

**INFLUENCE OF HEAD TEACHERS' INSTRUCTIONAL
SUPERVISION PRACTICES ON PUPILS' PERFORMANCE
IN KENYA CERTIFICATE OF PRIMARY EDUCATION IN
KILIFI DISTRICT, KENYA**

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**A research project report submitted in partial fulfillment of requirements for
the award of the degree of Masters of Education in Educational
Administration**

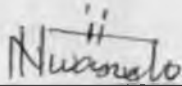
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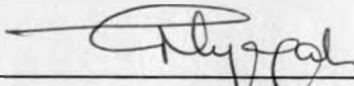
DECLARATION

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

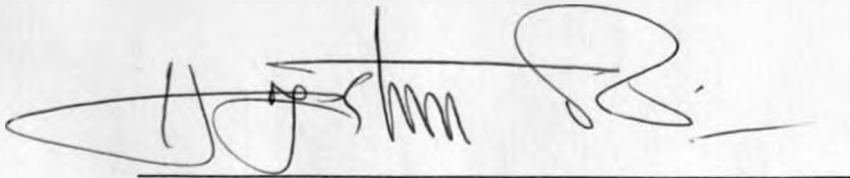

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DEDICATION

This work is dedicated to my beloved sisters and brothers, my son Fadhili, brother in-law Rashid Dalu, sisters; Betty and Rachel, brothers; Juma, Charles and Sammy, cousin; Alfred, Mumba Juma, Mumba Sammy, Mwasindo, Francis, Frank, Steve, Erick, Ojuku and Moses, niece; Juliet, Rita, Charlyne, Esther, Sabina and Chirindo, spiritual leaders; Pastor Wachu and May Wachu, friends; Christine, Lucy and Esther, neighbours Magdaline and Tunje and lastly Chamagoma women group.

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ABBREVIATIONS AND ACRONYMS

AB	Above average
BA	Below Average
KCPE	Kenya tCertificate of Primary Examination
KEMI	Kenya Education Management Institute
KESI	Kenya Education Staff Institute
MoE	Ministry of Education
SPSS	statistical package for social sciences
TSC	Teachers Service Commission
UNESCO	United Nations Education Scientific and Cultural Organization
UNICEF	United Nations Children Fund

ABSTRACT

The purpose of this study was to determine the extent to which headteachers frequency of checking teachers' records of work and pupils' notes, conducting model teaching sessions and classroom observations influenced pupils performance in KCPE. In addition, the study sought to determine whether setting of targets and provision of adequate learning resources influenced KCPE performance in Kilifi district. The study employed descriptive survey using systems theory. The sample was composed of 25 headteachers and 320 teachers. The data for both teachers and headteachers was collected by the use of questionnaires. Findings revealed that checking of teachers records of work does not have an influence on pupils' performance.

Checking of pupils work has also proved to have no effect on performance in that 75% of the headteachers noted that they check pupils' notes yet their schools performed lowly. Among the schools visited 60% of the teachers reported to be instructing the pupils to read and make notes on their own or even copy from the text books provided. If the headteachers instruct pupils note to copy notes from textbooks and even report the mode of notes making can improve performance greatly.

According to the researcher, holding of model teaching sessions influences performance. This is because respondents from performing schools indicated the existence of model teaching session in their schools. Classroom observation as a supervisory practice by headteachers is mainly evident among the performing schools. Out of the 20 headteachers visited, 55% them admitted not to be performing it due to being overloaded. From the research findings, schools that set targets perform better than those which do not. Provision of learning and teaching resources has an influence on performance of pupils. This is so because most schools that have shown good performance have adequate resources.

Based on the above findings, it was concluded that provision of resource materials influences pupils' performance greatly. This concurs with Eshiwani (1983) findings and Njuguna (2004) though it was of different levels of learning. While checking on pupils notes have a smaller percentage in influencing pupils' performance. Based on the findings of the study, the following recommendations were made; Headteachers should involve both teachers and pupils in setting targets for them to own them and serve as a guide in directing their energies. Clinical supervision should be done more often or always for better performance.

In order to be able to do so, the TSC should employ headteachers mainly to perform supervision duties rather than recruiting and training headteachers on the job who were earlier trained as classroom teachers. Teaching and learning resources should be provided at the right time and adequately to avoid inconveniences. The Ministry of Education therefore should ensure that funds reach the schools at the right time. The headteachers should hold model teaching sessions more frequently in order to create a common culture hence improving pupils performance in KCPE. In doing so, time should be allocated for example introducing, half term which can be used for teacher education.

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

Instructional supervision is a component of general supervision that a head teacher is involved in within a school. The primary function of supervision is the improvement of instruction. The supervisors' functions can be listed as being the direction, combating routine and encouraging good initiatives, improvement of teachers' professional status, the adoption and diffusion of better techniques and the launching of progressive programmes of action (Sifuna, 1985).

In France, School supervisors continue to fulfill their tasks with an authoritative approach. A highly structured form of instructions and a centralized system of supervision exists. Such structure enable the Minister for Education be aware of what a teacher is doing at a particular time of the year in terms of syllabus coverage (Gluckman & Gordon, 1990). Supervisors in France are involved in Syllabus development and implementation hence empowering them in determining the pace in syllabus coverage.

In Britain, supervision began with the establishment of His Majesty the Inspectorate in 1939. A Council comprising of Ministers of the Crown was appointed to prepare a plan for education and introduce improvement in the education and introduce improvement in the education subsystem. The Council obtained details

of the plans and specifications of the buildings arrangements of the desks and playgrounds (Okumbe, 1999).

In America in 1654, a statute authorized certain towns to appoint teachers of sound faith and morals. Laymen who included the clergy, school wardens, trustees, selected men and citizen committees played the role of supervisors. Supervision of schools and classrooms was emphasized with control of schools being based upon stated rules (Okumbe, 1987). During the second phase emphasis was mostly on supervision of schools and classrooms although at a later stage focus shifted to assisting teachers to improve efficiency in teaching. The third phase of supervision emphasized on supervision of classroom instruction due to increased population. During the third phase trained supervisors took charge to replace the previous ones who were mainly inspectors (Glickmann & Gordon, 1990).

In South Africa, the inspectorate is primarily concerned with and is divided into management functions and advisory services. However, Chetty (1993) argued that the functional effectiveness in terms of quality of teaching/learning and the instruments used to assess teacher competences are highly limited. In Ghana, Ministry of Education is responsible for the national education curriculum and its supervision. Achieving quality education depends on the ability to manage inhibitive cultural values that affect the teacher's performance and pupil learning

capacity. This helps in promoting harmony between the school and the community and also their ability to maintain discipline (Ghana Services, 2005).

In Tanzania, the management of education and vocational training is through the Ministry of Education and Vocational Training. The effectiveness of the head teacher in supervision aims at raising the teacher's level of commitment and time on task performance. The head teacher is expected to have high levels of transparency and accountability in dealing with teachers. Their leadership style and effectiveness of supervision are critical factors to achieving quality education (Tanzania Ministry of Education and vocational Training 2005) Maliyamkono (1979), connotes that, education is the key to achievement in all sectors that stimulate growth. Fielder (1967), points out that highly skilled leadership is required for efficient supervision. An effective supervision can reconcile and utilize constructively different abilities for the performance of organized goals. For Education to perform its functions effectively, the administrators should provide vital guidance.

Olembo (1975) stipulate the functions of school supervision as: working closely with teacher to establish problems and need of students; building a strong group morale and securing effective team work among teachers; providing assistance to teachers for competence; assisting newly appointed teachers; evaluating teaching effectiveness; and providing guidance and advisory services in all school matters.

Although supervisors' roles are stipulated, effective performance is far from adequate. The blame is always placed on a number of issues such as lack of adequate close supervision, supervisory skills and supervisors' poor relationship with teachers.

One strategy for monitoring teaching and learning in school in order to enhance quality and good standards is through supervision. According to Clegg and Bilington (1994), the practices of inspection is done by the Office for Standards in Education (OFSTED). In Britain, the major purpose of inspection is to collect a range of evidence, match them against a statutory set of criteria, arrive at a judgment and make the judgments known to the public.

The history of supervision in Kenya goes back to 1910 when the colonial government appointed the first director of education for the protectorate. The legal duties of the director of education were organization, supervision and inspection of protectorate schools (Okumbe, 1999). The Beecher report of 1949, among other things recommended the introduction of efficient supervision and inspection. This was to be achieved through the separation of inspectional and supervisory functions.

Since independence, the Government of Kenya has been addressing challenges facing the education sector through commissions, committees and task forces. Kenya being a signatory to the United Nations Charter on human rights is committed to the provision of free basic education. The agreement led to the

launching of Free Primary Education in 2007 which equips the learner in its first eight years of 8-4-4 system with skills, knowledge and attitudes which are desirable to the society.

In Kenya the education system is exam oriented. The quality of education is valued in terms of number of students passing national examinations (Eshiwani, 1993). Under the correct system of education, the analysis conducted by Kenya National Examination Council on pupils' performance is really useful in all sectors. Any placement takes into account the individuals' performance in previous administered exams.

The organizational management of schools greatly influences students' academic outcome. Wekesa (1993) noted that to improve the students performance, head teachers are required first to improve the management of the schools. The school management can be done through setting a clear vision of the schools and communicating the visions to the students, supporting its achievements by giving instructional leadership, resources and being visible in every part of the institution accounts for students performance.

The school as a system need any administrator who can perform the administrative process effectively in order to achieve the set goals. Administrators need to employ conceptual, technical and human skills to enhance interaction hence goal achievement. Administrative skills are more useful in implementing the administrative process in all types of institutions.

The success of the school depends on how well the head teacher manages the personnel, resources, physical facilities and the community at large. Ewilson (1966), as quoted by Kimanzi (2007), explains how the relationship between the leader and the members in any institution promotes performance. Poor relationship leads to low performance while good relationship enhances cooperation hence leading to achievement of goals effectively.

According to Eshiwani (1993), the environmental factors associated with students' academic performance as stipulated by UNESCO (2004) include the head teacher and his leadership styles. The school administrators have direct bearing on students' performance in Kenya Certificate for primary Examination. The leadership styles employed by an administrator has a great impact on the performance of the institution all round.

The Mackey report (1981), noted that, despite head teachers efforts to employ managerial skills towards influencing attainment of the good results they lacked training in institutional management. The Kenya Educational Staff Institute (KESI) was established in 1981 as a human resource development agency in the Ministry of Education. KESI aimed at promoting good governance and management of educational institutions through offering services such as training and consultancy in research in education. Apart from reducing indiscipline cases evidence shows that there is improvement in performance too.

1.2 Statement of the problem

Over the past five years, according to Kenya National Examination council analysis, it has been evident that Coast Province has been registering poor performance in national examinations. On 28th December 2011 during the release of the 2011 examination results, the Minister for Education pointed out factors which leads to poor performance (Kenya Daily Nation Newspaper 29th December 2011).

Kilifi District which is in Coast Province was rated among the bottom five counties in Kenya Certificate for Primary Examination results analysis. This shows that most of the students who sat for the exam scored below average thereby not meeting the secondary school selection standard in Kenya. As a result, most students missed placement in our public secondary schools.

Table 1.1**Kilifi county KCPE mean scores for the last 4 years**

Districts	2008	2009	2010	2011
Rabai	-	-	246.33	257.44
Kaloleni	240.09	239.62	250.73	250.49
Kilifi	241	229.67	235.33	232.33
Ganze	256.31	241.33	244.41	219.44
Malindi	244.33	249.61	229.21	203.33

Kilifi district has been registering low scores repeatedly as shown in the table above compared to other districts. Most students therefore miss placement in government institutions and end up dropping out or registering themselves in private tertiary institutions. There is need therefore for a research to be carried out to investigate the head teachers influence on instructional supervision practices on performance in Kenya certificate of primary education examination in Kilifi district having in mind that head teachers are the chief executive officers in charge of educational institutional in primary school level. Therefore this study seeks to investigate the influence of head teachers' instructional practices on

Kenya Certificate for Primary Education examination performance in Kilifi District.

1.3 Purpose of the study

The purpose of this study was to determine the influence of head teachers' on instructional supervision practices on Kenya Certificate for Primary Education examination performance in Kilifi District.

1.4 Objectives of the study

This study intended to achieve the following objectives to:

- i. To determine the extent to which primary school head teachers' frequency of checking teachers' records of work influenced performance in Kenya Certificate of Primary Education.
- ii. To determine the extent to which Primary school head teachers' frequency of checking pupils' notes influenced performance in Kenya Certificate of Primary Education.
- iii. To establish whether holding model teaching sessions for teachers by primary school head teachers' influenced performance in Kenya Certificate of Primary Education.
- iv. To establish whether head teachers undertaking of classroom observation influenced pupils' performance in KCPE certificate.

- v. To determine whether setting of targets influenced pupils performance in Kenya Certificate of Primary Education.
- vi. To establish whether provision of adequate teaching/learning resources influenced performance in Kenya certificate of Primary Education.

1.5 Research questions for the study

The following are the research questions for the study:

- i. To what extent did the head teachers' frequency of checking teachers' records of work influence pupils' performance in Kenya Certificate of Primary Education?
- ii. To what extent did the head teachers' frequency of checking pupils' records of work influence performance in Kenya Certificate of Primary Education?
- iii. To what extent did the head teachers' holding of model teaching sessions for teachers influence pupils' performance in Kenya Certificate of Primary Education?
- iv. To what extent did head teachers' frequency in classroom observation influence pupils' performance in Kenya Certificate of Primary Education?
- v. To what extent did the primary school head teachers setting of targets influence pupils performance in Kenya Certificate of Primary Education?

- vi. To what extent did head teachers provision of learning resources influence pupils' performance in Kenya Certificate of Primary Education?

1.6 Significance of the study

The research findings would provide greater insight to the administrators and managers of schools into the head teachers' practices that influence pupils' performance in Kenya Certificate of Primary Education for schools in Kilifi County. The findings would serve as a reference point to head teachers on quality supervision practices that lead to improvement on pupils' performance. Recommendations made would form a basis for related studies hence adding value to the pool of knowledge. The research findings would provide necessary feed back to the Ministry of Education as it seeks ways of improving the performance in KCPE especially in Kilifi county.

1.7 Limitations of the study

There is a possibility of respondents sharing information in the process of filling in the questionnaires the researcher would instruct respondents to fill in the questionnaires independently. Lack of standardized instruments for the research would be a problem to the researcher but carrying out the validity and reliability tests of the research instruments improved the instruments.

1.8 Delimitations of the study

The study made an attempt to investigate influences of primary schools head teachers' instructional supervision practices on pupils performance in Kenya Certificate of Primary Education in Kilifi District. The study did not put into consideration other neighbouring districts or other related factors. The respondents to the study were both head teachers' and teachers' in public primary schools despite the existence of private schools in the district.

1.9 Basic assumptions of the study

The study was based on the following assumptions:

- i. The respondents would co-operated and gave honest and non-influenced answers.
- ii. Questionnaires were adequate instruments for collecting the information required for this study.
- iii. The mean-score of a school in Kenya Certificate of Primary Education was adequate measure for the examination performance of the school.
- iv. The Kenya Certificate of Primary Education Examination was an acceptable measure for academic performance.

1.10 Definition of significant terms

Administration refers to hierarchy of subordinate – super ordinate relationship influence on others

Frequency refers to regularity of the supervision activity

Instructional Supervision refers to giving instructional leadership to teachers to improve instructional effectiveness

Model teaching sessions refers to welcoming teachers in class to observe the headteacher as he/she conducts lesson.

Performance refers to pupils' achievement in Kenya Certificate for Primary Education examinations where 500marks is the highest score and 250 marks is average.

Primary School refers to public primary schools in Kilifi County

Records of work refers to records kept by teachers such as schemes of work, lesson plans, progress records, registers health records and pupils' exercise books

1.11 Organization of the study

The study was organized in five chapters. Chapter one contained the background of the study, the statement of the problem, the purpose of the study, the research objectives, the research questions, significance of the study, limitations of the

study, delimitations, basic assumptions and definition of significant terms as used in the study. Chapter two presented Literature review from relevant studies carried out on instructional supervision practices influencing performance in Kenya Certificate for Primary Education. It included introduction, frequency of checking teachers records of work, checking pupils' records, holding model teaching sessions, early syllabus coverage, classroom supervision, target setting, summary of literature review and conceptual framework.

Chapter three covered research methodology which included: research design, target population, sample and sampling procedures, research instruments, validity of instruments, data collection procedures and data analysis techniques. Chapter four covered introduction, questionnaire return rate, responses to questionnaires and interpretation of the findings. Chapter five presented introduction, summary of the findings, key findings of the study, conclusion, recommendations and suggestions for further research.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter presents a synthesis of literature related to the study. There have been different studies conducted on instructional supervision but none of them have addressed the situation as it is in Kilifi District. The study reviews what other researchers have done, the methodologies they used, their findings, conclusions and their recommendations on checking teachers records of work, checking of pupils' notes, holding of model teaching sessions, classroom observation, resource provision and their influence in academic performance.

2.2 Concepts of supervision

Glickman (1990), states that every major research study on successful schools has noted the organizational phenomenon of collective action, agree-on-purpose and belief in attainment. This only occurs when part of the larger enterprise of complementing and working with each other to educate students. Lezotte (1982), stress the importance of the instructional leadership of responsibilities of the principal. Fullan (1991), adds that effective instructional leaders are distinctly the minority. Fullan concludes that if head teachers are to heed the call from educational reforms to become instructional supervisors, it is obvious that they must take up on the roles fully.

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

Griffins (1994), argues that, administration has direct bearing on the achievement of the learners. Supervision which is involved in channeling and organizing efforts of individuals into a purposeful stream of productivity is aimed at achieving the common objective of an organization effectively. Supervision concerned with both teachers and pupils learning activities that will help maintain and improve effectiveness in the classroom.

The instructional supervision is also referred to as clinical supervision. The fact that it involves person to person interaction makes it earn its name. The supervisor in this case, is able to make judgment on the actual teaching extent which will assist in identifying strategies for improving instruction.

Olembo, Wanga and Karagu (1992), defined supervision as that dimension or phase of educational administration which is concerned with improving effectiveness. Supervision in education is regarded as a service to teachers and learners both as individuals and in groups. It is regarded as a means of offering specialized help in improving instruction.

Ogunsanju (1983), Explains that, the ultimate aim of supervision is improvement of instruction for providing better education. Supervision is a way of stimulating , improving refreshing , encouraging and overseeing certain groups with the hope of seeking their cooperation. Such practices are aimed at assisting supervisors in becoming successful in performing their supervisory task.

Supervision is essentially the practice of monitoring the performance of school staff, noting the merit and demerits using benefiting and suitable techniques to better the flows while still improving on the merit hence increasing the national goals of education. School supervision therefore is a vital process and combination of activities which is concerned with the teaching and improvement of the teaching in the school framework.

2.3 Checking teachers records of work and academic performance

School Administration is a way of working with people in an educational institution in order to achieve the stated institutional goals. A head teacher has a task of ensuring that the staff, pupils and community are satisfied with the functioning of the school. Eshiwani (1983), carried out a study in Vihiga to investigate factors influencing performance among Primary and Secondary schools in Western Province Kenya which shows that, schools that had shown signs of good performance had sound and efficient leadership who were involved in organizing the learning process for their schools.

Griffin (1994), carried out a study on school mastery; straight talk about boarding schools in Kenya. He noted that administration has direct bearing on the achievement of the learners. Griffins concluded that many schools are brought down by poor management. Musungu & Nasongo (2008), carried out a study in Vihiga District in Western Kenya investigating instructional role of the headteacher in academic achievement in Kenya Certificate of Secondary Education Examinations. They worked with all categories of schools ranging from high performing to low performing schools. The study found out that 8% of the Principals in high performing schools checked lesson books schemes of work and registers of class and school attendance.

As an instructional leader, the principal is the pivotal point within the school. The headteacher affects quality of individual teachers instructions the level of students achievement and the degree of efficiency in school functioning. Frequency of internal supervision contributes towards better performance.

According to Brandit (1987), as quoted by Musungu & Nasongo (2008), effective principals are perceived as those who are involved in proper tuition and revision. Through supervision of teachers and students work, proper testing policy, syllabus coverage teacher induction, courses and team building enhance performance. Communicating the school vision effectively, providing resources for instruction and maintaining high visible presence in all parts of the school

system is an instructional role of the administrator which boosts performance.

Okumbe (1998), points out that there is a general agreement among people that the focus of instructional supervision is the enhancement of student learning but they only differ in the practice of instructional supervision. Sergiovanns (1987), presents a reflective mode of supervision in which he proposes that since teachers vary in their motives and learning styles, supervision should be responsible to these differences. Supervisors ought to be goal oriented so that they can help in directing the efforts of the teachers towards the right direction.

2.4 Checking of pupils' lesson notes and academic performance

Alimi, and AKinfolarin (2012), conducted a study on impact of instructional supervision on the students' academic performance in senior secondary schools in Ondo state, Nigeria. Their study found out that there is significant impact on checking pupils' notes on academic performance in English language. The findings agreed with Hallinger and Heck (1998), findings that there is a significant impact in checking of students notes on academic performance in English language in United States elementary schools.

Williams (2003) also agrees with Alimi and Akinfolarin (2012) by stating that there is a significant impact of checking of students notes on students academic performance in English language in secondary schools in New York City,

Firestone and Riehl (2008) had a different view that checking of students' notes does not produce a direct effect on students performance in English. They argued that checking of students records of work is a mediating influence on teachers, curriculum , instruction, community and school organization leading to high performances.

Muola (1990) studied Harambee schools in Nyandarwa District and asserted that there is a positive relationship between students' performance and home environment. Malnutrition and poor living conditions are bound to have an influence on the health of a child and directly or indirectly influence participation in class. Therefore checking of students' work will enable the supervisor identify the problem and assist the particular student hence improving performance in general.

2.5 Model Teaching session and academic performance

According to Blasé (2000), empowerment is the respect for individuals and the willingness to train them. It also involve setting of reasonable and clear expectations for them and grant them authority to contribute meaningfully and directly to their work. The structures and methods of instructional management in both schools rely on the involvement and leadership of a number of staff including departmental heads and heads of subject panels

Planning in-service or staff development is an integral part within all instructional leadership. Staff development can take place at any time, either as a full or part time study during the continuous professional life of the teachers. It has been used as a means of improving the 8-4-4 system of education (MOE 1984).

Blaise and Blaise (2000), expresses instructional leadership in specific behavior such as making suggestions, giving feedback, modeling effective instruction, soliciting opinion and need to be an instructional resource person . Glickmann and Gordon (1990), says that it is the responsibility of the principal to provide instructional leadership practice to improve student's performance. Principals therefore should be role models to the teaching staff in instructional practice by allowing teachers change their ways in teaching through observing them as they teach.

2.7 Classroom observations/ Clinical supervision and its influence on performance

One way to help teachers improve instruction is through clinical supervision Glickman (1990), in his model of clinical supervision presented a cyclical sequence of events which should ideally be implemented at least twice a year. The sequence included teacher pre-conferencing to determine the method and duration of the observation. The pre-conferencing is followed by classroom observation which involves making use of physical indicators, visual indicators and interpersonal or directive analysis. The last stage in clinical supervision

which is post-conferencing is aimed at discussing results and remedial action and a critique by both the supervisor and the supervisee.

Every administration needs an inbuilt supervisory system to provide the cohesion and direction necessary to achieve the purpose of the organization. According to Olembo, Wanga and Karagu (1992), Supervision concerns the tactic of efficient and proper management of personnel and their aspects of administration that are in line with the goal of the administration. Clinical supervision is the rationale and practice designed to improve the teachers' classroom performance.

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

A study was conducted in Nigeria to investigate the impact of instructional supervision on the students' academic performance in senior secondary schools at Ondo Estate. The findings revealed that there was a significant impact of classroom visitations by principals on students' academic performance in English language. This supports the findings of Harbison and Hanushek (1992), that there was a significant impact of class visitations by principals on students' academic performance in English language in secondary schools in America.

Teachers are the active participants in organizational change. The principal can facilitate change through class observation by providing legitimate, descriptive feedback for the teacher to consider and reflect upon. Instructional supervisors should allow teachers to make their own judgments and reach their own conclusions through a descriptive type of observation than through an interpretive one.

2.8 Target setting and academic performance

Developing a school vision is an essential foundation from which the instructional activities of the school evolve (Sergiovanni, 1991). Glickman (1990), puts it that, in almost all the studies dealing with instructional leadership, defining and communicating a clear mission, goals and objectives for the school forms an important aspect. An instructional supervisor for effectiveness should develop or set targets and communicate the same clearly to the stakeholders.

Understanding the purpose and goals of the schools by all stakeholders contributes to a healthy a organized culture (Glickman, 1990) learning as a lifelong pursuit and in consideration of our goal to improve the quality of education we need to be continuously educated in order to achieve the same. Targets set directs the action of both teachers and pupils. Instructional supervisor should set targets on both academic performance and syllabus coverage.

Njuguna, (2004) defined aptitude as the degree of readiness to learn and to perform well in a particular situation or in a fixed domain. He explains that three facets of the mind play a role in aptitudes; cognitive, effective and conation which refers to goal setting and will. Individual students assemble their motivational resources which energize their efforts to work and complete tasks.

2.9 Provision of teaching/learning resources and its influence on performance

Eshiwani (1993) and Foller (1995), argue that desks, instructional materials, school books, activities are amongst other resources affect the quality of academic achievements. The headteacher should therefore gather all possible resources from the ministry of education, the community and other organizations and ensure their full and effective use. Mworia (1993) examined factors affecting KCPE performance in central Imenti division, Meru district and concluded that amongst factors contributing to poor performance include inadequate learning resources, frequent teacher transfer, heavy teaching load, inadequate inspection and supervision of school together with chronic absenteeism among pupils.

Gakuru (1992) found out that teaching in classrooms without lockers, doors and windows teachers experience problems with their teaching aids security. Therefore it is evident from the forgoing discussion that resource availability and adequacy boosts the performance in all the subjects.

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

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

The population council of Kenya and Ministry of Education council of Kenya and Ministry of Education (1997), carried out a study to establish the effects of materials inputs in the performance of students in mixed single schools. The shortage of the necessary materials was identified as a factor affecting performance of students in public Secondary Schools. Eshiwani (1983), points out that schools that have best facilities are among the high achieving schools having in mind that teachers add up to the school resources.

Adequate staffing of a school, enables teachers to prepare well before attending classes such as having teaching aids for every lesson. Obongo (1987), in his

examination on impact of teaching aids in secondary school performance concluded that teaching aids play a great role in influencing good performance of a subject. The study showed that most of the performing schools in Kisumu Municipality make use of teaching aid.

2.10 Summary of literature review

The studies reviewed show that there is significant relationship between headteachers' instructional supervision practices and pupils' academic performance. Alimi and Akinfolarin (2012), agree with Hallinger and Heck (1998) that checking of pupils notes has an impact on academic performance.

Blasé and Balse (2000), concurs with Glickmann and Gordon (1990), by saying that it is the responsibility of the headteacher to provide instructional leadership practice in order to improve the pupils academic performance. Model teaching sessions, assist teachers in changing their ways of doing things through observation.

Classroom observation plays a great role in improving pupils' performance. Kimeu (2010), explains how classroom observations creates a good relationship between the teacher and the headteachers' classroom observation creates harmonious working situation which leads to high performance.

2.11 Theoretical framework

The study is based on the Systems Theory which is proposed by Ludwing Von Batenlaffi. A school as a system is composed of various parts which work interrelated for accomplishment of stated goals. A school exists in a form of an open system because it receives its inputs from the society and it also empties its outputs back to the society.

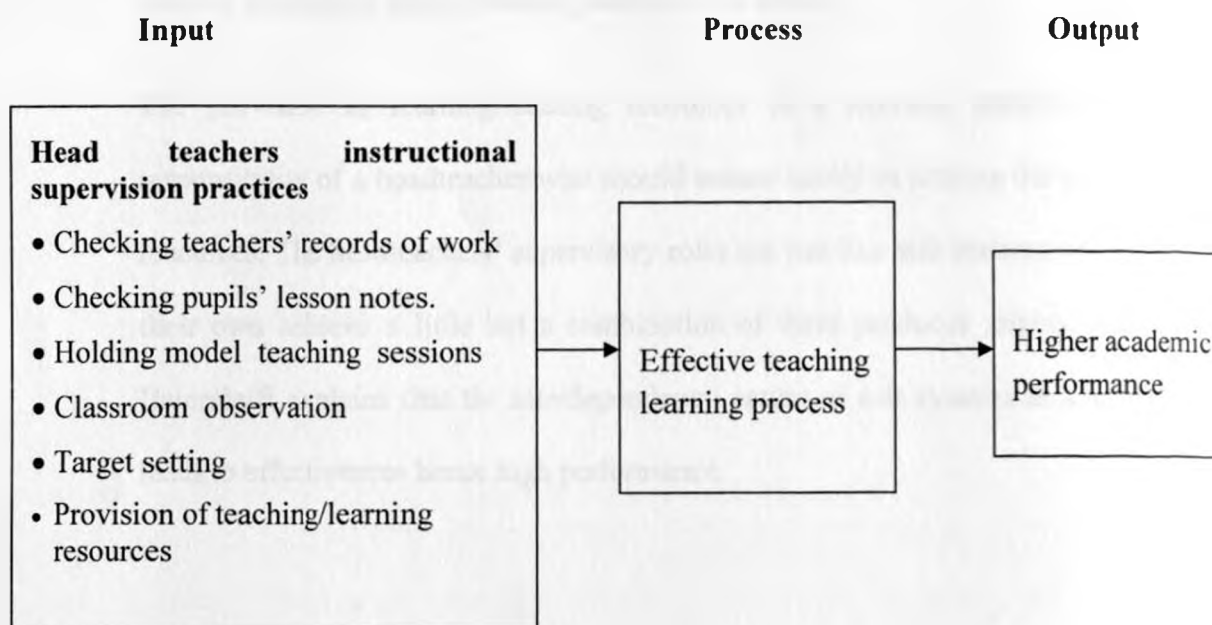
A school receives teachers, pupils and parent from the society. The headteacher coordinates the activities as he performs his instructional supervision tasks. Checking of teachers' records of work, pupils' notes holding model teaching sessions and classroom observation plays a major role in the realization of the institutions' objectives.

The teachers, pupils and parents as representatives of the environment influence the functioning of the system or school at a greater percentage. It is also applicable that the institution as a processing unit in turn shapes the environment. Therefore effective instructional supervision by headteachers plays a major role in the success of an individual pupil, entire school and even the community.

2.12 Conceptual Framework

Figure 2.1

Head teachers instructional supervision practices and their influence on students' performance



Checking of teachers records of work by the headteacher propels the teacher to prepare in advance. A prepared teacher delivers effectively hence good performance. A teacher is able to identify an appropriate teaching aid to be used for a certain lesson and obtain it in advance because the lesson plan and schemes of work guides him/her on the same. Checking of students notes lead to proper guidance which will make the pupil correct his/her work. Taking notes helps students to do revision at their convenient time in preparation for exams.

Difference in teachers occurs because of the varied institutions they attended and the instructions they received. To instill a common way of doing things, the headteacher needs to conduct model teaching sessions. Classroom observation reveals what goes on in classrooms especially in terms of delivery of content and effective use of teaching learning resources. Classroom observation can lay the basis of conducting model teaching sessions in a school.

The provision of learning/teaching resources in a learning institution is a responsibility of a headteacher who should ensure equity in sharing the available resources. The headteachers' supervisory roles are just like sub systems which on their own achieve a little but a combination of them produces mighty results. Batemlaffi explains that the interdependency nature of sub systems in a system leads to effectiveness hence high performance.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presented a detailed description of the research design methodology to be employed in the study. It included the procedure used to collect and analyse data with a view of answering the research questions posed earlier. It was organized into the following sub-headings: research design , target group, sample and sampling procedures, research instruments, validity and reliability of instruments, data collection and data analysis techniques.

3.2 Research design

A research design as defined by Orodho (2003), is a scheme or plan that is used to generate answers to research problems. The descriptive survey design was employed in assessing the influence of headteachers' instructional supervision practices on pupils' performance in Kenya Certificate for Primary Education examinations in Kilifi district. Through conducting interviews and administering questionnaires, information was gathered from a sample of the target group which will later be used to make conclusions. The design was mainly selected for the study because it's economical, rapid in data collection and it has the ability to be used in inferential.

3.3 The target population

Kilifi District is divided into three zones, Chonnyi, Sharian and central. The target population of the study included all the teachers and headteachers in public primary schools within Kilifi district. Teachers and headteachers being the implementers of policies in education have a task of ensuring good performance in their schools.

Table 3.2

Kilifi district target population

Zone	Headteachers	Teachers
Shariani	42	550
Chonyi	38	450
Central	38	600
Total	118	1600

3.4 Sample size and sampling procedures

According to Mugenda and Mugenda (2003), a sample is a small group of accessible population. Sampling refers to that process of selecting a sample from a defined population with the intention that the sample accurately represents that population (Borg and Gall, 1983). Borg and Gall (1983) suggests that for descriptive study and correlation studies, 30 percent of the cases are the maximum to work with. The research therefore targeted 25(20%) head teachers and 320(20%) teachers since the larger the sample the higher the reliability.

Stratified random sampling technique was used to select the types of respondents in school. The target group was stratified into two categories that is; teachers and headteachers. The method was aimed at ensuring that the researcher obtains opinion about instructional supervision and its influence on KCPE performance from both teachers and headteachers within the three zones.

Table 3.3

Kilifi District sample population

Zone	Headteachers		Teachers	
	Target population	Sample population	Target population	Sample population
Shariani	42	8	550	110
Chonyi	38	6	450	90
Central	38	7	600	120
Total	118	25	1600	320

3.5 Research instruments

A questionnaire was the major data collecting tool. A questionnaire is a useful tool of collecting data due to its anonymity of the respondents. The headteachers' questionnaires were divided into two parts. Part one contains questions focusing their demographic background information while part two contained closed ended questions which was aimed at getting information on the curriculum and instructional supervisory role of the headteachers.

According to Orodho (2004), a questionnaire is the most used method in collecting data when the respondents are literate. The method can reach a large number of subjects who are able to interpret the questionnaires independently.

Questionnaires also allow the researcher to make comparison on the answers given by different respondents on the same question.

3.6 Instrument validity

Mugenda and Mugenda (1999), describe content validity as the degree to which the test items represent the domain of indicators or content of a particular concept being measured. To ensure instrument validity, content validity was tested. Experts in the field of educational research from the University of Nairobi went through the questionnaires and confirmed their validity.

A pilot study for the questionnaires was carried out in 2 selected schools involving 10 teachers from the targeted population who were not part of the final data collection process. This enabled the researcher to detect unclear instructions, insufficient space to write the responses and wrong phrasing of questions. This assisted the researcher do necessary corrections.

The items to be tested were written down and the questions were checked against the items to ensure that they are adequately presented. Experts in the field of educational research from the University of Nairobi verified the content validity and confirmed on the same. A pilot study for both the interview schedule and questionnaires were carried out in the selected schools from the targeted group which would not form part of the sample.

3.7 Instrument reliability

Grineel (1993), observes that reliability measures the degree of accuracy in an instrument. To ensure the reliability of the questionnaires the researcher will use test-retest method in order to check their reliability (Mugenda and Mugenda 1999). The results from the different times of administering the questionnaires were compared using the Pearson's product moment correlation in order to ascertain its reliability.

Kumar (2005) states that if a research tool is consistently and stable, it is therefore predictable and accurate. To ensure reliability of the study, instruments, test, re-test method was applied. Test re-test method is one way of ensuring that any instrument is stable over time (Martyn, 2009). For research purposes, a minimum reliability of 0.7 is required which indicates 70% consistency in scores that are produced by the instrument (Del Siegle, 2002).

3.8 Data collection procedures

A letter of introduction to be allowed to conduct the research was obtained from the University of Nairobi Department of Educational Administration and Planning. This was taken to the National council of science and Technology to allow research to proceed. The permit was presented to the Kilifi District Commissioner and Kilifi Educational Officer for awareness, permission, support and clearance.

The permit was also given to the headteachers of the targeted institutions. The headteachers permitted the researcher to administer the questionnaires to the teachers and acquired other documents from the headteachers. The researcher administered the questionnaires to both the headteachers and teachers in person.

3.9 Data analysis

Kerlinger (1973) as quoted by Kimeu (2010), defines data analysis as categorizing, ordering and manipulating and summarizing raw data to obtain answers to research questions. Both qualitative and quantitative data was analyzed. The qualitative data was analyzed thematically while quantitative data was analyzed through descriptive statistics and presented in frequency tables, bar charts, pie charts and histograms using excel.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPERTATION

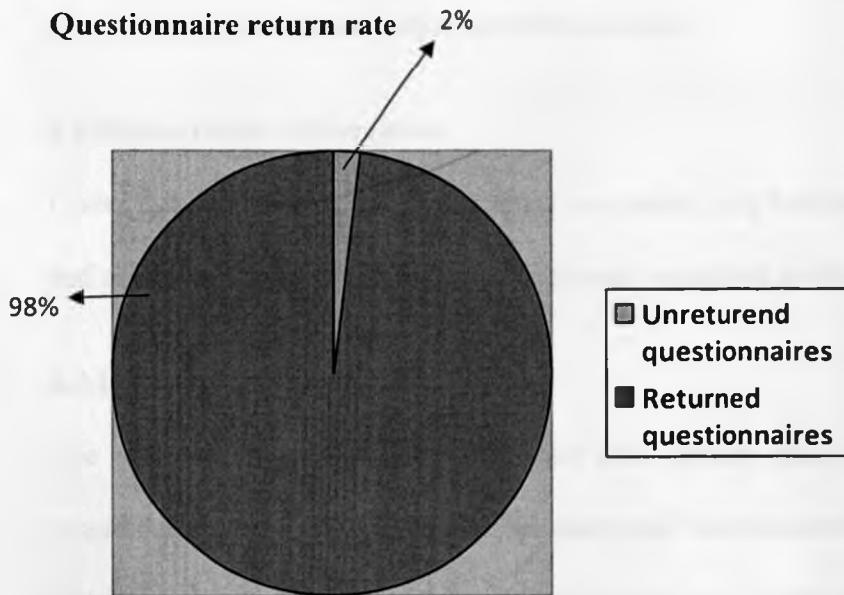
4.1 Introduction

The main purpose of this chapter is to report, analyze and discuss data findings collected for this research. Data was collected from 25 headteachers and 320 teachers in Kilifi district. The chapter provides the questionnaire return rate for respondents, demographic information of respondents and findings based on answers provided on the questions of the research.

4.1.1 Questionnaire return rate

A total of 25 questionnaires were administered to head teachers in twenty five public schools within Kilifi district. Out of the 25, an 80% questionnaires were return rate was realized. The researcher also administered 320 questionnaires to teachers in different schools within the district. A 98% return rate was realized having 314 questionnaires filled and returned.

Figure 4.2



The researcher visited the five headteachers in their places of work but every time of visit, they were reported to have not turned up for work. Out of the five, two complained to have a lot of work which hindered them to respond to a questionnaire. The task of collecting data especially from people of a highest cadre than the collector needs a lot of courage and determination.

The permit obtained from the national council for science and technology is only for one month. Going round collecting data from individuals who fill in the questionnaire at their own pleasure takes a long time due to the fact of times. The

data collecting span should be increased for at least three months to give the researcher ample time to analyze the data collected.

4.2 Demographic information

Under this section, the researcher tested on gender, age bracket, years of service and academic qualifications. The findings were presented as follows;

4.2.1. Respondents gender

The respondents were asked to indicate their gender. this was to enable the researcher identify the number of teachers and headteachers by gender in the district. single gender being dominant in an area can influence performance. The findings are presented below;

Table 4.4

Gender representation for headteachers and teachers

Gender	Headteachers		Teachers	
	Frequency	Percentage (%)	Frequency	Percentage (%)
Male	14	70	104	33
Female	6	30	210	67
Total	20	100	314	100

The findings of the study on table 4.4 shows that there were more female teachers and male head teachers compared to male teachers and female head teachers in public primary schools in Kilifi district. Kilifi district is mostly inhabited by the Mijikenda who mostly believe that leadership is meant for men. This is evident in the percentage of male head teachers compared to female head teachers. The inferiority complex in women make them shy away from leadership. The Ministry of Education should sensitize ladies on the side of leadership.

On the side of teachers, a great percentage shows that the teaching fraternity is populated by women. Many people in Kilifi district believe that teaching profession is for women because they like it to care taking.

The teachers service commission in conjunction with the ministry of education, should ensure equity in employment to both genders in order to motivate pupils in career selection. The existence of more female teachers creates a notion in the pupils minds that primary school teaching is meant for the feminine gender.

4.2.2 Age of teachers and headteachers

This section was aimed at finding out the productive age in the teaching profession. Young people tend to work extra hours teaching compared to middle aged teachers who have other family affairs to attend to. The respondents were asked to indicate their age bracket. The finding of age of teachers and headteachers was to identify maturity of those teaching the pupils in schools. The data is presented below;

Table 4.5**Respondents' age**

Age group	Head teachers		Teachers	
	Frequency	Percentage (%)	Frequency	Percentage (%)
26-30	-		12	3
31-35	4	20	27	8
36-40	6	30	37	12
41-45	3	15	102	34
46-50	2	10	32	10
51-55	4	20	77	25
56-60	1	5	27	8
Total	20	100	314	100

The age data in table 4.5 indicated that the majority of headteachers in Kilifi district public primary schools are between 36 to 40 years old. The data indicated that none of the headteachers were between 26-30 years of age. The lowest number of headteachers was recorded in the ages between 56-60 years of age. Only 1(5%) headteacher represented that group which is an indication that the aged people are not the supervisors of the public primary institutions.

The table also indicted that the majority of the teachers in Kilifi district public primary schools are between 41-45 years old. The data indicated that the lowest percentage of the teachers are of age 26-30 which indicates that the teachers service commission employs teachers at a very low rate. The majority of teachers

being above 35 years of age, shows that most of the teachers are mature enough to be entrusted in handling pupils.

The low percentage on teachers aged between 26-30 years is an indication that Kilifi district is facing a shortage in manpower. Having a great number of its staff lying at the age of 41-45 years shows that most of the teachers are engaged mostly with family matters hence spending more time and energy on family matters than the job.

4.2.3 Distribution of teachers and headteachers' years of service

The respondents were asked to indicate the number of years which they have been in the profession. Years of service were to demonstrate experience of teachers and headteachers in the field. Its data would assist in relating performance of pupils and teachers experience in the district. The findings are presented below in table 4.6.

Table 4.6**Years of service**

Years of service	Head teachers		Teachers	
	Frequency	Percentage (%)	Frequency	Percentage (%)
1-5	1	5	12	3
6-10	5	25	27	8
11-15	3	15	37	12
16-20	4	15	102	34
21-25	3	20	32	10
26-30	2	15	77	25
31 and above	2	10	27	8
Total	20	100	314	100

The data findings in table 4.6 indicted that the majority of head teachers had worked in the profession for between 6-10 years, some head teachers have worked between 16-20 years, and the lowest category had worked for 1-5 years in

the profession. Teachers' data collected indicated that the majority had worked in the profession for between 16-20 years while the teachers had worked for between 11-15 years while the lowest represented group of teachers had been in the profession for between 1-5 years.

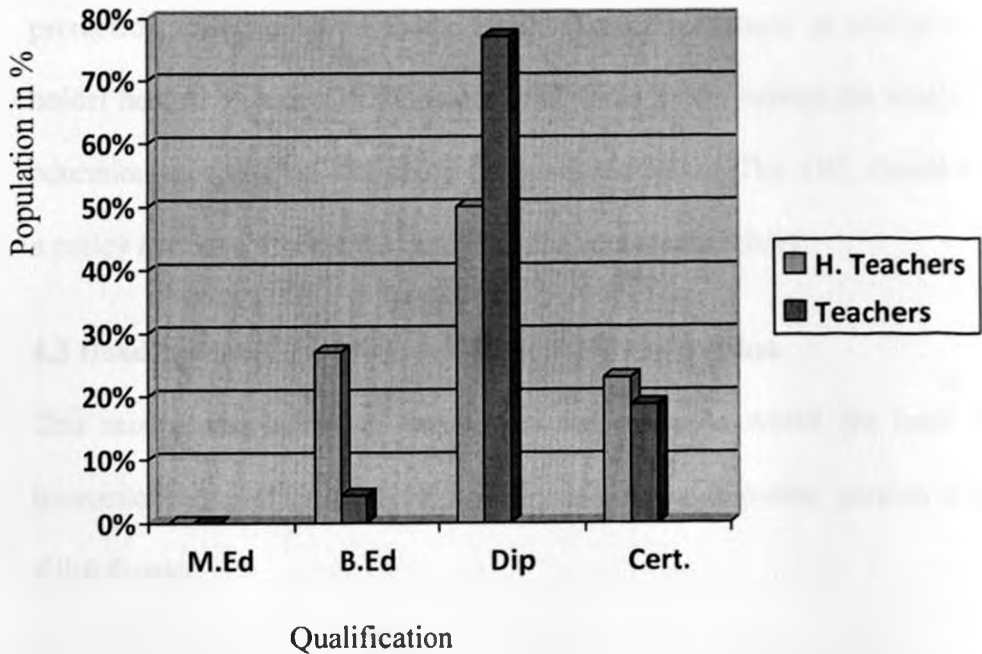
According to the data collected the lowest representation of teachers and headteachers work experience or years of service defines the rate at which the government employs teachers. As the elderly teachers reach their retirement age, the teaching fraternity will be left without teachers. the TSC in conjunction with the ministry of education, should start employing teachers and a higher percentage to curb the shortage of teachers in public primary schools that currently exists.

4.2.4 Academic qualifications for teachers and head teachers

Moreover, level of education could help headteachers understand better instructional supervision practices. The respondents were asked to indicate their highest academic status. The academic level attained by head teachers and teachers was to enable the researcher identify the relationship between performance of pupils and teachers' level of education. The findings are presented in table 4.7.

Figure 4.3

Academic qualifications of head teachers and teachers



The data in table 4.3 shows that majority of the head teachers interviewed were degree holders while the majority of the teachers were secondary school certificate holders. This shows that majority of the public primary school teachers in Kilifi have only attained the minimum qualification in the teaching profession.

Both teachers and head teachers should be encouraged to join colleges for the attainment of higher education qualifications. The margins between job groups in terms of salary should be magnified so as to attract other teachers in enrolling for

courses which will make them attain such salaries. The existing margins between job groups is so tinny such that the difference cannot be felt nor noticed.

The academic qualifications should also lay a foundation towards teacher promotion from one level to the other. Having a masters of education degree holder headed by a certificate holder or diploma holder waters the whole issue of education especially in attaining a higher qualification. The TSC should work out a policy that would boost the morale of the educated teachers.

4.3 Head teachers' response to instructional supervision

This section was aimed at finding out the extent to which the head teachers instructional supervision affects KCPE performance in public primary schools in Kilifi district.

To achieve the objectives set about the head teachers supervision practices, head teachers were asked to respond to statements about instructional supervision. The findings were presented in table 4.8.

Table 4.8**Instructional supervision information on head teachers**

Instructional supervision task	Yes		No	
	F	(%)	F	(%)
Checking teachers records	20	100	-	0
Checking pupils work	15	75	5	25
Setting of performance target	08	40	12	60
Model teaching sessions	2	10	18	90
Clinical supervision	15	75	5	25
Provision of resources	16	80	4	20

4.3.1 Checking of professional records

The twenty headteachers who successfully returned the questionnaires, indicated that they checked teachers professional records which include schemes of work and lesson plans. According to the data collected from headteachers 100% of the headteachers interviewed check professional records of the teachers. The response obtained in relation to the current performance of Kilifi district in KCPE indicates that checking of teachers records of work does not guarantee quality performance.

The data collected therefore signify that there is no significant relationship between pupils' performance in KCPE and headteachers checking of teachers records of work. Records can only be prepared for the headteacher and not used by the teacher as a guide in teaching. In this case, headteachers need to do more than checking of records in order to improve performance in schools.

In a workshop organized by the Moran publishers for teachers and headteachers in central zone of Kilifi district, it was realized that teachers do not follow the guide provided by the Ministry of Education in the syllabus. Most teachers schemed and lesson planned according to their reference books hence not achieving the objective stated in the syllabus. Therefore in performing their supervisory practices of checking schemes of work and lesson plans of teachers, the headteacher should match the intended objectives and those stated in the syllabus in order to improve performances.

4.3.2 Checking pupils' notes

Data findings in table 4.8 show that 15(75%) of the headteachers check pupils notes while 5(25%) of them do not. The effort of the headteachers is not reflected on the pupils performance during K.C.P.E. Therefore it is evident that checking of pupils notes has no significant relationship with pupils performance in KCPE. Writing notes and using them as reference are different things. Headteachers should ensure that the notes written are well utilized.

The notes appearing on pupils books are in most cases generated by the pupils themselves by copying from text books without the help of a teacher. The cut and paste method used in generating the notes does not assist the individual pupil in retaining the content. Teachers should therefore be advised to teach the content before instructing pupils to write notes. In cases where the teachers are not dedicated, they use the thumb of rule to make sure that pupils make their notes yet the teachers do not teach. Teachers mainly use the notes as evidence of teaching before their immediate supervisors and even external supervisors. It is the work of the supervisor to find out how the notes were generated.

4.3.3 Setting of performance targets

According to the data collected on headteachers' instructional supervision information indicates that a few of the headteachers set targets while a great do not set targets. Setting of target has a significant influence on students performance in that most of the schools which indicated to be setting targets show a good performance especially in last year's KCPE analysis done by the district especially on the sampled schools showed that only schools that set targets show good performance. The schools were put into two groups. Schools that set targets were eight while those which do not were 12. Their averages are as shown below;

Table 4.9**Schools that set targets and their performance KCPE 2011**

Type of schools	Frequency	Percentage	Mean score
target setting	8	40	283
Non target setting	12	60	215

After tabulating the mean score of schools setting targets, and those which do not set targets, a mean score was arrived on both sides which shows that schools that set targets have a greater mean score compared to the others. From the sampled schools eight of them sampled population perform well because they set targets. A great percentage of the sampled population as a result of not setting targets lack direction hence ending up performing below average. Headteachers explained that they normally set targets when they have headteachers meeting the set target are to affect the entire district. Therefore when they come back to their various schools, they only report to the teachers on what is expected on them.

The headteachers should involve both teachers and pupils in setting targets, communicating the same to parents during meetings also involving parents in attaining the set targets. The district education officer should sensitize the headteachers on the importance of setting targets in relation to pupils performance

in their various schools. As a result each headteacher should submit to the DEO the set targets for their schools.

4.3.4 Model teaching sessions

Holding of model teaching sessions as a measure taken to inservice or develop staff is an integral part within all instructional leadership. Staff development can take place through model teaching sessions during the professional life time of the teacher. Model teaching sessions clear the difference in teachers especially on methodology. Regarding holding of model teaching sessions by headteachers, only 2(10%) of the headteachers indicated that they hold model teaching sessions in their schools while 18(90%) reported not to be holding model teaching sessions. This indicates that holding of model teaching sessions in schools give guidance to teachers in handling the subjects they teach hence good performance.

Teachers attended different institutions of learning where they acquired different methodologies to harmonize the way of doing things in an institution; the headteachers should hold model teaching sessions regularly especially whenever a new member of staff joins the school. Where the headteachers is not able either due to lack of time or difficulties in the subject, he/she should call for a resource person. Therefore there is a significant relationship between pupils' performance in KCPE and holding of model teaching sessions.

4.3.5 Clinical/classroom supervision

Clinical supervision is meant to improve teaching and learning in a classroom situation. For effective clinical supervision the classroom situation must be conducive for the supervisor, the teacher and the learners and also be carried out often. The findings on table 4.9 indicated that clinical supervision by headteachers is minimal which may lead to use of poor methodologies by teachers hence being ineffective. The table shows small percentage of the headteachers who responded to the questionnaires, undertake clinical supervision while a great percentage of their counterparts rarely provide such services. It is evident therefore that clinical supervision has a significant relationship towards pupils' performance in KCPE. For its effectiveness to be realized, clinical supervision should be undertaken always.

As a method of improving pupils' performance, the headteacher should conduct it regularly. A wide range of time between one supervision and another may create a loop hole of laxity on the side of teachers especially in the proper delivery of content and use of teaching and learning resources. To reinforce headteachers work, the district education board should organize for such supervisions. Being a direct mode of supervision, the teacher to be supervised should be informed in advance for both mental and physical preparedness.

The information obtained from a clinical supervision, should be discussed by both the supervisor and supervisee. Communicating the findings immediately enables

the individual teacher to make necessary corrections before the next lesson. Therefore headteachers should give feedback wherever they hold clinical supervision.

4.3.6 Provision of teaching and learning resources

Headteachers as officers in charge of procurement in the school resources, rely on the government reimbursement of funds in order to place their orders. The government as the main financing agent in education delay in remitting of funds to the schools hence making it difficult for the headteachers to avail the required resources at the appropriate time.

According to the data collected, most of headteachers remarked to be providing resources but indicated that it was not effectively done in terms of time and quantity. This forces teachers to improvise on teaching materials which takes much of their time in preparing the teaching aids and not reading the content hence poor teaching.

Some resources are left in the hands of well wishers and parents to provide like buildings. Learning on shifts or under leaking roofs highly contribute to poor performance. The government should be advice to take full charge of the primary education in order to lay good foundation to the future generation.

The data collected indicates that 80% of the headteachers provide teaching and learning resources while 20% rarely provide the required resources in their

schools. The time and quantity delivery of resources as explained by most headteachers leads to poor performance in examinations. Therefore this is an indication that learning and teaching resources have a significant relationship towards pupils performance in KCPE especially regarding the time and quantity delivery.

4.4 Teachers' perception of the headteachers as instructional supervisors in primary schools

To determine the teachers' perceptions, 13 statements on their perception on the headteachers supervisory role performance were formulated and responded to. The task was aimed at getting the teachers perception on how the headteachers were performing their supervisory tasks promptly. The responses would enable the researcher to counter check headteachers' responses on the same. The findings of the study were presented on table 4.10.

Table 4.10

Teachers' perception towards headteachers' supervision practices

Instructional supervision practice			Perception							
			Always		V.O		R		N	
			F	(%)	F	(%)	F	(%)	F	(%)
Holding meeting for sensitization			63	20	126	40	94	30	31	10
Checks professional records			47	15	94	30	157	50	16	5
Checks pupil notes			16	5	31	10	94	30	173	55
Teachers a subject			31	10	94	30	157	50	31	10
Gives instructional guidance			220	70-	47	15	31	10	16	5
Sets targets				-	141	45	157	50	16	5
Holds model teaching sessions					-	-	63	20	251	80
Conducts classroom observation			188	60	31	30	31	10	-	-
Gives feedback after observation				-	-	10	220	70	63	20
Checks syllabus coverage				-	-	-	251	80	63	20
Monitors class attendance			173	55	94	30	31	10	16	5
Initiates staff development				-	31	10	188	60	94	30
Encourages teachers to enroll for further studies			31	10	63	20	173	55	47	15

Data findings as indicated on table 4.10 indicate that sensitization meetings in schools are held as follows; 40% very often, 30% rarely, 20% always and 10% never. This indicates that a great percentage of the schools in Kilifi district hold meetings for sensitization purposes such as job requirements, new policies in the teaching profession and even reading through the TSC code of conduct.

Checking of professional records by headteachers was cited as follows by teachers; 15% always, 30% very often, 50% rarely and 5% of the teacher reported that headteachers never checked teachers' professional records. Despite being of different categories still the data signify that headteachers check teachers' professional records at 95% which is according to 298 of the interviewed teachers.

Teachers' respondent to the question on checking of pupils notes different depending on how it is done within their schools. A great percentage indicated that headteachers do not check pupils' notes. According to the teachers, checking of pupils notes has a significant relationship towards performance of pupils unlike the headteachers opinion which indicates that the checking of pupils notes has no significant relationship in pupils performance.

Academic work outside normal classwork is very important for high academic achievement to be realized. The purpose of remedial work or homework is to reinforce what has been learnt and acts as a feedback to both the teacher and the

pupil. 80% of public schools in Kilifi county do not administer homework especially the poor performing schools and if any, they are poorly administered. Lack of follow-up leads to relax or under valuing of the exercise by pupils.

According to data collected, 50% of the teachers indicated that headteachers rarely teach a subject. Only 10% of the teachers responded that headteachers never teach a subject. Therefore this indicates that 90% of the headteachers in Kilifi district teach a subject in their schools. The perception of teachers on headteachers role of giving instructional guidance was rated in the following manner; 70% indicated that they always give guidance, 15% teachers reported that headteachers never give guidance.

In Kilifi district set time for syllabus coverage is by the end of June and attainment of a mean score which is above average. The existence of such keeps both teachers and students on track working hard towards meeting the set targets. Teachers tend to rush over the syllabus with an aim of meeting the deadline yet not meeting pupils' needs.

The data collected shows that 45% of the teachers interviewed denoted that headteachers set targets of performance very often in their schools, 50% of the headteachers rarely set target while 5% of the interviewed teachers reported that headteachers never set targets. According to the 95% of the teachers' opinion, 95% of the headteachers set targets. The KCPE results shown on table 4.6

demonstrate the performance of schools that set targets. The previous data concurs with the teachers collected data which shows 45% who set targets very often compared to 40% headteachers who noted that they set targets. The teachers however noted that targets are merely imposed on them but are not involved in setting the targets. The two figures 45% teacher and 40% headteachers responses shows that setting targets has a significant relationship towards students' performance in public primary schools in Kilifi.

The Ministry of Education, apart from setting policies should ensure that they are followed. The syllabus in every level of education is set to be covered within one year. The rushing over the syllabus leads to substandard delivery of content hence poor performance.

The perception of teachers on headteachers' holding of model teaching sessions was negative. Only 60(20%) teachers responded in a manner showing that model teaching sessions are rarely held while a great percentage 254(80%) of the teachers indicated that model teaching sessions are never held. This report concurs with that of the headteachers which shows that 90% of the respondents indicated that model teaching sessions are not held. Therefore this explains that holding of model teaching sessions which is a way of unifying ways of teaching in the teaching fraternity has a significant relationship towards pupils performance in KCPE.

To achieve the objective on conducting clinical supervision or classroom observation questionnaires were administered to 320 teachers and according to the 314 questionnaires returned, 220(70%) teachers reported that clinical supervision is rarely done 63(20%) indicated that it is never done while 31(10%) indicated that it is very often done by the headteachers. Clinical supervision as the only way of ascertaining that the records prepared are followed has to be undertaken always in all the schools to ensure pupils better performance in KCPE. The findings indicate that clinical supervision has a significant relationship towards pupils performance in KCPE.

4.5 Challenges faced by headteachers in instructional supervision

To achieve this object, the respondents were asked to mention of the challenges facing headteachers in instructional supervision duties. The headteachers reported the following as their challenges;

- i. 80% of the headteachers complained about heavy work load
- ii. 40% of the headteachers complained about being inexperienced in financial matters when it comes to budgeting
- iii. Lack of adequate teaching staff was reported by 55% of the headteachers.

- iv. Lack of motivation i.e. monetary gain is based on level of education and not office held was an issue raised by 100% of the headteachers .
- v. Delayed reimbursement of government funds
- vi. Transfer of teachers and headteachers in the middle of the term or year was a complain raised by 40% of the headteachers.
- vii. Teachers only scheming for the headteachers and not using the syllabus.

The challenges expressed by headteachers are supported by Kamindo (2008) who found out that supervisors at all levels face challenges as a result of staff shortage and too many administrative duties. If headteachers are relieved from teaching and allowed only to perform the administrative roles, their work would be effective. The classes allocated to them go on unattended most of the time because of the meetings they have with other headteachers, DEO and even suppliers.

4.6 Headteachers feelings in regard to instructional supervision

According to the data collected, most of the headteachers regard headship as merely a title which is meaningless. Headteachers explain that they are only oppressed by the employer for performing a task which does not earn them

anything. The study therefore finds out that lack of motivation by the employer on the side of headteachers leads to poor performance of the supervisory tasks. The teachers' service commission should motivate the headteachers by giving a responsibility allowance of a greater percentage than what they normally give.

Thirty percent (30%) of the headteachers were of the view that managers should be employed in order to relieve the headteachers of the burden of supervision of which they were not trained for only people who underwent administration courses are fit to work as supervisors in schools rather than basing on trial and error method.

About 20% of the headteachers had a positive feeling that they were holding respectable positions in the school. Being a colleague in the teaching profession, the headteacher can work well with the teachers rather than a manager. This explains that the mutual understanding that exists in schools is because of the collegiality between the teachers and headteachers.

4.7 Measures taken to improve instructional supervision

According to data collected, 100% of the headteachers who participated in the study have undergone or are undergoing an administration course. The course which is offered for free by KESI is aimed at improving headteachers managerial skills in their institutions. 20% of the headteachers stated that they value teachers

as people of the same caliber with them in order to create a harmonious state in the school environment. The 'boss' syndrome creates a conflict between teachers and headteachers. Therefore it is the work/duty of the headteacher to remove the syndrome and develop a harmonious environment in the school.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter contains a summary of areas covered, a summary of research findings and conclusions of the research study. It also gives recommendations and suggestions for further research.

5.2 Summary of the study

The purpose of this study was to investigate the influence of headteachers instructional supervision practices on pupils performance in KCPE in public primary schools in Kilifi district. The study aimed at achieving the following specific objectives; to determine the extent to which primary school headteachers' frequency of checking teachers' records of work, influence performance in Kenya certificate of primary education, to determine the extent to which primary school headteachers frequency of checking pupils' notes influence performance in KCPE, to establish whether holding of model teaching sessions for teachers by primary school headteachers' influences performance in KCPE, to establish whether headteachers undertaking of classroom observation influences pupils performance in KCPE, to determine whether setting of targets influences pupils

performance in KCPE and to establish whether provision of adequate teaching/learning resources influences performance in KCPE in Kilifi district.

The literature review was organized under the following subheadings; introduction, concepts of supervision, checking teachers records of work and academic performance, checking of pupils' lesson notes and academic performance, model teaching session and academic performance, classroom observations/clinical supervision, target setting and academic performance, provision of teaching/learning resources and its influence on performance, summary of the literature review, theoretical framework and conceptual framework.

The study was a descriptive survey design and the targeted population consisted of 118 headteachers and 1600 teachers. The sampled respondents were 625 for both teachers and headteachers. Two different questionnaires for headteachers and teachers were used as instruments for collecting data. To determine reliability of the instruments, a test-re-test method was used. This assisted the researcher in making connection where necessary for example increase space especially on the headteachers, questionnaire, deleting questions which are not useful in achieving the stated objectives and use large prints for teachers to read without difficulties.

Chapter four entailed analysis presentation and interpretation of data. The raw data from the field was edited and coded. The coded data was analyzed using

SPSS where descriptive statistics such as percentage and frequencies were used to describe data. The findings of the study were interpreted and discussed with the findings from the relevant empirical literature.

5.3 Discussion of the findings

The research project had six objectives to be achieved. According to the findings, checking of teachers records of work does not have an influence on pupils performance. Teachers have a tendency of preparing the records for the headteacher and some avoid classes or even teach without following the syllabus. The records presented to the headteacher are normally prepared in arrears in the form of back dating.

Checking of pupils work has also proved to have no effect on performance in that in some schools teachers instruct the pupils to read and make notes on their own or even copy from the text books provided. If the headteachers instruct students note to copy notes from textbooks and even report the mode of notes making them the method can influence performance greatly.

According to the researcher, holding of model teaching sessions influences performance. This is because respondents from performing schools indicated the existence of model teaching session in their schools. The greatest percentage which indicated no existence of such were mostly from low performing schools.

Classroom observation as a supervisory practice by headteachers is mainly evident among the performing schools. Most headteachers admitted not to be performing it due to being overloaded. From the research findings, schools that set targets perform better than those which do not. Headteachers should therefore be sensitized on the importance of setting targets.

Provision of learning and teaching resources has an influence on performance of pupils. This is so because most schools that have shown good performance have adequate resources. Such schools do not rely on the government funds which is normally distributed late in the year. They receive funds from well wishers and churches.

5.4 Conclusions

Based on the above findings, it was concluded that provision of resource materials influences pupils' performance greatly. This concurs with Eshiwani (1983) findings and Njuguna (2004) though it was of different levels of learning. While checking on pupils notes have a smaller percentage in influencing pupils' performance. Observation, target setting, resource provision and holding of model teaching sessions as headteachers supervision practices, play a great role in influencing pupils performance. It was also concluded that checking of teachers records of work and pupils notes do not have any influence on pupils performance in KCPE

5.5 Recommendations

Based on the findings of the study, the following recommendations were made;

- I. Headteachers should involve both teachers and pupils in setting targets for them to own them and serve as a guide in directing their energies. Parents should be made aware of the set targets so that they can reinforce the same at home.
- II. Clinical supervision should be done more often or always for better performance. In order to be able to do so, the TSC should employ headteachers mainly to perform supervision duties rather than what is going on currently.
- III. Teaching and learning resources should be provided at the right time and adequately to avoid inconveniences. The ministry of education therefore should ensure that funds reach the schools at the right time.
- IV. The headteachers should hold model teaching sessions more frequently in order to create a common culture hence improving pupils performance in KCPE. In doing so, time should be allocated for example introducing, half term which can be used for teacher education.

5.6 Suggestions for further studies

The researcher made the following suggestions for further research;

- i. Replicate the study involving both public and private primary schools as respondents.
- ii. Investigate the influence of headteachers' instructional supervision services on students performance in KCSE
- iii. Undertake a study to establish the extent to which headteachers instructional supervision practices affect the performance of pupils in specific subjects in KCPE.

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APPENDICES

APPENDIX I

Letter of introduction

University of Nairobi
Department of Educational
Administration and Planning
P.O.BOX 30196,
NAIROBI.

To the Head teacher

_____ Primary School

Dear Sir/Madam,

I am a post graduate student at the School of Education, University of Nairobi. . I intend to carry out a research in some schools in Kilifi District on the influence of headteachers' instructional supervision practices on pupils academic performance. I humbly request that you allow me to gather data in your school.

Your assistance will be of great value in conducting the study.

Thank you in advance.

Yours sincerely,

Mwasindo Rachael Francis

APPENDIX II

TEACHERS INSTRUCTIONAL SUPERVISION QUESTIONNAIRE

Instructions: Kindly respond to all the items provided below with a tick (√).

Kindly respond to all the questions provided below

Note: Information provided will remain confidential and only be used for the purpose of this study.

PART A: Demographic Data:

(i) What is your gender? Male () Female ()

(ii) What is the name of your school?

(iii) For how long have you been in the profession?

(iv) How long have you served in the current school?

(v) How old are you?

(vi) What other responsibilities do you have in the school apart from teaching?

(vii) What is your highest level of education?

PART B: Instructional supervision information

Explain the frequency with which the headteacher does the following: Key: A – Always; V – Very Often; O – Often; R – Rarely; N - Never

	Instructional Supervision Practices	A	VO	O	R	N
1.	Holds meetings for staff sensitization					
2.	Checks professional records					
3.	Checks pupils notes					
4.	Teaches a subject in the school timetable					
5.	Gives instructional guidance to teachers					

	Instructional Supervision Practices	A	VO	O	R	N
6.	Sets targets					
7.	Holds model teaching sessions for staff development					
8.	Conducts classroom observation					
9.	Gives feedback after observation					
10	Checks syllabus coverage					
11	Monitors class attendance by teachers					
12	Initiates staff development seminars					
13	Encourages teachers to enroll for further studies					

APPENDIX III

HEADTEACHERS' QUESTIONNAIRE

Purpose: The purpose of this questionnaire is to obtain information from headteachers on how they conduct instructional supervision roles.

Instructions:

Kindly respond to all the questions provided below

Note: Information provided will remain confidential and only be used for the purpose of this study.

1. Demographic Information

i. What is your gender?

Male ()

Female ()

ii. What is your highest level of Education?

iii. How long have you been in the profession?

iv. When were you posted to this school?

v. Have you ever attended any training on instructional supervision?

Yes () NO ()

vi. If yes, how did it help you?

2. Instructional supervision information

(i) Do you check teachers' professional records?

Yes () No ()

(ii) If yes how do you use the information?

(iii) Do you check pupils' records of work?

(iv) If yes, how does it help you in your supervisory work?

(v) Do you set target on performance ?

Yes () No ()

(vi) If yes what is your school target?

(vii) What is your syllabus coverage policy as a school?

(viii) Do you invite teachers to observe you as you teach?

Yes () No ()

(ix) How has it helped your supervisory role?

(x) How many teachers are in this school?

(xi) Do you observe teachers as they teach?

Yes () No ()

(xii) If yes, Do you give them feedback?

(xiii) How often do you conduct staff meetings?

(xiv) How do you enhance staff development?

(xv) How many subjects do you teach?

(xvi) What challenges do you face in performing instructional supervision duties?

(xvii) What is your feeling in regard to instructional supervision?

(xviii) What measures have you taken to improve instructional supervision?

APPENDIX IV

RESEARCH AUTHORIZATION LETTER

REPUBLIC OF KENYA



NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

Telephone: 254-020-2213471, 2241349
254-020-310571, 2213123, 219420
Fax: 254-020-318245, 318249
When replying please quote
secretary@ncst.go.ke

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

Our Ref: NCST/RCD/14/012/839

Date: 19th June, 2012

Rachael Francis Mwasindo
University of Nairobi
P.O BOX 30197-00100
NAIROBI

No objections

KILIFI DISTRICT
E.D. OFFICE
KILIFI

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *"Influence of head teachers' instructional supervision practices on pupils' performance in Kenya Certificate of primary education in Kilifi District, Kenya"* I am pleased to inform you that you have been authorized to undertake research in **Coast Province** for a period ending **30th July, 2012**.

You are advised to report to the **District commissioner and the District education officer, Kilifi District** before embarking on the research project.

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

DR.M.K.RUGUTI, PhD, HSC
DEPUTY COUNCIL SECRETARY

Copy to:

The District Commissioner
The District Education Officer,
Kilifi District

The National Council for Science and Technology is committed to the Promotion of Science and Technology for National Development.

APPENDIX IV

RESEARCH AUTHORIZATION LETTER

REPUBLIC OF KENYA



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Our Ref: **NCST/RCD/11/012/839**

Date: **19th June, 2012**

Rachael Francis Mwasindo
University of Nairobi
P.O BOX 30197-00100
NAIROBI

No objections
DISTRICT COMMISSIONER
KILIFI DISTRICT
P.O. Box
KILIFI

RE: RESEARCH AUTHORIZATION

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DR. M. K. RUGUTT, PhD, FSC
DEPUTY COUNCIL SECRETARY

Copy to:

The District Commissioner
The District Education Officer,
Kilifi District

The National Council for Science and Technology is constituted to the President of Kenya
in accordance with the provisions of the National Council for Science and Technology Act, 2006.

APPENDIX IV

RESEARCH AUTHORIZATION LETTER

REPUBLIC OF KENYA



NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

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Date: **19th June, 2012**

Rachael Francis Mwasindo
University of Nairobi
P.O BOX 30197-00100
NAIROBI

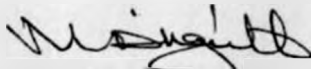
No objection
DISTRICT EDUCATION OFFICER
KILIFI DISTRICT
P.O. Box 30197
KILIFI

RE: RESEARCH AUTHORIZATION

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



DR. M. K. RUGUTT, PhD, FSC
DEPUTY COUNCIL SECRETARY

Copy to:

The District Commissioner
The District Education Officer,
Kilifi District

APPENDIX V

RESEARCH PERMIT

PAGE 2		PAGE 3	
THIS IS TO CERTIFY THAT:		Research Permit No. NCST/RCD/11/012/839	
Prof /Dr./Mr./Mrs./Miss/Institution		Date of issue	15th June 2012
Rachael Francis Mwasinda		Fee received	KSH.1600
Of (Address) University of Nairobi			
P.O BOX 30197-00200			
NAIROBI			
Has been permitted to conduct research in			
		Location	
Kilifi		District	
Coast		Province	
On the topic: Influence of headteachers' instructional supervision practices on pupils' performance in Kenya Certificate of primary education in Kilifi District, Kenya			
		Applicant's Signature	Secretary National Council for Science and Technology
For a period ending: 30th July 2012			