

**INFLUENCE OF HEAD TEACHERS' INSTRUCTIONAL  
SUPERVISION ON PUPILS' PERFORMANCE IN KENYA  
CERTIFICATE OF PRIMARY EDUCATION IN PUBLIC PRIMARY  
SCHOOLS, SUBA-WEST DIVISION, MIGORI DISTRICT, KENYA**

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**A research report Submitted in Partial Fulfillment of the Requirement for the  
Award of the Degree of Master of Education in Educational Administration,  
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## **DECLARATION**

This research report is my original work and has not been presented for a degree in any other University

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This research report has been submitted for examination with our approval as the University supervisors

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## **DEDICATION**

This work is dedicated to my wife Maren Akeyo and our children; Calvin Odhiambo, Steve Ochieng, Victor Otieno and Verah Anyango. My mother Margaret Odero and in memory of my late father A. Opande who sowed the mustard seed of education in me and nurtured it to maturity. All my brothers and sisters without whose immense contribution, my aspiration for education would have died at an early age.

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## **LIST OF ABBREVIATIONS AND ACRONYMS**

FPE	Free Primary Education
INSET	In-Service Training
KANU	Kenya African National Union
KCPE	Kenya Certificate of Primary Education
KEMI	Kenya Education Management Institute
KESI	Kenya Education Staff Institute
KESSP	Kenya Education Sector Support Programme
KIE	Kenya Institute of Education
MOEST	Ministry of Education Science and Technology
QASO	Quality Assurance and Standards Officer
RPEC	Revised Primary Education Curriculum
TSC	Teachers Service Commission
UNESCO	United Nations Educational Scientific and Culture Organization

## ABSTRACT

The purpose of this study was to investigate the influence of the head teachers' instructional supervision strategies on pupil performance in KCPE in public primary schools in Suba – West Division, Migori District. The objectives were checking of the syllabus coverage, classroom visitation, checking professional records, teachers' conferences and provision of text books. Descriptive survey research design was adopted for the study, where a sample of 18 head teachers and 144 teachers were selected giving a total sample size of 162 respondents. The sample was selected through purposeful and random sampling technique. Two questionnaires were administered. One for head teachers and the other one for teachers. The data collected was both qualitative and quantitative.

The results of the study suggest that checking of syllabus coverage by the head teachers have an influence on pupils KCPE performance, however, head teachers academic qualification was found to have a significant influence on pupils performance. On whether the frequency of the head teacher's classroom visitation influenced pupils' performance, the study established that headteacher's visitation when the teacher is teaching significantly influenced pupil performance. The study also established that there was a significant effect on performance due to the frequency of head teacher's checking of teachers' records of work. The study sought to find the extent to which organized teachers' conferences by head teachers influenced pupils' performance. The findings indicated that the frequency of the organized teachers' conference significantly affected K.C.P.E performance in public primary schools. The findings indicated that head teachers' frequency of provision of text books significantly affect K.C.P.E performance in public primary schools. The study established that 75.9% of the teachers often trained, an indication that teachers in Suba-West Division are able to improve personal and organizational growth thus boosting the morale and commitment towards teaching. About 33.08% of the teachers confirmed that they regularly attended conferences, workshops and seminars.

The study recommends improvement of instructional supervision to enhance syllabus coverage through all classes, having frequent meetings with teachers to improve relationships and adopting instructional supervision strategies that motivate and reward teachers to improve performance. The teachers' service commission and the other stakeholders should device strategies or schemes towards head teacher's professional training and academic development to enhance head teacher's professional qualifications for sustained influence on pupils' performance.

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.1 Background of the study**

Academic achievement is the extent to which a student, teacher or institution attempts to achieve their educational goals. According to Wikipedia, academic achievement or (academic) performance is the outcome of education. Academic achievement is commonly measured by examinations or continuous assessment test. Procedurally knowledge such as skills or declarative knowledge is measured. The level of academic achievement greatly depends on the teaching and learning approaches which are sustained through continuous process of supervision.

Instructional supervision is an important aspect in the teaching and learning process. According to different scholars, instructional supervision covers two important areas: staff development and instructional development. Attention is focused on both teaching and non-teaching personnel in staff development. In instructional development attention is focused on curriculum and instruction to create a more effective and systematic way of providing efficient and meaningful instruction (Okumbe, 1998).

Kamindo (2006) argues that for any organization to work effectively and to achieve the desired objectives, a system directed towards guidance and assistance of all those concerned with the realization of the set objectives must be put in place. According to Glickman (1998) supervision is the 'glue' of a

successful school. The administrator functions as a 'glue' in the sense that he or she successfully moulds the myriad elements of instructional effectiveness into successful school action where successful school action is ultimately manifested in high quality instruction resulting in strong levels of student achievement. Ogunsaju (2012) views the ultimate purpose of schools as the improvement of pupil learning but its immediate focus is on the teacher and the education setting as a whole. This implies that effectiveness of instructional supervision can improve the quality of learning and teaching in the classroom since one of the purposes of instructional supervision is to improve the effectiveness of teachers so that he/she can contribute optimally to the attainment of the system goals.

According to Alphonso (2012) in Gachoya (2012), Supervision of instruction began as a system of external inspection where the inspectors who were laymen, inspected what the teachers were teaching and what the learners were learning. However the history of supervision as a formal activity exercised by educational administrators within a system of schools came into force in the late 1800s after the inception of the common school. During the first half of the 19th century, the population growth in the major cities of the United States necessitated the formation of city school systems. This upsurge in population made the task of inspecting schools a daunting one for superintendents. Since they had to see that teachers were adhering to the prescribed curriculum, and that the students were able to recite their lessons, their job was delegated to the school principal.

Inspection in Africa is as old as Western Education in Africa. In Uganda for example according to Ssekamwa (1997) and Mubarak (2000) in Ngelu (2007), the recommendations of Phelps Stokes Commission of 1924 established the Department of Education in 1925. The Department had responsibility of developing the syllabi and supervised how it was being implemented in schools. During this period the inspector focused mainly on control and his major function was to make judgment about the teacher rather than about the teaching and pupils' learning. However the Uganda Education Act of 1970 gave the inspectors legitimate powers to visit a school for inspection at any time. The school head must be informed of the inspectors intended visit and its purpose.

The history of supervision in Kenya can be viewed from two points in time: pre and post-independence. In the pre-independence period several commissions were set up by the colonial government to look into the issue of supervision in education. This came with the establishment of the then Department of Education in 1909 (Mutua 1975). Post-independence era has seen the government setting up Commissions and Task forces to look into Educational issues in Kenya. The Kenya Education Commission (Republic of Kenya, 1964) recommended for the establishment of one Education Officer and four AEOs for every hundred schools to strengthen supervision, that supervisors be carefully selected, trained and relieved of administrative duties. The Report also noted that head teachers required relevant training in order to effectively conduct supervisory activities.



The Kenya education system is to a large extent examination oriented. The quality of education tends to be evaluated in terms of the number of students passing national examination (Eshiwani, 1993). He states that poor performance not only leads to wastage through dropouts and repeaters but also denies a pupil the continuation of schooling through the formal process. This means that the number of pupils passing the Kenya Certificate of Primary Education (KCPE) in a region matters a lot to the stakeholders. Therefore the K.C.P.E has been used as a basis for the judgment on the competency of individual or all teachers in the school. In cases where dismal performance is consistent such judgments have led to serious public condemnation of teachers.

Maluki (2006) observes that instructional effectiveness is directly related to student achievement such that the higher the effectiveness levels, the higher the student's achievement levels. Ayot and Briggs (1992) are in concurrence with this statement in their suggestion that input or out - put studies should be carried out using learning achieved as seen from a student's performance: in examinations. In a school, the input by teachers, pupils and the community depend on the head teachers' managerial practices. These result in pupils doing well in examinations while fewer instances of supervision or lack of it lead to laxity of teachers in their work and their mistakes are never corrected.

Schools can make a difference to pupil's achievement through the head teacher's supervisory leadership. It is the head teacher who sets the pace, leading and motivating the staff and the pupil to perform to their best. Griffins

(1994) noted that the absence of good school management and organization has led to the poor performance of bright students who would otherwise have recorded better results. Head teachers in effective schools therefore involve themselves in the improvement of instruction and training and are responsible for day- to - day assignment of duties and supervision of teachers.

Head teachers should supervise teachers' work by checking records such as schemes of work, lesson books, records of work covered and attendance registers. They should also ensure that teachers use learner centered methods, provision of adequate textbooks, training of staff through in-service and good syllabus coverage. Musungu and Nasongo (2008) observed that head teacher`s frequency of internal supervision contributed towards better examination performance in Vihiga District. In their study, head teachers in high performing schools involved themselves in thorough supervision of teachers and pupils' work, proper tuition, proper syllabus coverage and had a proper testing policy. This is in contrast to head teachers in average and the low performing schools who check the work occasionally. This means that the quality of a head teacher in a school, his/her relationship with the system, teachers and pupils has a strong effect on the pupil`s examination performance.

From the DEOs' offices Kipipiri and Nyatike districts (2012), Wanjohi and Karungu divisions had the following K.C.P.E. mean scores from 2007-2011. These are higher than Suba-West division as shown in Table 1.1

**Table 1.1 KCPE performances for Wanjohi and Karungu Divisions 2007 – 2011**

District	Division	Mean score for the year				
		2007	2008	2009	2010	2011
Kipipiri	Wanjohi	237.18	238.28	244.29	247.25	249.60
Nyatike	Karungu	253.96	258.57	255.78	264.27	261.09

Public primary schools in Suba–West division, a remote place recorded dismal results in the KCPE between the years 2007 and 2011. This is evident from the mean scores for Suba-West Division recorded between 2007 to 2011 shown in Table 1.2

**Table 1.2 KCPE Divisional Ranking 2007 – 2011**

Division	Mean score for the year				
	2007	2008	2009	2010	2011
Suba central	250	250.06	252.02	252.55	252.05
Suba East	247	245.38	247.34	240.58	245.03
Suba West	238.8	231.31	230.24	228.14	224.00

Source: DEO’s Office Migori 2011

Table 1.2 compares the performance of Suba–West Division in the KCPE with other Divisions in Migori District. The Table shows that in the five consecutive years Suba–West division had the lowest mean score in the district. This is an issue of concern since poor academic performance is an

indicator of a serious impediment in any country because education is a major contributor to economic growth (Atkinson, 1987). Education is regarded in most cases as the most important instrument of socialization, development, integration and reform.

Concern Worldwide (2010) decries the lagging behind of Suba – West Division in enrolment, participation and performance in the national examinations. The body thus recommended that policies be put in place to stimulate enrolment, survival and better achievement by pupils in this area. The parents should provide their children with basic requirements like food, uniforms. They should stop child labour in areas where gold is mined like Masara and tobacco growing areas. Open forums between the teachers and the parents, prize giving days, educational trips, provisional classrooms, play grounds, provisional teachers' houses, water, toilets and enhancing discipline among the learners. Poor pupil performance in the K.C.P.E in public primary schools in Suba–West Division is not well understood and is a source of concern to stake holders. As such the problem may persist if expeditious investigations are not conducted on the issue.

## **1.2 Statement of the problem**

Public primary schools in Suba-West Division have been performing poorly in the Kenya Certificate of Primary Education (K.C.P.E). The K.C.P.E mean score was 238.8 in 2007, 231.31 in 2008, 230.24 in 2009, 228.14 in 2010 and 224.00 in 2011. Between 2007 and 2011, the division was ranked last among the three divisions that constitute Migori District. The academic achievement

of a school is appraised against its leader. Head teachers play significant role in the determination of academic achievement in a school. Efforts made to address instructional supervision strategies like organized divisional workshops, benchmarking with other divisions like Karungu and seminars have not been effective. Instructional supervision is one of the administrative tools at a head teachers' disposal to effective classroom management. The reason for the poor performance in the division can only be discerned with focused investigations. Wawira (2012) looked at the head teachers' characteristics influencing instructional supervision in public primary schools in Kasarani District. Kiamba (2013) studied obstacles to effective supervision in public primary schools in Mbooni West District. Limited studies have been carried out on the influence of head teachers' instructional supervision strategies on academic achievements in public primary schools, hence this study.

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

The purpose of this study was to investigate the influence of the head teachers' instructional supervision strategies on pupils' performance in KCPE in public primary schools in Suba-West Division, Migori District.

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

The objectives of the study were:

- i. To determine the extent to which head teachers' supervision on syllabus coverage influence pupils' KCPE performance in public primary schools in Suba-West Division.

- ii. To establish how the frequency of head teacher's classrooms' visitation influences KCPE performance in Suba-West Division.
  
- iii. To determine the extent to which checking of professional records by head teachers influence pupils' performance in KCPE in Suba-West Division.
  
- iv. To establish the extent to which organized teachers' conferences by head teachers influence pupil's performance in KCPE in Suba-West Division.
  
- v. To establish the extent to which the provision of adequate textbooks by head teachers influence pupils' performance in KCPE in Suba-West division.

### **1.5 Research questions**

The study was guided by the following research questions:

- i. What is the influence of head teachers' supervision of syllabus coverage on pupils' KCPE performance in Suba-west Division?
  
- ii. How does the frequency of head teachers' classroom visits influence pupils' KCPE performance in Suba -West division?

- iii. What is the influence of checking of professional records by head teachers on pupils' KCPE performance in Suba -West Division?
- iv. To what extent do organized teachers' conferences by head teachers lead to pupils' performance in KCPE in Suba-West division?
- v. To what extent does the provision of textbooks by the head teachers influence pupils' performance in KCPE in Suba-West division?

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

The findings of this study may be used by head teachers in various ways: first, it may provide an insight into the instructional supervision practices. Secondly it may serve as a point of reference for supervisory skills that would lead to improved pupil academic achievement. It may also enhance head teachers' readiness in solving problems that emanate from lack of instructional supervision. The findings of the study may also be valuable to Kenya Institute of Education (KIE) and Kenya Education Management Institute (KEMI) in addressing training needs for head teachers. This may help in developing and selection of training materials to equip the head teachers with comprehensive knowledge competences in instructional supervision.

### **1.7 Limitations of the study**

This study was conducted in Suba West Division which is a rural area therefore the findings cannot be generalized to other areas. Some of the respondents showed reluctance in participating in the study for lack of interest

in it; some did not know the implications of completing the questionnaires. There was a possibility that some respondents did not provide accurate information for fear of victimization. The researcher assured all the respondents that their identity would be treated with confidentiality. The study was constrained by the vastness of the division and the rain weather; this lowered the pace of data collection and consequently completion of the study.

### **1.8 Delimitations of the study**

This study focused on public Primary school in Suba West division of Migori district which is a rural area. Private schools which record better results were left out since supervisory strategies in the schools are dependent on the School managers or directors who are not Teachers Service Commission (TSC) employees. It focused on head teacher's strategies on instructional supervision and their influence on pupils' performance in KCPE leaving out other variables which influence performance such as staffing and motivation. The respondents included head teachers and teachers. Pupil's performance was limited to KCPE examination results which are summative leaving out formative evaluation.

### **1.9 Assumptions of the study**

The study was conducted under the following basic assumptions:

- i. That success in instructional supervisory strategies was influenced by joint effort of head teachers and teachers.



- ii. That the KCPE examination was a reliable and accurate instrument for measuring achievement at the primary school level.

### **1.10 Definitions of significant terms**

**Academic achievement** refers to the outcome of learners' education.

**Checking pupils' work** refers to the head teacher going through the pupils' work with an intention of improving learning.

**Classroom visitation** refers to head teacher's classroom observation of the ongoing lesson with double intent of improving learning and teaching outcome.

**Head teacher's characteristics** refer to the head teacher's qualifications, gender, professionalism and experience.

**Influence** refers to the effect of a factor on a person, thing or event.

**Inspection** refers to the process of overseeing the condition and maintenance of building and grounds and any other auxiliary service taking place in a school such as evaluation of performance and overall organizational effectiveness.

**Instructional supervision** refers to a rationale and practice designed to improve the teacher's classroom performances.

**Instructional supervisor** refers to a person appointed by Teachers Service Commission to a leadership position in assisting teachers in the improvement of instruction such as a head teacher.

**Strategy** refers to a method or plan chosen to bring about a desired future, such as achievement of a goal or a solution to a problem.

**Supervisor** refers to the staff or personnel who are assigned responsibility of overseeing curriculum implementation and improving instruction in schools.

**Teacher conference** refers to a formal meeting between a head teacher and a teacher or a small group of teachers to discuss a class observation session.

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

Study was organized into five chapters. Chapter one, the introduction, covers: background to the study, statement of the problem, purpose of the study, objectives of the study, the delimitations of the study, assumptions of the study and the definition of terms. Chapter two contains the literature review; supervision is defined, history of supervision, purpose of supervision, head teacher's instructional strategies on supervision, theoretical basis, conceptual framework and summary of reviewed literature. Chapter three focuses on research methodology that was used in this study. It contains the following sub-headings; research design, the target population, sample size and sampling procedure; instruments, instrument validity and reliability, data collection procedures and data analysis techniques. Chapter four contains data analysis and interpretation. Chapter five deals with the summary, conclusion and recommendations of the study.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

This chapter contains literature review of previous studies on head teacher's supervision strategies on instruction. Literature review is on the following topics: definition of supervision, historical development of supervision, purpose of supervision, professional requirements for supervisors, supervisory styles, head teachers' supervisory strategies, classroom visits, checking teachers' records, teachers' conferences, staff development, summary of reviewed literature, theoretical basis and conceptual framework.

#### **2.2 Definition of supervision**

The term supervision has as varied definitions as there are authors. Olembo, Wanga and Karugu (1992) define supervision as a process of interacting with teachers in order to improve the provision and actualization of learning opportunities for pupils, a process of guiding and influencing teachers and learners in order to achieve educational goals. Olembo et al (1992) view supervision as an intervention by a second party aimed at improving the standard of work done. Supervision therefore involves the use of expert knowledge and experiences to oversee evaluate and coordinate the process of improving teaching and learning activities in the school. This implies the process of ensuring that principles, rules, regulations and methods prescribed for purposes of implementing and achieving the objectives of education are carried out effectively.

### **2.3 The History of Supervision**

Supervision as we know it today has evolved through phases of growth starting as an autocratic process to the democratic and participatory process that it is. In 1654 a statute was adapted in America that conferred selected men with the power to appoint people of sound faith and morals into teaching. Eye and Netzer (1971) referred to this first phase as the administrative inspection stage (1842 - 1875). Supervision during this phase was handled by people such as clergymen, the school warden, trusted select men and citizen committees who had no professional qualifications to handle the tasks. They concentrated on areas such as pupil achievement in subject matter, teaching methods, prudent financial management and the general management of the school.

The second phase, efficiency orientation phase (1876 - 1936) shifted attention from administration supervision to the assistance of teachers in the improvement of teaching effectiveness. Unlike in the previous setting when supervision was conducted by non-professionals, men of profession were appointed. They provided a friendly atmosphere and cordial interpersonal relations.

In 1937, the third phase which was referred to as co-operative group effort came into force. During this period untrained teachers who required professional assistance were assisted by school supervisors. According to Alphonso (1997) in Gachoya (2008) supervision in the last quarter or the

twentieth century consisted of supervising classroom instruction through direct observation and demonstration with a focus on the teachers' weaknesses. The responsibility of supervision was shared between principals and school supervisors.

In Britain, Her Majesty's Inspectorate (HMI) was established in 1839 (Ball 1963). This was at a time when the demand for an educational system under state supervision was increasing. A privy council made up of ministers of the Crown was appointed to prepare a plan for education and introduce improvement in the education system. The head teachers were to obtain the details of plan and inspections of buildings; the arrangement of desks and playgrounds; enquire whether the financial situation in the school was prudent, provision of books and proposed methods of instruction and discipline. They examined the class and gave a report on the time table.

The history of supervision in Kenya dates back to the colonial times. The government established a Commission: Ormsby-gore Commission, in 1923 which recommended the supervision of education programs. In 1924 the first education ordinance, through a recommendation of the Phelp-stokes: commission empowered the government to develop, control and supervise education at all levels (Ngelu, 2007). In 1925 the Advisory Committee on the indigenous Education produced the White Paper which advocated for a thorough system of supervision if the education system was to be functional and efficient. The Paper sought to have each mission make arrangement for effective supervision of their own schools.

Independent Kenya government through the Kenya Education Commission, 1970 (Ndegwa Commission), recommended an overhaul of the inspectoral system in Kenya to enhance effectiveness. The Kenya Education Commission, 1988, (Kamunge Report) advocated for the establishment of government policy guidelines on supervision to enhance quality and relevance in the growth of education in Kenya. The Commission recommended the strengthening of school supervision and inspection by recruiting school inspectors in the ratio of one inspector for every thirty schools. These recommendations came into practice through the decentralization of the Inspectorate Department to the Zones where Zonal Inspectors of Schools (ZISs) were in charge.

Inspectorate however developed into a fault-finding outfit that conducted 'snoopervision' instead of supervision (Olembo et al (1992). This created suspicion and distrust between the teachers and inspectors. The MoE has restructured the Inspectorate by renaming it the Directorate of Quality Assurance and Standards. The Directorate is headed by the director of Quality Assurance and Standards.

The directorate which seeks to achieve the Millennium Development Goals (MDGs) under the Vision 2030 believes that Education For All (EFA) cannot be achieved without promoting quality (Khaemba, 2010). To achieve quality, the directorate has put in place a vision: to provide Quality Assurance and Standards assessment to all educational and training institutions.

#### **2.4. The purpose of instructional supervision**

Mgbodile (1996) argues that one of the purposes of supervision is to offer guidance to the teacher so that he can become complete, self-analysis, self-critic and self-improving. Instructional supervision without advise is a somewhat sterile activity which is unlikely to be acceptable to teachers. Generally, the purpose of supervision include: assessment of teacher's work based on suitable criteria; provision of a basis for concrete and constructive advice to improve the quality of educating the children. Supervision helps teachers to learn their problems and seek the best method of solving them; encourages the school to make a systematic effort to help pupils understand themselves and their feelings and to be able to monitor their behavior.

#### **2.5. Professional requirements for instructional supervisors**

Supervision of instruction is a technical task that requires meticulous, firm and objective assessment. This is because in the absence of thorough instructional supervision in schools, indiscipline may become the order of the day resulting in laxity among teachers and pupils. Maranga (1977) in Mouka (2007) warns that instructional supervision therefore, cannot be left in the hands of charlatans or mediocre.

To ensure quality, instructional supervisors could be given a special aptitude test to test various aspect of their personality to determine their suitability. Obanya (2005) states that such an exercise stimulates confidence which is a basic ingredient for skill acquisition and performance. Instructional

supervisors should exhibit many professional skills. These skills include: pedagogical skills, evaluation skills, disciplinary skills, motivational skills, reportorial skills, management skills, interactive skills and analytical skills.

Pedagogical skills include mastery of subject matter, teaching methods, improvisation, and presentation of content, preparation of lesson notes and lesson plans and units. This will influence the teachers since they will view the instructional supervisor as an expert who has valuable skills and knowledge. It is therefore important for the head teacher to work to become an expert and seek out common principles and practices so that he/she has something to offer to teachers as well as skills in observation. Evaluation skills involve questioning, continuous assessment tests and examination skills.

## **2.6 Clinical supervision**

Clinical supervision involves the consultative face to face interaction between the teacher and the supervisor. Clinical supervision as face to face contact with teachers has the intent of improving instruction and increasing professional growth. Clinical supervision is founded on the basis that the supervisor and the teacher consult, with the classroom forming the main focus. Both parties provide a feedback based on mutual understanding based on advice, suggestions and opinions. This collaborative effort promotes reflection and personal growth on the part of the teacher (Kamindo 2008). As teacher's instruction improves it results in increased pupil motivation, better classroom management and thus a conducive learning atmosphere.



## **2.7 Supervisory strategies**

At the School level, the head teacher is regarded as an agent of instructional supervision on behalf of the DQAS. According to Dean (1992) delegation of authority to the school will enhance more monitoring and accountability by the supervisor; the head teacher thus bears the responsibility of being an instructional leader, supervisor and inspector. He/she should interpret the educational policies and objectives and implement the curriculum.

Acheson and Smith (2011) view an instructional leader as an administrator who emphasizes the process of instruction and the interaction of teachers, pupils and the curriculum. This implies that it is only through the effectiveness of supervision of instruction that head teachers are able to reinforce and enhance teaching practices that will contribute to improved student learning. This can be achieved through the following instructional strategies:

### **2.7.1 Classroom visits**

As the instructional leader the head teacher should visit the classrooms frequently to encourage the observation of teachers and then organize post-supervision conferences where issues of supervision could be deliberated. Such conferences enable teachers to discuss problematic areas with the supervisor. This encourages teachers to be keen on their work and mistakes detected in the course of supervision are corrected immediately.

According to Fischer (2011), Supervision of instruction through classroom visits may include; walk through, informal class observations and formal class observations. A walk- through is an observation interlude lasting a minute or

two which provides a quick look at a teacher performance and environmental factors in the classroom. This is a more appropriate method since it is impromptu unlike the formal and informal which are planned and scheduled for by both the supervisor and the teacher. An informal visit on the other hand is an announced visit lasting more than ten minutes. During such a visit, the teacher's practices are observed and documented.

### **2.7.2 Checking teachers' professional records**

Record keeping is an important component in the running of the school. Teachers are required to make and maintain records such as the schemes of work, lesson plan, and records of work, mark books, progress record books and attendance registers. Gachoya (2008) in a study carried out in Nyeri district observed that 70% of instructional supervisors assessed and advised teachers on proper preparation and keeping of professional records.

Republic of Kenya (2004) states that a scheme of work is an action plan made by teachers as part of preparation to teach. It is a breakdown of the topics in the syllabus into teachable units; it shows what is to be taught at any particular time and the relevant learning activities for the lesson. It is therefore imperative for supervisors to check whether the teacher has adhered to the syllabus in terms of scope and depth, the learner's intellectual level and also the appropriateness of learning resources.

The lesson plan is an indication of the level of teacher's preparedness and his/her effort in gathering information relevant to the lesson. This implies that a

poorly written lesson plan reflects on the quality of the teacher and his/her level commitment to teaching Afolabi et al. (2008) note that supervision of the lesson plan should be based on the clarity and appropriateness of the learners behavioral objectives, selection of appropriate teaching/learning resources, selection of appropriate evaluation techniques to determine achievement of objectives and the adequacy and relevance of lesson notes. Teaching can only be said to be effective if the stated objectives are achieved. Chapman (2001) in Gachoya (2008) found that teachers prepare and structure their lessons better when instruction in the school is regularly supervised. In essence this had direct implications on interpretation and delivery of the curriculum by the teacher and the result achievement by the learner.

Record of work covered is a document which brings to the attention of supervisors what a teacher has covered in different subjects. According to ROK (2009), it assists in coordinating teaching and monitoring progress made by teachers teaching different classes. It can be used when testing to set questions and also during transfers when a teacher is handing over a subject to another teacher.

Staff attendance register is a document kept by the head teacher and at times by a deputy head teacher in a primary school. To prevent mischief, it is marked by the deputy or head teacher but teacher is given to sign by the end of the month. It shows whether a teacher is present or absent from duty. According to Fagbulu (1975), “if a teacher knows in advance that he or she

must be away from school he/she should obtain permission from the head teacher in a good time”.

School timetable is “a magic chart that regulates the pulse of the school”, Fagbulu (1975). It dictates when a break should occur and when a day’s work is done. Each class should have a copy of a time table extracted from the master sheet and displayed in the classroom. Once the timetable is prepared, tested and approved, it should be adhered to. According to Olembu, Wanga and Karagu (1992), the construction of the time table involves decision governing the kinds of instructional activities provided, the number of personnel needed, the sizes of instructional groups, length of instructional periods, staff work load and assignments of duties appropriate to staff interests and training.

Class attendance register is a document used to check the present and the absent pupils. It can be used in understanding pupils who are undisciplined, can also be used to explain cause of poor performance in tests by a pupil. It can also be used as evidence in a case where a teacher has deserted his/her duties (Republic of Kenya, 2009). Progress records are usually made by teachers and show academic progress by pupils. Most schools use them as they are also used to reveal other issues like indiscipline. They are usually maintained by the teacher.

Report forms are forms used to give feedback to the pupils. Teachers fill in their marks and pass the form over to the next teacher but do not follow up to

study the results. Kukubo (2002) described the school report forms as one of the greatest frauds in our education system in Kenya, this is so because at the end of the term, the teachers frantically work against an impossible deadline to construct an incoherent document. The teacher is aided in the fabrication of the report by a readymade format; a form to fill in, each teacher's entry is made in isolation. No subject teacher ever sees the final product.

Alimi and Akinfolarin (2012) conducted a study on impact of instructional supervision strategies on the student's academic performance in Senior secondary schools in Ondo state, Nigeria. Their study found out that there is significant impact on checking pupil's notes on academic performance in English language. William (2003), also agrees with Alimi and Akinfolarin (2012), by stating that there is a significant impact of checking of student's notes on student's academic performance in English language in secondary schools in New York City. The checking of the pupil's note books by the head teacher motivates the teacher as she/he discusses the pupils' performance by the subject teacher.

Despite free primary education fund to schools for purchase of text books, there seem to be laxity in making maximum use of it. The head teacher makes sure that the text books are put in good use by the teachers. The researcher therefore wants to assess the influence of the head teacher's strategies of checking the use of text books by the learners and how it influences K.C.P.E performance by the learners.

## **2.8 Teachers` conferences**

A pre-conference is held before a formal observation and provides the administrator with the opportunity to obtain as much information about the upcoming observation as possible. The conference could be collaborative, guided or directive depending on the supervisor's sense of judgment. Kamindo (2008) states that a collaborative conference is effective when the teacher is able to identify problem areas, suggest alternatives, develop a plan and are ready and willing to grow professionally without much support.

A guided conference is effective for teachers who find it difficult to identify problem areas and alternatives to current practices and need support to carry out the action plan. This kind of conference can also be applied on a teacher who is unwilling or not committed to making the necessary changes. The conference begins with the teacher presenting an overview and analysis of the lesson that was observed. The teacher identifies the strengths and weaknesses of the lesson while the administrator listens to the teacher. After this exchange, possible activities for the next steps are discussed.

## **2.9 Checking of the syllabus coverage**

A study carried out in Kitui and Machakos districts by Kalai (2012) found out that head teachers carried out syllabus coverage evaluation briefs mainly around the middle of the term or any other date convenient to the teaching staff. The public schools also held performance appraisal meetings towards or at the end of every term under the chair of head teacher to evaluate the syllabus coverage. The researcher would like to find out the relationship

between checking of the syllabus coverage and pupils' K.C.P.E. performance in Suba-west division.

### **2.10 Summary of review of related literature**

The supervision of instruction is a developmental process aimed at aiding teachers become more effective in planning and executing their class work. Reviewed studies have noted that only when this process is carefully planned can success be assured. The studies argue that the supervisory function is best utilized as a continuous process rather than one that responds to individual teacher's problems. Through the effective supervision of instruction, head teachers can reinforce teaching practices that contribute to improved pupil learning. This study sets to investigate the effects of head teachers' instructional supervision strategies on pupils' performance in KCPE in Suba West Division, Migori District.

### **2.11 Theoretical basis**

This study was based on systems theory to Educational Management by Kaufman Roger (1972). A system is a set of elements or parts which possess some degree of independence or identity but which at the same time, form an integral part of a larger whole. Whole systems are composed of parts or subsystems which can be decomposed further into component elements. It involves thinking in terms of the whole problem, task, operation or group and its interacting sub-parts, as well as analyzing, selecting, implementing and monitoring the optimum alternative sequences, interactions, functions or

component parts in order to achieve desired outcomes (Landers and Myers, 1977) in Olembo et al. (1992).

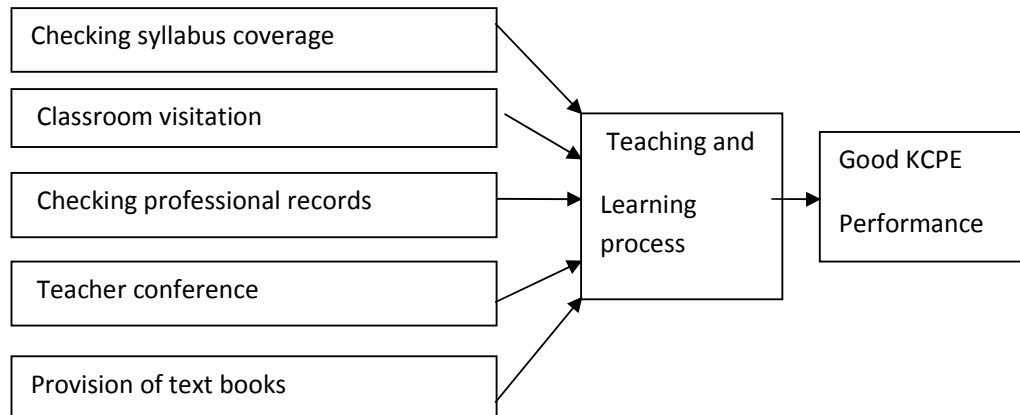
Fulmer (1999) notes that a head teacher is both an administrator as well as a supervisor. When he/she is planning school work, allocating teachers to duties, formulating rules and regulations for the school, he/she is doing administrative work. When the head teacher is supervising the work of the teachers, checking records of work, disciplining staff and pupils and affecting adequate instruction, he/she is doing supervisory work. Sessional Paper No.6 of 1988 recommended that school head teachers be trained as first line quality assurance officers, head teachers therefore can be regarded as agents of instructional supervision at school level. As the quality assurance agents, they need to play their supervisory roles effectively to ensure quality in the education system.

## **2.1 Conceptual frame work**

This study was conceptualized on the premise that head teachers' instructional supervision strategies lead to effective teaching and learning resulting in high KCPE performance by pupils. This is shown diagrammatically in Figure 2.1:



**Figure 2.1: Conceptual framework**



The head teacher is considered as the instructional leader of the school program. He/she is expected to possess superior knowledge about curriculum and instruction and to provide expert knowledge in all areas of the school program. He/she helps individual teachers achieve organizational goals by showing them how to get the job done with the least amount of wasted effort. He/she analyses the learning environment in order to identify factors that can hinder the teaching learning process and make appropriate recommendations. He/she is a friend, an adviser and not a judge to the teacher.

When the head teacher's instructional supervision strategies are effective then the K.C.P.E mean score will increase. This is because teaching and learning process will be enhanced. The checking of syllabus coverage, class room visitation, checking professional records, Provision of text books and holding teacher conferences leads to improved teaching and learning leading to improved pupils performance in K.C.P.E.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

The research methodology was organized along the following sub-sections, research design and target population, sampling techniques and sample size, research instruments, instrument validity, reliability of the instruments, data collection procedures, and data analysis techniques.

#### **3.2 Research design**

The study used descriptive survey. According to Orodho (2004) descriptive survey is a method of collecting information by interviewing or administering a questionnaire to a sample of individuals. The study used this design since the area of the study has many head teachers and teachers. The design helped to establish the situation on the ground. The research therefore solicited data from respondents by the use of Questionnaires and obtained information that described existing phenomena by asking individuals about their perceptions or attitudes.

The core of this study was to investigate the influence of head teachers' instructional supervision strategies on pupils performance in KCPE in public primary schools in Suba-West Division, Migori District. This research design was appropriate as it enabled the researcher to establish the extent to which instructional supervisory strategies of the head teachers in public primary schools were carried out and its influence on pupils' performance in KCPE.

### **3.3 Target population**

Target population is defined by Borg and Gall, (1996) as the members of a real or hypothetical set of objects, people or events to which a researcher wishes to generalize the results of the study. According to records from the D.E.O.'s office, the division has three educational zones; Bondo, Mukuro and Giribe. It has a total of 45 public primary schools, 18 in Bondo, 15 in Mukuro and 12 in Giribe. There are 45 head teachers and 360 teachers. The study targeted 45 head teachers and 360 teachers in Suba-West Division, Migori District.

### **3.4 Sample size and sampling procedure**

A sample is a small portion of a target population. Sampling means selecting a given number of subjects from a defined population as a representative of that population. Any statements made about the sample should also be true of the population (Mulusa, 1990). It is however agreed that the larger the sample the smaller the sampling error. Mugenda and Mugenda (2005), suggests that for descriptive studies 10, 20% of the accessible population is enough. The study used 40% of the head teachers which was 18 out of 45 and 40% of teachers which was 144 out of 360.

To sample head teachers to take part in the study, random sampling was used in which each head teacher was assigned a number written on a piece of paper and folded. The pieces of paper were put in a basket and then thoroughly mixed to ensure that each number had an equal chance of being selected. Once mixed, a representative sample was selected by picking a piece of paper from

the basket and recording the head teachers' name. The procedure was repeated until 9 head teachers were selected. This method was suitable for the study because the population was small and finite (Sapsford, 2007). The same procedure was repeated for teachers.

### **3.5 Research instruments**

Data pertaining to influence of head teachers' instructional supervision strategies on pupils' performance in KCPE in public primary schools in Suba-West Division was gathered using questionnaires. Questionnaires were designed with questions and statements related to the objectives of the study. The researcher employed two questionnaires, one each, for the head teachers and classroom teachers. The head teachers' questionnaires consisted of 3 sections. Section A, soliciting for personal data, section B, capturing educational and professional training and preparation and section C dealt with supervisory strategies they carry out. The teachers' questionnaire consisted of three sections: section A – a personal data, and B at teaching and learning activities in the classroom and C statements which contained information related to KCPE performance.

#### **3.5.1 Validity of instruments**

According to Kombo and Tromp (2006), validity of instrument is a measure of how well a test measures what it is supposed to measure. To enhance the validity of the questionnaires, appropriate and adequate items relevant to research questions were included. In addition supervisors at the University's school of Education were consulted to validate the instruments. Also by

pretesting, their comments were taken into account in revising the instruments in order to collect valid data.

### **3.5.2 Reliability of the instrument**

Reliability is a measure of the degree to which a research instrument yields consistent results or data after repeated trials (Mugenda and Mugenda, 1999). The researcher used test-retest to estimate the degree at which the same results would be obtained with a repeated measure of accuracy of the same concept in order to determine the reliability of the instrument. Pearson's product moment formula of the test-retest was employed to compute correlation coefficient. A correlation coefficient of 0.8 was obtained, this was considered high enough to judge the instrument as reliable for the study.

### **3.6 Data collection procedure**

The researcher obtained a letter from the Department of Educational Administration and Planning, University of Nairobi, to help seek a research permit from the National Council for Science and Technology. Thereafter the researcher contacted the Area Education Officer (AEO) Suba-West Division, Migori District before the commencement of the study. Researcher also informed the head teachers and teachers who participated about the study. The questionnaires were administered personally during both piloting and final study. The completed questionnaires were collected immediately. This procedure was appropriate because the respondents were easily accessible. This ensured high response rate.

### **3.7 Data analysis techniques**

Data analysis is the process of bringing order and meaning to raw data collected (Mugenda and Mugenda, 1999). The researcher edited the collected data to correct errors of omission and commissions. Coding was done by assigning numerals to the responses to limit number of categories. The data was tabulated to facilitate the summary of items and the detections of errors of omissions. After each table, a summary of the findings was shown. The quantitative data for closed-ended questions was analyzed using descriptive statistics formulae using statistical package for social sciences (SPSS) version 15. The statistics calculated were frequencies, mean, modes, percentages and standard deviations which helped to determine the proportions, averages, scores and the variances for each set of scores in the sample. Qualitative data was coded separately, organized into themes and the frequencies of their occurrences computed.

## **CHAPTER FOUR**

### **DATA ANALYSIS, PRESENTATION AND INTERPRETATION**

#### **4.1 Introduction**

This chapter presents the analysis, presentation and interpretation of the study. It provides general information of the study population on the instructional supervision strategies on pupils' performance in KCPE in public primary schools in Suba - West Division, Migori District.

This chapter focused on the return of the Questionnaires, demographic information of the respondents, data interpretation and discussions of findings. The presentations were done based on the research objectives and research questions. The chapter mainly aimed at finding out the influence of head teachers' instructional supervision on pupils' performance in KCPE.

Through analysis of data collected for the study, it is subdivided into two sections. section one comprises the analysis of data collected from the head teachers from the 18 schools whereas section two comprises the analysis of the data collected from the 133 teachers from the 18 schools selected as a sample in Suba-West Division, Migori District, Kenya.

Each section has the following subsections; Sub-section A analysis of demographic information, Sub-section B analysis of information on headship, Subsection C analysis of supervisory roles and Sub-section D analysis of information on Instructional supervision strategies.

## 4.2 Study population

The study targeted a total population of 45 head teachers from 45 primary schools with 360 teachers in Suba - West Division. The sample was selected through purposeful and random sampling technique where a sample of 18 head teachers, 144 teachers were selected giving a total sample size of 162 respondents. A total of 162 questionnaires were administered, out of which 150 were collected as shown in Table 4.1.

**Table 4.1: Questionnaire return rate**

Category	Sample targeted	No. collected	Percent return rate (%)
Head teachers	18	17	94.4
Teachers	162	133	82.1
<b>Totals</b>	<b>180</b>	<b>150</b>	<b>83.33</b>

As shown in Table 4.1, an average response rate 83.33 percent was obtained which was deemed adequate for data analysis. According to Sekaran (2006), a response rate of thirty percent (30%) is regarded as acceptable for most research purposes. This good response rate was attributed to the inter alia where the participants were informed well in advance of the purpose and objectives of the research. Secondly, the buy-in from the head teachers and teachers on influence of instructional supervision strategies on pupil performance.



### 4.3 Demographic distribution of respondents

The background information on gender, age, highest educational level and teaching experience of the head teachers and teachers were analyzed and the results presented in tables and charts.

#### 4.3.1 Gender representation

The study attempted to analyze gender representation of respondents as shown in Table 4.2.

**Table 4.2: Gender representation of the respondents**

<b>Gender</b>	<b>Head teacher frequency</b>	<b>Percent</b>	<b>Teachers frequency</b>	<b>Percent</b>
Male	14	82.4	93	69.92
Female	3	17.6	40	30.08
<b>Total</b>	<b>17</b>	<b>100</b>	<b>133</b>	<b>100</b>

From the analysis, gender representation was captured, among the head teacher respondents, 82.4 percent were male, while 17.6 percent were female and conversely, among the teacher respondents majority 69.92 percent were male. From the study findings the response presents a true fact on the ground in the division where most head teachers and teachers are male as shown in table 4.2. These results indicate that the study took into consideration the gender representation, hence the responses represent views of both gender.

### 4.3.2 Age representation

The age of the respondents varied from one category to the other as shown in Table 4.3

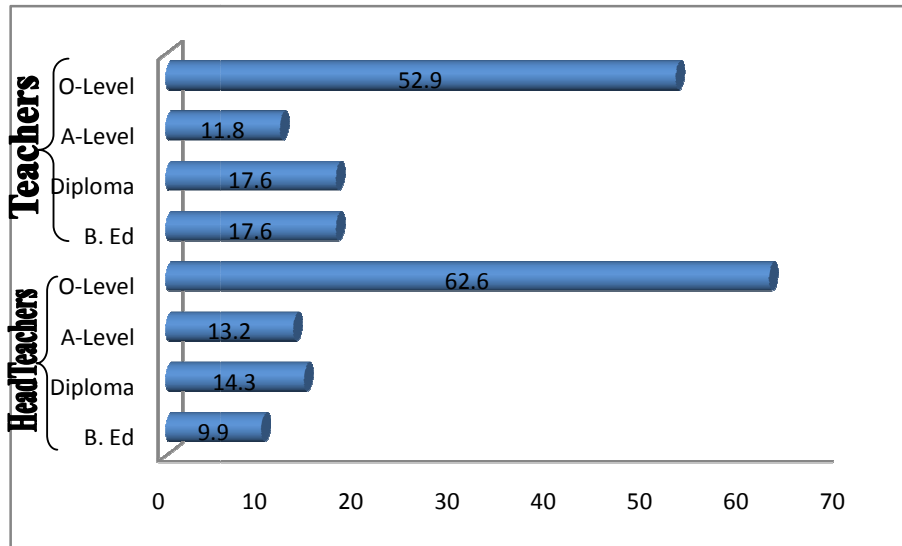
**Table 4.3: Age representation**

<b>Age</b>	<b>Head teachers frequency</b>	<b>Percent</b>	<b>Teachers frequency</b>	<b>Percent</b>
25 - 29 yrs	<b>0</b>	<b>0</b>	<b>16</b>	<b>12,03</b>
30 – 35 yrs	<b>1</b>	<b>5.9</b>	<b>31</b>	<b>23.31</b>
36 – 40 yrs	<b>4</b>	<b>23.5</b>	<b>27</b>	<b>20.30</b>
41 – 45 yrs	<b>2</b>	<b>11.8</b>	<b>28</b>	<b>21.05</b>
46 – 50 yrs	<b>6</b>	<b>35.3</b>	<b>18</b>	<b>13.53</b>
Above 50 yrs	<b>4</b>	<b>23.5</b>	<b>13</b>	<b>9.78</b>
<b>Total</b>	<b>17</b>	<b>100</b>	<b>133</b>	<b>100</b>

As shown in Table 4.3, many of the head teachers, 35.3 percent are aged between 46 to 50 years while 83.6 percent are aged between 36 to 50 years. The head teachers had served between 1 to 4 years as teachers and a similar duration as head teachers. Teachers had also taught between 1 and 8 years, meaning that the respondents were mature with adequate teaching experience to provide analytical opinion on the influence of instructional supervision strategies on pupil performance.

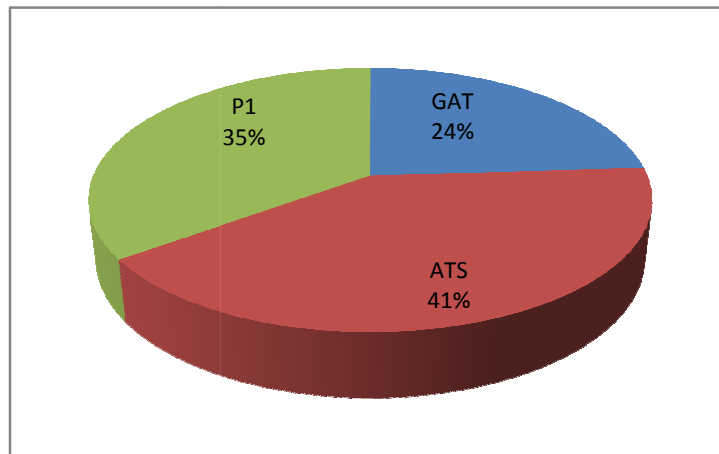
Another important demographic information collected was the respondents' education level and the findings were presented as shown in Figure 4.1.

**Figure 4.1: Educational level of respondents**



As shown in figure 4.1, most of the head teachers, 62.6 percent and 52.9 percent of teachers had attained O – level academic qualification with the remaining percentage having either diploma, A level or Bachelor of education degree. In addition all the head teachers had professional qualification in teaching as shown in Figure 4.2.

**Figure 4.2: Professional qualification of head teacher respondents**



As shown in figure 4.2, all head teachers had obtained professional training in teaching. Similarly, 67 percent of the teachers were P1 trained, with the remaining percentage having obtained GAT, ATS and P2 qualifications. This implied that they had the necessary qualification to provide information on instructional supervision strategies.

#### 4.4 Frequency of instructional supervision

To determine the frequency of instructional supervision by head teachers, the teachers were asked to indicate (1) if always, (2) if often, (3) if sometimes, (4) if rarely and (5) if never on a table with a number of instructional supervision roles and the results presented as shown in Table 4.4

**Table 4.4: Frequency of instructional supervision**

<b>Instruction supervision</b>	<b>Frequency</b>	<b>N</b>	<b>Mean</b>	<b>Std</b>
		<b>Statistic</b>	<b>Statistic</b>	<b>Error</b>
Maintain and sign teachers attendance register	Always	17	1.29	.114
Inspect teachers' scheme of work	Often	17	1.53	.174
Check report forms	Often	17	1.59	.173
Check lesson planning & lesson notes	Often	17	1.59	.173
Discuss syllabus coverage with teachers	Often	17	1.71	.223
Discuss means of improving instruction with teachers	Often	17	1.71	.206
Check the implementation of	Often	17	1.76	.219

the schemes of work				
Inspect records of work covered weekly	Often	17	1.82	.196
Expose pupils to internal tests	Often	17	1.82	.154
Discuss to evaluate pupils performance with teachers	Often	17	1.88	.283
Advice staff on curriculum and instruction	Often	17	2.00	.192
Check the marking of pupils attendance registers	Often	17	2.00	.257
Carry out an evaluation of the Teachers on performance	Often	17	2.18	.287
Expose pupils to external exams	Often	17	2.14	.265
Organize teachers' conference	Often	17	2.24	.266
School timetable checking	Often	17	2.29	.239
Inspection of pupils books and assignments	Often	17	2.29	.166
Conduct walk through	Often	17	2.35	.226
Discuss lesson observation with teachers	Sometimes	17	2.65	.266
Visit teachers during teaching	Sometimes	17	3.06	.218

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**Valid N (listwise)**

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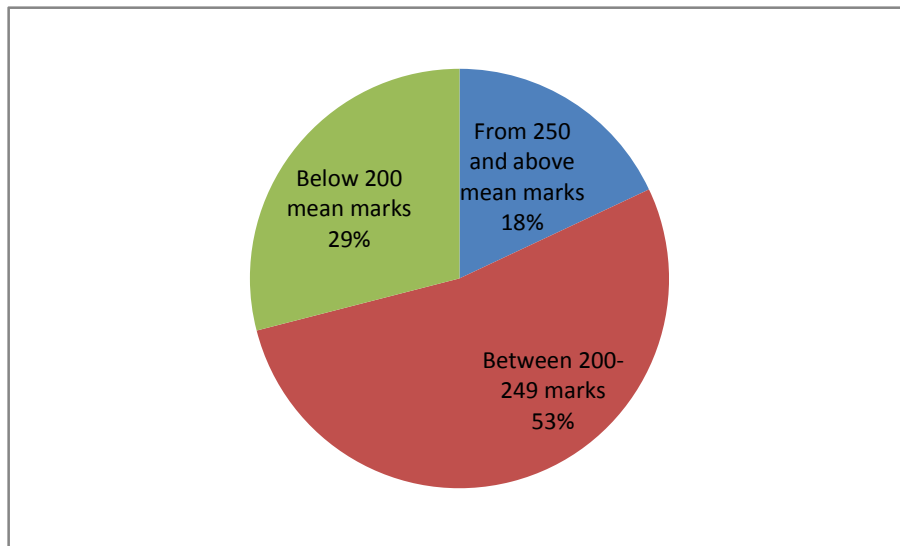
As shown in Table 4.4, the research data shows that, out of the 19 supervisory roles of the head teacher, only maintenance and signing of teachers attendance register is always checked by the head teachers, other supervisory roles (number 2 to 17) are often checked while (18 – 19), discussing lesson observation with teachers and visiting teachers are sometimes conducted by the head teacher. The findings indicate that head teachers often carry out key

supervisory roles in their schools. This indicates that there is good interaction among the teachers, pupils and the curriculum in Suba - West Division. The findings are in line with the recommendation by Acheson and Smith (2011) who view an instructional leader as an administrator as an administrator who emphasizes the process of instructional supervision and facilitates interaction within the school.

#### 4.5 Pupil performance

To determine the performance of the schools, head teachers were asked to indicate the performance of their schools in the KCPE and the results were presented as illustrated in Figure 4.3

**Figure 4.3: Pupil Performance**



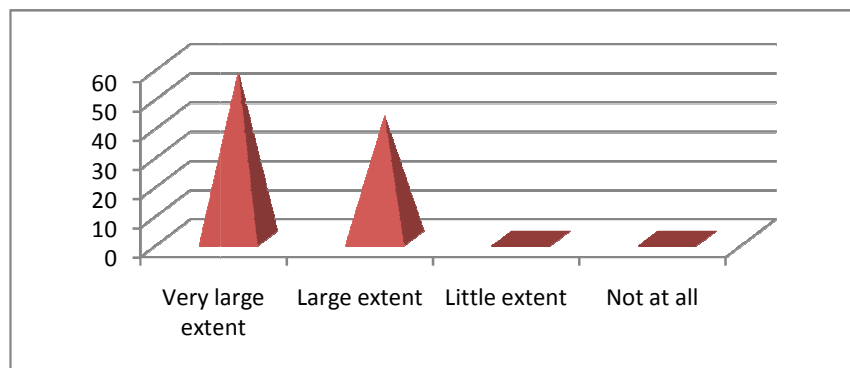
As shown in figure 4.3, about 67 percent of the schools had attained a mean score of less than 250 marks, with only 33 percent having mean scores of more than 250 marks. The maximum score for KCPE performance is 500

marks meaning the average performance should be 250 marks. From the study only 33 percent of the schools had an average mean score of 250 points, with the remaining 67 percent having attained mean scores below 250 marks an indication of poor performance in Suba - West Division. This finding supports the statement of the problem that public primary schools in Suba - West Division have been performing poorly in KCPE examination.

#### **4.6 The influence of frequency of head teachers' checking syllabus coverage on pupil's performance.**

The researcher sought to find out how head teacher's supervision of syllabus coverage influence pupil's performance.

**Figure 4.4: The influence of frequency of the head teachers checking syllabus coverage.**



The findings of the study showed that the head teachers checking syllabus coverage influence syllabus coverage in one way or the other. As far as syllabus is concerned, 57% of the teachers surveyed agreed that head teacher checking influences the rate of syllabus coverage in a very large extent, 42%

of them agreed it affects large extent while none of the respondents and teachers agreed either that head teachers supervision strategy influence the rate of syllabus coverage in little extent or not at all.

#### **4.7 The influence of frequency of head teachers’ classrooms visitation on pupil performance.**

To determine the influence of head teachers visits to classrooms while the teacher is teaching on pupils’ performance, they were asked to respond to the question on the visitation to teachers during teaching as shown in Table 4.5

**Table 4.5: Visitation of teachers during teaching**

<b>Visitation</b>	<b>Head teachers Frequency</b>	<b>Percentage (%)</b>	<b>Teachers frequency</b>	<b>percentage</b>
Always	1	5.88	10	7.52
Often	2	11.76	15	11.28
Sometimes	9	52.94	90	67.66
Rarely	1	5.88	9	6.77
Never	3	17.65	9	6.77
<b>Total</b>	<b>17</b>	<b>100</b>	<b>133</b>	<b>100</b>

Majority of the head teachers (52.994%) indicated that they sometimes visited the teachers during teaching while 5.88% indicated that they always made such visits. The data shows that 17.65% head teachers never made such visits. This has negative influence on the pupils’ performance in KCPE indicating that there is a significant influence of the head teachers’ visitation to class while the teacher is teaching on pupil performance. This finding is in agreement with Gachoya (2008) who observed that, the supervisors who made these visits were able to have an insight into the actual instructional practices through quality benchmarks and performance.



**4.8 Effects of checking of teachers’ professional records of work by head teachers on pupil performance.**

To achieve this objective, the head teachers were asked to respond to statement about the frequency of their checking of professional records of work. Statistics are presented as shown in Table 4.6

**Table 4.6: Checking of teachers’ professional records of work.**

	<b>Always %</b>	<b>Often %</b>	<b>Sometimes %</b>	<b>Rarely %</b>	<b>Never %</b>	<b>Total</b>
Maintain and sign teacher	29.41	35.29	29.41	5.88	0	100
Check report books	11.76	23.53	11.76	17.65	32.29	100
Check lesson planning and notes	11.76	17.65	29.46	29.46	11.76	100
Check marking of pupils attendance register	17.65	23.53	29.46	29.46	11.76	100
Check adherence to the time table	35.29	41.18	17.65	5.88	0	100
Inspect pupils exercise books	41.18	35.39	11.76	11.76	0	100

As shown in Table 4.6, the checking of professional records by head teachers, significantly affect KCPE performance in public primary schools, supporting the research findings by Daresh and Playko (1992) in Boston that through supervision in the areas of checking teachers records, a positive impact was realized in academic performance of pupils. The finding is also in line with the study by Gachoya (2008) in Nyeri District that instructional supervision significantly impacted on performance.

#### 4.9 Effect of organized teachers conferences by head teachers on pupils KCPE performance

Teachers and head teachers were asked to give their opinion on organized teachers' conferences as shown in Table 4.7

**Table 4.7 Organized teachers' conference**

Organized conferences	Head teachers frequency	Percentage	Teachers frequency	Percentage
Yes	6	35.29	44	33.08
No	11	64.71	89	66.92
<b>Total</b>	<b>17</b>	<b>100</b>	<b>133</b>	<b>100</b>

Majority of the head teachers do not organized Teachers conferences as shown in Table 4.7 (64.76% while 35.29% of them organize the conferences. When asked to respond to the same item, 66.92% of teachers said the head teachers do not organize such conferences as compared to 33.08% of them. This shows that teachers' conferences are not adequately addressed by head teachers' hence poor performance in KCPE by pupils.

#### 4.10 Effect of provision of textbooks by head teachers on pupils' performance.

Head teachers and teachers were asked to respond to statements on provision of text books and their responses were as shown in Table 4.8

**Table 4.8: Provision of adequate textbooks by head teachers.**

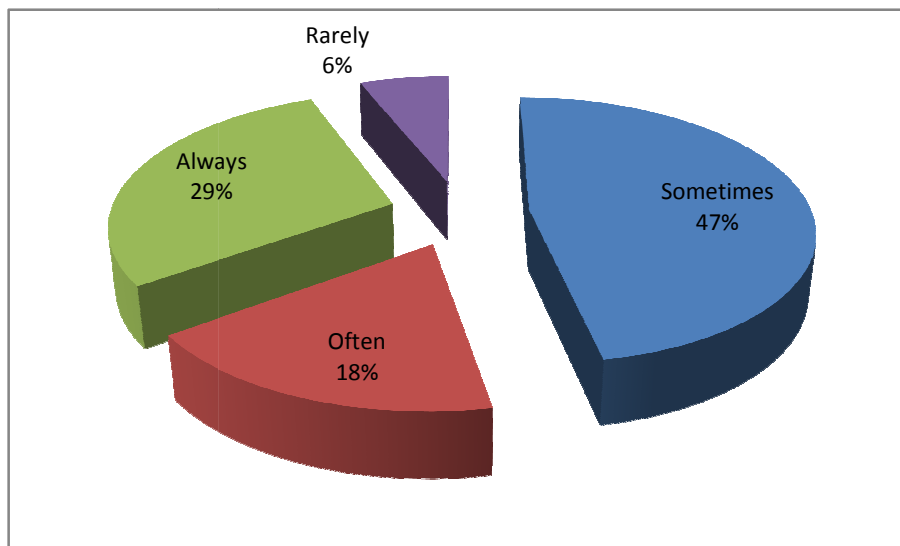
Adequate text books	Head teachers frequency	Percentage (%)	Teachers frequency	Percentage (%)	KCPE Mean Score
Yes	7	41.18	43	32.33	Above 250
No	10	58.82	90	67.67	Below 250
<b>Total</b>	<b>17</b>	<b>100</b>	<b>133</b>	<b>100</b>	

As shown in Table 4.8, majority of the head teachers (58.82%) said yes as compared to 41.18% who said no. This indicate that more that half of the schools do not have adequate text books leading to KPCE means score of below 250 marks while 41.18% of the schools had a mean score of above 250 marks indicating that head teachers provision of adequate textbooks, significantly influenced KCPE performance in public primary schools. This finding supports the observation of Afolabi and Loto (2008), thus, during the observation, the head teacher records what the teacher and the pupils say, and mitigate the challenges that are likely to affect performance early enough.

#### 4.11 Organizing teachers' conferences

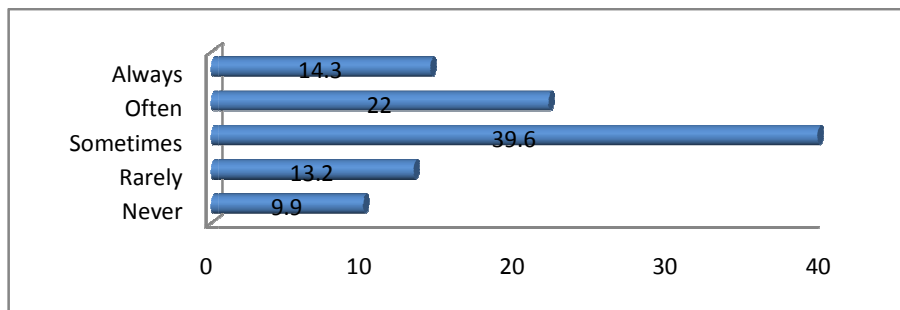
To determine whether head teachers organize conferences the respondents were asked to indicate the courses implemented and the results were presented as illustrated in Figure 4.5.

**Figure 4.5 Organizing teachers' conferences**



As illustrated in Figure 4.5, the head teachers' responses were varied in their frequency at which they organize conferences for their teachers ranging from sometimes, often to always. When teachers were asked to respond on the same the findings varied as presents in figure 4.5

**Figure 4.5: Organizing teachers' conferences**



As shown in Figure 4.5, about 75.9 percent of the teachers confirmed that they are often trained, an indication that teachers in the division are able to improve personal and organizational growth thus boosting morale and commitment towards teaching. When asked if they are often sent to conferences and seminars. Through attending the collaborative conferences, the findings imply that, the teachers are able to identify problem areas, suggest alternatives, develop a plan and are already and willing to grow professionally without much support, supporting the recommendations by Kamindo (2008).

In summary, the findings show that; academic qualification of the head teachers, supervision on syllabus coverage, frequency of classroom visitation, checking of teachers' professional records of work and provision of adequate textbooks significantly influence pupils' KCPE performance in Sub – West Division.

## **CHAPTER FIVE**

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

#### **5.1 Introduction**

This chapter explains the summary of the study, conclusions, recommendations and suggested areas for research study.

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

The purpose of the study was to investigate the influence of head teachers' instructional supervision strategies on pupils' performance in Kenya Certificate of Primary Education in public primary schools in Suba-West Division, Kenya. The objectives were checking of the syllabus coverage, classroom visitation, checking professional records, teachers' conferences and provision of text books by head teachers. The system theory was used. The descriptive survey design was used to collect data. Sample consisted of 18 head teachers and 144 teachers. Random sampling was used while the instrument used was the questionnaires validated by test re-test method and reliability determined by pearson's correlation coefficient obtained for head teachers was 0.7; for teachers 0.8. The questionnaires personally were administered after getting permission from the National Council for Science and Technology.

The first objective of the study sought to determine the extent to which supervision on syllabus coverage influence pupils` KCPE performance. The results revealed that checking of syllabus coverage by head teachers influence syllabus coverage which has positive effect on pupils` performance. However, head teachers` academic qualification was found to have a significant different influence on pupils` performance. This finding supports Clark (1995) and Heidenmen (1990) studies that found out that qualified head teachers contributed significantly to pupils` achievements.

The second objectives of the study sought to establish how the frequency of head teacher`s classrooms visitation influences pupil performance. The analysis established that head teacher`s visitation to class while the teacher is teaching significantly influenced pupil performance. This finding was in agreement with Gachoya (2008) who observed that, the supervisors who made these visits were able to have an sight into the actual instructional practices through quality benchmarks and performance.

The third objective of the study sought to determine whether checking of professional records of work by head teachers affect pupil performance. There was a statistically significant effect of the head teachers frequency of checking of teachers` records of work supporting the research findings by Daresh and Playko (1992) and Gachoya (2008) in Nyeri district that instructional supervision significantly impacted on performance.

The fourth objective sought to establish whether head teachers organize teachers' conferences. About 75.9 percent of the teachers confirmed that they are often trained, an indication that teachers in the division are able to improve personal and organizational growth thus boosting morale and commitment towards teaching. When asked if they are often sent to conferences and workshops, a total of 87.9 percent confirmed that they are regularly sent to conferences, workshops and seminars. Through attending the collaborative conferences, the findings imply that, the teachers are able to identify problem areas, suggest alternatives, develop a plan and are ready and willing to grow professionally without much support, supporting the recommendations by Kamindo (2008).

Lastly, the study sought to establish the extent to which the provisions of adequate textbooks by head teachers influence pupil performance in KCPE. The findings indicated that head teachers' frequency of provision of adequate textbooks significantly affect KCPE performance in public primary schools. This finding supports the observation by Afolabi and Loto (2008) that, during the observation, the head teacher records what the teacher and the pupils say, and mitigate the challenges that are likely to affect performance early enough.

### **5.3 Conclusions**

The study concluded that head teachers' checking of the syllabus coverage significantly influence pupil performance in the KCPE. The study concluded that the frequency of head teacher's classroom visitation significantly affect pupil performance in the KCPE, concurring with Gachoya (2008) that, when

the head teacher makes classroom visits, he/she is able to have an insight into the actual instructional practices through quality benchmarks hence influencing pupils performances.

In terms of checking of teachers` professional records of work by head teacher, the study concluded that head teachers who consistently checked records significantly imparted on pupil`s KCPE performance.

The Head teacher`s frequency of checking of pupils exercise books, gave the head teacher opportunity to have a foresight of pupils performance for early intervention thus concluding that it significantly affect KCPE performance in public primary schools.

Lastly, the study concluded that head teachers should organize teachers` conferences for teachers to improve the teachers` personal and organizational growth thus boosting morale and commitment towards teaching. However, there was no evidence of reciprocal relationship on pupil`s performance and this has been suggested as an area for further research.

To sum up, the study concluded that: checking of the syllabus coverage by head teachers, frequency of classrooms visitation, checking of teachers` professional records of work, organizing teachers` conference and provision of adequate textbooks for pupils significantly influenced pupils` KCPE performance in public primary schools in Suba - West Division.



#### **5.4 Recommendations**

The Teachers Service Commission and other relevant stakeholders should devise strategies or scheme towards head teacher`s professional training and academic development to enhance head teacher`s professional qualifications for sustained influence on pupils` performance.

The head teachers should continue with focused instructional supervision, by checking the teacher`s record books and pupils` record books to enhance performance. The process should be well planned to make sure it does not inflict fear, intimidate or cause loss of morale among the teachers.

Finally head teachers should improve instructional supervision to enhance syllabus coverage through all classes, hold frequent meetings with teachers to improve relationships and hence good performance is recommended by this study. The head teachers should adopt instructional supervision strategies that motivate and reward teachers to improve performance.

#### **5.5 Areas for further research**

The study recommends the following as areas for further research;

- i) Further study can be done to determine the extent to which head teachers` influence personal supervision on syllabus coverage influence pupils KCPE performance on a bigger population.

- ii) A similar study can be replicated on the processes and challenges of checking of teachers and pupils` record books from a wider study population to validate these findings.
  
- iii) Influences of conferences in promoting teachers` personal development and its relationship to pupils` performance can bring insight on the impact of the conferences organized by head teachers.

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## APPENDICES

### APPENDIX 1

#### LETTER OF INTRODUCTION

Wasonga Felix Opande  
Box 76,  
Suna. 40400.  
15/May/2013

The Head teacher,  
  
\_\_\_\_\_Primary School.

Dear sir/madam,

#### **RE: RESEARCH**

I am a post graduate student at University of Nairobi, Department of Educational Administration and planning pursuing a Masters Degree in Education. I am carrying out a research on: **“Influence of head teachers’ instructional supervision on pupils’ performance in K.C.P.E. in public primary schools in Suba – West Division”**.

You have been selected to take part in this study and I kindly request that you complete this questionnaire. Your identity will remain confidential but information will be used for academic purpose only.

Yours faithfully,

Wasonga F. Opande

## APPENDIX II

### HEAD TEACHERS' QUESTIONNAIRE

Kindly complete this questionnaire and do not indicate your name or that of your school.

#### Section A : Demographic data (Please answer appropriately)

1. What is your gender? Male  Female
2. Indicate your age  
25 – 29 yrs  30 – 35 yrs  36 – 40 yrs   
41 – 45 yrs  46 – 50 yrs  Above 50 yrs
3. What is your highest academic qualification?  
O Level  A – Level   
Diploma  B.Ed.
4. What is your highest professional qualification?  
P2  P1   
ATS  GAT
5. For how long have you been teaching? \_\_\_\_\_ years
6. For how long have you been in this school? \_\_\_\_ years
7. For how long have you been a head teacher?  
Less than 5 years  5 – 10 years  More than 10   
years
8. Have you ever attended any in – service course since you were appointed to headship? Yes  No
9. Who was the training agency?  
KEMI  KIE   
Other (specify)  
.....  
.....



10. What is the pupil – text book ratio of your school? .....

.....

**Section B**

II. Please indicate the frequency of performing the given activities. *Indicate*  
*(1) If Always (2) If Often (3) Sometimes, (4) If Rarely and (5) If Never*

<b>ACTIVITY</b>	<b>FREQUENCY</b>
<i>a)</i> Maintain and sign teachers attendance register	
<i>b)</i> Advise staff on curriculum and instruction	
<i>c)</i> Discuss means of improving instruction with teachers	
<i>d)</i> Check report forms	
<i>e)</i> Inspect teachers' schemes of work	
<i>f)</i> Discuss syllabus coverage with teachers	
<i>g)</i> Check lesson planning and lesson notes	
<i>h)</i> Inspect records of work covered weekly	
<i>i)</i> Check the marking of pupils attendance registers	
<i>j)</i> Make regular visits to teachers during teaching	
<i>k)</i> Carry out management by walking around	
<i>l)</i> Discuss lesson observation with teacher	
<i>m)</i> Discuss feedback with teachers	
<i>n)</i> check adherence to the time table	
<i>o)</i> Inspection of pupils exercise books and assignments	
<i>p)</i> Expose pupils to internal tests	
<i>q)</i> Expose pupils to external exams	
<i>r)</i> Discuss to evaluate pupil performance with teachers	
<i>s)</i> Organize teacher conference	

**Section C: School Performance**

11. Tick the average KCPE performance of your school in the last three years

Year	Excellent(A)	Very good(B)	Good(C)	Fair(D)	Poor(E)
2011					
2010					
2009					

13. What is the average mean score of your school in the last three years

Year	2011	2010	2009	2008	2007
Average Mean score					

14. In your opinion what challenges do you meet in your work of instructional supervision?

.....

.....

.....

## APPENDIX III

### TEACHERS' QUESTIONNAIRE

Kindly complete this questionnaire and do not indicate your name or that of your school.

#### Section A : Demographic data (Please answer appropriately)

1. What is your gender? Male  Female
2. what is your age  
25 – 29 yrs  30 – 35 yrs  36 – 40 yrs   
41 – 45 yrs  46 – 50 yrs  Above 50 yrs
3. What is your highest academic qualification?  
O Level  A – Level   
Diploma  B.Ed.
4. What is your highest professional qualification?  
P2  P1   
ATS  GAT
5. For how long have you been teaching?
6. For how long have you been in this school?
7. (a) Have you ever attended any teacher development course after training  
Yes  No   
b) If yes, which course did you attend  
.....  
c) Has the above course helped you in curriculum & instruction?  
Yes  No

## Section B

1. Using a tick, please indicate the frequency of the head teacher in supervising the following activities. Indicate *(1) If Always (2) If Often (3) Sometimes, (4) If Rarely and (5) If Never*

ACTIVITY	FREQUENCY
<i>a)</i> Maintain and sign teachers attendance register	
<i>b)</i> Advise staff on curriculum and instruction	
<i>c)</i> Discuss means of improving instruction with teachers	
<i>d)</i> Inspect teachers' schemes of work	
<i>e)</i> Discuss syllabus coverage with teachers	
<i>f)</i> Check lesson planning and lesson notes	
<i>g)</i> Inspect records of work covered weekly	
<i>h)</i> Check the marking of pupils attendance registers	
<i>i)</i> Make regular visits to teachers during teaching	
<i>j)</i> Carry out management by walking around	
<i>k)</i> Discuss lesson observation with teacher	
<i>l)</i> Inspection of pupils exercise books and assignments	
<i>m)</i> Expose pupils to internal tests	
<i>n)</i> Expose pupils to external exams	
<i>o)</i> Discuss to evaluate pupil performance with teachers	
<i>p)</i> Organize teacher conference	

**Section C: School Performance**

9. Tick the average KCPE performance of your school in the last three years

Year	Excellent(A)	Very good(B)	Good(C)	Fair(D)	Poor(E)
2011					
2010					
2009					

10. In your opinion what challenges do the head teacher meet in his/her work of instructional supervision?

.....

.....

.....



APPENDIX V

PAGE 2

PAGE 3

Research Permit No. **NSST/CD/1013733**

Date of Issue **22<sup>nd</sup> May, 2013**

Fee received **KSH. 1000**

**I HEREBY CERTIFY THAT:**

**Name of (Dr./Mr./Mrs./Miss/Institution)**  
**Felix Opande Wasonga**


**of (Address) University of Nairobi**  
**P.O. Box 30197-00100, Nairobi.**

**has been permitted to conduct research in**

<b>Location</b>	<b>Migori</b>
<b>District</b>	<b>Migori</b>
<b>Province</b>	<b>Nyanza</b>

**of the topic: Influence of home teachers' instructional supervision on pupils' performance in KGPE in public primary schools, Suba-West Division, Migori District.**

**For a period ending: 31<sup>st</sup> July, 2013.**



*(Signature)*  
**Applicant's Signature**

*(Signature)*  
**Secretary**  
**National Council for Science & Technology**

**CONDITIONS**

- You must report to the District Commissioner and the District Education Officer of the area before embarking on your research. Failure to do that may lead to the cancellation of your permit.**
- Government Officers will not be interviewed without prior appointment.**
- No questionnaire will be used unless it has been approved.**
- Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries.**
- You are required to submit at least two(2)/four(4) bound copies of your final report for Kenyans and non-Kenyans respectively.**
- The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice.**

**REPUBLIC OF KENYA**

**RESEARCH CLEARANCE PERMIT**

**(CONDITIONS—see back page)**

**GPK6055f3mf10/2011**

APPENDIX VI

Research Authorization

REPUBLIC OF KENYA



**NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY**

Telephone: 254-020-2213471, 2241349, 254-020-2673550  
Mobile: 0713 788 787 , 0735 404 245  
Fax: 254-020-2213215  
When replying please quote  
secretary@ncst.go.ke

P.O. Box 30623-00100  
NAIROBI-KENYA  
Website: www.ncst.go.ke

Our Ref:

NCST/RCD/14/013/173

Date:

27<sup>th</sup> February, 2013

Kepher Shikuku Opande  
University of Nairobi  
P.O.Box 92-0902  
Kikuyu.

**RE: RESEARCH AUTHORIZATION**

Following your application dated 15<sup>th</sup> February, 2013 for authority to carry out research on "*Influence of school management committees' motivational strategies on KCPE performance in public primary schools of Suba-West Division, Migori District,*" I am pleased to inform you that you have been authorized to undertake research in Migori District for a period ending 31<sup>st</sup> May, 2013.

You are advised to report to the District Commissioner and the District Education Officer, Migori District before embarking on the research project.

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

**DR M.K. RUGUTT, PhD, HSC.**  
**DEPUTY COUNCIL SECRETARY**

Copy to:

The District Commissioner  
The District Education Officer  
Migori District.