schemes of work and text books in use					
iv.	I assess the pedagogic approaches of the teacher.					
v.	I assess mastery of the content knowledge of the teacher.					
vi.	I observe the learners' involvement in the lesson.					
vii.	I allow for own reflection and drawing of inferences on the observed lesson.					
viii.	I share analysis of performance with teachers and give feedback promptly.					

Section D: Provision of teaching learning resources and influence on KCPE

8. Please rate how provision of teaching learning resources may affect KCPE performance by using a tick (√) against the most appropriate using the scale provided; **Key: 5. Strongly agree, 4. Agree, 3. Undecided, 2. Disagree, 1. Strongly disagree**

	5	4	3	2	1
i. The school has the current syllabus for the year 2012.					
ii. I coordinate the acquisition of teaching learning resources e.g. textbooks.					
iii. I coordinate the use of the available resources.					
iv. I ensure that the available resources are shared and used as per the required ratio (1:3)					
v. Learning materials e.g. textbooks are issued to pupils at the start of the term.					
vi. Learning materials are collected at the end of the term.					
vii. Teachers regularly check that pupils care for their learning resources properly.					
viii. Teachers use the recently published recommended textbooks.					
xi. There are additional learning and reference materials e.g. dictionaries etc					
xii. Pupils are given writing materials e.g. exercise books, pens, pencils etc.					

Section E: Influence of teachers' staff meetings on KCPE

9. Please rate how use of staff meetings may affect KCPE performance by using a tick (√) against the most appropriate using the scale provided; Key**: 3-Always, 2-Sometimes, 1- Never.**

		3	2	1
i.	We hold teacher's conferences in the school			
ii.	I inform teachers about the staff meeting in advance for preparation.			
iii.	I lead discussion on curriculum implementation			
iv.	We analyse and discuss about academic performance.			
v.	We review and set academic performance targets.			
vi.	We discuss about the appropriate teaching learning materials for better learning and teaching process.			
vii.	We discuss about co-curricular progress.			
viii.	I lead the discussion about pupils' discipline.			
ix.	I lead the discussion about teachers' discipline.			
x.	I inform teachers about the current updates on promotions, professional courses and ongoing applications and interviews.			
xi.	I respond promptly to items discussed in the meeting			

Section F: Influence of Teachers' punctuality and KCPE performance

10. Please rate how checking of teachers' punctuality may affect KCPE performance by using a tick (√) against the most appropriate using the scale provided; **Key: 5. strongly agree 4. Agree 3. Undecided 2. Disagree 1. Strongly disagree**

		5	4	3	2	1
i)	I arrive at school by 6.30am.					
ii)	I arrive at school by 7.00am.					
iii)	I arrive at school between 7.00 am -7.45am.					
iv)	I arrive at school by 8.00am.					
v)	I start my lessons on time.					
vi)	Teachers arrive at school by 7.00am.					
vii)	Majority of the teachers arrive at school between 7.00a.m and 7.30 am.					
viii)	Teachers adhere to lesson bells.					
ix)	Teachers are regular in school.					
x)	Standard eight pupils are regular in school.					

Section G. General Questions

11. What factors do you think influence pupils academic performance positively in your school?

i.   …………………………………………………………………………

ii.   …………………………………………………………………………

12. What factors influence pupil's academic performance negatively in your school?

  i.   …………………………………………………………………………

   ii.   ………………………………………………………………………

13. What are the challenges you face as an instructional supervisor in the school?

   i)   ………………………………………………………………………

    ii)   ………………………………………………………………………

Thank you for your cooperation

APPENDIX III: TEACHERS' QUESTIONNAIRE

Instruction

Please fill in the blank space where necessary and put tick (√) against words or sentence that is most applicable to you. Read carefully and answer ALL questions and do not give your identity.

Section A: Background information

Please tick (√) or insert the appropriate category for you;

1. Please indicate your gender;

   a) Female   [ ]   b) Male [ ]

2. Your highest professional qualification_____

3. Indicate your position;

   a) Teacher   [ ]   b) Class teacher [ ]

   c) Senior teacher   d) D/ht [ ]

4. Number of years you have served in your current position;_____

Section B: Instructional supervision practices

Please rate how instructional supervision practices may affect KCPE performance by using a tick (√) against the most appropriate using scale provided; **Key: 4-Always 3-Sometimes 2-Rarely 1- Never**

Head teacher's instructional supervision practices in my school:

My supervisor has been:	4	3	2	1
5. Professional documents				
i. Monitoring the preparation of professional documents.				
ii. Assessing the progress of pupils in relation to the curriculum content covered.				
iii. Checking teacher's schemes of work.				
iv. Checking the lesson plans.				
v. Checking record of work covered.				
vi. Analysing standard 8 assessment tests.				
6. Teachers' lesson observation				
i. Informing the teachers before visiting their classes.				
ii. Checking the lesson plan in relation to the schemes of work and text books in use.				
iii. Assessing the pedagogic approaches of the teacher.				
iv. Observing the learners' involvement in the lesson.				
v. Allowing for own reflection and				

	drawing of inferences on the observed lesson.				
vi.	Conferencing with teacher to plan for lesson observation.				
vii.	Sharing analysis of performance with teachers and give feedback promptly.				
7. Teaching learning resources					
i.	Coordinating the acquisition of teaching learning resources e.g. Textbooks.				
ii.	Ensuring that the available resources are shared and used as per the required ratio (1:3).				
iii.	Ensuring learning materials are issued to pupils at the start of the term.				
iv.	Ensuring learning materials are collected at the end of the term.				
v.	Ensuring teachers regularly check that pupils care for their learning resources properly.				
vi.	Ensuring teachers use the recently published recommended textbooks.				

8. Staff meetings				
i. Informing teachers about the staff meetings in advance.				
ii. Analysing and discussing about academic performance.				
iii. Reviewing and setting academic performance targets.				
9. Teachers' punctuality				
i. Ensuring teachers arrive at school by 6.30 am.				
ii. Ensuring teachers arrive at school by 7.00 am				
iii. Ensuring teachers arrive at school between 7.00am and 7.45am.				
iv. Ensuring teachers arrive at school by 8.00 am.				
v. Ensuring teachers start my lessons on time.				
vi. Ensuring teachers do not leave class before time.				
vii. Ensuring lessons are covered for absent teachers				

Section C: General Teacher's opinion

10. State three ways head teachers' instructional supervision could be

    improved in your school? (Start with the most important).

    _____

11. State three ways instructional supervision practices influence KCPE

    negatively? (Start with the most important).

    _____

    Thank you for your cooperation

APPENDIX IV: FOCUS GROUP DISCUSSION GUIDE FOR PUPILS

Researcher …………………………….…………………………………………

Date: …………………………………….…………………………………………

1. How many are you in your class this year?

Professional documents and KCPE performance

a) Do teachers come to class with notes?

b) Where do you get notes for various subjects?

c) Who prepares and writes class notes for you?

Lesson observation and KCPE performance

a) Does the head teacher come to your class when a teacher is teaching?

b) How often does your head teacher come to class when teaching is going on during one term?

c) How often does your head teacher check your exercise books?

d) How often do teachers mark your exercise books?

e) What do you do when teaching is going on?

Provision of teaching learning resources and KCPE performance

a) Do you have teachers for all the subjects?

b) How many textbooks are in your class per subject?

c) How many pupils share one textbook? (English' Kiswahili, Mathematics, Science, Social Studies, CRE).

d) Do you have enough desks? How many pupils sit on one desk?

Staff meetings and KCPE performance

a) Do you hold meeting to discuss about your progress?

b) How often do you meet to discuss about your performance?

c) How often do you meet with your head teacher and teachers to discuss about your performance?

d) Do teachers hold staff meetings to consider your academic issues?

e) Do your parents come to school to find out your performance?

Teachers' punctuality KCPE performance

a) How regular do you come to school?

b) Do you arrive in school in good time in the morning before assembly?

c) Are there some pupils who miss school and why?

d) What time does your head teacher arrive at school?

e) Do teachers arrive in school in time?

f) What time do the other teachers arrive at school?

g) Are the teachers punctual in attending to their lessons?

General pupils' opinion

a) What do you consider in your school environment that supports your learning for good performance in KCPE?

b) What difficulties do you encounter in your learning at the school?

c) What do you think can be done to improve KCPE performance in your school?

Thank you for your cooperation

Please, give your responses as genuinely as possible to the following items:

1. Staff meeting minutes from 2012 to 2016 on academic performance and discussions on improvements.

2. Progress reports (continuous assessment tests and end term tests) on academic performance for the year 2016.

3. CSO and SCQASO commends on supervision and pupils' performance.

4. KCPE performance from the year 2012 to 2016.

YEAR	2012	2013	2014	2015	2016
K.C.P.E MEAN SCORE					

School's instructional documents
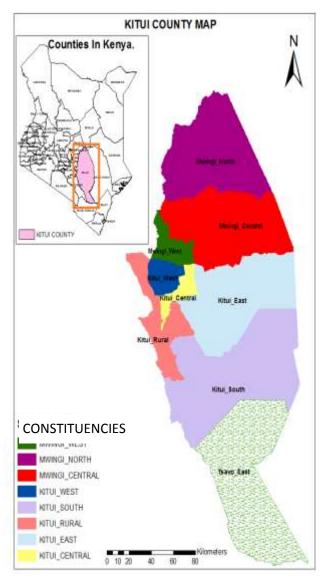
Type of document	Availability	Unavailable	Comment
i. Staff minutes on performance.			- Preparation of professional documents. - Submission of professional documents. - Deadline of submission - Syllabus coverage - Exams analysis - KCPE Analysis
ii. Schemes of work.			- Preparation - Checking - Application - Syllabus coverage
iii. Weekly records.			Done regularly

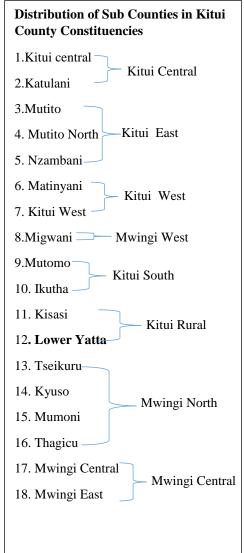|			• Work covered
iv. Lesson plans' records.			• Kept • Comprehensiveness • Checking
v. Pupils' progress records.			• Kept • Analysis for each exam
vi. Analysis of end-term exams.			• Done • Implication • Set targets • Teachers reactions
vii. Class observation records and comments.			• Done • Feedback given • Teachers reactions
viii. Analysis of national exam. (KCPE).			• Done • Implication • Teachers' reactions • Target setting
ix. Stores ledger/inventories			• Kept • Materials available • Issue ratio • Monitoring their use
x. Computers			• Purpose • IT teachers • Storage • Power supply

Comments on KCPE mean scores:

Thank you for your cooperation.

APPENDIX VI: MAP SHOWING KITUI SUB -COUNTIES

Distribution of Sub Counties in Kitui County Constituencies

1. Kitui central
2. Katulani
  } Kitui Central

3. Mutito
4. Mutito North
5. Nzambani
  } Kitui East

6. Matinyani
7. Kitui West
  } Kitui West

8. Migwani — Mwingi West

9. Mutomo
10. Ikutha
  } Kitui South

11. Kisasi
12. **Lower Yatta**
  } Kitui Rural

13. Tseikuru
14. Kyuso
15. Mumoni
16. Thagicu
  } Mwingi North

17. Mwingi Central
18. Mwingi East
  } Mwingi Central

APPENDIX VII: RESEARCH AUTHORIZATION

NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

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

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

Ref. No.

Date:

NACOSTI/P/16/71985/15110

8th December, 2016

Evans Mulei Mulatya
University of Nairobi
P.O. Box 30197-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *"Influence of headteachers instructional supervision on pupils performance in Kenya Certificate of Primary Education in public primary schools lower Yatta Sub County in Kitui Kenya,"* I am pleased to inform you that you have been authorized to undertake research in **Kitui County** for the period ending **7th December, 2017.**

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

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

BONIFACE WANYAMA
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
Kitui County.

The County Director of Education
Kitui County. onal Commission for Science, Technology and Innovation is ISO 9001:2008 Certified

APPENDIX VIII: RESEARCH PERMIT

THIS IS TO CERTIFY THAT:
MR. EVANS MULEI MULATYA
of UNIVERSITY OF NAIROBI, 0-90200
KITUI, has been permitted to conduct
research in *Kitui County*

on the topic: *INFLUENCE OF*
HEADTEACHERS INSTRUCTIONAL
SUPERVISION ON PUPILS PERFORMANCE
IN KENYA CERTIFICATE OF PRIMARY
EDUCATION IN PUBLIC PRIMARY
SCHOOLS LOWER YATTA SUB COUNTY IN
KITUI KENYA

for the period ending:
7th December, 2017

Applicant's
Signature

Permit No : NACOSTI/P/16/71985/15110
Date Of Issue : 8th December, 2016
Fee Recieved :Ksh 2000

Director General
National Commission for Science,
Technology & Innovation

CONDITIONS

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

REPUBLIC OF KENYA

National Commission for Science,
Technology and Innovation

RESEACH CLEARANCE
PERMIT

12233
Serial No.A

CONDITIONS: see back page