

**INFLUENCE OF HEADTEACHERS' INSTRUCTIONAL  
SUPERVISORY ROLES ON PUPILS' PERFORMANCE IN  
KENYA CERTIFICATE OF PRIMARY EDUCATION IN  
KAHURO DISTRICT KENYA**

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**A Research Project Report Submitted in Partial Fulfillment of  
the Requirements for the Degree of Master of Education in  
Educational Administration**

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## **DECLARATION**

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

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This research project is submitted for examination with our approval as university supervisors.

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## **DEDICATION**

I dedicate this work to God who is all in my life. It is also dedicated to my loving wife Joyce Wangari for her unstinted support and encouragement through my studies. To our dear children Pauline Nyambura and Maurine Muthoni who always missed my fatherly presence during my studies.

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## **LIST OF ABBREVIATIONS AND ACRONYMS**

<b>DEO</b>	District Education Officer
<b>KCPE</b>	Kenya Certificate of Primary Education
<b>KNEC</b>	Kenya National Examinations Council
<b>MOE</b>	Ministry of Education
<b>MOEST</b>	Ministry of Education Science and Technology
<b>MSS</b>	Mean Standard Score
<b>SPSS</b>	Statistical Package for Social Sciences
<b>TSC</b>	Teachers Service Commission
<b>UNESCO</b>	United Nations Educational, Scientific and Cultural Organization

## ABSTRACT

The study sought to determine the influence of headteachers' instructional supervisory role on pupils' performance in KCPE in Kahuro District. The objectives that guided the study were classroom observations, professional documents preparation, assessment of pupils' notes and provision of teaching and learning materials. The target population for the study was the headteachers and teachers in all primary schools in the district and the District Quality Assurance and Standards Officer. They were all one thousand one hundred and twenty six in number. The stratified random sampling method was used to pick the teacher population and the simple random sampling method was used to access the headteachers based on the tables of samples for finite populations. The sample size for the teachers was ten percent of the teacher population across the different strata. One hundred and six teachers, while sixty three headteachers and one Quality Assurance and Standards Officer were included in the sample size.

The study employed the descriptive survey design. Data was collected by use of questionnaires, interview schedules and interrogation of secondary data. Data was analyzed using descriptive statistics and inferential statistics and thereafter presented by use of statistical means. The results were subjected to statistical tests which entailed chi-square tests. The study found out that the headteachers rarely engaged in class observation visits. All the headteachers confirmed that teachers in their schools prepared lesson plans. The teachers equally confirmed that the headteachers supervised and observed the activity of lesson plan preparation in their schools. The headteachers confirmed that they assessed pupils' notebooks regularly. The responses by the headteachers showed that most of them deemed the teaching and learning materials provision for the schools as inadequate.

The study thus concluded that headteachers' engagement in class observation visits was infrequent; professional documents preparation was enforced and adhered to; and that assessment of pupils' notebooks was done regularly. In addition the study determined that the provision of teaching and learning materials was deemed inadequate by many headteachers. The study recommended that the headteachers should enhance classroom observation as an instructional supervisory tool, they should supervise the preparation of professional documents by the teachers, ensure they assess pupils' notebooks more frequently and seek out engagement with the stakeholders charged with the mandate of learning and teaching materials provision to ensure good performance in the KCPE examination by the learners. The study suggested that a study with a bigger scope like a nationwide survey should be carried out to find out if the factors in Kahuro District are applying to other areas.

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.1 Background to the study**

Education in its broadest general sense is the means through which the aims of a group of people live on from one generation to the next. Generally, this occurs through any experience that has a formative effect on the way one thinks, feels, or acts (Matt, Scott & Matt, 2010). In its narrow technical sense, education is the formal process by which society deliberately transmits its accumulated knowledge, skills, customs and values from one generation to another. Primary or elementary education consists of the first five to seven years of formal, structured education starting at the age of five or six, although this varies between, and sometimes within, countries (May & Aikman, 2003).

Education is acknowledged as a means of transforming and empowering communities. It imparts skills, knowledge and attitudes that bequeath the communities more productive members. The role of education which enables the pupils to acquire practical skills, know-how and understanding necessary for personal growth and development cannot be understated (Fitzgerald, 2011). It is key to the alleviation of poverty and promotion of peace, construction of the environment in order to improve the quality of human life and promote sustainable development.

The aspect of investment in primary education has been a key element in the development process worldwide. Knight & Sabot (1990) established that primary education improves the earnings of its graduates by nineteen percent in Kenya and thirteen percent in Tanzania. In such a noble process, there is an always apparent social benefit that accrues from primary schooling, which includes reduced fertility, better health care and decreased child mortality. It is for this reason that most countries worldwide have prioritized primary education. In the United States of America (USA) elementary schooling is free and compulsory to all children (World Education Services, 2004). In India the central government provides 80% of the financing of free primary education, while the local states implement and provide the rest of the financing (Government of India, 1994).

In France, schools supervision and inspection continue to fulfill their tasks with an authoritarian approach (Glickman & Gordon, 1990). There is a highly structured form of instructions and a very centralized system of supervision such that the Minister for Education can tell on any day exactly where each teacher is in the syllabus coverage anywhere in the country. This compares with the situation in Tanzania whereby the management of education is through the Ministry of Education as vocational training. Its work is to supervise, manage, inspect schools, plan and coordinate education matters (Tanzania ministry of education and vocation journal 2005). The effectiveness of the headteacher in supervision is expected to have high levels of transparency and accountability in dealing with teachers.



Supervision of education in Kenya dates back to 1910 when the colonial government appointed the first Director of Education for the Kenya colony (Glickman & Gondon, 1998), with the legal duties of organizing, supervising and inspecting the protectorate schools (Kombo & Tromp, 2006). Since then supervision has remained a significant factor in the Kenya education system and all education commissions such as the Education Commission Report of 1964; the Report on the Working Party on Education and Manpower Training for the next decade and beyond of 1988; the Report on the Visibility of Establishing a Scientific Technological University in Kenya of 1981; as well as Enquiry into the Education System in Kenya Report of 1999 have all emphasized the role of supervision in the education process at all levels as a means of enhancing teaching and learning and the overall academic achievement of learners.

Free primary education re-introduction sought to address the limited progress towards the attainment of Universal Primary Education witnessed in the last decade (UNESCO, 2003). A new approach to the provision of Free Primary Education in Kenya was deemed necessary and in January 2003, it was declared in recognition of education as a basic right for all Kenyan children as articulated in the Children's Act of 2001.

Following the declaration of Free Primary Education in 2003 by the Government (Republic of Kenya, 2003b) there has been an overwhelming influx of children to public primary schools. Consequently, increased demands are placed on the Ministry of Education (MOE) by the public for the provision

of teaching/learning materials, equipment, additional teachers and physical facilities for effective supervision and instruction.

The management of public primary schools is the responsibility of the headteachers who undertake the instructional supervision and management in general. The government and all other stakeholders look upon the headteacher for effective implementation of any program introduced at this level. Free Primary Education is such a program that was introduced and it is the responsibility of the headteacher to ensure that it is effectively implemented on the ground. Free Primary Education has opportunities and presents great challenges to primary school headteachers because they are the ones expected to play a key role in its implementation to ensure a good performance in the national examinations.

In Kenya, primary education consists of eight years from the age of six years and culminates in the Kenya Certificate of Primary Education (KCPE) after eight years of education (Ministry of Education, 2009). Globally, around eighty nine percent of primary-age children are enrolled in primary education, though this proportion is rising, (UNESCO, 2010). Under the Education for All (EFA) programmes driven by UNESCO, most countries including Kenya have committed to achieving universal enrollment in primary education by 2015, and in Kenya, it is now compulsory for children to receive primary education (Webb. 2010). Universal Primary Education is one of the eight Millennium Development Goals (MDGs) and great improvements have been

achieved in the past decade, yet a great deal remains to be done (UNESCO, 2010).

Instruction is the facilitation of another's learning (Osborne & Wittenberg, 1999). Pashler et al. (2009) indicate that the quality of teachers is the single most important factor affecting student performance, and that countries which score highly on international tests have multiple policies in place to ensure that the teachers they employ are as effective as possible. They argue that one such policy that has received universal support is instructional supervision by headteachers.

Head-teachers are the clinical supervisors in schools and as leaders; they are the pivot around which all aspects of the school revolve including every academic and administrative detail of the running of the school (Bakhda, 2006). The Kamunge Report of 1988 recognized head-teachers as first line inspectors of their schools. Since inspection by the Minister for Education is inadequate (Thiong'o, 2000), school supervision remains entirely in the hands of the head-teachers. However, whether head-teachers effectively supervise and evaluate teachers' performance, to enhance the academic achievement of pupils has not been well established. This is the case in Kenya (Ngware, Okech & Abuya, 2011).

For a long time the performance of public primary schools in Kahuro district has remained relatively poor and actually fallen in the 2000s (Kahuro District Education Office, 2012). As indicated in Table 1.1, the highest mean score

since 2005 is fifty one percent around half of the possible maximum score of 500. The average mean score of the public primary schools since 2005 is forty nine percent which is below the halfway mark of 250.00 (KNEC, 2005-2012).

**Table 1.1: Kahuro District KCPE analysis 2005 – 2011**

Year	2005	2006	2007	2008	2009	2010	2011	Average
Mean Score out	248.59	248.46	243.35	253.92	252.78	249.38	247.74	
of 500 marks	49.65%	49.79%	49.34%	50.13%	50.40%	49.87%	49.54%	49.82%

Source: D.E.O Murang'a East Education Office.

The academic achievement of pupils in the primary schools in Kahuro has fallen drastically from what it was in the 1990s as highlighted in Table 1.2 and 1.3 except in the year 2009 where the district had very good results nationally, (KNEC, 2010). This shows a continued decline in performance which needs to be checked.

**Table 1.2: Kahuro District KCPE analysis 1998 – 2004**

Year	1998	1999	2000	2001	2002	2003	2004	Average
Mean score out	337.32	348.33	340.62	252.44	257.15	256.19	247.99	
of 700 marks	48.18%	49.46%	48.66%	50.4%	51.3%	51.23%	49.49%	49.82%

In the year 1998-2004, the results deteriorated and stagnated at a level that was not pleasant at all.

**Table 1.3 Kahuro Division KCPE results in the 1990 - 1996**

Year	1990	1991	1992	1993	1994	1995	1996	1997	Average
Mean score out	366.30	357.87	370.29	359.42	353.42	358.15	355.34	353.00	
of 700 marks	52.28%	51.12%	52.9%	51.13%	51.16%	50.71%	50.71%	50.42%	51.43%

Source: D.E.O Murang'a East Education Office.

In the year 1990 to 1997 the academic performance was relatively good going by the results posted in the KCPE during the eight year period.

## **1.2 Statement of the problem**

The academic achievement of pupils in primary schools in Kahuro District has fallen and has remained relatively low since 2005. The average mean score in the primary schools in Kahuro district falls between forty six percent and fifty one percent out of five hundred marks (2005-2011) whilst it was between fifty one percent to fifty three percent out of seven hundred marks between 1990-1996.

Research conducted across the county has shown that lack of mentorship programmes and situations of increased incidences of alcohol abuse in the households has been a contributing factor to the declining academic performance in the county. The presence of vested interests in the appointment of the management committees of public primary schools has also been identified as a critical factor whereby we have had individuals who do not have the welfare of the pupils at heart or insights as regards educational management being appointed to positions of authority (Waweru, 2012). This has been identified among the many other myriad factors which incidentally point at flawed management systems employed by the headteachers in the quest of executing their supervisory roles.

There is therefore need to determine the relationship between headteachers' supervisory role and pupils' academic achievement in Kenya Certificate of Primary Education in Kahuro district. Previous studies carried by Magana (2011) have focused on the staffing levels with regard to availability of enough teachers in the public primary schools as a factor influencing academic performance. There was a need to carry out the study to determine the

influence of the headteachers instructional supervisory roles on the performance of KCPE in Kahuro district.

### **1.3 Purpose of the study**

The purpose of the study was to investigate the influence of head-teachers' instructional supervisory role on pupils' performance in public primary schools in Kahuro district.

### **1.4 Objectives of the study**

The objectives of this study were

1. To determine the influence of classroom observations by head-teachers on the academic performance of pupils in primary schools in Kahuro district,
2. To establish the influence of ensuring preparation of professional documents by head-teachers and the academic performance of pupils in primary schools in Kahuro district,
3. To assess the extent to which headteachers' frequency in assessing pupils' notebooks influence learners' performance, and
4. To determine the influence of the provision of teaching-learning materials by head-teachers on the academic performance of pupils in primary schools in Kahuro district.

### **1.5 Research questions**

This study was guided by the following research questions:

1. To what extent do classroom observations by head-teachers influence the academic performance of pupils in primary schools in Kahuro district?

2. What is the role of enforcement of professional documents preparation by head-teachers in influencing academic performance of pupils in primary schools in Kahuro district?
3. How does frequency in accessing pupils' notebooks by head-teachers influence the academic performance in primary schools in Kahuro district?
4. To what extent does the provision of teaching-learning materials by head-teachers influence the academic performance of pupils in primary schools in Kahuro district?

#### **1.6 Significance of the study**

The findings of the study may enable the Ministry of Education to establish the extent to which head-teachers in the district perform their supervisory roles in their schools. This may aid provision of insights to causes of poor performance in KCPE in relation to instructional supervision with an aim of making amends. The amends stemming from the recommendations made by the study may help lead to improved performance for the sake of posterity.

The Ministry of Education and Quality Assurance and Standards Department may also benefit from the findings. The recommendations of the study may help in policy formulation on teacher supervision, and be used to improve instructional supervision by head-teachers. This may go a long way to improve the academic achievement of pupils in primary schools in the country. The study may of great benefit to future researchers undertaking similar or related studies. This is because it will ultimately contribute to the body of knowledge

as regards instructional supervision and its influence on academic performance.

### **1.7 Basic assumptions of the study**

The study had the following assumptions:

- i) The respondents would cooperate and provide reliable information objectively.
- ii) All the headteachers were conversant with their instructional supervisory roles.
- iii) Performance in examinations was closely linked to supervision of curriculum delivery and instruction in the classroom.

### **1.8 Limitations of the study**

The research was conducted in one administrative district of Kenya which was in a rural setting hence the results could not be used to generalize the situation to the whole country. It was not possible to control the attitudes of the respondents which could have affected the validity and reliability of their responses. This was because respondents could have given socially acceptable answers that the researcher would have wished to hear. The researcher mitigated the situation by way of sensitizing the respondents on the need to provide honest and objective answers.

Availability of target respondents was a challenge to the study. This was because primary school teachers and headteachers are very busy at their work



stations. The researcher overcame the challenge by way of patiently imploring on the teachers to fill in the questionnaires and implored on them the essence of the study as regards the future benefits to win their confidence.

### **1.9 Delimitations of the study**

The delimitations of the study were that the headteachers were selected because they were the ones who are usually concerned with supervision, while teachers were selected because they are the ones who deliver instruction to pupils. Kahuro district was selected because it had a relatively poor performance in the KCPE examinations as compared to other districts in Murang'a County.

### **1.10 Definition of terms**

The following were the significant terms used in the study

**Classroom observation** refers to the actual classroom visit done by a headteacher when pupils are receiving instructions from a teacher

**Curriculum** refers to the set of courses and their content offered in a school.

**District** refers to an administrative area which in education terms is administered by a district education officer (D.E.O)

**Evaluation** refers to ascertainment of values. It should be based upon objectives and should either be formative or summative.

**Instruction** refers to the planned interaction between the teachers and learners for the purpose of imparting knowledge to the learners within the classroom

**Instructional supervision** refers to the process of assisting teachers in improving their instructions and skills through actual classroom visits, provision of feedback and provision of adequate facilities and resources.

**Performance** refers to pupils' mark in Kenya Certificate of Primary Education (KCPE) as rated by the Kenya National examinations council (KNEC) from the lowest mark, 0 to the highest mark 500.

**Supervisory role** refers to the dimension of phase of education administration which is concerned with improving instructional effectiveness.

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

The study was organized in five chapters. Chapter one which is the introduction contains background of the study, statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, basic assumptions of the study, definition of significant terms and the organization of the study. Chapter two is the literature review. It contains the introduction, theoretical literature and literature driven by the objectives, the theoretical framework and the conceptual framework. Chapter three which is the research methodology has the introduction, research design, target population, sample size and sampling procedure, research instruments, validity and reliability of instruments, data collection procedure and data analysis techniques. Chapter four entails data analysis, presentation and interpretation of the findings. Chapter five contains a summary of findings, conclusion and recommendations. It further suggests areas of future research.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

This chapter reviewed literature related to the instructional supervisory roles of head-teachers. The literature was guided by the objectives with a view of exposing knowledge gaps to be filled by the study. It has the theoretical and conceptual framework.

#### **2.2 The concept of supervision**

Supervision is primarily concerned with the improvement of classroom practice for the benefit of learners, regardless of what else may be entailed (Sergiovanni & Starrat, 2009). It also refers to activities which are directly concerned with studying and improving the conditions which surround the learning and growth of learners and teachers (Glanz, 2007). (Glickman & Gordon, 1998) points out that the main purpose of supervision is improvement of instruction through stimulating, coordinating, guiding and making the teacher self directed. (Kamindo, 2008) concurs that supervision is based on the belief that the improvement of instruction is a cooperative enterprise.

As a key role of the headteacher; instructional supervision refers to activities concerned with maintaining an increasing effectiveness in teaching by working with teachers. According to (Harris & Kamindo, 2008), supervision is what school personnel has to do with adults and duties to maintain or change the school operation in a way that directly influence teaching process

employed to promote pupil learning, it is therefore directed toward maintaining and improving teaching/learning process of the school .

In any group of individuals performing certain task towards a set objective, there must be supervision to ensure that the desired objective is achieved. This has been the trend from the earlier American education systems (Kombo& Tromp, 2006). A statute was adapted in United States of America in 1654 that empowered selectmen of town to appoint teachers of sound faith and morals as supervisors (Okumbe, 1999).

Supervision concentrated mainly on appraising the general achievement of learners in subject matter, evaluating methods used by teachers, observing the general management of schools and conduct of pupils, and ascertaining whether money spent on education was used (Glanz, 2007). But as (Ngware & Oketch, 2011) noted, these early supervisory concepts were basically inspection rather than supervision. When an educator became the supervisor of educational instruction, his or her functions became more judicial than executive in nature.

The supervisor was more concerned with the teacher rather than the teaching-learning process (Glanz, 2007). It focused more on management of schools than on the fulfillment of, or improvement of teaching-learning process. During the period that followed, this efficiency orientation phase of 1876-1936, attention was placed on assisting teachers (Kamindo, 2008). Lay people

were replaced in supervisory activities. Supervisors began to provide friendly atmospheres and warm interpersonal relationships for the supervised teachers. This ushered in the period of cooperative group effort.

Curriculum refers to the set of courses and their content offered in a school (Ngware & Oketch, 2011). (Okumbe, 2007) classified curriculum supervision into general supervision and instructional supervision, but clarified that general supervision subsumes supervisory activities of writing and revising curricular, preparation of units and development of processes and instruments of reporting.

Okumbe (2007) attested that clinical supervision can be divided into pre-observation conference, observation conference, and post observation conference. Instructional supervision, on the other hand, is concerned with the learning in the classroom as confirmed by (Ngware & Oketch, 2011) who argued that a more recent concept in instructional supervision is clinical supervision which is the rationale and practice designed to improve the teachers' classroom performance.

According to Okumbe (2007) the pre-observation conference is the period that precedes the actual classroom teaching observation. At this stage, instructional supervisors develop rapport with the concerned teacher. (Ngware & Oketch, 2011) add that this period has significant bearing on the success or failure of the entire instructional supervisory leadership, as it provides a conducive

environment within which the instructional supervisory leadership takes place in order to realize maximum potential from the teacher and the supervisor.

The middle phase or the observation conference is where the teacher and the supervisor enter the classroom (Ngware & Oketch, 2011; Okumbe, 2007). The supervisor greets the class and sits at the back of the classroom, then records the teacher's performance on the format of the lesson plan appropriateness, the lesson objectives integration of the teaching methods and provision of appropriate feedback mechanism. These notes taken during this phase should give details about the teacher's pedagogical strengths and weaknesses. This is the role the head-teacher should assume as a supervisor.

The post observation conference is the final phase of instructional supervision programme, and is conducted in privacy to enable the teacher and the supervisor to discuss the progress of the observed lesson freely and fairly. The instructional supervisor should recognize and emphasize alternative methods or approaches to teaching (Okumbe, 2007). Again, the head-teacher, as the supervisor of instruction should play these roles satisfactorily.

The head-teacher is the leader in a school and the pivot around which all aspects revolve including every academic and administrative detail regarding the running of the school (Bakhda, 2006). The head-teacher in present day school organization is the chief school administrator responsible for the actual day to day administration and supervision of the school activities (Thiongo, 2000).

Desired examination results are influenced by the extent to which headteachers perform instructional supervisory duties. A study carried out by (Kimosop, 2002) in Kabarnet, Baringo district, the findings showed that most head-teachers did not carry out classroom observation, checking pupils' notes, teachers' schemes of work and lesson plans. This impacted negatively on the learners' performance in the national examinations.

### **2.3 Classroom observation as an instructional supervisory role**

Classroom visitation is carried out to assess the status of the curriculum and the experiences of pupils to discover ideas that can be shared, and establish common bases for curriculum planning (Kombo & Tromp, 2006). Classroom observation enables the head-teacher to discover the potentials within the staff that may be tapped and developed. As (Wanzare, 2002) also points out, a lot of classroom observations need to be done to improve the quality of teachers and teaching, and achievement of learners.

Wellington (2008) adds that through supervisory visits, supervisors learn what is being done in the classroom, observe the materials and methods being used, the attitudes and reactions of pupils and other factors that make for effective learning. It is also vital for the headteacher to hold individual conferences with teachers as a part of any comprehensive supervisory plan (Glickman & Gordon, 1998). Individual conferences are usually held after classroom visits or at a request of the teacher or head-teacher. (Kombo & Tromp, 2006) point out that they provide for an exchange of ideas, giving an appointment of

constructive suggestions about classroom techniques or materials of instruction and in identifying possible areas for curriculum study for the teachers' professional growth.

Glickman & Gordon (1998) noted that instructional supervision also involves educative roles. This is the removal of ignorance in the teachers at the institutional level with the primary function of freeing teachers from unnecessary controls which may inhibit teaching and learning in institutions. (Kombo & Tromp, 2006) insist that educative roles require the head-teacher to create favorable working conditions for teacher to express their ideas or opinions freely. The head-teacher should therefore treat teachers with dignity and consider them as persons with intelligence and mature. Evaluation is another instructional supervisory role of the head-teacher. Wellington (2008) observes that instructional supervision is incomplete without an evaluation report. The headteachers should thus always provide an evaluation report detailing the supervisory exercise.

#### **2.4 Preparation of professional documents as an instructional supervisory role**

Formulating a well-defined objective of the lesson is a critical first step as it provides the direction and framework for the decisions which will follow. The objective should describe the specific content to be learned and the observable behavior the student will exhibit to demonstrate that learning has occurred.



(Acheson & Gall, 2007) argued that no matter how expertly the objectives are stated, objectives facilitate learning only if they are appropriate to the academic achievement of students. A well-written objective includes specific information on what is to be included in the lesson and what is not. This can only be realized by the way of development of a good lesson plan.

Administrators will know if the appropriate planning for instruction has taken place when the teacher is able to design a lesson that achieves the objective. This means everything the teacher and students do during the lesson is related to the objective. Birdwalking is a term coined by Madeline Hunter that refers to the inability of a teacher to focus on the objective of the lesson (Gentile, 2007). Instead, the teacher bird walks, pecking at interesting ideas with what seems to be worthwhile or informative digressions, distracting the students' thinking processes and leaving the students confused about the topic of the lesson. This may end up being disadvantageous to the learners.

The beginning of each lesson provides the challenge of how to change the focus of students' attention from previous classes or discussions with friends to the objective of the lesson. The importance of eliciting appropriate associations prior to presenting a lesson can be found in research on positive transfer and advanced organizers (Evertson, 2009). The realization of the objectives of the planning process brings to the fore the importance of ensuring that the learners comprehend and grasp the objectives of the lesson.

During the opening it is important for students to know the direction of the instruction, the relevance of what they are learning, and to have a sense of continuity. Students are often not able to see the relationship between today's work and the work from yesterday, (Acheson & Gall, 2007). Sharing the objective of the lesson informally with students would include teacher statements such as what we are going to do today and the reason we are studying this concept. The development of a good lesson plan ensures that the objectives of the lessons are clarified and inline with the schemes of work apportioned for the termly activities.

The body of the lesson includes the presentation of information; what (Rosenshine 2006) would call the explanation-demonstration stage of the lesson. To implement this phase of the lesson, administrators should note that teachers have a wide variety of different styles and models of teaching from which to choose. The larger the number of alternative teaching styles teachers is comfortable utilizing, the more likely they will select techniques that match the desired objectives, learning styles, and academic levels of their students. This enables the learners to benefit from the professional abilities of the teachers and the importance of organization and planning for the lessons comes to bring fruition.

No single right way of teaching or one approach that will be effective for all learning objectives. To determine if the best teaching strategy was selected administrators should determine if the teacher achieved the objective. This should be in line with the lesson notes, lesson plans and the schemes of work

guiding the deliverables that the teacher aspires to achieve (Evertson, 2009). The administrator who serves as the supervisor should see to it that the envisaged plan and purpose of the lesson has been achieved. This portends good tidings to the learning process by way of ensuring the realization of good results and it makes the participants in the learning process proud of the initiatives.

While over a hundred instructional strategies have been identified, there are some attributes common to all strategies (Joyce & Weil, 2006). Classroom observers should be aware that each strategy has a set of activities with a distinct purpose and role for the teacher and students. Each strategy has a logical sequence which is necessary if students are to accomplish the objective of the lesson. Therefore, the selection of an instructional strategy is a complex task because there are numerous effective strategies that could be used, depending on the instructional goal.

The preparation of professional documents has gone a long way in helping the clarification of lesson objectives and has infused some singular focus in the affected teachers. It has greatly aided the supervisory and instructional function on the part of the supervisors. This is driven by the fact that the supervisor has a framework to bank on in the name of the professional documents and a clear roadmap to guide the supervisory function, (Eshiwani, 2001). The preparation of professional documents has a big mark as regards defining the achievable in the learning process and it may end up motivating a good performance by the learners.

## **2.5 Pupils' notebooks assessment as an instructional supervisory role**

The headteachers have a duty of ensuring that the learners in their schools are provided with notes to act as reference materials in the course of undertaking the learning activities. The function of ensuring timely provision of notes for reference purposes is charged with the subject teachers. They have to ensure that the learners have access to notes for each lesson in the instructional process, (Okech, 2004). The teachers have to ensure timely handing out of assignments to the learners to cover the import of the lesson. The marking of assignments is equally the duty of the subject teachers.

A continuous process of evaluation by way of always checking the progress of the learners can only be assured in the event of confirming that the learners are carrying out the exercises at hand by way of checking their notebooks. This forces the learners to execute all assignments in the stipulated timeframes and it reduces instances of laxity and situations of truancy, (Okwiri, 2006). This has a major effect of having learners sticking to the regimes demanded by the academic programmes and ensuring the success of the systems.

The headteachers have a role of ensuring that the learning process goes according to plan by way of always supervising the teachers by way of assessing pupils' notebooks. This practice forces the teachers to be diligent and hardworking in the sense that they are very aware that their work may be evaluated in the name of confirming the progress of their class activities randomly in the event of checking learners' notebooks, (Simatwa, 2004).

Situations of laxity on the part of the teachers are easily checked and the learners equally exercise greater caution and reduce instances of absenteeism from school well in the knowledge that they may end up suffering the consequences when the notebooks are checked.

## **2.6 Provision of teaching and learning materials as an instructional supervisory role**

According to Sushila (2004), the head-teacher is the leader in a school, the pivot around which many aspects of the school revolve, and the person in charge of every detail of the running of the school, be it academic or administrative. The head-teacher should be involved in making most of the decisions of the school. It is therefore important that the head-teacher is a leader, a thinker and a decision maker. A discreet head-teacher will employ teamwork as a working strategy. He will set up committees and smaller groups of members of staff to investigate ideas or strategies. It therefore behooves the headteacher to be a good team player. It is important that the performance of a school is appraised against the performance of the person who leads it.

Kwakwa (2003) describes the head-teacher as the keeper of keys, the director of transportation, the coordinator of correspondence, the quartermaster of stores, the divisor of intricate schedules, the publisher of handbooks, the director of public relations and the instructional leader. The head-teacher is therefore a key person in any education system. He takes care of the final arrangements for the education of students in a school. His role as a facilitator

of all school activities cannot be taken for granted if he is expected to give the right kind of education to students, hence this sets the focus of the study.

Konchar (2008) states that schools are bad or good, in a healthy or unhealthy mental, moral and physical condition, flourishing or perishing, as the headteacher is capable, energetic of high ideals or the reverse. Schools rise to fame or sink to obscurity as greater or lesser principals have charge of them. It is said 'the school is as great as the headteacher, because of everything in the school, the plant, the staff, the curriculum methods and techniques of teaching human relationships, bear the impress of his or her personality'. Schools do not become great because of magnificent buildings but because of magnificent headteachers.

The quality of education as measured by student achievement in national examinations is considered as below average standards (Ongiri & Abdi, 2004). This fact concurs with what the government of Kenya noted in its master plan on education and training (1997 - 2010) that the majority of schools fall short of providing for the learning needs of their students, leading to poor academic performance (Republic of Kenya, 1998). The headteachers have the function of ensuring the supplies and provision of teaching and learning materials to ensure that the needs of the learners are catered for.

The headteacher bears the brunt of always taking the flak when things don't work out right. In instances of lack of supplies even when situations are beyond their control they will always cut the forlorn image of failure or the dereliction of duty. This is because every other person in the school looks up

to them to provide leadership and solutions as regards provision of supplies and implements to ensure that teaching and learning takes place, (Simatwa, 2004). Situations whereby the supplies of teaching and learning materials need to be sourced call for the participation and evaluation of the systems between the headteachers in concert with the subject teachers. They have a great role as regards seeing to it that they supervise and ensure the achievement of their mandate.

## **2.7 Theoretical framework**

The study was based on the collegial theory of supervision as posited by Seahorn in 1998. The collegial theory of supervision entails the mutual involvement of all the stakeholders in the function of oversight and supervision. The theory advocates for collective responsibility on all the stakeholders in the quest of performing the supervisory function and it calls for the need to have mutual relations between all the stakeholders.

The study aptly captured the input of the influence of headteachers instructional supervisory role on the pupil's performance in the K.C.P.E examination. This is because the headteachers carry the supervisory function in concert with the teachers in their respective work stations. The function of supervision on the other hand is geared towards having the schools realize the objective of positing good results reflective of the ability and performance of the teachers and the headteacher.

The function of instructional supervision entailing class observation visits need collaboration and synergy between the headteacher and the concerned

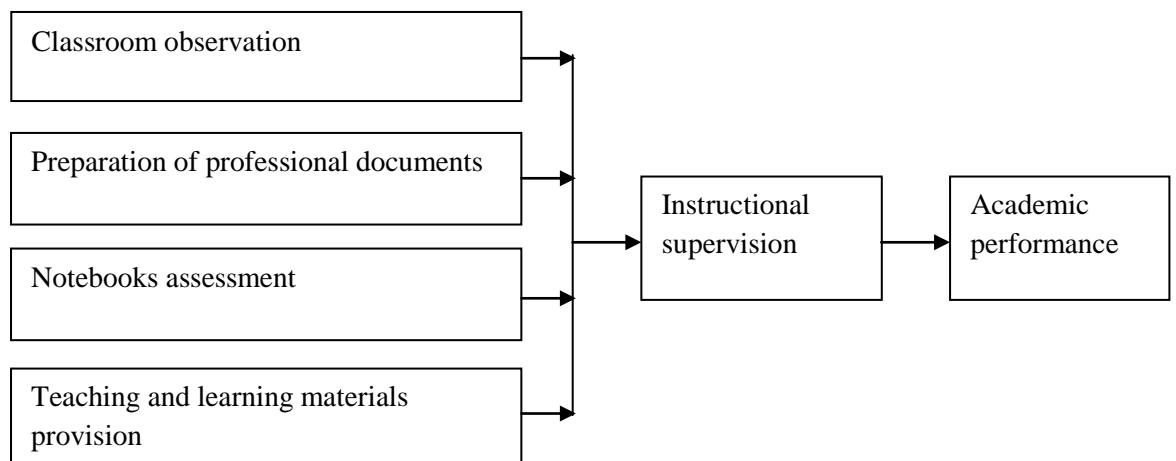
teachers. The need for mutual relations, goodwill and respect carried out in a collegial environment cannot be understated. Preparation of professional documents and the ensuring for the same also calls for collective responsibility reflective of a collegial setting and mutual understanding between the headteacher and teachers.

Assessing learner's notebooks is an exercise which is sensitive and it equally calls for the collaboration between the headteacher and teachers. It calls for mutual relations and association in the quest to give room for clarifications and authentication of any issues at hand.

Provision of teaching and learning materials equally calls for the joint efforts between the headteacher and the individual subject teachers. There is always need to agree on the books to be bought and associated teaching aids with the individual concerned subject teachers in a collegial setting allowing for the forging of understanding and mutual agreement.

## 2.8 The Conceptual framework

**Figure 2.1. Conceptual framework**





Classroom observation is an integral part of the instructional supervision process and it is undertaken by the headteachers. Preparation of the professional documents is done by the teachers but has to be supervised and confirmed by the headteachers to be the guiding benchmark of the classroom activities. Notebooks assessment is the function of the headteachers and it has a big impact on the influence of the academic performance by way of ensuring that the learners take notes in class. Provision of teaching and learning materials ensures that the learning process is uninterrupted owing to lack of provisions.

## **CHAPTER THREE**

### **RESEARCH DESIGN AND METHODOLOGY**

#### **3.1 Introduction**

This chapter describes the research design, target population, sample and sampling procedures, data collection instruments and procedures, validity and reliability of research instruments used, data collection, processing and presentation methods.

#### **3.2 Research design**

The proposed study employed a descriptive survey research design to find out the influence of headteachers' instructional supervisory role on pupils performance in K.C.P.E in Kahuro district Kenya. According to Orodho (2005), a descriptive survey is a method of collecting information by way of interviewing or the administering of a questionnaire from a selected sample. It is mostly used to collect information about people's attitudes, opinions, habits or any variety of social issues. This design was deemed appropriate for the study because the researcher collected, analysed and reported information as it existed on the field without the manipulation of the variables under study.

#### **3.3 Target population**

All people under consideration in any field of inquiry constitute a universe or targeted population (Kombo, 2006). The target population of this study

consisted of all the 75 headteachers in the public primary schools in Kahuro district and 1,050 teachers in the district.

**Table 3.1 Target population**

<b>Zone</b>	<b>No. of Schools</b>	<b>No. of Pry Sch. H/teachers</b>	<b>No. of Teachers</b>
Murarandia	21	21	396
Weithaga	28	28	174
Mugoiri	26	26	480
<b>Totals</b>	<b>75</b>	<b>75</b>	<b>1050</b>

Source: D.E.O's Office Kahuro district

### **3.4 Sample and sampling procedures**

The stratified random sampling method was used for sampling the teachers segment. The education zones in the district served as the stratum. (Kombo, 2006), argued that a representative sample of 10% and above is enough for providing the required information in large populations. The headteachers were sampled based on recommendations of Krejcie & Morgan (1970) tables of samples for finite populations who recommend a sample of 63 for a population of 75. The researcher picked the headteachers of the primary schools on the basis of simple random sampling to ensure that all had an equal chance of participation in the study. The researcher equally picked 10% of the teachers in every education zone. The researcher equally sought out the

District Quality Assurance and Standards Officer who was deemed a key informant for the study.

**Table 3.2 Sample size**

<b>Zone</b>	<b>No. of Schools</b>	<b>No. of Pry Sch. H/teachers</b>	<b>No. of Teachers</b>
Murarandia	17	17	40
Weithaga	24	24	18
Mugoiri	22	22	48
<b>Totals</b>	<b>63</b>	<b>63</b>	<b>106</b>

Source: D.E.O's Office Kahuro district

The research thus had a sample size of one hundred and seventy respondents inclusive of the District Quality Assurance Officer.

### **3.5 Research instruments**

The study used questionnaires, an interview schedule and interrogation of secondary data as the instruments for the study. The study had two sets of questionnaires which were used to collect data from primary school headteachers and the teachers. The questionnaires were deemed suitable in that they had a large group of respondents; they had the benefit of self administerability, anonymity and the standardization of questions for the purpose of easing the data analysis procedures (Orodho, 2005). The questionnaires had both closed and open ended questions. The study equally

used the interview schedule for the purpose of having a structured interview with the District Quality Assurance and Standards Officer. He was considered a key informant and a resource person of high value to the study.

### **3.6 Validity of research instruments**

Validity is the degree to which a test measures what it purports to be measuring. Validity can also be said to be the degree to which results obtained from analysis of data actually represent the phenomenon under investigation (Orodho, 2005). The researcher tested the face and content validity of the questionnaire.

Face validity is in relation to the misunderstanding or misinterpretation of the question. This was checked by way of employing the pre-testing method.

Content validity on the other hand refers to the capacity of the instrument to provide adequate coverage of a topic. Adequate preparation of the instruments under the guidance of the supervisors, expert opinion and pre-testing of the open-ended questions helped establish the content validity.

Prior to embarking on data collection, the researcher pre-tested the questionnaires using two primary schools in Murang'a East district which has similar socio-demographic features with Kahuro district. This was for the purpose of improving the reliability and validity of the instruments. Changes were made on the questions deemed appropriate after the pilot study.

### 3.7 Reliability of research instruments

Reliability is a measure of the extent to which an instrument will consistently yield the same result after being administered several times to the same respondents (Orodho, 2005). To establish the reliability of the research instruments, the test retest method whereby the pilot study respondents was issued with questionnaires for them to fill and the same questionnaires were subjected to a retest to see how the response was. The reliability coefficient was computed using Pearson's Product Co-relation Co-efficient

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

Where r = Pearson co-relation co-efficient

x = results from the first test

y = results from the second test

N = Number of observations

### 3.8 Data collection

Permission to conduct the research was sought from the National Council of Science and Technology. The researcher thereafter visited the Kahuro district D.E.O's office and requested for an introductory letter to the target

respondents. The researcher hand delivered the questionnaires to the target respondents and collected them three days after dropping which was adequate time for them to be filled in.

### **3.9 Data analysis**

After all the data had been collected, data cleaning followed for the purposes of identifying any incomplete, inaccurate or unreasonable data for the purpose of improving on quality through correction of detected errors and omissions. Coding of the data thereafter followed and the codes were entered into a computer for the purpose of analysis.

Qualitative data was analyzed by way of understanding the meaning of the information divulged by the respondents and comparing it to documented data from previous research on influence of headteachers instructional supervisory role on pupils' performance in KCPE. It was presented thematically in line with the objectives of the study and thereafter presented by use of frequency distribution tables, percentages and inferential statistics.

Data analysis involved both quantitative and qualitative procedures. Quantitative data analysis required the use of computer spreadsheets and the Statistical Package for Social Sciences (SPSS) was used. Martin and Acuna (2002), said that the SPSS package is able to handle a large amount of data and given its wide spectrum in the array of statistical procedures which are purposefully designed for social sciences; it was deemed efficient for the task.

## **CHAPTER FOUR**

### **DATA ANALYSIS, INTERPRETATION AND DISCUSSION OF FINDINGS**

#### **4.1 Introduction**

The study was carried out in Kahuro district and it sought to find out the influence of headteachers' instructional supervisory role on pupils' performance in Kenya Certificate of Primary School Education examinations. All analysis used descriptive statistics and statistical tests whereby frequencies were obtained and expressed in percentage form. The opinions were interpreted and their content analyzed and described. The same was used to answer the research questions put forth when the researcher sought to find out the factors affecting the situation.

The study will bring forth findings that may help understand the influence of headteachers' instructional supervisory goal on pupils' performance in Kenya Certificate of Primary School Education examinations. The objectives that guided the study were classroom observations by headteachers, preparation of professional documents, assessment of pupils' notebooks and the provision of teaching and learning materials.

#### **4.2 Headteachers' demographic data**

The study sought to find out the sociodemographic data as regards the headteachers' ages, genders and work experience with a view of relating the information to their instruction supervisory capacities.



**Table 4.1**

**Headteachers' response rate**

The response which entailed the participation by the headteachers sampled in the study was as indicated in the table 4.1.

<b>Response</b>	<b>Frequency</b>	<b>Percent</b>
Number of questionnaires returned by headteachers	63	100
Number of questionnaires not returned	0	0
<b>Total</b>	<b>63</b>	<b>100</b>

The response can be interpreted to show a willing participation from the sampled respondents owing to the fact that 100% of them filled and returned the questionnaires.

**Table 4.2**

**Headteachers' gender**

The headteachers' genders from the sampled respondents were as shown in table 4.2.

<b>Age bracket</b>	<b>Frequency</b>	<b>Percent</b>
Male	40	63
Female	23	37
Total	63	100

The response as shown in table 4.2 indicates a mean of 1.38, median of 1.0, mode of 1 and a standard deviation of 0.518. This reflects a higher percentage of male respondents serving as headteachers from the sampled population.

**Table 4.3**

**Headteachers' ages**

The ages of the sampled headteachers who participated in the study were as shown in table 4.3

<b>Age bracket</b>	<b>Frequency</b>	<b>Percent</b>
36-40	16	25
41-45	23	37
46-50	16	25
51-55	8	13
Total	63	100

The response as shown in table 4.3 shows that most of the sampled respondents were aged between 41-45 years. This can be interpreted to show a good dispersion of the headteachers in terms of age among the sampled respondents.

**Table 4.4**

**Headteachers' academic qualifications**

Table 4.4 shows the academic qualifications of the headteachers who participated in the study.

<b>Academic qualifications</b>	<b>Frequency</b>	<b>Percent</b>
ATS	23	38
Diploma in Education	16	25
Bachelor of Education	16	25
Masters of Education	8	12
Total	63	100

The response as indicated in table 4.4 was reflective of headteachers who had invested in personal self-development in the name advancing their studies driven by the fact that most of the teachers enter the profession at the certificate level.

**Table 4.5**

**Length of being a headteacher**

The length of service of the headteachers who participated in the study was as shown in table 4.5.

<b>Length of time</b>	<b>Frequency</b>	<b>Percent</b>
Less than 1 year	8	12
1-5 years	23	38
6-10 years	24	38
11-15 years	8	12
Total	63	100

Table 4.5 showed presence of varying time spans in terms of experience thus a reflection of different times of appointment to the headteachers' position.

**4.3 Teachers' demographic data**

The study sought to find out the teachers' sociodemographic information with a view of getting insights as to how they understood the thrust of the phenomena under study.

**Table 4.6**

**Teachers' response rate**

<b>Response</b>	<b>Frequency</b>	<b>Percent</b>
Number of questionnaires returned by teachers	93	87
Number of questionnaires not returned	13	13
<b>Total</b>	<b>106</b>	<b>100</b>

The response was a reflection of an active participation from the sampled teachers with 87% of them filling and returning back the questionnaires.

**Table 4.7**

**Teachers' gender**

The genders of the teachers who participated in the study was as captured in table 4.7.

<b>Age bracket</b>	<b>Frequency</b>	<b>Percent</b>
Male	68	73
Female	25	27
<b>Total</b>	<b>93</b>	<b>100</b>

Table 4.7 reflects a higher percentage of male respondents serving as teachers from the sampled population.

**Table 4.8**

**Teachers' ages**

The genders of the teachers who participated in the study were as shown in table 4.8.

<b>Age bracket</b>	<b>Frequency</b>	<b>Percent</b>
26-30	20	21
31-35	27	29
36-40	18	19
41-45	16	17
46-50	7	8
51-55	5	6
<b>Total</b>	<b>93</b>	<b>100</b>

Table 4.8 shows that majority of the sampled respondents were aged between 31-35 years. This can be interpreted to show a good dispersion of the teachers in terms of age among the sampled respondents and a relatively young generation of teachers.

**Table 4.9**

**Teachers' academic qualifications**

The academic qualifications of the teachers who participated in the study were as shown in table 4.9.

<b>Academic qualifications</b>	<b>Frequency</b>	<b>Percent</b>
P1	51	55
ATS	27	29
Diploma in Education	6	6
Bachelor of Education	6	7
Masters of Education	3	3
Total	93	100

Table 4.9 showed that the teachers who had worked hard to advance their education levels in the quest of getting higher qualifications taking into account that the entry level for primary school teachers is the P1 certificate and a high percentage has higher qualifications.



**Table 4.10**

**Length of being a teacher**

The length of service of the teachers who participated in the study was as shown in table 4.10.

<b>Length of time</b>	<b>Frequency</b>	<b>Percent</b>
Less than 1 year	8	9
1-5 years	27	29
6-10 years	32	34
11-15 years	15	16
16-20 years	5	5
21-25 years	6	7
Total	93	100

Table 4.10 showed that the respondents had gained experience of varying lengths of time spans in their teaching careers. This may be an indicator of an informed population owing to the experience gained from the many years of service.

#### **4.4 Influence of headteachers' class observation on KCPE performance**

Classroom visitation is carried out to assess the status of the curriculum and the experiences of pupils to discover ideas that can be shared, and establish common bases for curriculum planning (Kombo & Tromp, 2006). Classroom observation enables the head-teacher to discover the potentials within the staff that may be tapped and developed.

**Table 4.11**

#### **Frequency of headteachers engaging in class observation**

Table 4.11 shows the frequency of the headteachers engagement in class observation.

<b>Frequency in class observation</b>	<b>Frequency</b>	<b>Percent</b>
Very rarely	9	12
Rarely	31	50
Often	23	38
Total	63	100

Table 4.11 was a confirmation of a high percentage of the headteachers not engaging in class observation frequently.

**Table 4.11.1**

**A cross-tabulation between class observation and KCPE performance**

Table 4.11 shows a cross-tabulation between class observation and KCPE performance.

<b>Chi-Square Tests</b>			
	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	8.000 <sup>a</sup>	2	.018
Likelihood Ratio	6.028	2	.049
N of Valid Cases	8		

a. 6 cells (100.0%) have expected count less than 5. The minimum expected count is .13.

Table 4.11.1 shows a Chi-square value of  $\chi^2 = 8.000$  at a significance level of 0.018. The calculated statistic  $\chi^2 = 8.000$  was found to be greater than the tabled critical value of  $\chi^2 = 6.028$ . It can be interpreted that, statistically, there was a relationship between class observation and the performance of pupils in KCPE examination at  $\alpha = 0.13$ .

The response by the teachers confirmed that the headteachers may have abdicated their role of supervision by way of engaging in class observation.

**Table 4.12**

**Response by headteachers on the frequency of engaging teachers in pre-observation conferences**

Table 4.12 shows the response by the headteachers on their frequencies of engaging teachers in preobservation conferences.

<b>Cost</b>	<b>Frequency</b>	<b>Percent</b>
Very rarely	9	12
Often	38	63
Always	16	25
Total	63	100

The response as shown in table 4.12 was an indicator of the headteachers engaging the teachers in their schools in the course of undertaking the supervision functions.

The teachers attested to the headteachers engaging in pre-observation conferences. The response was thus a confirmation of the headteachers engaging the teachers in pre-observation conferences which denotes harmonious relations between the administration and the teachers.

The response was a confirmation of the position taken by the district quality assurance officer who attested to the fact that the headteachers in the district regularly engaged the teachers in pre-observation conferences in the wake of

conducting classroom observation visits as obtained in the course of conducting the scheduled interview.

The researcher came across minutes of the staff meetings in the wake of the data collection exercise by way of interrogating school records. This showed presence of meetings between the headteachers and respective teachers in their schools geared towards the engagement in preobservation meetings thus a confirmation of the situation on the ground.

The responses identified with the position postulated by Glickman & Gordon (1998) who argued that it is vital for the headteacher to hold individual conferences with teachers as a part of any comprehensive supervisory plan. Individual conferences are usually held after classroom visits or at a request of the teacher or head-teacher.

#### **4.4.1 Response by headteachers on the impact of pre-observation conferences on teacher preparation**

The response by headteachers showed that they all believed that pre-observation conferences aided the teachers to prepare adequately for the lessons enhanced mutual relations between the teachers and the administration and aided clarify the objectives of the lessons. The same position was take by the teachers who argued that the pre-observation by the teachers who argued that the pre-observation conferences enabled dual-participation between the administration and teachers, aided reference books and teaching aids provision. The district quality assurance officer had similar sentiments when

he said that schools that regularly engaged in pre-observation conferences had a wake of well defined relations between the administration and the teachers.

The headteachers sentiments identified with those of Wellington (2008) who said that through supervisory visits, supervisors learn what is being done in the classroom, observe the materials and methods being used, the attitudes and reactions of pupils and other factors that make for effective learning. (Kombo & Tromp, 2006) point out that they provide for an exchange of ideas, giving an appointment of constructive suggestions about classroom techniques or materials of instruction and in identifying possible areas for curriculum study for the teachers' professional growth.

**Table 4.13**

**Headteachers' response on the frequency of engaging in classroom visits to check on the teachers**

Table 4.13 shows the response of the headteachers on the frequency of engaging in classroom visits to check on the teachers

<b>Classroom visits frequency</b>	<b>Frequency</b>	<b>Percent</b>
Very rarely	8	12%
Rarely	23	38%
Often	16	25%
Always	16	25%
<b>Total</b>	<b>63</b>	<b>100</b>

Table 4.13 shows that most of the sampled headteachers engaged in classroom visitations as a supervisory function but with varied frequencies.

**Table 4.13.1**

**A cross tabulation between the frequency of classroom observation and the performance in KCPE examination**

Table 4.13.1 shows a cross tabulation between the frequency of classroom observation and the performance in KCPE examination

<b>Chi-Square Tests</b>			
	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	3.429 <sup>a</sup>	3	.330
Likelihood Ratio	3.256	3	.354
N of Valid Cases	8		

a. 8 cells (100.0%) have expected count less than 5. The minimum expected count is .13.

Table 4.13.1 gave a Chi-square value of  $\chi^2 = 3.429$  at a significance level of 0.330. The calculated statistic  $\chi^2 = 3.429$  was found to be greater than the tabled critical value of  $\chi^2 = 3.256$ . It can be interpreted that, statistically, there was significance on the frequency of classroom observation visits and the performance of pupils in KCPE examination at  $\alpha = 0.13$ .

The response by the headteachers concurs with that of the teachers who affirmed that the headteachers in their schools engaged in classroom

visitations very rarely at 12%, rarely at 40%, often at 22% and always at 26%. This represents a mean of 2.62, a median of 2.0, a mode of 2 and a standard deviation of 0.999. This shows that most of the headteachers in the sampled schools did not engage in classroom visitations very frequently as it would be expected of them.

This identifies with previous work by Konchar (2008) who states that schools are bad or good, in a healthy or unhealthy mental, moral and physical condition, flourishing or perishing, as the headteacher is capable, energetic of high ideals or the reverse. Schools rise to fame or sink to obscurity as greater or lesser principals have charge of them. It is said 'the school is as great as the headteacher, because of everything in the school, the plant, the staff, the curriculum methods and techniques of teaching human relationships, bear the impress of his or her personality'. Headteachers who engage in regular class visitations for observation purposes thus make good managers as opposed to those who rarely engage in similar practices.



**Table 4.14****Response from teachers as regards attributes on classroom observations**

Table 4.14 shows the responses by the teachers on various attributes on the practice of classroom observation.

		<b>Education Zones</b>			
		<b>Murarandia</b>	<b>Weithaga</b>	<b>Mugoiri</b>	<b>Total</b>
Observation motivates preparation	Disagree	0	0	2	2
	Undecided	2	0	0	2
	Agree	10	19	15	44
	Strongly Agree	8	14	23	45
<b>Total</b>		20	33	40	93
Observation helps clarify teaching objectives	Disagree	0	3	0	3
	Undecided	2	2	6	10
	Agree	9	18	19	46
	Strongly Agree	9	10	15	34
<b>Total</b>		20	33	40	93
Evaluation of lessons taught	Undecided	0	2	0	2
	Agree	12	17	29	58
	Strongly Agree	8	14	11	33
<b>Total</b>		20	33	40	93
Effective tool for supervision	Undecided	0	3	0	3
	Agree	9	19	23	51
	Strongly Agree	11	11	17	39
<b>Total</b>		20	33	40	93
classroom observation has no impact on academics	Strongly Disagree	13	19	33	65
	Disagree	7	14	7	28
<b>Total</b>		20	33	40	93

Table 4.14 shows that the sampled teachers were in agreement that classroom observation motivates adequate preparation, the pre-observation conferences helped clarify the lessons objectives, post-observation conferences were effective in evaluation and they all agreed classroom observation was an effective supervision function. All the teachers disagreed to the assertion that classroom observation had no impact on academic performance. The responses concur with the position of the district quality assurance officer who attested to the fact that classroom observation may greatly impact on the KCPE performance of a school and it heavily impacted on the academic performance of the district.

**Table 4.15**

**Headteachers response on classroom observation impact**

<b>Classroom observation impact</b>	<b>Frequency</b>	<b>Percent</b>
No	10	12%
Yes	53	88%
<b>Total</b>	<b>63</b>	<b>100</b>

The response as indicated in table 4.15 shows that a majority of the sampled respondents believed that classroom visitations had a great effect on the performance of KCPE examinations.

The response by the teachers sampled concurs with the position taken by the headteachers. It shows that 40% of the sampled teachers believed that classroom observation did not impact on the KCPE performance while 60% of the teachers believed that classroom observation impacted on the KCPE performance. This represents a mean of 1.60, median of 2.0, mode of 2 and a standard deviation of 0.492. The response shows that despite majority of the teachers having an opinion that classroom observation impacts on KCPE performance, a large percentage of them thought contrary. It can be interpreted to mean that they were uncomfortable with visits undertaken by headteachers as they performed their supervisory functions in their classes.

#### **4.5 Preparation of professional documents**

Formulating a well-defined objective of the lesson is a critical first step as it provides the direction and framework for the decisions which will follow. The objective should describe the specific content to be learned and the observable behavior the student will exhibit to demonstrate that learning has occurred. Acheson & Gall (2007) argued that no matter how expertly the objectives are stated, objectives facilitate learning only if they are appropriate to the academic achievement of students. A well-written objective includes specific information on what is to be included in the lesson and what is not. This can only be realized by the way of development of a good lesson plan.

**Table 4.16**

**Response by headteachers on the lesson plans preparation in their schools**

Table 4.16 shows the response by the headteachers when the researcher sought to find out if the teachers in their respective schools prepared lesson plans.

<b>Presence of lesson plan preparation</b>	<b>Frequency</b>	<b>Percent</b>
Yes	63	100
No	0	0
Total	63	100

Table 4.16 shows that all the headteachers confirmed that teachers in their schools prepared lesson plans. This can be interpreted to mean that lesson plan preparation is an activity that is treated with the seriousness that it deserves in all the schools sampled.

The response by teachers resonates with the position of the headteachers but with a slight variation which shows that 91% of the teachers confirmed that they prepared lesson plans while 9% alluded to not preparing the lessons plans when needed. It denotes a mean of 1.91, a median of 2.00, mode of 2 and a standard deviation of 0.282. The response can be interpreted to show that some of the teachers abdicated their responsibility of lesson plans preparation and it calls for more effective supervision by the headteachers.

The District Quality Assurance Officer confirmed that the teachers in the district prepared lesson plans for use as they delivered in their classrooms. The researcher equally confirmed by way of a physical verification of the presence of lessons plans in the schools visited to aid the teachers achieves their lesson objectives.

**Table 4.17**

**Response by teachers on the observation of lesson plans preparation**

Table 4.17 shows the responses from the teachers when the researcher sought to find out if the headteachers observed lesson plans preparation in their schools.

<b>Observation of lesson plan preparation</b>	<b>Frequency</b>	<b>Percent</b>
Very rarely	29	31
Rarely	32	35
Often	28	30
Always	4	4
<b>Total</b>	<b>93</b>	<b>100</b>

The response as shown in table 4.15 can be interpreted to mean that most of the headteachers rarely observed and supervised the adherence to lesson plans.

**Table 4.17.1**

**A cross tabulation between observation and supervision of lesson plans and the KCPE performance**

Table 4.17.1 shows a cross tabulation between observation and supervision of lesson plans and the KCPE performance.

<b>Chi-Square Tests</b>			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	5.657 <sup>a</sup>	3	.130
Likelihood Ratio	5.663	3	.129
Linear-by-Linear Association	.816	1	.366
N of Valid Cases	93		

a. 2 cells (25.0%) have expected count less than 5. The minimum expected count is 1.59.

Table 4.17.1 shows a calculated statistic of  $\chi^2 = 5.657$  at a significance level of 0.130 was obtained. The calculated statistic,  $\chi^2 = 5.657$ , was found to be less than the tabled critical value of  $\chi^2 = 5.663$ . This showed that, statistically, there was no relationship between observation and supervision of lesson plans and the KCPE performance at  $\alpha = 1.59$ .

The response identifies with that of the headteachers who attested to having supervised observation and adherence of lesson plans rarely at 38%, and often at 62%. This represents a mean of 2.62 and a standard deviation 0.518. The

response can be interpreted to mean that the function of supervision of the adherence to lesson plans had been greatly neglected by some of the headteachers in the schools sampled.

**Table 4.18**

**Response by headteachers on modalities to inspect schemes of work**

Table 4.18 shows the responses by the headteachers as they explained if they had put in place modalities to inspect schemes of work in their schools.

<b>Modalities for schemes of works inspection</b>	<b>Frequency</b>	<b>Percent</b>
Yes	16	25
No	47	75
Total	63	100

The response as shown in table 4.18 reflects a mean of 1.75, a median of 2.00, mode of 2 and a standard deviation of 0.463. The response can be interpreted to mean that most of the headteachers had the initiative and mechanisms of the ensuring the inspection of schemes of work.

The response of the teachers sampled identifies with the position of the headteachers. This was confirmed by way of the teachers attesting to the fact that the headteachers had put in place modalities to ensure inspection of schemes of work with 66% of the teachers alluding to the fact while 34% were

of the contrary opinion. This reflects a mean of 1.66, median of 2.00, mode of 2 and a standard deviation of 0.478. It was a confirmation of a non-effective programme of inspection of schemes of work in many schools thus non-efficient supervision by the headteachers.

The District Quality Assurance Officer confirmed that the headteachers were implored on to always inspect the schemes of work prepared by teachers and to ensure they conformed to what it is that the schemes envisaged. The researcher confirmed the practice of schemes of work preparation in the schools visited. This was a reflection of the seriousness it is that schemes of work preparation are treated with in the district.

This identifies with studies carried out by Evertson (2009) who said that teaching should be in line with the lesson notes, lesson plans and the schemes of work guiding the deliverables that the teacher aspires to achieve. The administrator who serves as the supervisor should see to it that the envisaged plan and purpose of the lesson has been achieved. This portends good tidings to the learning process by way of ensuring the realization of good results and it makes the participants in the learning process proud of the initiatives.

#### **Table 4.19**

**Response by teachers on the effectiveness of professional documents preparation on their teaching capacities**



Table 4.19 shows the responses by the teachers on how they viewed the professional documents preparation on making their teaching capacities effective.

		Education Zones			
		Murarandia	Weithaga	Mugoiri	Total
Preparedness of teachers through lesson plans	Undecided	1	2	2	5
	Agree	10	13	18	41
	Strongly Agree	9	18	20	47
Total		20	33	40	93
Planning for termly activities	Undecided	2	0	2	4
	Agree	7	16	15	38
	Strongly Agree	11	17	23	51
Total		20	33	40	93
Continuous assessment helps teachers keep track of learners performance	Undecided	0	0	3	3
	Agree	0	13	37	50
	Strongly Agree	20	20	0	40
Total		20	33	40	93
Self assessment via progress records	Undecided	2	0	0	2
	Agree	3	14	17	34
	Strongly Agree	15	19	23	57
Total		20	33	40	93
Syllabus coverage	Undecided	6	2	7	15
	Agree	5	25	29	59
	Strongly Agree	9	6	4	19
Total		20	33	40	93

The response as shown in table 4.19 above indicates that all the teachers were in agreement that lessons plans enabled adequate preparation for classroom activities, the schemes of work ensured planning for termly activities, continuous assessment records helped teachers to keep track of the learning

progress, progress reports enabled teachers to carry out a self-assessment of their work and sticking to the timetable aided the syllabus coverage. This concurs with the response of the headteachers and equally identifies with the position taken by the quality assurance officer who attested to the fact that preparation of professional documents ensured delivery of the teacher's mandates.

This identifies with works carried out by Eshiwani (2001) who said that the preparation of professional documents has gone a long way in helping the clarification of lesson objectives and has infused some singular focus in the affected teachers. It has greatly aided the supervisory and instructional function on the part of the supervisors. This is driven by the fact that the supervisor has a framework to bank on in the name of the professional documents and a clear roadmap to guide the supervisory function (Eshiwani, 2001). The preparation of professional documents has a big mark as regards defining the achievable in the learning process and it may end up motivating a good performance by the learners.

**Table 4.20**

**Response by headteachers on effect of preparation of professional documents on KCPE performance**

The study sought to find out the response of the headteachers as regards the practice of preparation of professional documents and its impact on KCPE performance. The response was as shown in table 4.20.

<b>Effect of professional documents on KCPE performance</b>	<b>Frequency</b>	<b>Percent</b>
To a fair extent	30	48%
To a great extent	33	52%
Total	56	100

The response as shown in table 4.20 reflects a mean of 2.50 and a standard deviation of 0.535. This shows that the headteachers understood the importance of professional documents on the performance of the KCPE examination and how they impacted on the teachers' capacity to perform their duties.

The response compares well with that of teachers who attested to the fact that preparation of professional documents affected the KCPE performance to a very fair extent at 24%, to a fair extent at 60% and to a great extent at 16%. This represents a mean of 1.92 and a standard deviation of 0.630. It shows

that the teachers equally appreciated the impact of preparation of professional documents on the performance of the KCPE examination and this brings to the fore the essence of professional documents preparation on the performance at work.

#### **4.6 Assessment of pupils' notebooks**

The headteachers have a duty of ensuring that the learners in their schools are provided with notes to act as reference materials in the course of undertaking the learning activities. The function of ensuring timely provision of notes for reference purposes is charged with the subject teachers. They have to ensure that the learners have access to notes for each lesson in the instructional process, (Okech, 2004). The teachers have to ensure timely handing out of assignments to the learners to cover the import of the lesson. The marking of assignments is equally the duty of the subject teachers.

**Table 4.21**

**Response from the headteachers on whether they assess pupils' notebooks**

The study sought the headteachers' response as to whether they assessed pupils' notebooks which was as shown in table 4.21.

<b>Note books assessment</b>	<b>Frequency</b>	<b>Percent</b>
Yes	39	63%
No	24	37%
Total	63	100

The response as shown in table 4.21 represents a mean of 1.63, median of 3.00, mode of 2 and a standard deviation of 0.518. It shows that quite a number of the headteachers neglected the function of assessing learner's notebooks as a way of supervision.

The response by the headteachers concurs with that of the teachers who confirmed that the headteachers assessed pupils' notebooks with 12% of the teachers sampled attesting to the headteachers not assessing the notebooks while 88% confirmed that the headteachers assessed the notebooks. The response reflects a mean of 1.88, median of 2.00, mode of 2 and a standard deviation of 0.325. The response is reflective of a situation whereby most of the headteachers assessed the pupils' notebooks as confirmed by the teachers.

This identifies with sentiments expressed by (Okwiri, 2006) who argue that a continuous process of evaluation by way of always checking the progress of the learners can only be assured in the event of confirming that the learners are carrying out the exercises at hand by way of checking their notebooks. This forces the learners to execute all assignments in the stipulated timeframes and it reduces instances of laxity and situations of truancy. This has a major effect of having learners sticking to the regimes demanded by the academic programmes and ensuring the success of the systems.

**Table 4.22**

**Response by headteachers on the frequency of undertaking the assessment of pupils' notebooks**

The response by headteachers on their frequency of undertaking the assessment of pupils' notebooks was sought. It is as shown in table 4.22.

<b>Frequency of notebooks assessment</b>	<b>Frequency</b>	<b>Percent</b>
Very Rarely	17	24
Rarely	23	38
Often	23	38
Total	63	100

Table 4.22 represents a mean of 2.13 and a standard deviation of 0.835. The response reflects a situation whereby most of the headteachers assessed the

pupils' notebooks rarely. This is reflective of a lackluster approach on the part of the headteachers in carrying out the supervision functions.

The response concurs with the position of the teachers who confirmed that the headteachers assessed the pupils' notebooks very rarely at 12%, rarely at 47%, often at 27% and always at 14%. This represents a mean of 2.43 and a standard deviation of 0.877. The response is reflective of a situation whereby majority of the headteachers assessed the learner's notebooks rarely.

The response resonates with that of the District Quality Assurance Officer who confirmed the exercise of checking pupils' notebooks during school visits. The researcher equally confirmed the presence of some signed notebooks with the dates of the inspection exercise. This was a confirmation of carrying out of assessment of pupils' notebooks in the district.

**Table 4.23**

**Response on whether pupils' notebooks assessment affected the quality of notes provided by the teachers**

The study to find out from the headteachers if the assessment of notes affected the quality provided by the teachers and it was as shown in table 4.23.

<b>Effects of assessment on quality of notes</b>	<b>Frequency</b>	<b>Percent</b>
Very fairly	16	25%
Fairly	30	50%
Very much	17	25%
Total	63	100

Table 4.23 represents a mean of 2.00 and a standard deviation of 0.756.



**Table 4.23.1**

**A cross the relationship between the pupils' notebooks assessment and the quality of notes provided**

A cross the relationship between the pupils' notebooks assessment and the quality of notes provided was as shown in table 4.23.1

<b>Chi-Square Tests</b>			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	6.989 <sup>a</sup>	2	.030
Likelihood Ratio	10.145	2	.006
N of Valid Cases	93		

a. 2 cells (33.3%) have expected count less than 5. The minimum expected count is 1.42.

Table 4.23.1 shows a calculated statistic of  $\chi^2 = 6.989$  at a significance level of 0.030 was obtained. The calculated statistic,  $\chi^2 = 6.989$ , was found to be less than the tabled critical value of  $\chi^2 = 10.145$ . This showed that, statistically, there was no relationship between the pupils' notebooks assessment and the quality of notes provided by the teachers  $\alpha = 1.42$ .

The response by the teachers mirrors the response by the headteachers. They confirmed that the assessment of pupils' notes by the headteachers affected the quality of notes they offered the learners very fairly at 13%, fairly at 54% and very much at 33%. The response reflects a mean of 2.20 and a standard

deviation of 0.652. The response is reflective of the capacity of the teachers to appreciate the importance of supervision by the headteachers in the way of assessing learners' notes. This shows that the ability to regularly assess notes may impact very positively on the quality offered and the capacity of the teachers to deliver in class.

The responses identify with works carried out by (Simatwa, 2004) when he stated that the headteachers have a role of ensuring that the learning process goes according to plan by way of always supervising the teachers by way of assessing pupils' notebooks. This practice forces the teachers to be diligent and hardworking in the sense that they are very aware that their work may be evaluated in the name of confirming the progress of their class activities randomly in the event of checking learners' notebooks. Situations of laxity on the part of the teachers are easily checked and the learners equally exercise greater caution and reduce instances of absenteeism from school well in the knowledge that they may end up suffering the consequences when the notebooks are checked.

The responses equally identify with Kwakwa (2003) who describes the headteacher as the key person in any education system. He takes care of the final arrangements for the education of students in a school. His role as a facilitator of all school activities cannot be taken for granted if he is expected to give the right kind of education to students, hence this sets the focus of the study. The exercise of checking pupil's notes may thus motivate better performance by the teachers in their professional duties driven by the headteacher's supervisory role.

**Table 4.24****Responses by teachers on attributes in relation to the assessment of pupils' notes**

The study sought the views of the teachers on how they perceived the assessment of pupils' notes. Their views were as captured in table 4.24.

		Education Zones			
		Murarandia	Weithaga	Mugoiri	Total
Notes assessment in teachers hardwork	Undecided	0	0	6	6
	Agree	4	22	29	55
	Strongly Agree	16	11	5	32
Total		20	33	40	93
Notes assessment on teacher preparation	Undecided	4	5	3	12
	Agree	16	28	27	71
	Strongly Agree	0	0	10	10
Total		20	33	40	93
Learners attention in class	Undecided	0	0	2	2
	Agree	20	26	38	84
	Strongly Agree	0	7	0	7
Total		20	33	40	93
Absenteeism reduction	Undecided	0	0	7	7
	Agree	1	23	33	57
	Strongly Agree	19	10	0	29
Total		20	33	40	93
Adequate syllabus coverage	Undecided	0	3	0	3
	Agree	11	11	24	46
	Strongly Agree	9	19	16	44
Total		20	33	40	93

The response as indicated in table 4.24 shows that a majority of teachers concurred that the assessment of pupils notebooks motivated them to work harder, it ensured that they prepared adequately, it equally forced the learners to be attentive in class, reduced instances of absenteeism from school and ensured adequate coverage of the syllabus. The response was a reflection of the position taken by the headteachers with all of them agreeing to the attributes stated in relation to the influence of assessment of pupils' notebooks on performance of the teachers and the pupils.

**Table 4.25**

**Headteacher's response on the influence of assessing pupils' notebooks on the KCPE performance**

The headteachers views were sought as regards the influence of assessing pupils' notebooks on KCPE performance and they were as shown in table 4.25.

<b>Influence of note book assessment on KCPE performance</b>	<b>Frequency</b>	<b>Percent</b>
To a great extent	38	62
To a fair extent	25	38
Not at all	-	-
<b>Total</b>	<b>63</b>	<b>100</b>

The response as shown in table 4.25 represents a mean of 2.38 and a standard deviation of 0.518. This shows that all the headteachers appreciated the influence of assessment of learners' notebooks on their performance in the KCPE examination.

The response identifies with that of the teachers sampled who confirmed that assessment of learners' notebooks influenced their performance in the KCPE examination to a very fair extent at 8%, to a fair extent at 58% and to a great extent at 34%. This represents a mean of 1.73 and a standard deviation of 0.592. The response is reflective of a situation whereby teachers appreciate the importance of the assessment of learners' notebooks and its capacity to influence the performance in KCPE examination.

#### **4.7 Teaching and learning materials provision**

According to Sushila (2004), the head-teacher is the leader in a school, the pivot around which many aspects of the school revolve, and the person in charge of every detail of the running of the school, be it academic or administrative. The head-teacher should be involved in making most of the decisions of the school. It is therefore important that the head-teacher is a leader, a thinker and a decision maker. A discreet head-teacher will employ teamwork as a working strategy. He will set up committees and smaller groups of members of staff to investigate ideas or strategies. It therefore behooves the headteacher to be a good team player. It is important that the performance of a school is appraised against the performance of the person who leads it.

**Table 4.26**

**Response by headteachers on the adequacy of teaching and learning materials provision**

The headteachers' position on the adequacy of teaching and learning materials was shown and it is as captured in table 4.26.

<b>Adequacy of teaching and learning materials</b>	<b>Frequency</b>	<b>Percent</b>
No	45	75%
Yes	18	25%
Total	63	100

Table 4.26 represents a mean of 1.25, median of 1.00, mode of 1 and a standard deviation of 0.463. The response shows that most of the schools had inadequate teaching and learning materials provided for them.

The response compares well with that of the teachers who attested to the fact that they considered the provision of teaching and learning materials in their schools to be inadequate at 91% while 9% were of the opinion that the materials were adequate. The response is reflective of a mean of 1.10, median of 1.00, mode of 1 and a standard deviation of 0.297. The response shows a situation whereby the provision of teaching and learning materials in the schools being inadequate.

**Table 4.27**

**Response by headteachers on the provision of teaching and learning materials and its influence on the KCPE performance**

The study sought the views of the headteachers on the influence of the provision of teaching and learning materials on KCPE performance. They were as shown in table 4.27.

<b>Influence of teaching and learning materials provision on KCPE performance</b>	<b>Frequency</b>	<b>Percent</b>
To a fair extent	24	37
To a great extent	39	63
Total	63	100

Table 4.27 represents a mean of 2.63, median of 3.00, mode of 3 and a standard deviation of 0.518. The response reflects a situation whereby all the headteachers appreciate that the provision of teaching and learning materials impacts on the performance of the pupils in the KCPE examination.

**Table 4.27.1**

**A cross tabulation between the adequacy of teaching and learning materials and the function of the prioritization for the provision of teaching and learning materials**

Table 4.27.1 shows a cross tabulation between the adequacy of teaching and learning materials and the function of the prioritization for the provision of teaching and learning materials

<b>Chi-Square Tests</b>					
	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	1.201 <sup>a</sup>	1	.273		
Continuity Correction <sup>b</sup>	.280	1	.596		
Likelihood Ratio	2.160	1	.142		
Fisher's Exact Test				.590	.342
Linear-by-Linear Association	1.188	1	.276		
N of Valid Cases	93				

a. 1 cells (25.0%) have expected count less than 5. The minimum expected count is .97.

b. Computed only for a 2x2 table

Table 4.27.1 shows a calculated statistic of  $\chi^2 = 1.201$  at a significance level of 0.342 was obtained. The calculated statistic,  $\chi^2 = 1.201$ , was found to be less than the tabled critical value of  $\chi^2 = 2.160$ . This showed that, statistically, there was no relationship between the adequacy of teaching and learning



materials and the function of the prioritization for the provision of teaching and learning materials on the part of the headteachers  $\alpha = 0.97$ .

The response concurred with that of the sampled teachers who affirmed that the provision of teaching and learning materials influenced the pupils' performance in the KCPE examination to a fair extent at 36% and to a great extent at 64%. This represents a mean of 2.65, median of 3.00, mode of 3 and a standard deviation of 0.481. The response equally mirrors the fact that teaching and learning materials provision has a major influence on the performance of the learners in the KCPE examination.

The headteachers sentiments on the influence of the provision of teaching and learning materials on the academic performance identified with works carried out by (Ongiri & Abdi, 2004) who said that the quality of education as measured by student achievement in national examinations is considered as below average standards. This fact concurs with what the government of Kenya noted in its master plan on education and training (1997 - 2010) that the majority of schools fall short of providing for the learning needs of their students, leading to poor academic performance (Republic of Kenya, 1998). The headteachers have the function of ensuring the supplies and provision of teaching and learning materials to ensure that the needs of the learners are catered for.

**Table 4.28**

**Response by headteachers on whether their offices prioritize for the provision of teaching and learning materials**

The headteachers' response as to whether their offices prioritized for the provision of teaching and learning materials was as shown in table 4.28.

<b>Capacity to prioritize teaching and learning materials provision</b>	<b>Frequency</b>	<b>Percent</b>
Fairly effectively	23	38
Effectively	23	37
Very effectively	17	25
Total	63	100

Table 4.28 represents a mean of 1.88, a median of 2.00 a mode of 1 and a standard deviation 0.835. This shows that all the headteachers believed that they prioritized for the provision of teaching and learning materials in their schools effectively even though at varied proportions.

The teacher's response varied significantly with that of the headteachers. Out of the sampled teachers, 89% of them believed that the headteachers in their schools prioritized for the provision of teaching and learning materials fairly effectively while 11% had the opinion that the headteachers prioritized for the provision of teaching and learning materials effectively. This represents a mean of 1.11, median of 1.00, mode of 1 and a standard deviation of 0.311. The response by the teachers shows that they were not very comfortable with the prioritization for the provision of teaching and learning materials as done by their headteachers.

The District Quality Assurance Officer confirmed that it was the function of headteachers in primary schools to prioritize of the provision of teaching and learning materials in their respective schools. The researcher confirmed the presence of requisition notes in some schools originating from the teachers detailing the accessories required for their respective subjects. This was a confirmation of the exercise of the function of supervision by way of ensuring the provision of teaching and learning materials.

This identifies with works carried out by (Simatwa, 2004) when he said that the headteacher bears the brunt of always taking the flak when things don't work out right. In instances of lack of supplies even when situations are beyond their control they will always cut the forlorn image of failure or the dereliction of duty. This is because every other person in the school looks up to them to provide leadership and solutions as regards provision of supplies and implements to ensure that teaching and learning takes place, (Simatwa, 2004). Situations whereby the supplies of teaching and learning materials need to be sourced call for the participation and evaluation of the systems between the headteachers in concert with the subject teachers. They have a great role as regards seeing to it that they supervise and ensure the achievement of their mandate.

Kwakwa (2003) shared similar sentiments when he described the head-teacher as the keeper of keys, the director of transportation, the coordinator of correspondence, the quartermaster of stores, the divisor of intricate schedules, the publisher of handbooks, the director of public relations and the instructional leader.

**Table 4.29****Response by teachers as regards the provision of teaching and learning materials in their schools**

The responses by the teachers as regards the provision of teaching and learning materials in their respective schools were as shown in table 4.29.

		<b>Education Zones</b>			
		<b>Murarandia</b>	<b>Weithaga</b>	<b>Mugoiri</b>	<b>Total</b>
Access to reference books for syllabus coverage	Strongly Disagree	0	14	6	20
	Disagree	20	19	34	73
Total		20	33	40	93
Pupils access to government provided books	Strongly Disagree	3	30	6	39
	Disagree	17	3	34	54
Total		20	33	40	93
Teachers access to stationery	Disagree	0	30	35	65
	Agree	20	3	5	28
Total		20	33	40	93
Better instruction of learners	Disagree	1	33	40	74
	Agree	19	0	0	19
Total		20	33	40	93
Non-impact on KCPE performance by materials provision	Strongly Disagree	20	18	35	73
	Disagree	0	15	5	20
Total		20	33	40	93

The response as indicated in table 4.29 shows that all the teachers sampled disagreed that their schools had access to all reference books required to cover the syllabus. They all equally disagreed that the learning and writing materials apportioned to the pupils in the name of government supplies goes to the schools in time. They all disagreed that they had access to stationery to help them prepare for the lessons, access to teaching aids to enable better instruction of learners and they all disagreed that the provision of teaching and learning materials had no impact on the performance of the KCPE examination. The responses by the teachers paint a grim picture of the situation on the ground as regards the provision of teaching and learning materials in the sampled schools.

The response by the headteachers in the sampled schools shows a great variation from that of the teachers. This was in the wake of the headteachers affirming to the presence of reference books, timely provision of writing materials for the pupils in the government subsidy programme, access to stationery by the teachers for the lesson preparation and access to teaching aids for better instruction of learners. These responses varies with that of the teachers and brings out the element of disconnect which may be a pointer to the situation of the headteachers trying to cover for their inadequacies in instructional supervision.

#### **4.8 Response by the headteachers on the challenges encountered as they performed the supervisory functions**

The headteachers alluded to situations of encountering the challenge of limited time as they performed the supervisory functions. They argued that the low staffing levels led to increased working hours for the headteachers depriving them of the much needed time for engagement in supervisory activities. The function of supervision was equally constrained by the many other duties and responsibilities accorded to the headteachers. This was by way of the practice of headteachers managing the schools financial officers, relations with suppliers and all the allied managerial duties.

The response by the headteachers is in tandem with the position taken by way of the teachers who argued that the headteachers spent a lot of time engaging in managerial activities at the expense of supervision thus having a heavily constrained supervisory function.

#### **4.9 Summary of data analysis**

##### **4.9.1 Classroom observation**

There was a confirmation of a high percentage of the headteachers not engaging in class observation frequently. Cross tabulation was done which gave a Chi-square value of  $\chi^2 = 8.000$  at a significance level of 0.018 which was greater than the tabled critical value of  $\chi^2 = 6.028$ . Statistically, there was relationship between class observation and the performance of pupils in KCPE examination at  $\alpha = 0.13$ . The teachers attested to the headteachers engaging in

pre-observation conferences very rarely at 7%, often at 52% while 41% had the view that their headteachers engaged in pre-observation conferences always.

The response was a confirmation of the position taken by the district quality assurance officer who attested to the fact that the headteachers in the district regularly engaged the teachers in pre-observation conferences in the wake of conducting classroom observation visits. The researcher came across minutes of the staff meetings in the wake of the data collection exercise by way of interrogating school records. This showed presence of meetings between the headteachers and respective teachers in their schools geared towards the engagement in preobservation meetings thus a confirmation of the situation on the ground. The response by the headteachers concurs with that of the teachers who affirmed that the headteachers in their schools engaged in classroom visitations very rarely at 12%, rarely at 40%, often at 22% and always at 26%.

The sampled teachers were in agreement that classroom observation motivates adequate preparation, the pre-observation conferences helped clarify the lessons objectives, post-observation conferences were effective in evaluation and they all agreed classroom observation was an effective supervision function. All the teachers disagreed to the assertion that classroom observation had no impact on academic performance. The responses concur with the position of the district quality assurance officer who attested to the fact that classroom observation may greatly impact on the KCPE performance of a

school and it heavily impacted on the academic performance of the district. Most of the sampled respondents believed that classroom visitations had a great effect on the performance of KCPE examinations.

#### **4.9.2 Professional documents preparation**

All the headteachers confirmed that teachers in their schools prepared lesson plans. The district quality assurance officer confirmed that the teachers in the district prepared lesson plans for use as they delivered in their classrooms. The researcher equally confirmed by way of a physical verification of the presence of lessons plans in the schools visited to aid the teachers achieves their lesson objectives. The headteachers attested to having supervised observation and adherence of lesson plans rarely at 38%, and often at 62%. The district quality assurance officer confirmed that the headteachers were implored on to always inspect the schemes of work prepared by teachers and to ensure they conformed to what it is that the schemes envisaged. The researcher confirmed the practice of schemes of work preparation in the schools visited.

All the teachers were in agreement that lessons plans enabled adequate preparation for classroom activities, the schemes of work ensured planning for termly activities, continuous assessment records helped teachers to keep track of the learning progress, progress reports enabled teachers to carry out a self-assessment of their work and sticking to the timetable aided the syllabus coverage. The quality assurance officer equally attested to the fact that preparation of professional documents ensured delivery of the teacher's



mandates. Teachers attested to the fact that preparation of professional documents affected the KCPE performance to a very fair extent at 24%, to a fair extent at 60% and to a great extent at 16%.

#### **4.9.3 Notebooks assessment**

The headteachers concurred with the teachers who confirmed that the headteachers assessed pupils' notebooks with 12% of the teachers sampled attesting to the headteachers not assessing the notebooks while 88% confirmed that the headteachers assessed the notebooks. The district quality assurance officer confirmed the exercise of checking pupils' notebooks during school visits. The researcher equally confirmed the presence of some signed notebooks with the dates of the inspection exercise.

The teachers confirmed that the assessment of pupils' notes by the headteachers affected the quality of notes they offered the learners very fairly at 13%, fairly at 54% and very much at 33%. Most of the teachers confirmed that the assessment of pupils' notebooks motivated them to work harder, it ensured that they prepared adequately, it equally forced the learners to be attentive in class, reduced instances of absenteeism from school and ensured adequate coverage of the syllabus.

#### **4.9.4 Teaching and learning materials provision**

The teachers attested to the fact that they considered the provision of teaching and learning materials in their schools to be inadequate at 91% while 9% were of the opinion that the materials were adequate. They affirmed that the provision of teaching and learning materials influenced the pupils' performance in the KCPE examination to a fair extent at 36% and to a great extent at 64%.

The teachers' position showed that 89% of them believed that the headteachers in their schools prioritized for the provision of teaching and learning materials fairly effectively while 11% had the opinion that the headteachers prioritized for the provision of teaching and learning materials effectively.

All the sampled teachers disagreed that their schools had access to all reference books required to cover the syllabus. They all equally disagreed that the learning and writing materials apportioned to the pupils in the name of government supplies goes to the schools in time. They all disagreed that they had access to stationery to help them prepare for the lessons, access to teaching aids to enable better instruction of learners and they all disagreed that the provision of teaching and learning materials had no impact on the performance of the KCPE examination.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

#### **5.1 Introduction**

The following chapter presents a summary of the findings made from the study, conclusions drawn from the study and the recommendations for positive action made by the study. It finally gives suggestions for further research. The study sought to find out the influence of headteachers' instructional supervisory role on pupils' performance in Kenya Certificate of Primary Education in Kahuro District, Kenya. The objectives that guided the study were: class observations, enforcement of professional documents preparation, pupils' notebooks assessment frequency and the provision of the teaching and learning materials and their influence on the Kenya Certificate of Primary Education performance.

#### **5.2 Summary of the study**

The study found out that most of the headteachers engaged in class observation visits rarely while some engaged the class observation visits often. The headteachers equally engaged in pre-observation conferences often before making the observation visits. The teachers equally confirmed that class observation visits motivated them to prepare adequately, clarify teaching objectives, evaluate lessons taught and they equally affirmed that class observation was an effective observation tool.

All the headteachers confirmed that the teachers in their schools prepared lesson plans. Most of the teachers equally confirmed that the headteachers supervised and observed the activity of lesson plans preparation in their schools rarely. The headteachers affirmed to have had put in place modalities to ensure the inspection of schemes of work moderately which they considered effective in ensuring schemes of work preparation. The teachers agreed to the importance of preparation of professional documents in enhancing their teaching capacities with a confirmation lesson plans aided preparation, schemes of work aided planning for timely activities, continuous assessment progress reports helped teachers to keep track of learners' performance, progress reports enabled the teachers to keep track of their work and they all agreed that preparation of professional document had an impact on the academic performance of the learners.

Most of the headteachers confirmed that they assessed pupils' notebooks regularly. They equally confirmed that the assessment of pupils note affected the quality of notes provided by the teachers. The teachers confirmed that assessment of pupil's notes motivated them to work hard, prepare well for class; it also primed the learners to be more active in class, reduced absenteeism and ensured adequate syllabus coverage. The headteachers equally confirmed that assessment of pupils' notes influenced the performance of K.C.P.E to a great extent.

Most of the headteachers deemed the teaching and learning materials provision for the schools as inadequate. The teachers equally considered the teaching and learning materials provision in their schools to be inadequate. The headteachers affirmed to having had the opportunity to prioritize on the acquisition of teaching and learning materials. The teachers confirmed the inadequacy of reference books for adequate syllabus coverage, delays in provision of government subsidized writing materials, access to stationery and lack of enough teaching aids to ensure better instruction to learners.

The study made the following conclusions:

### **5.3 Conclusions of the study**

That classroom observation is a critical factor of the instructional supervisory function. Classroom observation was found to have ensured the interaction between the administration and the teachers in the name of pre-observation and post-observation conferences. It ensured mutual relations, and the engrailment of the administration into the day to day classroom activities undertaken by the teachers. It ensured preparation on the part of the teachers and equally offers an avenue for self-assessment and evaluation;

That preparation of professional documents had a great influence on the capacity of the teacher to organize and plan their lessons, daily, weekly and termly activities. Records for continuous assessment ensured that the learner's progress reports were kept and adequate coverage of the syllabus in line with the planned schemes of work. It thus had the ultimate effect of acting as a vital supervisory tool;

That assessment of pupils' notebooks motivated the teachers to ensure the provision of notes to pupils in their classes. This forced them to ensure that they struck a balance between their teaching function and exercising the required oversight over the pupils work and details in all class activities. The assessment of notes forced the learners to be attentive in class, reduced absenteeism in the wake of note taking activities and at the same time led to an assurance of adequate syllabus coverage; and

That ensuring the provision of teaching and learning materials assured the schools of environments conducive for learning and academic instruction. Access to teaching and learning materials ensured that the teachers had access to reference books to guide their preparation. Learners equally had the benefit of a ready access to teaching aids and accessories geared towards ensuring good performance.

#### **5.4 Recommendations of the study**

Headteachers should enhance the practice of classroom observation as an instructional supervisory tool for the realization of their mandates. The Ministry of Education should strive to reduce the workload of the headteachers to ensure that they have adequate time to carry out the supervisory function. It should bridge the staffing shortfalls to assure schools of the requisite numbers of teachers and at any given time and equally deploy personnel under the charge of the school management committees to help perform the many managerial functions. This will free the headteachers from

many responsibilities and ensure that they can effectively visit classrooms for observation purposes and liaise with teachers in a greater manner to ensure better results for the schools.

The headteachers should enforce the preparation of professional documents by teachers. This will have the net effect of adequate planning, organization and execution of obligations. It will ensure that the schools have yardsticks to observe progress in terms of work plans and the schemes of work. The quality assurance officers should equally make more frequent inspection visits to supervise and coordinate the preparation of professional documents. This will always assure the schools of a greater impetus to achieve the realized target and clarity of focus on the part of the teachers as they engage to achieve the target objectives of their work plans. This may influence a positive improvement on the academic performance.

The headteachers should ensure that the assessment of pupils' notebooks is done regularly. This will always ensure that the teachers prepare well for the lessons and provide notes assignments and get to mark them well in the knowledge that the work will be verified by way of the conduct of physical checks. The assessment of pupils' notebooks by headteachers may heavily reduce the occurrences and instances of absenteeism from school by learners and this may have an impact on the overall performance on the learners. The headteachers should thus dedicate themselves to the practice of always assessing pupils' notebooks to ensure all the learners make notes and it may heavily tilt the balance to the learners favour. This is by way of ensuring

timely provision of notes by teachers and assignments. This may impact very positively on the pupils' performance.

The government should ensure that the provision of teaching and learning materials is adequate in all public primary schools. The provision of teaching and learning materials allows for the access to teaching aids reference books and allied academic accessories that put the learners at par with the others in schools which have assured provisions. The headteachers should always seek to engage the teachers and understand the needs for all subjects, classes and activities meant to assure good academic performance by learners. The headteachers should always see to it that the resources in place are put into good use and everything within their mandates is done to assure the schools of good results. Adequacy of supplies and effective utilization of the supplies may impact positively on the schools academic performance.

### **5.5 Suggestion for further studies**

The study suggested that a similar study with a bigger scope like a nationwide survey should be carried out to determine if the circumstances in Kahuro district apply to other parts of the country.

The study equally suggested that a study on the role of headteachers in ensuring effective managerial functions in public primary schools should be carried out. This is with a view of finding out how the headteachers ensure the effective management of the schools that they head.



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## APPENDICES

### APPENDIX I: LETTER OF INTRODUCTION

University of Nairobi  
Department of Educational Administration and planning  
P.O. Box 92  
Kikuyu, Kenya

Dears Sir/Madam,

#### **RE: REQUEST TO CARRY OUT RESEARCH IN YOUR SCHOOL**

I hereby request to be allowed to carry out a research in your school.

I am a post graduate student in the Department of Educational Administration and Planning at the University of Nairobi. I am currently carrying out a research on the relationship between head-teachers' instructional supervisory role and pupils' performance in K.C.P.E in Kahuro district; Kenya.

The information collected will go towards partial fulfillment of the requirements for the award of the degree of Master of Education in Educational Administration and Planning. You are kindly requested to take part in the study by filling in the questionnaire. All the information that you will provide will be used for the purpose of research while your identity will be kept confidential.

Thanking you in advance for your cooperation.

Yours faithfully,

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Irungu Patrick Kanyingi

## APPENDIX 2: QUESTIONNAIRE FOR HEADTEACHERS

The purpose of this questionnaire is to gather information about your views as regards influence of headteachers instructional supervisory role on pupil's performance in Kenya Certificate of Primary Education in Kahuro district. Your response will be highly appreciated. Please do not indicate the name of the school.

### Instructions

Please indicate the correct option to the best of your ability by way of ticking in the space provided. For questions that require your input in terms of opinion, kindly fill in the answers in the spaces provided. Please make a point of responding to all items.

### Part I: Background Information

1. What is your gender?                      Male                       Female
  
2. What age bracket do you fall in?  
26-30 yrs                       36-40 yrs                       46-50 yrs   
56-60 yrs                       31-35 yrs                       41-45 yrs                       51-55yrs
  
3. What are your highest academic qualifications?  
MEd                       BEd                       Diploma in Education   
ATS                       P1                       Any other \_\_\_\_\_

4. How long have you been a headteacher?

Less than 1 year       1-5 yrs       6-10 yrs

11-15 yrs       16-20 yrs       21-25 yrs

Any other \_\_\_\_\_

## **Part II: Classroom Observation**

5. Do you engage in classroom observation in the course of carrying out your supervisory functions?

Often       Rarely       Not at all

6. Do you engage teachers in pre-observation conferences to discuss the lesson objectives?

Always       Often       Rarely       Never

7. What is the impact of the pre-observation conferences in terms of aiding the teachers to prepare for the lessons?

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8. Do you undertake classroom visits to check on the teachers?

Always       Often       Rarely       Never

9. Kindly confirm the following in relation to the classroom observation functions undertaken by your office.

SA – 5                      A – 4                      U – 3                      DA – 2                      SDA – 1

SA - Strongly Agree                      U - Undecided                      SDA - Strongly Disagree

A - Agree                      DA – Disagree

	SA	A	U	DA	SDA
Visits to classroom for observation purposes motivates the teachers to prepare adequately for the lessons	5	4	3	2	1
Holding of pre-observation conferences helps clarify objectives of the lessons	5	4	3	2	1
Holding post-observation conferences enables valuation of the lessons taught	5	4	3	2	1
Classroom observation is an effective tool for carrying out the supervisory function	5	4	3	2	1

10. Does the classroom observation impact on the K.C.P.E performance?

Yes                       No

### Part III: Preparation of Professional Documents

11. Do the teachers in your institution prepare lesson plans?

Yes                       No

12. Do you observe and supervise the adherence to the lesson plans?

Always                       Often                       Rarely                       Very rarely



13. Does your office have mandates to inspect the teacher's schemes of work?

Yes  No

14. Kindly confirm the following with regard to the preparation of professional documents:-

SA – 5                  A – 4                  U – 3                  DA – 2                  SDA – 1  
 SA - Strongly Agree      U - Undecided                  SDA - Strongly Disagree  
 A - Agree                  DA – Disagree

	<b>SA</b>	<b>A</b>	<b>U</b>	<b>DA</b>	<b>SDA</b>
Lesson plans enable teachers to be well prepared for their classroom activities	5	4	3	2	1
Schemes of work ensure the planning for the termly activities	5	4	3	2	1
Progress records enable the teachers to carry out a self-assessment of their work	5	4	3	2	1
The Continuous Assessment Records enable the teachers to keep track of the pupils performance	5	4	3	2	1
Following the timetable ensures adequate coverage of the syllabus	5	4	3	2	1

15. In your own assessment, has the preparation of professional documents by the teachers in your school affected the performance of the K.C.P.E in any way?

To a great extent  To a great extent  To a very fair extent

**Part IV: Assessing Pupils Notebooks**

16. Do you assess the pupils note books in your capacity as a headteacher?

Yes  No

17. How regularly do you undertake the assessment of pupils’ notebooks?

Always  Often  Rarely  Very rarely

18. Has the assessment of pupils’ notebooks affected the quality of notes provided to the pupils by the teachers?

Very much  Fairly  Very fairly

19. Kindly confirm the following as regards the assessment of pupils notes:-

SA – 5                  A – 4                  U – 3                  DA – 2                  SDA – 1

SA - Strongly Agree      U - Undecided                  SDA - Strongly Disagree

A - Agree                  DA – Disagree

	<b>SA</b>	<b>A</b>	<b>U</b>	<b>DA</b>	<b>SDA</b>
Assessment of pupils notes motivates the teachers to work harder	5	4	3	2	1
Assessment of pupils notes ensures the teachers prepare adequately	5	4	3	2	1
Assessment of pupils notes forces the learners to be attentive in class	5	4	3	2	1

Assessment of pupils notes reduces instances of absenteeism from school 5 4 3 2 1

Assessment of pupils notes ensures the adequate coverage of the syllabus 5 4 3 2 1

20. Does the assessment of pupils influence the schools performance in the K.C.P.E examination?

To a great extent  To a great extent  To a very fair extent

#### **Part V: Teaching and Learning Materials Provision**

21. Would you consider the provision of the teaching and learning materials in your school to be adequate?

Yes  No

22. Has the provision of teaching and learning materials affected the performance of the K.C.P.E examination?

To a great extent  To a great extent  To a very fair extent

23. Does your office execute its mandate of prioritizing and ensuring the provision of teaching and learning materials?

Very effectively  Effectively  Fairly effectively

24. Kindly confirm the following as regards the provision of teaching and learning materials

SA – 5          A – 4          U – 3          DA – 2          SDA – 1

SA - Strongly Agree      U - Undecided          SDA - Strongly Disagree

A - Agree                  DA – Disagree

	<b>SA</b>	<b>A</b>	<b>U</b>	<b>DA</b>	<b>SDA</b>
The teachers in my school have access to all the reference books required to cover the syllabus	5	4	3	2	1
The pupils have access to the writing materials provided by the government during the required times	5	4	3	2	1
The teachers have access to stationery to help them prepare for the lessons	5	4	3	2	1
The school has access to teaching aids to enable better instruction of learners	5	4	3	2	1
Provision of teaching and learning materials does not influence the performance of K.C.P.E in any way	5	4	3	2	1

25. What are the challenges that you encounter as you perform your supervisory functions in the school? Kindly explain

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### **APPENDIX 3: QUESTIONNAIRE FOR TEACHERS**

The purpose of this questionnaire is to gather information about your views as regards influence of headteachers instructional supervisory role on pupil's performance in Kenya Certificate of Primary Education in Kahuro district. Your response will be highly appreciated. Please do not indicate the name of the school.

#### **Instructions**

Please indicate the correct option to the best of your ability by way of ticking in the space provided. For questions that require your input in terms of opinion, kindly fill in the answers in the spaces provided. Please make a point of responding to all items.

#### **Part I: Background Information**

1. What is your gender?                      Male                                            Female
  
2. What age bracket do you fall in?  
26-30 yrs                       36-40 yrs                       46-50 yrs                       56-60 yrs   
31-35 yrs                       41-45 yrs                       51-55 yrs
  
3. What are your highest academic qualifications?  
MEd                       BEd                       Diploma in Education   
ATS                       P1                       Any other \_\_\_\_\_

4. How long have you been a teacher?

Less than 1 year       1-5 yrs       6-10 yrs       11-15 yrs

16-20 yrs       21-25 yrs       Any other \_\_\_\_\_

**Part II: Classroom Observation**

5. Does your headteacher engage in classroom observation in the course of carrying out his supervisory functions?

Often       Rarely       Not at all

6. Does your headteachers engage teachers in pre-observation conferences to discuss the lesson objectives?

Always       Often       Rarely       Never

7. What is the impact of the pre-observation conferences in terms of aiding the teachers to prepare for the lessons?

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8. Does your headteacher undertake classroom visits to check on the teachers?

Always       Often       Rarely       Never

9. Kindly confirm the following in relation to the classroom observation functions undertaken by your headteacher.

SA – 5    A – 4            U – 3            DA – 2                    SDA – 1

SA - Strongly Agree    U - Undecided            SDA - Strongly Disagree

A - Agree                    DA – Disagree

	SA	A	U	DA	SDA
Visits to classroom for observation purposes motivates the me to prepare adequately for the lessons	5	4	3	2	1
Holding of pre-observation conferences helps me clarify objectives of the lessons	5	4	3	2	1
Holding post-observation conferences enables evaluation of the lessons taught	5	4	3	2	1
Classroom observation is an effective tool for the headteacher to carry out the supervisory function	5	4	3	2	1

10. Do you believe that classroom observation impacts on the K.C.P.E performance?

Yes             No

**Part III: Preparation of Professional Documents**

11. Does the headteacher in your institution enforce preparation of lesson plans?

Yes             No

12. Does the headteacher enforce and observe the adherence to the lesson plans?

Always       Often       Rarely       Very rarely

13. Does the headteacher execute the mandate of inspecting the teachers schemes of work?

Yes       No

14. Kindly confirm the following with regard to the preparation of professional documents:-

SA – 5      A – 4      U – 3      DA – 2      SDA – 1

SA - Strongly Agree      U - Undecided      SDA - Strongly Disagree

A - Agree      DA – Disagree

	<b>SA</b>	<b>A</b>	<b>U</b>	<b>DA</b>	<b>SDA</b>
Lesson plans enable me to be well prepared for their classroom activities	5	4	3	2	1
Schemes of work ensure that I plan for the termly activities	5	4	3	2	1
Progress records enable me to carry out a self-assessment of my work	5	4	3	2	1
The Continuous Assessment Records enable me to keep track of the pupils performance	5	4	3	2	1
Following the timetable ensures that I adequately cover the syllabus	5	4	3	2	1



15. In your own assessment, has the preparation of professional documents by the teachers in your school affected the performance of the K.C.P.E in any way?

To a great extent  To a great extent  To a very fair extent

#### **Part IV: Assessing Pupils Notebooks**

16. Does your headteacher assess the pupils' note books?

Yes  No

17. How regularly does your headteacher undertake the assessment of pupils' notebooks?

Always  Often  Rarely  Very rarely

18. Has the assessment of pupils' notebooks affected the quality of notes provided to the pupils?

Very much  Fairly  Very fairly

19. Kindly confirm the following as regards the assessment of pupils notes:-

SA – 5      A – 4      U – 3      DA – 2      SDA – 1

SA - Strongly Agree      U - Undecided      SDA - Strongly Disagree

A - Agree      DA – Disagree

	<b>SA</b>	<b>A</b>	<b>U</b>	<b>DA</b>	<b>SDA</b>
Assessment of pupils notes motivates me to work harder	5	4	3	2	1
Assessment of pupils notes ensures that I prepare adequately	5	4	3	2	1
Assessment of pupils notes forces the learners to be attentive in class	5	4	3	2	1
Assessment of pupils notes reduces instances of absenteeism from school	5	4	3	2	1
Assessment of pupils notes ensures the adequate coverage of the syllabus	5	4	3	2	1

20. Does the assessment of pupils influence the schools performance in the K.C.P.E examination?

To a great extent  To a great extent  To a very fair extent

**Part V: Teaching and Learning Materials Provision**

21. Would you consider the provision of the teaching and learning materials in your school to be adequate?

Yes  No

22. Has the provision of teaching and learning materials affected the performance of the K.C.P.E examination?

To a great extent  To a great extent  To a very fair extent

23. Does the headteacher execute his mandate of prioritizing and ensuring the provision of teaching and learning materials?

Very effectively  Effectively  Fairly effectively

24. Kindly confirm the following as regards the provision of teaching and learning materials

SA – 5            A – 4            U – 3            DA – 2            SDA – 1

SA - Strongly Agree    U - Undecided            SDA - Strongly Disagree

A - Agree                      DA – Disagree

	<b>SA</b>	<b>A</b>	<b>U</b>	<b>DA</b>	<b>SDA</b>
The teachers in our school have access to all the reference books required to cover the syllabus	5	4	3	2	1
The pupils have access to the writing materials provided by the government during the required times	5	4	3	2	1
The teachers have access to stationery to help them prepare for the lessons	5	4	3	2	1
The school has access to teaching aids to enable better instruction of learners	5	4	3	2	1
Provision of teaching and learning materials does not influence the performance of K.C.P.E in any way	5	4	3	2	1

25. What challenges does your headteacher encounter as he performs his supervisory functions in the school? Kindly explain

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**APPENDIX 4: INTERVIEW GUIDE FOR THE DISTRICT QUALITY ASSURANCE OFFICER**

1. How long have you worked in the district?
2. How has your experience been as regards interaction with the primary schools in the course of carrying out your duties?
3. Does your office have the capacity to visit all the schools and check on the progress as regards the capacity of the primary school headteachers to undertake their supervisory functions?
4. Are there systems put in place by your office to see to it that the headteachers engage in classroom observation in the quest of carrying out supervision?
5. Does your office advise the headteachers on the need to forge harmonious relations between them and teachers to ensure mutual engagement in the name of pre-observation conferences with the teachers?
6. Do the headteachers in the district regularly conduct classroom observation with an aim of ensuring clarification of lesson objectives and realization of desired results from the lessons taught?
7. Has the practice of conducting classroom observation affected the performance of the K.C.P.E examination in the district?
8. Are there systems put in place by your office to ensure the preparation of professional documents?
9. Does your office execute its mandate of inspecting and seeing to it that the teachers in the district regularly prepare their professional documents in good time?

10. Has the preparation of professional documents impacted on the performance of the teachers and has it in any way affected the district inspect the pupils notebooks?
11. Are there modalities in place by your office to ensure that the teachers in the district inspect the pupils notebooks?
12. Have you had the occasion of inspecting the pupil's notebooks in your capacity as the quality assurance officer?
13. Has the practice of inspecting pupils notebooks affected the performance of the K.C.P.E in any way?
14. Does your office have provisions to ensure the schools have the requisite teaching and learning materials?
15. What is the role of the headteachers in ensuring the provision of teaching and learning materials?
16. Do the headteachers play their role effectively in the ensuring the provision of teaching and learning materials and does it impact on the performance of the KCPE examination?
17. In your own opinion do the headteacher perform their supervisory role effectively and does it influence the performance of the K.C.P.E examination?
18. How can the headteacher be aided to improve on their supervisory capacity to ensure better results in the K.C.P.E examinations in the district?

## **APPENDIX 5: DOCUMENT ANALYSIS GUIDE**

1. An analysis of the K.C.P.E results of the schools in the district.
2. A verification of the records in the primary schools detailing the quality assurance inspection records visits.
3. An analysis of records from the quality assurance department on the frequency of the inspection visits to the primary schools.
4. Records of the briefings from the quality assurance department to the primary school headteachers.
5. Minutes of the staff meetings in the respective schools detailing classroom observation activities as supervision medium and the frequency of the event.
6. A confirmation of records from the headteachers detailing schemes of work, lesson plans, lesson notes, time tables and other allied professional documents.
7. A physical check of the pupils notebooks to confirm the writing down of notes by learners in the visited schools
8. A confirmation of the presence of records for the acquisition of teaching and learning materials for the school.
9. A physical check of the schools inventories for the confirmation of receipt of samples and accessories for the purpose of teaching and learning.