

**INFLUENCE OF HEAD TEACHERS' INSTRUCTIONAL SUPERVISION
PRACTICES ON PUPILS' PERFORMANCE IN KENYA CERTIFICATE OF
PRIMARY EXAMINATION PERFORMANCE IN PUBLIC PRIMARY
SCHOOLS, SIAKAGO DIVISION, KENYA**

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

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DECLARATION

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

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DEDICATION

This work is dedicated to my late father Mr. John KariukiKabuthi, My mother BeliaRwambaKariuki and my daughter Natasha MukamiWawira.

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It's with sincere gratitude that I appreciate all the persons whose tireless efforts yield the success of this effort.

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LIST OF ABBREVIATIONS AND ACRONYMS

AEO	Area Education Officer
DEO	District Education Officer
DQASO	Directorate of Quality Assurance and Standards Officers
FPE	Free Primary Education
GoK	Government of Kenya
ILO	International Labour Organization
KIE	Kenya Institute of Education
MoE	Ministry of Education
MOEST	Ministry of Education Science and Technology
SPSS	Statistical Packages for Social Sciences.
TSC	Teacher Service Commission
UN	United Nation
UNESCO	United Nations Education Science and Cultural Organization

ABSTRACT

The purpose of the study was to investigate the influence of head teachers' instructional supervision on pupils' performance in public primary schools in Siakago Division MbeereSouth District, Kenya. It was guided by the following researcher objectives; checking of teachers' records of work, classroom visitation, checking of pupils' exercise books and provision of adequate teaching learning resources by the head teachers. The study adopted the systems theory whose proponent is biologist Ludwig Von Bertalanffy (1972). The theory asserts that school as a system is composed of various parts which work together interrelated for accomplishment of stated goals. It applied the descriptive survey research design whose purpose is to describe the state of affairs and involves a method of collecting data by interviewing or administering questionnaires to a sample of individuals. The target population consisted of all the public primary school in Siakago Division, MbeereSouth District. Random sampling was used to sample 15 head teachers and 90 teachers. Instrument validity was determined during a pilot study while the reliability was determined using internal consistency.

From the study majority of the head teachers do not sit in class as teaching process goes on, they do not check teachers records of work and check pupils exercise books. Teaching and learning resources were inadequate for effective learning. Teachers are to be encouraged to prepare records of work and other professional document to have effective teaching.

Head teachers indicated that they had not undergone any training before appointment. Head teachers had a lot of workload to accomplish duties hence they never supervise pupils work. The study recommended that head teachers should be provided with in-service courses on instructional supervision which is a prerequisite for academic performance. Head teachers should involve teachers in their instructional supervision which would enhance participating and hence better academic performance thus promoting good relation between head teachers and teachers. Taking the limitations and delimitations of the study it was suggested that a study on teachers' perception of instruction supervision and their job performance should be conducted. Instruction supervision should be friendly and not fault findings. Teachers should ask for it and not force for better performance.

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

The World Bank, the United Nations Educational Scientific and Cultural Organization (UNESCO) and the United Nations Development Program (UNDP) are bodies that have invested in education especially in developing countries and identified education as an important tool in economic development, poverty and inequality eradication (World Bank, 2002). Supervision of schools is a worldwide phenomena with each country having its own policy on how supervision is conducted. It is seen as a positive democratic action aimed at not only improvement of classroom instruction but also creating a harmonious environment through continued growth of all concerned; the child, the teacher, the supervisor, the parent and the administration (Goldhammer, 1968).

Teachers' acceptance and interaction with the instruction supervision practices like techniques, models or process, methods used by head teachers at school, provide the catalyst for performance improvement. Supervision is an interactive process that depends on the source of supervision, the supervisor and the teacher (Firth, 1998).

Today's instructional supervisory practices are borrowed from the earlier American education system in which schooling was in the hands of local authorities. Supervision was handled by laymen who included the clergy, school wardens, trustees, selectmen and citizen committees. The supervisory practices were concerned with management of schools and the fulfillment of the prescribed curricular needs rather than the improvement of teaching and learning process. It was referred to as inspection due to its autocratic nature (Okumbe, 1998)

There is an indication that all countries feel the need for supervision to check school functioning. Many countries from 1990s onwards have attempted to reform supervision in order to make it more effective. Supervision is a key tool to monitor and improve education quality (Graliwe, 2001). Supervision is a key tool to ensure that all education staff respect the same rules and regulations followed as similar programme.

In France, the first public inspection services were set in 18th century by Napoleon's programme. Other European countries followed out in the 19th century. These services were transplanted into the colonies to assist in the control of the subjugated population, (Maw, 1996). According to Clegg and Billington (1994) in Britain a major purpose of inspection is to collect a range of evidence, march the evidence against a given criteria and make judgments.

Through inefficiency in instructional supervision much learning time is lost in many African education systems. 25% or more of school days may be lost each year in poorly managed schools (Lewin and Caillords, 2001). Supervision at work in education institutions is thus a dynamic process where an individual is not only responsible for the group's tasks, but also actively seeks members in achieving group's goals in a particular context (Cole, 2002). Instruction supervision in that context pursues effective performance in schools because it does not only examine tasks to be accomplished or who executes them, but also seeks to include greater reinforcement characteristics like recognition, conditions of service and morale building, coercion and remuneration (Balunywa, 2000)

Moswela (2008), carried out a study on evaluations of instructional supervision in Botswana secondary schools to determine how instructional supervision was carried out in schools. The findings of the study suggested that the environment in which instruction supervision takes place in schools is hostile and intimidating to teachers. Instructional supervisors' effectiveness is constrained by the much expanded primary education system that has seen a massive increase in pupils in a relatively short time. The study concluded with the recommendation that, for instruction supervision to fully benefit schools, it needs restructuring so that the teachers or the head teachers play a more meaningful; and effective role.

Makotsi (2003), asserts that an increasing number of countries attempted to reform supervision not because of political damage, but because of its ineffectiveness. Effective supervision is a key to monitor and improve quality of education (Abagi, 1997). Inspection in Africa is as old as Western Education in Africa. In Uganda Phep Stokes Commission of 1924 established the department of education in 1925. The department had responsibility of developing the syllabus and supervise how it was being followed in schools. During this period the inspector focused mainly on control and his major function was to make judgment about the teacher rather than about the teaching and pupils' learning. Uganda Education Act of 1970 gave inspectors legitimate powers to visit a school for inspection at any time. The head teacher must be informed of the inspectors intended visit and its purpose (Ngelu, 2007).

In Kenya, history of supervision can be viewed from two points of view; pre and post independence. In pre-independence period several commissions were set up by the colonial government to look into the issue of supervision in education. Departments of Education were established in 1909 (Mutua, 1975). Post-independence era the government set up commissions and Task Forces to look into educational issues in Kenya. The Kenya Education Commission

(Republic of Kenya, 1964) recommended for the establishment of one education officer and four AEO for every hundred schools to strengthen supervision. Head teachers required relevant training to conduct supervision activities effectively.

Schools can make a difference to pupils' achievement through the head teacher's supervisory leadership. It is the head teacher who sets the pace, leading and motivating the staff and pupils' to perform to their best. Absence of good school management and organization had led to poor performance(Griffins, 1994). Head teachers should supervise teachers' work by inspecting records such as schemes of work lesson books, record of work covered and the attendance registers. In the schools where performance is good the head teacher do a lot of supervision (Musungu&Nasongo, 2008). This means the quality of leadership in a school determines the way students perform. Instructional supervision is a collaborative effort between the head teacher and the teachers which call for mutual understanding between the two parties. In situations where the head teachers' and teachers' relationship is strained pupils' performance is likely to suffer (Williams, 1974).

According to Kimosop (2002), the head teachers had the expertise to supervisory tasks, the kind of supervisory techniques they used and the nature

of staff development in their schools. The role of head teachers is configured as the facilitator of a process of collaborative inquiry, problem solving, team building and school improvement. Ike-Obiona (2007), revealed that most primary school administrators have little or nothing in their background to prepare them as instructional supervisors.

The KCPE performance in Siakago division has been below average, the researcher want to use the results from 2009 to 2012 to explore if the instructional supervision practices by head teachers could be the course of this trend of dismal performance. This evidence from the mean scores that the division recorded as shown in Table 1.1 in comparison with neighbouring divisions in Mbeeredistrict. The table shows that in the four consecutive years Siakago division had the lowest mean scores in the district. This is an issue of concern since poor academic performance is an indicator of a serious impediment. This is because education in any country is a major contributor to economic growth (Atkinson, 1987).

Table 1.1 KCPE performance analysis Mbeere South District

Division	2009	2010	2011	2012
Makima	267.54	261.33	259.15	250.98
Siakago	237.25	233.33	231.49	229.98
Evurori	260.19	255.69	258.90	251.37
Gachoka	256.36	250.71	255.55	256.31

Source: DEO Mbeere South District 2013

From the Table 1.1 Siakago division trails in the KCPE performance results, hence policies have been put in place to stimulate enrolment, survival and better achievement by pupils in these areas. Poor pupils' performance in the KCPE in public primary school in Siakago division is of alarming concern.

1.2 Statement of the problem

Instructional supervision is a very important aspect of head teachers' role in a school. For any system to function effectively and achieve its objective, keen supervision is a vital role to success. Primary schools in Siakago division in the newly formed Embu County have been performing poorly in K.C.P.E. It is important to carry out studies to find out if the cause of poor performance is as a result of loopholes in instructional supervision. The relationship between head teachers and teachers determines the attitude the teachers have towards supervision (Muchanje, 2004). If the head teachers are not keen on instruction

supervision it provides and a venue for poor academic standards, but effectively carried out instructional supervision boosts the teachers' professional performance thus improving students' academic performance.

1.3 Purpose of the study

The purpose of the study was to investigate the influence of head teachers' instructional supervision practices on pupils' performance in public primary school in Siakago division, MbeereSouth district, Kenya.

1.4 Objectives of the study

The following were the research objectives of the study;

- i. To determine the extent to which checking of teachers records of work by head teacher influences on pupils' performance in KCPE in Siakago division.
- ii. To establish how head teachers' classroom visits influences pupils' performance in KCPE in Siakago division.
- iii. To what the extent to which checking of pupils exercise books by head teachers influence performance in KCPE in Siakago division.
- iv. To determine how provision of adequate teaching learning resources influence performance of pupils in KCPE in Siakago division.

1.5 Research Questions

The following research question guided the study;

- i. To what extent does checking of teachers records of work by head teachers influence pupils' performance in KCPE in Siakagodivision?
- ii. To what extent does head teachers' classroom visitation influence on pupils' performance in KCPE in Siakagodivision?
- iii. To what extent does checking of pupils exercise books by head teachers influence pupils performance in KCPE in Siakagodivision?
- iv. To what extent does provision of adequate teaching/learning resources influence pupils performance in KCPE inSiakagodivision?

1.6 Significance of the study

The findings may assist the planners in the Directorate of Quality Assurance and Standards Officers (DQASO) in enhancing quality in learning institutions. QASO officers may also benefit from the findings since they may identify weaknesses in their supervision tools and hence improve on them; like being friendly to the teachers.

Instructional supervision may also be useful to primary school teachers and head teachers in improving their teaching and school management duties. This is because the study may reveal ineffective teaching methods and management among teachers and recommend effective teaching and supervisory approaches which may help to achieve the school's objectives.

Head teachers may formulate supervisory policies. The Ministry of Education (MOE) may use the findings to formulate teacher education programmes which may be of great help to them.

1.7 Limitations of the study

According to Best and Kahn (2008), limitations are conditions beyond the control of the researcher that may place restrictions on the conclusions of the study and their application to other situations. The study was not able to control the attitudes of the respondents hence affecting the validity.

1.8 Delimitations of the Study

According to Mugenda and Mugenda (2003), delimitations are boundaries of the study. This study focused on public primary school in Siakagodivision, Mbeere district, Kenya. The respondents only included head teachers and teachers. Private primary schools were left out since their supervisory strategies are dependent on school managers or directors (Private schools manual, 2008).

1.9 Basic assumptions of the study

The study was based on the following:

All the head teachers were aware of the instructional supervision of the Ministry of Education.

The supervisors had the required competence for effective school inspection.

Information collected from the respondents was true and accurate.

1.10 Definition of significant terms

The study used the following key terms in the literature;

Administration refers to the process of acquiring and allocating resources for the achievement of organizational goals.

Division refers to an Educational Administrative area under an Area Education Officer (AEO).

Education refers to the process of acquiring and developing desired knowledge, skills and attitudes which involves activities and concepts.

Head teacher refers to the person who is in-charge of a primary school.

Inspection refers to the process of critically examining one of the many aspects of any given schools and educational programme.

Instructional supervision refers to a constant process that aims at improving classroom teaching by providing needed services to the teachers.

Leader refers to a person who occupies a position in a group, influences others according to co-ordinates and directs the group in achieving its goal.

Management refers to the process of developing objectives and striving to attain them through planning, organizing, co-coordinating, directing and commanding

Performance refers to how one carries out his/her roles, responsibilities in an institution or organization

Professional documents refers to official documents that a teacher must have to carry out teaching the include attendance register, records of work, schemes of work, lesson plan and teaching notes.

Supervision refers to that dimension or phase of education administration which is between a sub-ordinate and super-ordinate and provides a common understanding between them.

1.11 Organization of the study

This study is organized in five chapters: Chapter one consist of background of the study, the statement of the problem, purpose of the study, limitation of the study, delimitation of the study, assumption of the study, definition of the significant terms and the organization of the study. Chapter two deals with literature review theoretical concept and conceptual framework. Chapter three entailed research methodology under the following sub-area: research design target population, sample size and sampling procedure, research instrument, validity and reliability of the instrument, data collection procedure and data analysis techniques. Chapter four deals with analysis, presentation and interpretation. Chapter five deals with the summary of the study conclusions, and recommendations arising from the study.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter provides a review of the related literature and is divided into the following sections; the concept of supervision, classroom visitation on pupils performance, teachers record of work on pupils academic performance, checking pupils exercise books/ lesson notes and academic performance, teaching/learning resources and academic performance, summary of the literature review, theoretical and conceptual framework.

2.2 The concept of supervision

The term supervision is derived from the word 'super-video' which means to oversee (Adepoju, 1998). Supervision is an interaction between at least two persons for the improvement of an activity. Supervision is also a combination or integration of processes, procedures and conditions that are consciously designed to advance the work effectiveness of individuals and groups

According to Fischer (2005), says that supervision should assist in the organization and implementation of curriculumprogrammes for the learners. Supervision should help the school to develop good rapport with the neighbouring communities. Supervision should help to interpret and clarify

government policies and must be adequately provided for in the school annual budget.

The introduction of formal education in Kenya was by the Christian missionaries during the second half of the 19th century who were encouraged by the colonial government to make arrangements for effective supervision of their schools. Educational supervision took shape in 1924 after the establishment of Phelps Stokes Commission. The commission gave the government control of supervision of schools (Mutua,1975). The colonial administration embraced a stratified school system comprising of Europeans, Asians and Africans. The first colonial inspector of schools was appointed in 1920.

Supervision should help teachers supply the latest research findings on education, relevant to their teaching. The ultimate goal of supervision is to achieve an improvement in the quality of learning by the learners. Supervision from within and outside the school compliment each other and are both necessary.

Olembo, Wanga and Karagu (1992), define supervision as that dimension or phase of educational administration which is concerned in improving

effectiveness. Supervision in education is regarded as a service to teachers and learners both as individuals and groups. Its regarded as a means of offering specialized help in improving instructions. According to Ogumsanji (1983), the ultimate aim of supervision is improving of instructions for providing better education. Supervision is a way of stimulating, improving, refreshing, encouraging and overseeing certain groups with a hope of seeking their cooperation. Such practices are aimed at assisting supervisors in becoming successful in performing their supervisory tasks.

Supervision is essential, a practice of monitoring the performance of school staff noting the merit and demerit using benefiting and suitable techniques to better the flow of educational activities. School supervision is therefore a vital process and combination of activities which is concerned with the teaching and improvement of teaching in the school framework.

Wiles and Lovell (1995), says that supervision as a process is facilitated by leadership through which by teachers helping by counseling, planning and talking with each other about how to improve the teaching, learning situation in school. Its leadership, communication, curriculum development, capital development and a dynamic cooperative enterprise. The principles of supervision all indicate very clearly that school cannot learn effectively but

teachers may not be able to realize their full potential and that effective learning may not take place if adequate supervision is not provided. The principle also shows that all teachers have a right and need for supervision (Sergiovani and Stavratt, 1991).

The purpose of supervision is to offer guidance to the teacher so that he can become complete, self analysis, self critic and self improving. Instructional supervision without advise is somewhat sterile activity which is unlikely to be acceptable to teachers. Generally, the purpose of supervision include; assessment of teacher's work based on suitable criteria; provide a basis for concrete and constructive advise to improve the quality of educating children (Mgbodile, 1996).

Supervision helps teacher to learn their problems and seek the best method of solving them; encourages the school to make a systematic effort to help pupils understand themselves and their feelings and be able to monitor their behavior. Effective supervision gives the teacher security and help them to develop confidence in the ability to isolate, analyse problems and develop problem solving techniques. It helps to determine whether a teacher should be transferred, promoted, detained or dismissed. It helps in assessing the school in identifying some of its most urgent needs; know the effectiveness of

classroom management by the teacher and provide a guide for staff development (Mgbadile, 1996)

2.3 Roles of head teachers as instructional supervisors

Across the world, research findings indicate that school head teachers are the most powerful determinants of the overall quality and the effectiveness of schools Daresh (1998). The importance of the role of school leaders is continuing to expand as schools are increasingly expected to deal with a range of social and economic issues.

Provision of instructional resources and materials is a role of the head teachers. Shipman (1992) in his study contends that resource management and allocation is one of the most challenging tasks of a manager and as such a head teacher needs to identify special and core school needs and evolve, develop and make financial projections and plans that meet them. The findings of Ngaroga (2006) states that a school head has a responsibility of availing the necessary equipment and teaching materials required by teachers and learners.

Ebmeier (2003), in his study, was of the view that if more classroom observations occurred, teachers felt they had more efficacy. A head teacher

should be a facilitator of change and be effective by ensuring alignment of curriculum, instruction and assessment. He observes classroom instructions and provides teachers with positive and constructive feedback, Cotton (2000). According to Education Act (1968), a head teacher is responsible for overall management, control and maintenance of standards in the school and is accountable for all that happens in a school. He/she is seen as the first supervisor because he/she has to play the leader in checking the teachers' classroom work and assessing their overall performance based on students' achievements.

2.4 Teachers' records of work on pupils' academic performance

Record keeping is an important component in the learning of school. Teachers are required to make and retain records i.e. schemes of work, lesson plan, records of work, mark book, progress record book and attendant register (Fischer, 2011). Daresh and Playko (1992), in a research carried out on how supervision impacted on curriculum implementation in schools imposed on through supervision in the areas of checking the records. A positive impact was realized in academic performance of pupils. Griffins (1994), carried out a study on school mastery, straight talk about boarding school in Kenya. He noted that administration has direct bearing of the learners. He concluded that many schools are brought down by poor management. Musungu and Nasongo (2008), carried out a study in Vihiga district in western Kenya investigating

instructional role of the head teacher in the academic achievement in KCSE. They found out that 8% of the principals in high performing schools checked lesson books, schemes of work and registers of class and school attendance.

Brandit (1987), as quoted by Musungu and Nasongo (2008), says that effective principals are perceived as those who are involved in proper tuition and revision. Through supervision of teachers and pupils' work, proper testing policies, syllabus coverage, teacher induction, in-service courses and team building enhance performance.

2.5 Classroom visitation/observation and pupils academic performance

According to Kimeu (2010), the head teacher should visit the classroom frequently to encourage teachers. One way to help teachers improve instruction is through clinical supervision (Glickman, 1990), in his model of clinical supervision presented a cyclical sequence of events which should ideally be implemented at least twice a year, The sequence included teacher pre-conferencing to determine the method and duration of the observation . The pre-conferencing is followed by classroom observation which involves making use of physical indication, visual indication and interpersonal or directive analysis. The last stage in clinical supervision which is post-conferencing is aimed at discussing results on remedial action and a critique by both the supervision and the supervisee. Clinical supervision is the

rationale and practice designed to improve the teachers' classroom performance.

The principal data of clinical supervision obtained from the events which take place in the classroom are analyzed. The relationship between the teacher and the supervisor form the basis of the programme, procedure and strategies designed to improve the students learning by improving the instructional behavior (Olembo, Wanga and Karagu, 1992).

Eshwani (1993) attributes poor pupil performance in public schools to 'armchair' Head teachers who do not know what goes on classroom. Ineffective instructional leadership leads to delinquent behavior among some pupils and their subsequent failure in the national examinations. Griffins (1994), adds that head teachers need to observe their teachers formally on regular basis, make notes in the classroom and work with a clear commitment. The head teacher should discuss classroom observation with a teacher promptly in-order to provide for in-school professional development. There is need to monitor standards being achieved by their pupil, develop and implement strategies for systematic monitoring. This is to evaluate standard to achieve curriculum strength and weakness and improve on the quality of teaching and learning.

Physical observation of lesson presentation is the only way a head teacher can gain an insight into the quality of teaching and learning in the school Calaghan (1971) as cited in Kitavi (2005). Instructional supervisor can only be able to access the potential for excellent through watching the teacher present a lesson which he/she has prepared.

Gachoya (2008), observed that through this visit the supervisor can have an insight into quality benchmarks and performance. Supervision of instruction through classroom visits include, walk-throughs, informal classrooms observations. A walk-through is an observation interlude lasting a minute or two which provides a quick look at teacher performance and environmental factors in the classroom. This is a more appropriate method since it is impromptu unlike the formal and informal which are planned and scheduled for by the supervisor and the teacher (Fisher, 2011).

Fischer (2011) adds that a good conference should last 30 to 40 minutes. Longer sessions become an ordeal for both the supervisor and the teacher. The supervisor should incorporate teachers' suggestions as this builds the teacher's confidence hence enhancing the learning process. He or she should recognize and provide alternative approaches and application of a variety of skill as this will strengthen the teacher's pedagogical skills. The supervisor should provide

an immediate feedback after observation which should be objective and concluded with a well thought out summary to enable the teacher to remember the key issues discussed (Okumbe, 1998).

2.6 Checking pupils' exercise books/lesson notes and academic performance

Pupils' exercise books and lesson notes reflect the work load covered in class by teachers. It is the head teacher's role to regularly inspect on the pupil's exercise book/lesson notes to ensure that the school syllabus is covered appropriately and assignments are marked. In a study conducted by Alimi of Akinfolarin (2012), on the impact of instructional supervision on students' academic performance in senior secondary schools in Ondo State, Nigeria. Their study found out that there is significant impact on checking pupils' notes on academic performance in English language. The findings agreed with Hallinger and Heck (1998), findings that there is a significant impact in checking of students notes on academic performance in English language in United States elementary schools.

Williams (2003), asserts by stating that there is a significant impact of checking of students notes on students academic performance in English

language in secondary schools in New York City. Firestone and Rienl (2008), had different view that checking of students' notes does not produce a direct effect on students performance. They argued that checking of students' record of work is a mediating influence on teachers, instructional community and school organization that lead to high performances.

2.7 Teaching/learning resources and academic performance

Foller (1995), and Eshiwani (1993), argued that desks, books, instructional materials and school books activities are amongst other resources that affect the quality of academic achievement. The head teacher should therefore gather all possible resources from the MOE, the community and other organizations. They ensure that the resources are full and effectively used. Gakuru (1992), found out that teaching in classroom without lockers, doors and windows. Teachers experience problems with their teaching aids security. Its evident from fore going discussion that resources availability boost performance in all the subjects.

Evidence of relationship between provision of books and achievement is clear and consistent, there are likely to returns from investment in textbooks in developing countries. The population council of Kenya and MOE council Kenya and MOE (1997), carried out a study to establish the effects of material

input with performance of students in mixed single schools. The shortage of necessary materials was identified as a factor affecting performance in public secondary schools. Eshiwani (1983), points out that schools that have best facilities are among the high achieving schools, having in mind that teachers add up to school resources.

Limited public resources for education have made the Kenyan government and its related partners to depend on bilateral and multilateral donors to support major educational projects including construction of learning institutions, equipment, textbooks and support for feeding programs among others. A baseline survey conducted by MOEST in March 2003, they survey established that there was need for innovative teaching, multi-shifts as a stop gap measure to maximize the utilization of available facilities BBC News online (2001). It's generally agreed that schools physical facilities such as desks, books, classrooms have a direct bearing on good performance (Ayoo, 2002: 27). Wamahui, Opondo and Nyaga (1992), also supported this view in their study on the educational situations for the Kenyan girl-child. The report further noted that whereas schools were built for a specific number of pupils in mind, they were now forced to overreach the limits. Many schools in rural areas meant for 400 pupils now accommodate more than 1200 pupils

sequenced in the same classroom. The over enrolment has led to many pupils being squeezed in the same classrooms, sharing desks and pit latrines.

UNESCO (2000), discussed the causes of teacher shortage in schools and highlights on freezing of recruitment and resignation of teachers as the acute cause. The freezing of teachers recruitment in 1998 had a great impact on teacher shortage in that teachers on retirement, death and resignation were not replaced. The small number of teachers left had to offer services in their various schools tirelessly without any token for the extra work done.

Teachers are the most important teaching resources in our schools. A survey by UNESCO (2000), shows that many schools lacked teachers' houses. A high percentage of teachers reside far away from their homes to the working stations. This leads to unattended classes by the teachers hence no learning on the side of the students which may result to poor performance.

Adequate staffing of a school, enables teachers to prepare well before attending classes such as having teaching aids for every lesson. Obongo (1987), in his examination on impact of teaching aids in secondary schools performance concluded that teaching aids play a great role in influencing good

performance of a subject. They also make the subject to be more real and interesting. The study showed that most of the performing schools make use of teaching aids.

2.8 Summary of literature review

This section started by reviewing the concept of supervision and further looked at scholarly work related to the topic under investigation. The studies review that there is significant relationship between head teachers' instructional supervision practices and pupils' academic performance. Hallinger and Heck (1998) and Alimi and Akinfolarin (2012), agree that checking of pupils exercise books has an impact on academic performance. Quickman and Goedon (1990), Blasé and Balse (2000), concurs by saying that it is the responsibility of the head teacher to provide instructional leadership in order to improve the pupils academic performance. Model teaching sessions assist teachers in changing their ways of doing things through observation. Observation plays a great role in improving pupils performance. A study by Ayoo (2002:27), concurs with that of Schiefelbein and Farell (1973) that school facilities do influence instructional supervision practices and availability of resources/facilities is a key factor.

2.9 Theoretical framework

The study will be based on the systems theory whose proponent is biologist Ludwig Von Bertalanffy (1972). The theory postulates that a school as a system is composed of various parts which work together interrelated for accomplishment of stated goals. A school exists in a form of an open system because it receives its inputs from the society and also empties its outputs back to the society.

According to this theory education has various parts; these include head teachers, teachers, pupils and parents. If one fails in his/her role then the system fails. A school receives teachers, pupils and parents from the society. The head teacher coordinates the activities as he performs his instructional supervision tasks: checking of the records of work, pupils' notes/exercise books, classroom observation/visitation, provision of learning and teaching resources play a major role in the realization of institutional objectives.

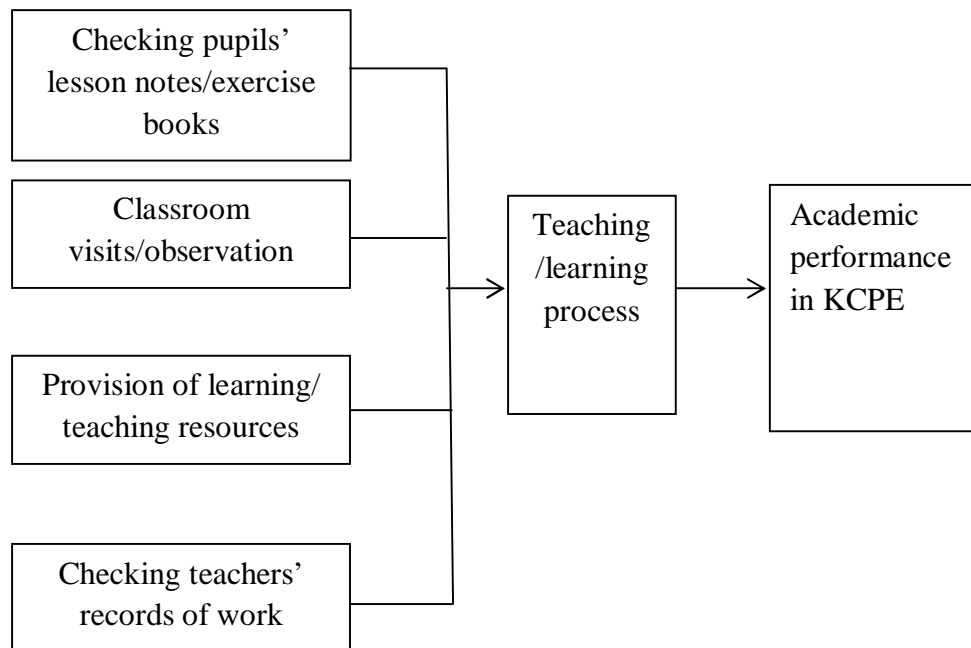
The head teacher, teachers, pupils and parents as representative of environment influence the functioning of a school as a system. In addition the institution as a processing unit in turn shapes the environment. Therefore effective instructional supervision by head teachers plays a major role in the

success of pupils, the school and the community all of which forms an integral part of a larger whole.

2.10 Conceptual framework

The study is conceptualized on the fact that teachers instructional supervision practices lead to effective teaching, resulting to high academic achievement.

Figure 2.1: Head teachers' instructional supervision practices and their influence on pupils' K.C.P.E. performance



Source: Author 2013

The head teachers play the role of an internal supervisor by checking the teachers' classroom work and assessing their overall performance based on pupils' achievement. Checking of teachers records of work by the head teacher propels the teacher to prepare in advance. A prepared teacher delivers effectively hence good performance. A teacher is able to identify an appropriate teaching aid to be used for a certain lesson and obtain it in advance because the lesson plan and schemes of work guides him/her on the same. Checking of pupils exercise books leads to proper guidance as the pupils will correct their work and taking notes will help them in revision.

Classroom visitation/observation reveals what goes on in classrooms especially in terms of content delivery and effectiveness of teaching and learning resources. The head teacher ensure that there is adequacy in provision of teaching/learning resources and that there is equity in sharing of available resources. The head teacher's supervisory roles if effectively done leads to high performance on pupils in examinations.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter deals with the research design used in the study, the target population, sample size and sampling techniques, research instruments, instrument validity, instrument reliability, data collection and data analysis technique.

3.2 Research design

Research design as defined by Kerlinger and Lee (2000) is the plan and structure of investigation so conceived as to obtain answer to research questions.

The study adopted a descriptive survey research design. Its purpose is to study the relationship that exist, practices that prevail, beliefs and attitudes held, processes that are going on, effect are being felt or trends that are developing (Best and Khan, 2006). Hence, descriptive design was used to gather information based on the factors influencing head teachers' performance in instructional supervision practices in Siakagodivision, MbeereSouth district.

3.3. Target population

Best and Khan (2006) say that population is a group of individuals who have one or more characteristics in common that is of interest to a researcher. This research targeted 545 respondents. They consisted of 45 primary school head teachers and 500 teachers, (DEO, Mbeere South district).

3.4 Sample size and sampling procedure

Sampling design is that part of statistical practice concerned with the selection of a sub-set of individual observations within a population of individuals intended to yield some knowledge about the population of concern, especially for the purpose of making predictions based on statistical inference. (Cooper & Schindler, 2003). According to Mugenda & Mugenda (2003), a representative sample is one that represents at least 10 percent to 30 percent of the population of interest. This study sampled 15 primary schools, thus 15 head teachers in the sampled schools participated in the study. Simple random sampling was used to sample 95 teachers from the sampled schools.

3.5 Research instruments

This study used questionnaires in data collection. Mugenda & Mugenda (2003), says that a questionnaire is commonly used to obtain important information about a population and each item in a questionnaire addresses a specific

objective of the study. This was used because it enabled the researcher to collect data from the respondents within a short period of time and they are easy to administer. Two sets of questionnaires were used headteachers and teachers' questionnaires.

The questionnaires contained two sections; Section A contained structured questions requesting for personal demographic data while section B contained both structured and semi-structured questions based on the research objectives.

3.6 Validity of the instruments

Validity is defined as the accuracy and meaningfulness of inferences which are based on the research results (Mugenda&Mugenda, 1999). Validity is the degree to which results obtained from the analysis of the data actually represents the phenomena under study. Borg and Gall (1989) say that it is the degree to which a test measures what it purports to measure. Consultations and discussion with the lecturers from the department and Educational Administration and Planning were done. They assessed the validity of the questionnaire and the interview schedule items. Their recommendations were followed accordingly and necessary amendments done before data collection. The questionnaires were improved depending on the outcome of the pre-testing.

3.7 Instrument reliability

Reliability refers to a measure of the degree to which a research instrument yields consistent results or data after repeated trials (Mugenda & Mugenda, 1999). Test re-test technique was used to test the reliability of the study. The research instrument administered to a small group of the target population twice. A two week lapse between the first and the second test was allowed. The scores from both tests were correlated to get the coefficient of reliability using Pearson's product moment formula as follows;

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

Where $\sum xy$ = sum of cross product of the values of each variable

$\sum x$ = sum of x

$\sum y$ = sum of y

N = number of pair scores

$\sum x^2$ = sum of x^2

$(\sum x)^2$ = square of $\sum x$

$\sum y^2$ = sum of y^2

$(\sum y)^2$ = square of $\sum y$

A correlation, which may range from -1.00 to +1.00, shows the size and direction of a relationship between two sets of scores. The larger the absolute value of the number, the stronger the relationship whether it is positive or negative (Best & Kahn, 2006). The correlation coefficient of the study was 0.8, therefore, the higher the correlation coefficient the higher the test-retest reliability. Thus the instruments were considered reliable for the study.

3.8 Data collection procedures

A research permit was obtained from the National Council for Science and Technology. The researcher also reported to the District Commissioner (D.C.) and the District Education Officer (D.E.O) MbeereSouth district to obtain authorization to conduct the study. The researcher also obtained permission from each head teacher to conduct the research in the school. Questionnaires were personally administered to selected schools by the researcher.

3.9 Data analysis

Data was edited in the completed research instruments, to identify and minimize errors. Coding was done by assigning numerals so that responses can be put into limited number of categories. The study generated both qualitative and quantitative data. The quantitative data was analyzed using descriptive statistics formulae provided by the Statistical Package for Social Sciences (SPSS) software. The analyzed results were tabulated appropriately using graphs, charts, frequency distribution and simple percentages to illustrate the responses to the questionnaires. Responses to open ended questions were recorded to determine the frequencies of each response. Responses were grouped according to their themes and presented in narrative form using descriptions.

CHAPTER FOUR

DATA ANALYSIS, INTERPRETATION AND PRESENTATION

4.1 Introduction

This chapter presents and discusses the findings of the study. The study investigated the influence of head teachers instructional supervision practices on Kenya Certificate of Primary Examination performance in public primary schools, Siakago division, Mbeere South district, Kenya. Data was collected from a sample of 105 respondents who comprised of head teachers and class teachers. The data collected on respondents' demographic information on instructional supervision for head teacher and teachers which was compiled, analyzed then interpreted to answer the reflected research objectives. Collected data was compiled into frequencies, percentages and presented in tables and pie charts.

4.2 Questionnaire return rate

The questionnaire return rate is the proportion of the questionnaire returned after they have issued to the respondents. The researcher targeted 15 public primary school head teachers, 95 teachers, therefore, 110 questionnaires were administered. All 15 questionnaires from head teachers (100%) were returned and 90 questionnaires for teachers (94.7%) were returned, hence a total of 105

(95.5%) questionnaires were returned. This response was considered satisfactory for the purpose of the study.

4.3 Demographic Information

The research sought to establish the respondents' personal data that comprised of gender, age, academic qualifications and teaching experience. The researcher included the gender to establish extent to which each of the sexes influenced supervision and performance in primary school. The findings were presented as follows.

4.3.1 Respondents' gender

The researcher sought to identify respondents' gender. Their responses were as shown on Table 4.1.

Table 4.1 Respondents' gender

Gender	Head teachers		Teachers	
	Frequency	%	Frequency	%
Female	5	33.3	72	80.0
Male	10	66.7	18	20.0
Total	15	100.0	90	100.0

Table 4.1 clearly shows that, the ratio of head teachers in public primary schools female to male is (33.3%:66.7% respectively), thus male head teachers are higher compared to female head teachers counterparts, although female teachers population was higher as compared to male teachers. The researcher clearly indicates that males are dominating the responsibility in leadership in Siakago Division. Age is a factor that has been observed to affect the performance of teachers. Hence the older the teacher the more experienced thus the more effective they are in implementation duties. The researcher then sought to know the age of the respondents and presented the findings as in Table 4.2.

Table 4.2: Age of Respondents

Age in years	Head teachers		Teachers	
	Frequency	%	Frequency	%
21 - 25	0	0.0	2	2.2
26 - 30	0	0.0	2	2.2
31 – 35	3	20.0	18	20.0
36 – 40	2	13.3	13	14.4
41 – 45	5	33.3	21	23.3
46 – above	5	33.3	34	37.8
Total	15	100.0	90	100 .0

Majority of head teachers (66.6%) and teachers (61.1%) were aged above 41 years. These findings triggered the researcher to find out if academic and professional qualification also affected appointments into leadership. Professional academic qualification is deemed to determine leadership effectiveness thus improved academic performance. The findings are presented in Table 4.3.

Table 4.3 Head teachers’/Teachers highest academic qualifications

	Head teacher		Teachers	
	Frequency	%	Frequency	%
Masters Degree	3	20.0	0	0.0
B. Ed	5	33.3	37	41.1
Diploma in education	7	46.7	38	42.2
P1	0	0.0	15	16.7
Total	15	100.0	90	100.0

Table 4.3 shows that the highest proportion of the head teachers (46.7%) indicated that diploma in education was their academic qualification. This was clear indication that the academic qualification of the head teachers was relatively fair since 20.0 percent and 5.5percent had masters and bachelors respectively. Teachers’ academic qualification was good while most of the

teachers indicated that they were B.Ed and Diploma holders (41.1 % and 42.2 % respectively).

Head teachers' administrative role is essential in the school, thus enhancing effective leadership that is essential to the provision of quality education.

Table 4.4 Respondents' length of stay in current station

No. of years	Head teachers		Teachers	
	Frequency	%	Frequency	%
2 – 5 year	0	0.0	9	10.0
6 – 10 years	8	53.3	13	14.4
11 – 15 years	3	20.0	30	33.3
Over 16 years	4	26.7	38	42.2
Total	15	100.0	90	100.0

The table 4.4 clearly reveals that all the head teachers had stayed in their current stations for over 6 years and above. This length of stay was deemed satisfactory for the head teachers' competence in implementation of school rules and regulations. Hence they are in the capacity of instilling discipline and are in a better position to give fully information about the area of study. Additionally majority of the teachers (42.2%) also indicated that they had stayed in their current stations for over 6 years. This period also deemed

enough, as the teacher would have enough time to establish and exercise their instructional role since they have adequately familiarized with the grounds.

Then the researcher sought to find out whether head teachers had trained on educational management before appointment. The responses were tabulated in Table 4.5.

Table 4.5 Head teachers' response on whether they were trained on educational management before appointment

Response	Frequency	%
Yes	4	26.7
No	11	73.3
Total	15	100.0

The majority of head teachers (73.3%) were not trained on educational management before appointment this is clearly showed in the research table 4.6. This strengthens head teachers' in the area of specialization ensuring them that they carry out their duties professionally. This also affects head teachers to carry out their duties effectively in the school and pupils performance. These findings triggered the researcher to questions on where

the head teachers were trained. Thus the researcher sought to know from the head teachers where they acquired their training. These findings were presented in Table 4.6.

Table 4.6 Head teachers’ training agents before appointment

Response	Frequency	%
Not trained	11	73.4
KESI	2	13.3
MoE	2	13.3
Total	15	100.0

Training in professional creates competence thus determine the effectiveness of an individual in performing the accorded responsibilities. The study findings revealed that majority of head teachers had not had any training before appointment, this is clearly shown in the table 4.6 that 73.3 percent were not trained, only 13.3 percent and 13.3 percent of the respondents indicated that they were trained in KEMI and MoE respectively.

4.4 Head teachers instructional supervision practices

The purpose of supervision is to offer guidance to the teacher so that they can become complete, self analysis, self critic and self improving. Instructional supervision without advise is somewhat sterile activity which is unlikely to be acceptable to teachers. Generally, the purpose of supervision include; assessment of teacher's work based on suitable criteria; provide a basis for concrete and constructive advise to improve the quality of educating children (Mgbodile, 1996).

The study investigated whether the influence of head teachers' instructional supervision practices on pupils' performance in public school in Siakago division, MbeereSouth District has any effects in performance. These findings were presented as in Table 4.7.

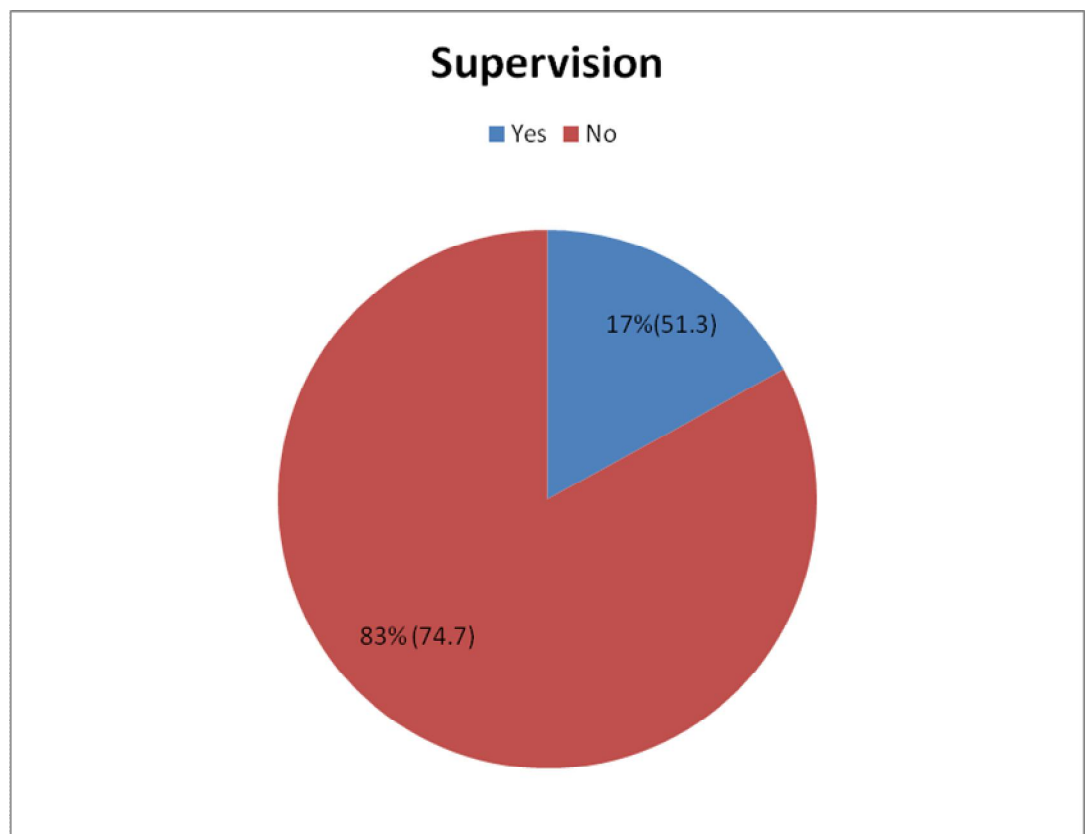
Table 4.7 Head teachers' response on supervising teachers work

Response	Frequency	%
Yes	6	40.0
No	9	60
Total	15	100.0

The head teachers clearly indicated that, 40 percent of head teacher supervise teachers work while 60 percent were not in position for instructional supervision. This showed that the performance was relatively low as head teachers had a lot of workload to accomplish duties. These findings are inline with Makotsi (2003) who asserts that an increasing number of countries attempted to reform supervision.

The teachers' response on whether head teachers supervise their work.

Figure 4.1 Teachers response on head teachers' supervision



Majority of the teachers (83%) indicated that head teachers do not supervise their work. Griffins (1994), states that head teachers need to observe their teachers formally on regular basis, make notes in the classroom and work with a clear commitment. The head teacher should discuss classroom observation with a teacher promptly in-order to provide for in-school professional development. There is need to monitor standards being achieved by their pupil, develop and implement strategies for systematic monitoring. This is to evaluate standard to achieve curriculum strength and weakness and improve on the quality of teaching and learning.

Further the researcher sought to know from the head teachers who conducted instructional supervision how often they carried out the practices. The results were tabulated in Table 4.8.

Table 4.8 Head teachers' response on how often they supervise teachers work

Response	Frequency	%
Weekly	2	13.3
Monthly	3	20.0
Termly	1	6.7
Not Supervised	9	60.0
Total	15	100.0

From the Table 4.7, majority of head teachers had no time to supervise their teachers' work, so as to follow up pupils' performance, teachers record of work also should be clearly counter checked. Minority of 40 % head teachers carry instructional supervision practices. Majority of 60 % head teachers were not able to perform the required instructional supervision and this contributed to poor performance of the pupils in Siakago Division. This is shown in (Lewin and Caillords ,2011) who said 25 % or more school days may be lost each year in poorly managed school. The researcher sought to confirm from the teachers if head teachers perform supervision. These findings were presented in Table 4.9.

Table 4.9 Teachers' response on supervising from head teachers

Response	Frequency	%
Yes	90	100
No	0	0.0
Total	90	100

The teachers 100 % indicated that they were aware of the head teachers role in instructional supervision, so as be in position to check teachers work and

creates good relations in school and promote good performance. These findings raised questions if teachers are comfortable with head teacher observing instructional process. These findings were presented as in Table 4.10.

Table 4.10 Teachers’ response on whether they are comfortable with head teachers observing their instructional process

Response	Frequency	%
Yes	12	13.3
No	78	86.7
Total	90	100.0

Majority of teachers 86.7 % were not comfortable with head teachers observing their teaching process, this was clear indication that teachers did not like the head teacher supervision process role to improve performance in the school. From table 4.10 it signifies that teachers were ready for good relations with head teacher because only 13.3 % of teachers were comfortable with head teachers observing their work. According to Musungu&Nasongo, (2008)schools where performance is good the head teachers does a lot of supervision.

These findings triggered the researcher to find out teachers attitude towards head teachers role in instructional supervision. These findings were presented as in Table 4.11

Table 4.11 Teachers’ response on attitudes towards head teachers’ role in instructional supervision

Response	Frequency	%
Not comfortable	7	46.7
Not Friendly	2	13.3
Helpful	4	26.7
Moderate	2	13.3
Total	15	100.0

Majority of teacher’s (60%) attitude is negative towards head teacher’s role in instructional supervision , this is clearly revealed in the table 4.11, that teachers were not ready for instructional supervision it is evidently that they did not welcome the head teachers role. This also limited good relation between teachers and head teachers, while minority of teachers 26.7 % were positive towards head teachers responsibility giving a low average of

respondents . These results were in line with Godd (1995), who says that most teachers find instructional supervision as witch hunting.

4.5 Head teachers’ instructional supervision practices on teachers records of work

Record keeping is an important component in the learning of school. Teachers are required to make and retain records i.e. schemes of work, lesson plan, records of work, mark book, progress record book and attendant register (Ficsher, 2011).

These encouraged the researcher to know if head teachers are effective in carrying out instructional supervision. These findings were shown in Table 4.12.

Table 4.12 Teachers’ response on whether head teachers are effective carrying out instruction supervision

Response	Frequency	%
Yes	30	33.3
No	60	66.7
Total	90	100.0

The respondents from study area showed a negative response on their evaluation of their head teachers' supervision role as they indicated that majority of head teachers were not effective carrying out instruction supervision. The research investigates the influence of decline of performance and table 4.13 displays result.

Table 4.13 Head Teachers' responses on whether teachers mark pupils' assignments

Response	Frequency	%
Yes	5	33.3
No	10	66.7
Total	15	100.0

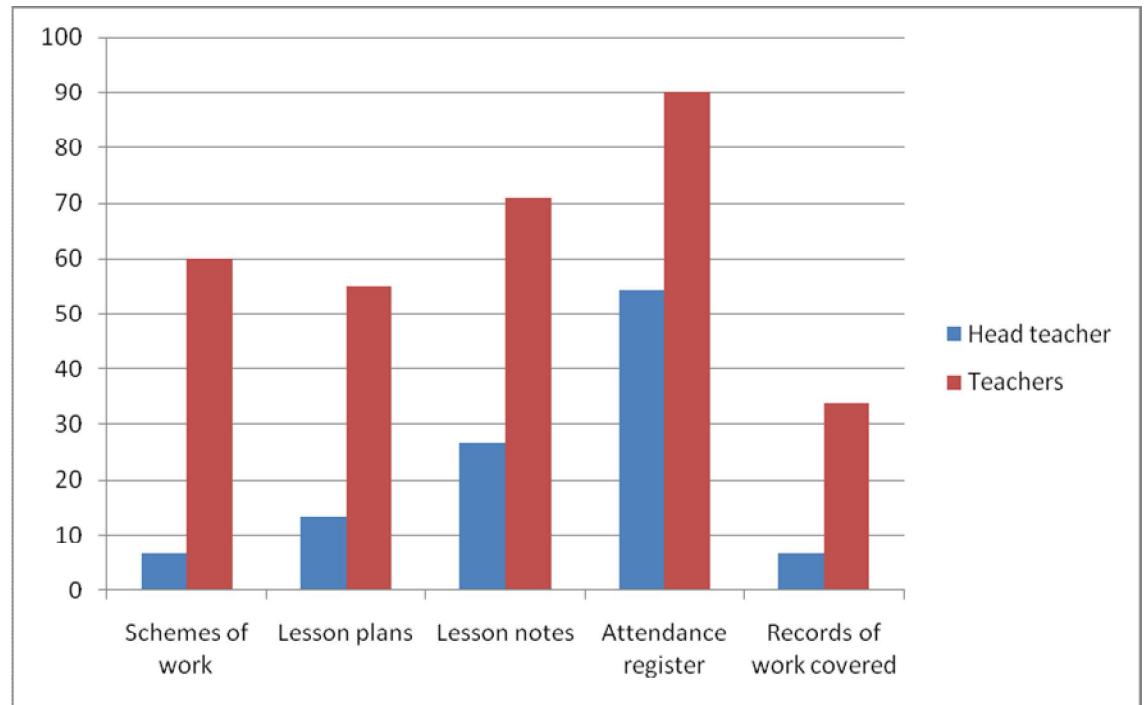
The majority of respondents 66.7 % indicated that teachers don't mark pupils' assignments this is clear that teachers are unable to outline the pupils' weakness hence contributing to low performance. It also reveals that is difficult for teachers to follow pupils' performance when they don't mark assignment. Minority of 33.3 % of teachers marks pupils assignments this is a low percentage leading to low performance. Then the researcher sought to find out whether teachers keep professional records. The results on records of work were tabulated in Table 4.14.

Table 4.14 Head Teachers' response on whether teachers keep records of work

Response	Frequency	%
Yes	7	46.7
No	8	53.3
Total	15	100.0

Majority of teachers indicated that they don't keep records of work this shows that teachers are unable to refer from the records and counter check records of work covered in class; this reveals that teachers are unable to cover the syllabus as they didn't have records of work covered. 46.7 % indicated that they keep records of their work. Further the researcher sought to find out the frequency of checking professional documents. The findings were tabulated in Figure 4.2.

Figure 4.2 Teachers professional documents



According to the head teachers' majority of teachers (62% average) do not keep records of work, schemes of work, lessons plans, lesson notes and attendance register and this affects their performance, though the teachers indicated that they keep most of the recommended professional documents. This implies that teachers do not keep records of work though they tried to cover up but the poor performance clearly shows their neglect of duty.

The researcher sought to find out whether head teachers sign and maintain teachers' attendance register. The results on records of work were tabulated in Table 4.15.

Table 4.15 Head Teachers' response on the frequency of maintaining and signing teachers' attendance register

Response	Frequency	Percent
always	11	73.3
sometimes	4	26.7
Total	15	100.0

Majority of the head teachers indicated that they always maintain and sign teachers' attendance register. These findings concur with Daresh (1998) school head teachers are the most powerful determinants of the overall quality and the effectiveness of schools.

The researcher sought to find out whether head teachers supervise teachers schemes of work. The results on records of work were tabulated in Table 4.16.

Table 4.16 Head teachers’ responses on the frequency of supervising teachers’ schemes of work

Response	Frequency	Percent
Always	2	13.3
Sometimes	13	86.7
Total	15	100.0

From the study finding head teachers do not regularly check the teachers’ schemes of work. This was because majority of the head teachers indicated that they only sometimes supervise this professional document which is deemed to be unsatisfactory as they are supposed to check them regularly.

Table 4.17 presents the head teachers’ responses on the frequency they check teachers ‘ lesson plans and lesson notes.

Table 4.17 Head teachers' responses on frequency of checking teachers' lesson plan and lesson notes

	Frequency	%
Always	4	26.7
Sometimes	5	33.3
Never	6	40.0
Total	15	100.0

The study findings showed that head teachers are not consistent in checking teachers' lesson plans and lesson notes because most of them (40%) indicated that they never check this teachers professional documents. The head teachers are supposed to regularly check these documents to ensure that teachers are prepared to conduct an instruction process. Daresh&playko (1992), in a research carried out on how supervision impacted on curriculum implementation in schools imposed on through supervision in the areas of checking the records. A positive impact was realized in academic performance of pupils.

Further the researcher sought to find out the frequency of inspecting the records of work covered and tabulated the findings in Table 4.18.

Table 4.18The frequency of inspecting records of work covered

Responses	Frequency	Percent
Sometimes	2	13.3
Never	13	86.7
Total	15	100.0

Teachers keeping records of work covered boosts pupils performance for they are able to follow the syllabus coverage and curriculum development. The study findings revealed that head teachers sometimes inspect on teachers maintain this professional document. These findings are in line with Clegg & Billington (1994) in Britan who said the major purpose of supervision is to correct a range of evidence, match the evidence against a given criteria and make judgment. Though majority of head teachers never check the record of work covered thus they would not tell of the learning progress. Therefore, the researcher sought to establish the frequency of the head teachers' checking marking of students attendance register. The findings were tabulated in table 4.19.

Table 4.19 Head teachers' response on frequency of checking marking of students attendance register

Frequency	%
Always	4 26.7
Sometimes	8 53.3
Never	3 20.0
Total	15 100.0

Absenteeism is a big contributor to pupils' failure, this is because the pupils miss lessons taught in their absence and thus lowering their performance. Therefore the teachers are supposed to mark their attendance register daily. The study findings reveal that majority of the head teachers sometimes check whether the teacher mark upto date students' attendance register.

4.6 Classroom visitation/observation and pupils academic performance

Clinical supervision is the rationale and practice designed to improve the teachers' classroom performance. The head teacher should visit the classroom frequently to encourage teachers. One way to help teachers improve instruction is through clinical supervision. Clinical supervision presents a cyclical sequence of events which should ideally be implemented at least twice a year, The sequence included teacher pre-conferencing to determine

the method and duration of the observation. The pre-conferencing is followed by classroom observation which involves making use of physical indication, visual indication and interpersonal or directive analysis. The last stage in clinical supervision which is post-conferencing is aimed at discussing results on remedial action and a critique by both the supervision and the supervisee Kimeu (2010).

The researcher sought to establish the frequency of the head teachers' visiting classroom during instructional process to observe teaching/learning process. The responses were tabulated in table 4.20.

Table 4.20Head teachers, response on frequency of visiting teachers during teaching

	Frequency	%
Always	1	6.7
Sometimes	4	26.7
Never	10	66.6
Total	15	100.0

From table 4.20, majority of the head teachers (66.6%) never visit teacher in class to observe teachers' instructional process with only a minority

percentage indicating they always visit teachers in class. These findings show a great neglect of the head teachers' role as an instructional supervisor and guidance. Ebmeier (2003), was of the view that if more classroom observations occurred, teachers felt they had more efficacy. A head teacher should be a facilitator of change and be effective by ensuring alignment of curriculum, instruction and assessment.

The researcher sought to establish whether head teachers sit in class as learning is going on. These findings were presented as in Table 4.21

Table 4.21 Head Teachers' response of visiting in class as learning is going on

Response	Frequency	%
Yes	3	20
No	12	80
Total	15	100.0

Majority of head teachers clearly indicates that head teachers do not sit in class as teaching/ learning is going on since the workload was too much, it clearly shown from the study and reveals that it is hard for head teachers to notice teachers weakness while under taking duties in classroom .According to Firth 1998, supervision is an interactive process that depends on the source

of supervision the supervisor and the teacher. The researcher sought to know if head teachers gives teachers feed back after classroom observation. These findings were shown in Table 4.22.

Table 4.22 Teachers’ response on feed back after classroom observation

Response	Frequency	%
Yes	5	33.3
No	10	66.7
Total	15	100.0

Majority of teachers (66.7%) indicated that they don’t give feed back after classroom observation this is clear indication that head teachers are unable to determine the academic performance follow up .It clearly shows that teachers are really unable to trace learning skills problem which can improve school performance. Minority of 33.3 % gives a feed back of classroom observation which relatively lower average in boosting performance. According to (Graliwe, 2001)supervision is a key tool to monitor and improve quality of education.

After a lesson observation it is very important for the head teacher and teacher to sit and discuss the lesson for observation to be helpful for future teaching.

This practice is meant to review the instruction process to highlight on the weaknesses and strengths of the teacher. Therefore the researcher sought to know from the head teachers the regularity of carrying out the practice their responses were presented in Table 4.23.

Table 4.23 Head teachers’ responses on the frequency of discussing lesson observation with teachers

Response	Frequency	Percent
Always	3	20.0
Sometimes	3	20.0
Never	9	60.0
Total	15	100.0

Table 4.23 shows that, majority of the head teachers do not discuss with their teacher after observing instructional process. This trend renders the process useless as the teacher needs guidance on the teaching process to boost academic performance. These findings were in line with Wiles and Lovell (1995), who says that supervision as a process is facilitated by leadership through which by teachers helping by counseling, planning and talking with each other about how to improve the teaching, learning situation in school.

4.7 Checking pupils' exercise books/lesson notes and academic performance

Williams (2003), states that pupils' exercise books and lesson notes reflect the work load covered in class by teachers. There is a significant impact of checking of students notes on students' academic performance. Checking of students' record of work is a mediating influence on teachers, instructional community and school organization that lead to high performances.

The researcher requested the head teachers to indicate the frequency of inspecting pupils; exercise books and assignments their responses were presented in Table 4.24.

Table 4.24 Head teachers' responses on the frequency of inspecting pupils exercise books and assignments

Response	Frequency	Percent
Always	5	33.3
Sometimes	2	13.3
Never	8	53.4
Total	15	100.0

Checking of students' books and assignment ensures that the head teacher follows on the progress and participation of pupils in class. This could boost

performance since regular follow up on the pupils note and assignments would lead to high performance. The study findings in table 4.24 reveals that head teachers (53.4%) never inspect pupils' books and assignments as majority indicated they check the books and assignments with an alarming 13.3% who indicated that they sometimes inspect the books. Firestone and Rienl (2008), had different view that checking of students' notes does not produce a direct effect on students performance. They argued that checking of students' record of work is a mediating influence on teachers, instructional community and school organization that lead to high performances.

4.8 Teaching/learning resources and academic performance

Foller (1995), and Eshiwani (1993), argued that desks, books, instructional materials and school books activities are amongst other resources that affect the quality of academic achievement. The head teacher should therefore gather all possible resources from the MOE, the community and other organizations. They ensure that the resources are full and effectively used.

Gakuru (1992), found out that teaching in classroom without lockers, doors and windows. Teachers experience problems with their teaching aids security. Its evident from fore going discussion that resources availability boost performance in all the subjects.

The study sought to investigate on how regular teaching/learning resources were provided. The head teachers' responses were tabulated in Table 4.25.

Table 4.25 Head teachers' responses on the frequency of providing adequate teaching/learning resources

Response	Frequency	Percent
Always	4	26.7
sometimes	10	66.6
never	1	6.7
Total	15	100.0

From the study findings provision of teaching/learning resources was not regular and was faced with very serious shortages this was depicted by the head teachers' response as majority of them indicated that they sometimes provided the resources. These response was in line with who argues that since the introduction of FPE funds to buy resources was late to get to the stations and was not enough to cater for all the needs. Provision of instructional resources and materials is a role of the head teachers. Shipman (1992) in his study contends that resource management and allocation is one of the most challenging tasks of a manager and as such a head teacher needs to identify

special and core school needs and evolve, develop and make financial projections and plans that meet them.

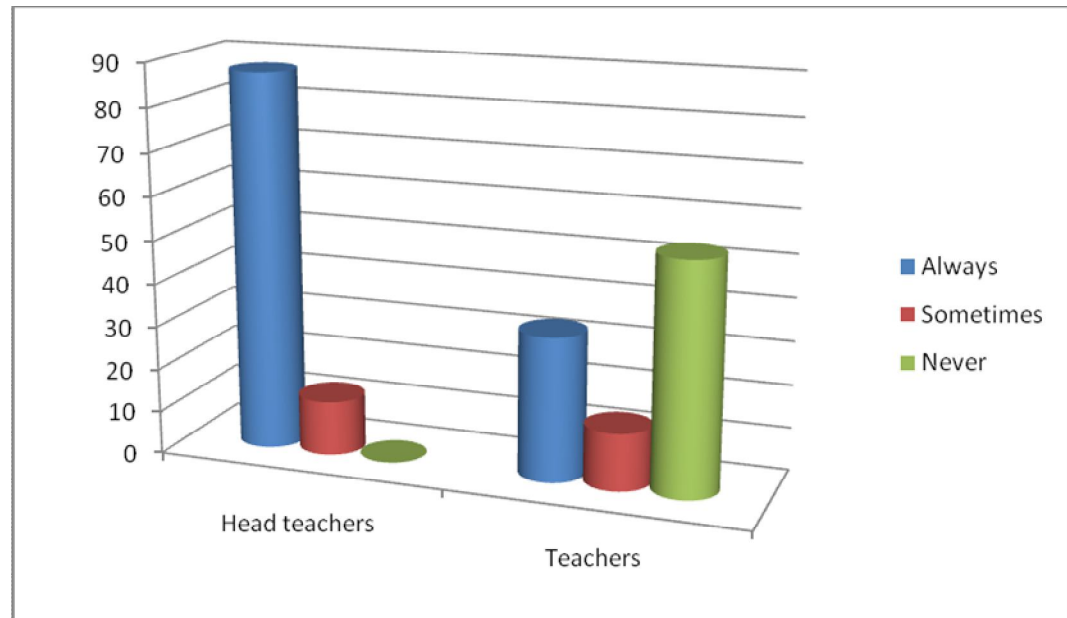
Table 4.26 Availability of adequate teaching/learning resources

Response	Frequency	%
Available and adequate	1	6.7
Available but inadequate	12	80
Not available	2	13.3
Total	15	100.0

Table 4.26 shows that majority of head teachers indicated that in their schools teaching/learning resources were available but inadequate for the sustainability of the enrolled pupils in schools. Eshiwani (1983), points out that schools that have best facilities are among the high achieving schools, having in mind that teachers add up to school resources.

Further the researcher sought from the respondents on the frequency of the head teachers providing teaching/learning resources. The findings were presented in Figure 4.3.

Figure 4.3 Head teachers frequency of provision of teaching/learning resources



From the study findings majority of the head teachers (60%) indicated that they always provide teaching/learning resources, though majority of the teachers contradicted the head teachers responses that they never provide teaching/learning resources.

Further the researcher sought to find out the challenges faced by the head teachers as they carry out their inspective instructional supervision. Their responses were tabulated in table 4.27.

Table 4.27 Head teachers' response on challenges faced in instructional supervision practices

Challenges	Frequency	Percent
Workload	1	6.7
Lack of time	8	53.3
Lack of knowledge	4	26.7
Teachers have negative attitude	2	13.3
Total	15	100.0

From the table 4.27, majority of the head teachers indicated that their extensive administrative duties were too much for them to create time to follow up on the instructional process in class. They also showed that the teachers attitude towards them and knowledge were great hindrances on their supervision practices. These findings clearly shows though the head teachers are aware on their supervision role they avoid the practices to harmonize their working environment with the teachers. These findings are in line with Ayoo (2002), who states that instructional `supervision is seen by many teachers as fault findings and causes negative reactions from the teachers.

The researcher requested the respondents to suggest measures to overcome the challenges faced in improving pupils' academic performance. The suggestions were tabulated in Table 4.28.

Table 4.28 Head teachers' suggestions on measures to overcome challenges to boost performance

Suggestions	Frequency	Percentage
In-service training	2	13.3
Employment of more teachers	7	46.7
Seminars and workshops	4	26.7
Improved teacher attitude	2	13.3
Total	15	100.0

Majority of the head teachers felt that schools were understaffed thus the teacher workload was unbearable lowering performance. They suggested that employment of more teaching staff would boost pupils' academic performance. Though 13.3% and 26.7% suggested that both the head teachers and teachers need to attend in-service courses on educational management and sensitization of the importance of their attitude towards instructional supervision. Adequate staffing of a school, enables teachers to prepare well before attending classes such as having teaching aids for every lesson.

Obongo (1987), in his examination on impact of teaching aids in secondary schools performance concluded that teaching aids play a great role in influencing good performance of a subject.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary of the findings, conclusions and recommendations generated from the research findings of the study. The chapter also presents suggestions for further study.

5.2 Summary of the study

The study was to investigate the influence of head teachers' instructional supervision practices on pupils' academic performance in KCPE in Siakago division, MbeereSouth district. The study was guided by the following objectives;to determine the extent to which checking of teachersrecords of work by head teachers influence on pupils' performance in KCPE,to establish how head teachers' classroom visits influence pupils' performance in KCPE,to checking of pupils exercise books of head teachers influence performance in KCPE,and to determine provision of adequate teaching/ learning resources influence performance of pupils in KCPE in Siakago Division. The study adopted systems theory for the study.

The study adopted descriptive survey research design as it enabled correction of information from respondents without compromising their privacy. Target population comprised of 540 head teachers and teachers. Simple random sampling was used to sample 105 respondents. Data was corrected using questionnaires, analyzed and presented in frequencies and percentages.

Data was presented in relation to the study findings; male head teachers are taking a high population as compared to female head teachers, Although female teachers population was higher as compared to male teachers. Majority of head teachers and teachers are aged above 41 years. The head teachers indicated that Diploma in education was their academic qualification. All the head teachers had stayed in their current stations for over 6 years. Majority of the teachers also indicated that they had stayed in their current stations for over 6 years. Head teachers were not trained before appointment and those that had trained indicated KEMI and MoE as the training agents.

In line with objective one that state: to determine the extent to which checking of teachers records of work by head teacher influenced on pupils performance in KCPE in Division Siakago it was noted that majority of head teachers were not in position to supervise teachers' instructional process. Head teachers had no enough time to supervise their teachers' work, so as to follow up pupils'

performance. 100% of head teachers were aware that, it was their responsibility to carry out instructional supervision, so as be in position to check teachers work and creates good relations in school and promote good performance. Majority of teachers were not comfortable with head teachers observing their work, thus they did not like the head teacher instruction process role Majority of teacher's attitude had negative towards head teacher's role in instructional supervision as they did not welcome the head teachers role. This also limited good relation between teachers and head teachers.

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

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

With objective two, to establish how head teachers' classroom visit influence pupils' performance in KCPE, the study reveals that majority of the head teachers' never visit teachers in class to observe the teachers instructional process and after visitation they do not discuss with their teacher after observing instructional process.

With regard in objective three, to what extent to which checking of pupils exercise books by head teachers influence performance in KCPE, the study reveals that head teachers never inspect pupils books and assignments, the teachers attitude towards their and knowledge were great hindrances on their supervision practices. Majority of the head teachers felt that schools were understaffed thus the teacher workload was unbearable lowering performance. They suggested that employment of more teaching staff would boost pupils' academic performance.

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

5.3 Conclusion

The findings of the study suggested that supervision is a combination of process, procedures and conditions designed to advance the work effectiveness of individuals and groups. It was deemed to oversee smooth learning process. Instructional supervision stimulates teachers to improve instruction, revise and maintain instructions and methods of teaching.

Teachers are aware of the head teachers' instructional supervision role but have negative attitude towards the process. Majority of them felt that supervision was meant to witch hunt and fault find their teaching, rather than it being a development of their career. The head teachers sitting in class as teachers teach is professional helpful for the teacher since he realizes the teachers weaknesses and strengths thus boosting school academic performance. After observation the head teachers should physically hold a conference to discuss the instructional process. This is supposed to uplift both the teacher and head teacher relationship when positively enhanced.

Teacher's professional documents need to be kept up to date to enhance pupils' academic performance. Provision of teaching and learning resources is very vital for effective instructional process.

Teaching/learning resources are very important for effective learning process therefore the school administration is responsible to ensure provision and adequacy of the provided resources.

5.4 Recommendations of the Study

The study findings came up with the following recommendations:

- i. The teachers should be sensitized on the importance of instructional supervision in their career development, this will guide on teachers how to carry out duties.
- ii. Head teachers should use friendly approaches on their instructional supervision duties.
- iii. The school community should be educated on the use of supervision on their schools' performance.
- iv. The Ministry of Education through teachers training colleges should create awareness to training teachers on the importance of instructional supervision on their career development. Educationalists should organize seminars and workshops to create awareness to head teacher on positive ways of conducting instructional supervision

practices. Community participation in school programmes, for instance involvement in recreation activities, environmental conservation activities and developmental activities.

- v. The government through the Ministry of Education should allocate more funds for the provision of teaching/learning resources to enable effective learning.

5.5 Suggestions for Further Study

The researcher proposes further research in the following areas:

- i. This study needs to be replicated in other districts throughout the country in order to compare the results.
- ii. Further study should also be carried out on contribution of leadership styles and the effectiveness of instructional supervision.
- iii. A study should be carried out to investigate the influence of instructional supervision on the relationship of teachers and head teachers

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APPENDICES

APPENDIX I

LETTER OF INTRODUCTION

University of Nairobi

P.O.Box 30197,

Nairobi.

Date __ 2013

The Head teachers
Public Primary Schools

Mbeere district

Dear sir/ Madam,

RE: PERMISSION TO ADMINISTER QUESTIONNAIRES

I am a post graduate student at the University of Nairobi department of Educational Administration and Planning pursuing a Master of Education degree. I am carrying out a research on the **Influence of Head Teacher's Instructional Supervision Practices on Pupils' Performance in Public Primary Schools, Siakago division, Mbeere district, Kenya.**

In this regard, I wish to request for your permission and support in carrying out this study in your school. The information given will be kept confidential and only used for the purpose of this study only.

Thanks in advance.

Yours faithfully,

Penninah Wawira Kariuki.

APPENDIX II

HEAD TEACHERS' QUESTIONNAIRE

This questionnaire consists of two parts, A and B. respond either by writing in the space provided or putting a tick (✓) where required. **DO NOT WRITE YOUR NAME OR THAT OF YOUR SCHOOL.**

SECTION A: Demographic data

1. Indicate your gender Male () Female ()

1. What is your age?

21 – 25 years [] 26 – 30 years []

31 – 35 years [] 36 – 40 years []

41 – 45 years [] 46 and above []

2. What is your highest professional qualification

PhD [] M.Ed [] B.Ed []

Any other (specify).....

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

1 – 5 years [] 6 – 10 years []

11 – 15 years [] 16 – 20 years []

20 – 25 years [] 25 – 30 years []

4. Were you specifically trained to be a head teacher before appointment

Yes [] No []

If yes, who was the training agency?

KESI [] MoE []

Others (specify)

SECTION B:

5. Do you supervise teachers' work? Yes () No ()

6. If Yes, how often? Weekly () Monthly () Termly ()

7. What is your teachers' attitude towards your role in instructional supervision?

8. Do you sit in class as teaching/learning is going on? Yes () No ()

9. Do you give your teachers feed back after classroom observation?

Yes () No ()

10. Do your teachers mark assignments given to pupils? Yes () No ()

11. Do your teachers keep record of work? Yes () No ()

12. If No explain

13. If yes, which ones (tick more than one answer)

Schemes of work ()

Lesson plans ()

Lesson notes ()

Attendance register ()

Record of work covered ()

14. Please indicate the frequency of performing the following instructional activities in your school. Indicate (A) if Always, (S) if Sometimes (N) if Never

Activity	A	S	N
Maintain and sign teachers attendance register			
Supervise teachers' schemes of work			
Check teachers' lesson plan and lesson notes			
Inspect records of work covered			
Check marking of students attendance register			
Visit teachers during teaching			
Discuss lesson observations with teachers			
Inspect students' exercise books and assignments			
Provide adequate teaching/learning resources			

15. a) In your opinion what are the challenges faced by head teachers in carrying out inspective instructional supervision that affect performance in KCPE.

.....
.....

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

.....

Thank you for your cooperation.

APPENDIX III

TEACHERS QUESTIONNAIRE

Kindly complete each section by providing the information requested for .

Please **DO NOT** indicate your name or that of your school.

Section A: Demographic information

Kindly indicate (√) as is appropriate your:

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

2. What is your age bracket?

21 – 25 years [] 26 – 30 years []

31 – 35 years [] 36 – 40 years []

41 – 45 years [] 46 and above []

3. What is your highest academic qualification

M.Ed [] B.Ed [] Diploma []

Any other (specify).....

4. For how long have you been a teacher?

Less than 1 year [] 2 – 5 years []

6 – 10 years [] above 10 years []

SECTION B: Instruction supervision activities

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

b) Are you comfortable with your head teacher observing your instructional process Yes [] No []

c) Do you think your head teacher is effective in carrying out instructional supervision Yes [] No []

d) Give reasons for your answer in (b) above

.....

6. Do your head teacher sit in class as teaching/learning is going on?

Yes () No ()

6. Do your head teacher give you feed back after classroom observation?

Yes () No ()

7. Do your head teacher check if you mark assignments given to pupils?

Yes () No ()

8. From the following instructional activities tick (✓) the ones carried out by your head teacher

Observes teachers in class ()

Checks teachers schemes of work ()

Checks lesson plans ()

Checks records of work covered ()

Holds productive discussion with teachers after a class visit ()

Ensures students and teachers attend classes regularly ()

Conducts orientation for new teachers ()

9. Please indicate the frequency of performing the following instructional activities in your school. Indicate (A) if Always, (R) Rarely, (N) if Never

Activity	A	R	N
Finds out whether teachers follow schemes of work			
Meets teachers to plan for class room observation			
Communicate with the teachers about instructional concerns			
Provide feedback after class observation			
Evaluate syllabus coverage			
Sit in class as teachers teach			
Organizes for in-service training for teachers to improve instructional supervision			

10. In your opinion is instructional supervision by the head teacher of any value. Give reasons.....
.....

11. In your opinion what are the challenges facing head teachers in carrying out effective instructional supervision which affect KCPE

performance.....

.....

Thank you for your cooperation.

APPENDIX IV
AUTHORIZATION LETTER

APPENDIX V
RESEACH PERMIT