

**INFLUENCE OF HEAD TEACHERS' INSTRUCTIONAL
SUPERVISORY ROLES ON PUPILS' PERFORMANCE AT KENYA
CERTIFICATE OF PRIMARY EDUCATION IN TANA NORTH SUB-
COUNTY, KENYA**

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Requirements for the Degree of Master of Education in
Education Administration.**

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DECLARATION

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

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This research project has been presented for examination with my approval as university supervisor.

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DEDICATION

This project is dedicated to my dear family. My dear wife Hawa, children Sauda, Abdiwahab, Sadiq and Suleiman.

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LIST OF ABBREVIATIONS AND ACRONYMS

DEB	Sub-county Education Board
D.E.O	Sub-county Education Officer
H/T	Head teacher
KCPE	Kenya Certificate of Primary Education
KESSP	Kenya Education Sector Support Programme
MOE	Ministry of Education
PTA	Parents Teacher Association
SMCs	School Management Committees
TSC	Teachers Service Commission
ZQASOs	Zonal Quality Assurance and Standards Officers

ABSTRACT

The study sought to find out the influence of head teachers' instructional supervisory roles on pupils' performance in Kenya certificate of primary education in Tana North Sub-County, Kenya. The study had emphasis of finding out how the classroom observations, enforcement of professional documents preparation, headteachers frequency in assessing pupils' notebooks and provision of instructional materials affects the academic performance of pupils in Tana North Sub-county. The study employed a descriptive design and the target population for the study comprised of all the 45 headteachers in the 45 primary schools in Tana North Sub-county, the teachers in all the primary schools in the Sub-county who were 306 in number and a District Quality Assurance and Standards Officer. The stratified random sampling method was used for sampling purposes and data was collected by use of questionnaires, an interview schedule, and document analysis guide. The data was analyzed using inferential and descriptive statistics. The study concluded that classroom observation had the capacity to influence mutual relations between the teachers and head teachers. Enforcement of professional documents preparation had the capacity to instill order in the teachers' work and a sense of purpose in their delivery. Pupil's notebooks assessment forced teachers to provide pupils with good quality notes and provision of instructional materials by the headteachers as an instructional supervisory role assured the primary schools of regular and equitable access of academic accessories. Adherence to the tenets of instructional supervision positively influenced pupils' academic performance. The Ministry of Education should facilitate the quality assurance and standards department to ensure that headteachers strictly conduct classroom observation. It should also strictly enforce the practice of supervisory visits undertaken in the schools. It should also seek to assure that preparation of professional documents is strictly enforced in all schools. Headteachers should also be implored on to strictly observe pupils notebooks and they should be relieved of their teaching duties to make them more effective. Enforcement of the provisions of the education act will see to it that the headteachers exercise greater prudence in the wake of utilization of funds allocated to the schools for the acquisition of instructional materials.

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

Education has been recognized as an effective catalyst of spurring economic and social change. The capacity of education to effectively impact positively on the consumers can only be actualized by the quality and standards upon which the beneficiaries access it (Matt, 2010). Many jurisdictions in the world have recognized the essence of having good follow up programmes in terms of ensuring apt delivery of good education programmes and this has been by way of regulation and building the capacity of the teachers. Instructional supervision has equally been employed as a tool to assure quality and standards upholding in many countries.

In the United States of America (USA), emphasis has been placed on the employment of peer tutoring by the school administrators and managers in the wake of dispensing and undertaking their instructional supervisory roles. This has seen to it that the standards of education in the USA are upheld and the capacity of the teachers to be effective in undertaking the teaching programmes is maintained (Webb, 2010). The instructional supervisory medium has served the education fraternity in the United States of America well and has assured consistency in the wake of actualization of programmes without eroding the envisaged quality.

The practise of instructional supervision by head teachers is deeply ingrained in the basic education programmes in Europe. A survey carried out by the World Bank in the year 2011 in England, Finland, the Netherlands and New Zealand found out that the head teachers have been allocated duties by the jurisdictions to undertake specific supervisory roles over the teachers (World Bank, 2011). The head teachers are tasked with supervision and evaluation of the teachers under their charge. The head teachers have the privilege of appointing experienced teachers to help them mentor and supervise the newly posted and inexperienced teachers. The head teachers are specifically tasked with assessing the teacher performance against the pupil progress. This has had the net effect of assuring the schools of the capacity of pupils posting good grades at the end of the basic education programmes.

In Asian countries, varying countries have different supervision programmes duly undertaken by the head teachers. In Pakistan, the effective participation in basic education programmes by the residents is heavily enshrined in their cultural and social economic practices. The participation is driven by values committed to Islamic truth and ethos geared towards realization of economic and technological development (Mushar, 2011). On the other hand though, this exposes the head teachers to a lot of interference in the realization of their mandates. This is because it gives the local communities a lot of leeway giving rise to political interference by local leaders. This demoralizes head teachers to a point whereby they seldom supervise the teachers effectively. It in turn affects the pupil academic performance negatively owing to the neglected function of supervision.

In Malaysia, the leadership and behaviour practices of a head teacher are an integral basis for consideration before appointment into the position. The country has a stringent programme which forces the head teachers to undergo regular training and skills appraisal on the leadership and behaviour management. They are always supposed to act as good role models to the teachers and a high premium is attached to the position (Sharhabi, 2011). This is a key attribute which has forced the head teachers to be adept and keen to the performance of the instructional supervisory roles to the optimum as a yardstick of their output. This has greatly enabled many of the basic education providing primary schools to excel and have the pupils posting good grades occasioned by the sustained leadership exhibited by the head teachers.

The decentralization of education in Africa has brought along with it great expectations and unfulfilled promises. This is occasioned to the fact that many countries have ensured access to education and provision of basic infrastructure to assure the pupils teaching and learning in the schools, (Naido, 2005). On the other hand though, the function of supervision to ensure access to quality education programs has been neglected. This has had negative effects mainly attributed to poor academic performance by the pupils who are consumers of the programs.

The history of inspection and supervision of schools in Kenya dates back to 1909 when colonial government established an education department responsible for supervision of all matters related to education. Education Act 1968 Chapter 211 of laws of Kenya gives the Ministry for Education powers

to appoint officers to visit schools for the purpose of supervision. Today, the Government of Kenya regards inspection and supervision of schools as the only means of improving standards. This has made the MOE to restructure its sections and create a Directorate of Quality Assurance of Standards headed by Quality Assurance and Standards Officers. The Education Act gives powers to the headteachers as the school managers to oversee the function of supervision and have a direct contact with the Quality Assurance Department on a continuous basis for effective supervision.

As in many other developing countries, Kenya considered education to be the priority in its development agenda. Since independence 12th Dec, 1963, the independent government appointed the Ominde commission (1964) to review all aspects of education system and come up with a new system which accommodated the aspirations of Kenyans. The government initiated several modernization programmes through commissions, and they included Gachathi report (1976), Mackey report (1981). Kamunge report (1988), Koech Report (1999), Education Master Plan (1997-2010). The reports placed an emphasis on the need to ensure quality education programmes by way of having effective systems of monitoring and evaluating the academic programmes.

Poor provision of instructional materials in public primary schools in Mwimbi division of Mara District was a factor which led to poor performance by pupils in the KCPE examinations, (Reche et al, 2012). The poor provision of instructional materials was attributed to lack of due diligence on the part of headteachers and failure to poses adequate managerial skills which allowed for

forecasting in the supplies of instructional materials. The study proposed that continuous refresher programmes to impart adequate managerial skills to the headteachers should be put in place to allow for the requisite standards to be met.

In Kenya, primary education consists of eight years from the age of seven years and culminate in the Kenya Certificate of Primary Education (KCPE) after eight years of education (Ministry of Education, 2009). Globally, around 89% of primary- age children are enrolled in primary education, though the proportion is rising (United Nations Education Social and Cultural Organization, 2010). Under the Education for All (EFA) programs driven by (UNESCO, 2010) most countries including Kenya are committed to achieving Universal Primary Education by 2015. Today, education in Kenya is now free and compulsory for children in primary school.

As indicated by the KCPE analysis in Table 1.1, the performance of public primary school in Tana North Sub-county has remained poor and continuously fallen below average over the years. (Tana North Sub-county Education office, 2013). In table 1.1, the highest mean score registered in the last six years was 219.72 out of 500 in the year 2007. This is far much below the possible maximum score of 500. The average mean score of the primary schools since 2007 is 210.89 out of 500 which is equivalent to an average percentage of 42.17%.

Table 1.1: Tana North Sub-county K.C.P.E analysis 2008-2012

Year	2007	2008	2009	2010	2011	2012	Average
Mean score	219.72	207,56	219.65	211.58	209.97	196.91	210.89
Out of 500	43.94%	41.51%	43.93%	42.32%	41.99%	39.38%	42.17%

Source : DEO Tana North Sub-county

At the primary school level, the headteacher is held responsible for supervision of instruction for effective and quality delivery of education. (Cap 211 of the Education Act). Research carried out in other jurisdictions has shown that the headteachers instructional supervisory role plays is critical in influencing pupils performance in the K.C.P.E examinations. We do not know, however, the extent to which headteachers in primary schools in Tana North Sub-county are implementing their instructional supervision roles, since no research has been documented in the Sub-county about the issue. It is against this background that the researcher sought to investigate the influence of headteachers instructional supervisory roles on pupils' performance at Kenya Certificate of primary education in Tana North Sub-county.

1.2 Statement of the problem

The academic achievement of pupils in primary schools in Tana North Sub-county has remained poor over many years. Anecdotes from the County Education Office, Tana River County (2013) show that the function of headteacher instructional supervision has been greatly diminished owing to lack of capacity by the quality assurance department in the wake of

undertaking their functions. The office linked the poor performance in the K.C.P.E examination in the county to greatly impaired instructional supervision capacity by the headteachers in the public primary schools.

Despite interventions such as training of headteachers in management by government agencies in the education sector in Tana North Sub-county which was carried out in the year 2012 to ameliorate the poor academic performance little has changed over the years. The function of instructional supervisory roles on the part of the headteachers has been critical factor in influencing the academic performance. This is attributed to the fact that a pre survey had shown that the headteachers were rarely in school and attended to their private business at the expense of undertaking official functions, (Internal Reports Tana North Sub-county Education Office (2013). Previous research carried out by Gakure (2013) showed that poor performance in public primary schools in Gatanga was attributed to laxity on the part of the headteachers. The study sought to authenticate and find out what the prevailing situation in Tana North Sub County was. It sought to establish what other factors could be affecting the implementation of the head teachers instructional supervisory role to the requisite capacity and its influence on pupils academic achievement in Kenya Certificate of Primary Education in Tana North Sub-county.

1.3 Purpose of the study

The purpose of the study was to investigate the influence of headteachers instructional supervisory roles on pupils' performance at Kenya Certificate of Primary Education in Tana North Sub-county.

1.4 Objectives of the study

The objectives of the study were:-

1. To determine how classroom observations by head teachers influence the academic performance of pupils in Tana North Sub-county.
2. To establish the influence of enforcement of professional documents preparation by headteachers on the academic performance of pupils in Tana North Sub-county.
3. To investigate the extent to which frequency in accessing pupils' notebooks by head teachers influences pupils' academic performance in Tana North Sub-county.
4. To examine the influence of provision of instructional materials by head teachers on the academic performance of pupils in Tana North Sub-county.

1.5 Research questions

This study was guided by the following research questions:-

1. How do classroom observations by head teachers influence academic performance of pupils in Tana North Sub-county?

2. To what extent does ensuring of preparation of professional document by headteachers influence the academic performance of pupils in Tana North Sub-county?
3. How does the frequency in accessing pupil's notebooks by headteachers influence the academic performance of pupils in Tana North Sub-county?
4. How does the provision of instructional materials by headteachers influence the academic performance of pupils in Tana North Sub-county?

1.6 Significance of the study

The findings of the study may be used by the Ministry of Education to establish the extent to which head teachers in Tana North Sub-county perform their supervisory roles in their schools. Internal reports from the County Education office have shown that there is a relation between the head teacher's capacity to perform their instructional supervisory roles and the poor academic performance in the Sub-county. This is with a view of aiding improving the academic performance of pupils in the Sub-county.

The study findings may also enable the Sub- county educational management office to effectively take charge of the underlying dynamics as regards conferring oversight and supervision in education management. This is because the capacity of the quality assurance and standards to carry out the supervision function may be linked to the performance in the K.C.P.E examination.

The study may contribute to the body of knowledge in the field of instructional supervision and its influence on the learner's academic performance. This may equally be of benefit to future researchers undertaking similar or related studies in future.

1.7 Limitations of the study

The research was conducted in one administrative Sub-county of Republic of Kenya which is vast and has large distances between schools coupled with poor means of transport and insecurity. The researcher overcame the challenge by way of seeking to understand the terrain of the area and liaising with the schools before hand to assure the success of the research.

The study encountered the limitation of access to secondary data. This was because in many instances the teachers found it intrusive to give out their personal records in the name of schemes of work, lesson plans and allied professional documents to the researcher. The researcher overcame the challenge by way of assuring them that their identities would be treated in confidence and the information provided would be used for research purposes only.

1.8 Delimitations of the study

The study was further limited to the headteachers, teachers and the district quality assurance and standards officer in Tana River North Sub-county. This was because the headteachers carried out the supervisory

function of instructional supervision while the teachers are supervised in schools. The District Quality Assurance Officer is charged with the mandate of ensuring effective supervision. They were all considered persons with the critical information requisite for the study. It had a focus on the public primary schools which are subject to the Quality Assurance Directorate of the Ministry of Education.

It was conducted in Tana North Sub-county which has two education zones namely, Madogo and Bura. The study area was chosen owing to repeated poor performance by the primary schools in the KCPE examinations according to records from the County education office (2013).

1.9 Basic Assumptions of the study

The study was based on the following assumptions:

- (i) The respondent's participation would be willing and voluntary in that they would have provided information on their own volition.
- (ii) The study equally was based on the assumption that the target respondents were readily available at their work stations and they would not be hindered by any underlying factors from participating in the study during the data collection exercise.

1.10 Definition of significant terms

The following were significant terms that were used in the study.

Academic performance refers to rating of the schools achievement in KCPE.

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

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

Instructional materials refer to the physical implements used for teaching and instruction of learners in the academic processes.

Instructional supervision refers to all those activities which are undertaken to help teachers maintain and improve effectiveness in the classroom.

Professional document refers to official guidelines that a teacher prepares before curriculum delivery in class e.g. schemes of work, lesson notes and lesson plans.

Pupils note books refers to the writing material used by the learners to make their own notes during the class lessons.

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

1.11 Organization of the study

The study was organized into five chapters. Chapter one which is the introduction contains background of the study, Statement of problem, purpose of the study, objectives of the study, research questions, significance of the study, limitations of the study, basic assumptions of the study, definition of significant terms and the organization of the study. Chapter two covers literature review on the influence of headteacher instructional supervision as driven by objectives of the study, concept of instructional supervision, summary and gaps to be filled, theoretical framework, and conceptual framework. Chapter three covers the research methodology which entails the design, population, sample size and sample selection, research instruments, validity and reliability, data collection and analysis procedures. Chapter four entails analysis, interpretation and discussion of the findings. Chapter five provides summary of the findings, conclusion, recommendation and suggestions for further research.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter reviews literature related to the instructional supervisory roles of head teachers. It reviews the literature as guided by objectives of the study. It has the summary and gaps to be filled, the conceptual framework and the theoretical framework.

2.2 The concept of instructional supervision

Clinical supervision is the rationale and practice designed to improve the teaching and classroom performance. Its principal data is obtained from the events which take place in the classroom, (Cogan and Morris, 1973). The analysis of this data and the relationship between the teacher and the supervisor form the basis of the programme, procedures and strategies designed by improving the teachers learning behavior.

The concept of instructional supervision has always been geared towards maintaining and seeing to it that the effectiveness of the teachers in the wake of discharging their duties is enhanced. The headteachers are charged with the responsibility of supervising the teachers in their respective schools and seeing to it that they carry out their duties effectively (Fitzgerald, 2011). In many countries, the practice of instructional supervision is a continuous process. The headteacher has a daily duty of liaising with the respective

teachers in his school to see to it that they forge a rapport and continuously engage in assessment of their delivery in class duties.

The instructional supervision places the headteacher on a high position which makes him revered by all within the school community. It enforces the practice of good leadership and role modeling to the peers. It also inculcates a culture of hard work and continuous improvement. This is attributed to the fact that the synergy between the headteachers and the teachers ensures collective efforts towards bettering the position of the school and delivery of quality instruction to the learners (Glanz, 2009). This assures the capacity of the learning process owing to the efforts of the administration and the teaching fraternity.

2.3 Influence of classroom observation by head teachers on pupils' performance in the K.C.P.E examination

Classroom observation has been confirmed to be an important aspect for the school managers to undertake in the actualization of good academic performance in the respective schools, (Covington, 2009). Classroom observation plays a great role in an encouraging the teachers to focus on learning and delivery of knowledge to the pupils as opposed to the situation of handing out assignments and undertaking classroom duties in a mechanical manner. This is attributed to the fact that they are conscious to the reality that their delivery in class is being monitored in the wake of classroom observation practices by the school managers.

Classroom observation focuses on the individual empowerment of the teachers. Engagement in pre observation conferences, the actual observation and post observation conferences with the school managers aids developing a working relationship and mentoring of the teachers (Hyman, 2009). This facilitates improvement of the quality of teacher instruction and it is a predominant factor in aiding the pupils to benefit from the improved capacities by teachers.

Observation by school managers has an impact on peer reviews. The very fact that the headteacher is a trained and accomplished teacher gives benefit to the teachers going through the observation programs. The capacity to have mutual engagement and interaction in the quest of reviewing the teachers performance in class aids improve their capacities and aptitudes in class work (Burke, 2013) the ultimate beneficiaries are the pupils undertaking studies owing to the capacity to have remarkable improved performance and achievement.

The Kenyan situation mirrors the challenge of classroom observation practices on the part of headteachers in the wake of undertaking their supervision in their respective schools. The resource allocation to the education sector is challenged by virtue of budgetary constraints leading to teacher shortage. This has led to situation of teachers' shortage forcing some of headteachers to undertake actual classroom teaching at the expense of their supervisory roles (Duflo, 2007). The teacher shortage can thus be co-related

with the diminished capacities of the headteachers to engage in classroom observation practices in an optimum manner.

The challenge of inadequate staffing levels in the public primary schools forcing the headteachers to attend classroom lessons at the expense of undertaking classroom observation is enormous. On the other hand though, the function of classroom observation is still neglected even in the event of having adequate staffing levels. It thus negates the essence of according the responsibility of instructional supervision to head teachers. The study thus sought to find out what the actual situation in Tana North Sub County was as pertains the function of classroom observation as carried out by head teachers.

2.4 Influence of enforcement of professional documents preparation by head teachers on pupils' performance in the K.C.P.E examination

Professional documents preparation and teacher certification is a key imperative of all practicing teachers in the federal states of the United States of America (Wilson, 2010). The federal agencies in the respective states always liaise with the schools to ensure that teachers have prepared all the requisite documents expected of them during the school sessions before certifying them to teach.

The need to provide quality education is critical to professional documents preparations. This ensures that the teachers provide quality education and engage in continuous development as opposed to stagnating at particular positions. This sees to it that the beneficiaries of the instructions and

teaching in the affected schools post good grades resulting from the benefits derived (Wanzare, 2008). This has a positive impact on the quality of schooling and determining the capacity of teachers to progress along the professional ladder. Headteachers are charged with the enormous task of seeing to it that the professional documents are prepared in time.

Teacher preparation is critical to the planning of class work and it has a net effect on the pupil's academic performance (Nzomo, et al, 2008). Building capacities for teachers to improve on their performance can only be actualized at the event of continuous preparation and keeping of updated professional documents. This poses a challenge to them in that they have to keep in line with the emerging trends in their subject areas and any changes in the curriculum handled in the schools.

The professional document preparation has been found to influence the quality of education standards in an area. In schools whereby the teachers engaged in professional documents preparation out of their own volition and instances of enforcement by the headteachers they posted good performance (Abdi Noor, 2012). In a study carried out in Isiolo County by Abdi Noor, 2012 which entailed a descriptive survey design, it found out that there was inability by headteachers to ensure adequate preparation of professional documents and irregular visits by the quality assurance officers. This led to declining academic performance standards in the county.

Enforcement of professional documents preparation is a good attribute which ensures planning and forecasting on the part of the teachers. Capacity to

enforce professional documents preparation by head teachers may be a positive inclination towards spurring improved academic performance. Enforcement of professional documents preparation notwithstanding, the teachers may not be able to strictly adhere to the expected standards of delivery in terms of their instructional capacity in class. The pupils may also not perform to the expected standards despite good instruction by teachers. The study sought to confirm how the enforcement of professional documents preparation affected pupils' performance in the K.C.P.E examinations in Tana North Sub County.

2.5 Influence of assessments of pupils' note books by head teachers on their performance in the K.C.P.E examination

Internal assessment of pupils' notebooks by headteachers in public primary school in Naivasha Central was found out to be a factor affecting pupils' performance in the KCPE examination (Kimani, 2013). The researcher established that the headteachers were greatly incapacitated on the aspect of notebooks assessments. They were overwhelmed by the sheer numbers of pupils in their schools. This caused them to fail to have time to effectively assess pupils' notebooks and neglect the critical supervisory functions. The study attributed the neglect to diminished quality of the notes provided to the pupils by teachers.

Failure to assess mathematics exercise books of pupils in Kanduyi in Bungoma County was alluded to as a factor leading to poor performance in the subject and failure to complete the syllabus (Musalia, 2012). Regular

assessment of the notebooks by the headteachers in some schools ensured that assignments were given out and marked in good time. The schools which had continuous assessment of the notebooks always finished the syllabus in time and the pupils had better grades in mathematics in comparison to schools where supervision and assessment was seldom undertaken. There was thus a co relation between notebooks assessment and the pupils' academic performance.

In a study carried out in Bureti District in Kericho County, the practice of pupils' notes assessment was confirmed to help motivate better performance in the public primary schools that the headteachers undertook the practice (Too et al, al 2012). The researcher confirmed that the highly supervised schools with regard to monitoring of pupils notes posted very good grades. The fairly supervised posted fair grades while the poorly supervised schools posted poor grades. It effectively related the headteacher capacities to monitor and assess pupils' notebooks to their academic performance.

The irregular and rare visits by Quality Assurance and Standards Officers caused many headteachers in Kiambu County to seat on their laurels as regards the role of pupil's notebooks assessment (Ngaruiya, 2013). Poor assessment of notebooks by the headteachers was linked to the aspect of virtually non existent quality assurance and monitoring by the parent ministry. This heavily disadvantaged the pupils in that some teachers failed to provide adequate notes owing to the laxity on the function of supervision it caused the pupils to post poor performance in the KCPE examinations.

Note books assessment is a key attribute in the ensuring of good quality notes provision by teachers in class. The note taking may however be very mechanical owing to the pupils seeking to make good quality notes by virtue of the fact that they will be assessed. Failure to read and understand the notes may occasion the pupils the misfortune of not achieving much in class. The study thus sought to confirm what the situation in Tana North Sub County was like as regards the note books assessment by head teachers and how it affected the pupils' performance in K. C. P. E examinations.

2.6 Influence of provision of instructional materials by head teachers on pupils performance in the K.C.P.E examination

Provision of teaching materials for public primary schools in the federal republic of Nigeria by Government is heavily constrained (Kwame, et al., 2009). The capacity of the school managers to assess teaching materials was constrained heavily limiting and impoverishing the pupils. Limited opportunities for community participation due to lack of ownership of programs in instructional materials provision heavily exposed the headteachers to disadvantaged positions as regards meeting the school requirements.

Studies in Uganda showed that the teachers' practices and professionalism impacted heavily on the capacity of school to regularly access instructional materials for pupils, (Nabukenya, 2012). The capacity of the headteachers of the public primary schools to undertake their functions with due diligence and observation of ethics heavily influenced the schools access to instructional materials provisional. In some situations some way ward

school managers had misappropriated funds leading to diminished trust and falling out with critical stakeholders like the school management committees affecting the supply of instructional materials to the schools.

Lack of support by stakeholders heavily weighed down on the headteachers in public primary schools, (Gakure, et al, 2013). Lack of trust on the part of the local community and illusions about mismanagement of school funds heavily antagonized the school manager and put name on a wrong footing as regards their relations with the community. Situations whereby policy statements have been made on school levies payment have equally been a source of conflict in the event of the need to have parents chip in and provide some funds for materials purchase. This are some factors which have put the head teachers of public primary schools in a disadvantaged position as regard instructional material provision in Gatanga Sub County in Murang'a County.

The head teachers play a critical role in the ensuring of the supplies of schools' teaching material. They act as the pivot between the school, government ministry and the community at large. In the event of making requisitions for particular teaching materials, the headteacher has to diligently work in cahoots with the relevant officers in the government departments and equally get to use their own initiative at times to seek out sponsors and benefactors in the event of delayed government funds (Okech, 2006). This has always placed the headteachers in a precarious position as regards seeking the supplies of school equipment and learning materials for the pupils.

2.7 Summary and study gaps

The study sought to find out the influence of headteachers instructional supervisory roles on pupils' performance at Kenya Certificate of Primary Education in Tana North Sub County, Kenya. Studies by Duflo, (2007) showed that budgetary constraints had led to lower staffing levels limiting the capacity of the headteachers to supervise teachers in their schools owing to having lessons to handle. Abdi Noor, (2012) confirmed that the professional documents preparation influenced the capacity of the affected schools to post good performances, Kimani (2013) confirmed that internal assessment of pupils' notebooks by headteachers affected learners' performance in the KCPE examination and Reche, (2012) equally confirmed that provision of teaching and learning materials had a direct correlation with the learners' performance in the KCPE examination. The study confirmed the prevailing situations in the other parts of the country as brought forth by the other researchers. It thus sought to authenticate the study findings by way of carrying out a study and finding out how the situation of instructional supervision role by head teachers affects pupil performance in the K.C.P.E examination in Tana North Sub-county.

2.8 Theoretical framework

The study was based on the symbolic interactionism theory as premised by Blummer in 1969. The symbolic interactionism theory emphasizes on interactions among people, the use of symbols in

communication and interaction and the reality of self as constructed by others through communication and instruction with one another.

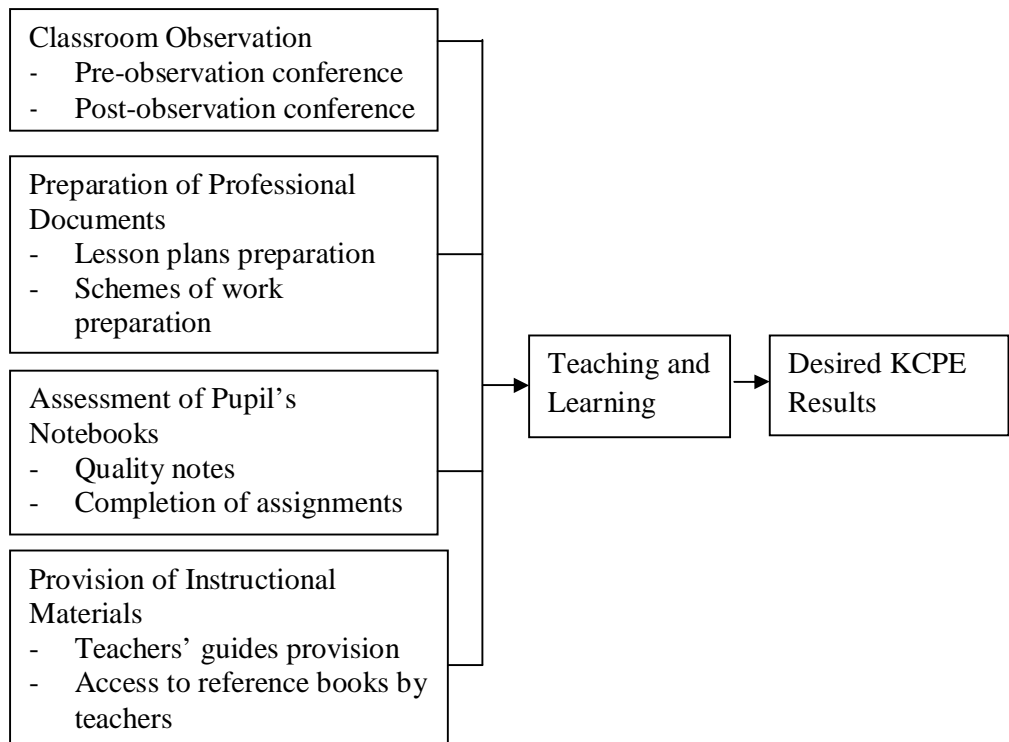
Supervision by nature is a process (Pierce and Rowel, 2005). It involves social and interaction between the supervisor (headteachers) and the supervisee (teachers) throughout the process from pre-observation conference, observation and post-observation conference. The enforcement of professional documents preparation and assessment of pupils' notebooks equally calls for mutual engagement and interaction between the headteacher and teachers. Provision of instructional materials similarly requires that the teacher and headteacher engage with each other and arrive at the requisite materials required for classroom instruction.

This brings to the fore the essence of communication and mutual interaction as a basis of instructional supervision. The symbolic interaction towards things including human beings, have the meanings derived from the social interaction with others and ensuring that they are managed and transformed through the interactive process. The theory identifies well with the study. The essence of instructional supervisory role as practiced by the headteachers is to ensure that there is interaction and communication between them and the teachers. This is with a symbolic purpose of assuring the pupils of better performance in the K.C.P.E examination which is the summative stage of the primary school programme.

2.9 The Conceptual framework

Figure 1. Presents a conceptual framework showing the influence of headteachers instructional supervisory roles pupils' performance at Kenya Certificate of Primary Education in Tana North Sub-County, Tana River County.

Figure 2.1: Conceptual framework



In the event of effective classroom observation the teachers seek to have mutual relations and partnership with the school manager so as to have optimum performance and good delivery in class. Enforcement of the professional documents preparations sees to it that teachers engage in continuous improvement and quality of their work is good and in line with the changing trends in curriculum of their subject areas. Access to pupils'

notebooks by headteachers ensures that the teachers provide quality notes and the pupils undertake all the assignments and make regular revision. Provision of instructional material ensures that the schools have access to the requisite standards as regards the ratio of pupil to materials in the schools. In the provision of a conducive instructional supervisory environment the schools are bound to post good K.C.P.E results.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter describes the research procedure and techniques which was used in the study. It entails the research design, population, sample size, and sampling procedures employed. It also describes the procedure for the applications of the research instruments, and the data analysis techniques used.

3.2 Research design

The researcher used descriptive survey research design. Mugenda and Mugenda (2009) assert that the descriptive research design describes such things as possible behaviour, attitude, values and characteristics. The design was considered appropriate in that it could be used to gather primary data as it existed on the ground without any manipulation of the variables. The design was appropriate for the study because it sought to find out the influence of the headteachers instructional supervisory roles pupils' performance at Kenya Certificate of Primary Education Examination. The study evaluated the position as it existed on the ground with a view of determining how the phenomenon influences the pupils' academic performance in Tana North Sub-County.

3.3 Target population

The target population comprised of all the 45 headteachers in the 45 primary schools in Tana North Sub-county. The teachers in all the primary schools in the Sub-county were 306 in number. It also included the District Quality Assurance and Standards Officer. The schools were distributed in the two zones of Bura and Madogo with 25 schools in Bura and 20 schools in Madogo education zones. The target population was thus 352 persons.

3.4 Sample size and sampling procedure

The stratified random sampling method was used for determining the requisite sample in terms of the number of respondents to be reached in the study. The education zones were used as the means for stratification. This was because the target population was heterogeneous and the study had an emphasis of avoiding bias in the data collection exercise. The study thus took an equal representation across the two education zones which acted as the strata. The study sought to take thirty five percent of the target population in all the strata's. Kombo & Tromp, 2006 opine that ten percent or more of large populations is adequate to give a reflection of the position on the ground. The study picked on thirty five percent of the total population taking into account that it was not very big thus the essence of having a higher percentage for greater representation. The study thus had a sample size of 134 respondents who entailed 16 headteachers, 117 teachers and 1 District Quality Assurance and Standard Officer. They were picked by way of simple random sampling method from the selected strata.

3.5 Research instruments

The researcher used self-administered questionnaires, an interview schedule, and document analysis guide as the instruments for data collection. Questionnaires were deemed appropriate because they could be used to gather data from a large population (Mugenda & Mugenda, 2009). They allow for collection of primary data after mutual interaction between the respondents and person administering them. They minimize cost owing to elimination of the need for research assistant as in the case with oral interviews. They are economical because they can serve large populations. The questionnaires had five sections entailing the socio-demographics section and the others as driven by the study objectives. The study had two different sets of questionnaires which were administered to the headteachers and teachers.

The interview schedule allow for gathering information from key informants. The researcher deemed it appropriate to use it in the conduct of a structured interview session with the District Quality Assurance Officer to facilitate the clarification of issues in the collection of primary data. It collected qualitative data.

A document analysis guide allowed for the collection of secondary data by way of interrogating official records for the verification of the situation on the ground. It was used to augment the findings of the study.

3.6 Validity of the instruments

Validity is the degree to which a test measures what it implies to be measuring. Validity can also be said to be the degree to which results obtained from analysis of data actually represent the phenomenon under investigation (Orodho, 2005). The researcher tested the face and content validity of the questionnaire. Prior to embarking on data collection, the researcher pre-tested the questionnaires in Tana North Sub-county using two primary schools which was not considered in the actual study for the purpose of improving the reliability of the instrument. Changes were made on the questions where appropriate after the pilot study.

Face validity is in relation to the misunderstanding or misinterpretation of the question. This was checked by way of employing the test and retest method whereby ten respondents were subjected to the questionnaires for two consecutive times with an intervening period of two days to check for the consistency of their answers. Content validity on the other hand refers to the capacity of the instrument to provide adequate coverage of a topic. Adequate preparation of the instruments under the guidance of the supervisors, expert opinion and pre-testing of the open-ended questions helped establish the content validity (Borg & Gall, 2005).

3.7 Reliability of the instrument

Mugenda and Mugenda (2009) posited that reliability is the capacity of the instruments to yield consistent result after being subjected to the respondents. To enhance the reliability of the instruments the researcher developed them under the guidance of the supervisors. The instrument was equally subjected to a pilot study in two primary schools which were not eligible for the actual study. The results of the pre test were subjected to the Pearson's product correlation coefficient to confirm their consistency. This also gave insights as regards the clarity and relevance of the instruments to the target respondents owing to their capacity to understand it. The Pearson's Product Coefficient was as shown below:-

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

According to Mugenda and Mugenda (2009) a coefficient of 0.80 or more confirms the reliability of the data and a lesser coefficient will call for a review of the instruments.

3.8 Data collection procedures

The researcher sought a permit from the National Commission for Science, Technology and Innovation (NCOSTI). On the strength of the permit, authority was sought from the County Educational Officer and the Deputy County Commissioner after which letters were written to the primary school headteachers of the selected schools as a measure of introducing the researcher

to them. The researcher sought to book appointments and forged a rapport with the headteachers before engaging in the actual data collection exercise. On the material data collection day, he introduced himself to the respondents and sought their consent before administering the instruments to them.

3.9 Data analysis techniques

Data analysis entailed both quantitative and qualitative procedures. Quantitative data analysis required the use of computer spreadsheets and the use of Statistical Package for Social Sciences (SPSS) Version 21. Martin and Acuna, (2002) attested that the SPSS package is able to handle enormous volumes of data and given its wide array of statistical procedures which are purposefully designed for social sciences; it was considered appropriate for the task. The quantitative data was computed into frequency tables and percentages for presentation purposes.

Qualitative data entailed content analysis with a view of understanding the import of the information divulged by the respondents and aligning it to the documented data from previous research on the influence of head teacher's instructional supervisory roles on the Kenya Certificate of Primary Education performance. The available information was critiqued and related to the study.

CHAPTER FOUR

DATA ANALYSIS, INTERPRETATION AND DISCUSSION OF FINDINGS

4.1 Introduction

The study was carried out in Tana North sub-county, Tana River County of the republic of Kenya. The study sought to find out the relationship between head teachers' instructional supervisory roles and pupils' performance in Kenya Certificate of Primary School Education examinations. All analysis used descriptive statistics and inferential statistics.

The study investigated the relationship between the head teachers' instructional supervisory roles on pupils' performance in Kenya Certificate of Primary School Education examinations. The objectives that guided the study were, to determine how classroom observations by head teachers influence the academic performance of pupils in Tana North Sub-county, to establish the influence of enforcement of professional documents preparation by headteachers on the academic performance of pupils in Tana North Sub-county, to investigate the extent to which frequency in accessing pupils' notebooks by head teachers influences pupils' academic performance in Tana North Sub-county and to examine the influence of provision of instructional materials by head teachers on the academic performance of pupils in Tana North Sub-county.

4.2 Questionnaire return rate

Questionnaire return is the proportion of the questionnaires returned after they have been issued to the respondents. The questionnaire return rate by the headteachers and teachers sampled in the study was as indicated in table 4.1

Table 4.1
Questionnaire return rate

Category of respondents	Number of questionnaires issued	Number returned	Percentage return rate
Headteachers	16	14	88
Teachers	117	94	80.3
Total	133	108	81.2

The response can be interpreted to show a willing participation from the sampled respondents owing to the fact that 88% of headteachers filled and returned the questionnaires. The teachers' response was an active participation with 80.3% of them filling and returning back the questionnaires.

4.3 Headteachers' demographic data

The study sought to find out the socio-demographic data as regards the headteachers' genders, academic qualifications and length of service with a view of relating the information to their instructional supervisory capacities. The response which entailed the participation by the headteachers sampled in the study was as indicated in the table 4.2.

Table 4.2
Headteachers' gender

Gender	Frequency	Percent
Male	13	93
Female	1	7
Total	14	100

The response as shown in table 4.2 indicates that most of the head teachers were of the male gender. The responses show that most of the teachers bestowed with the responsibility of leadership in the sampled schools were men. This can be interpreted to mean that men were more aggressive in seeking the positions of leadership. The local community may have inclination towards recognizing the male gender as regards leadership prowess as opposed to the female gender.

The academic qualifications of the sampled head teachers who participated in the study were as shown in table 4.3

Table 4.3
Head teachers' academic qualifications

Academic qualifications	Frequency	Percent
P1 certificate	4	29
Diploma	7	50
Bed	3	21
Total	14	100

The response as shown in table 4.3 shows that most of the head teachers who participated in the study had strived to advance their academic qualifications to realize capacity to perform their duties well. This can be attributed to the fact that the entry level for the teaching profession is at the P1 certificate grade and most of the teachers had higher academic qualifications.

The length of service of the head teachers who participated in the study was as shown in table 4.4.

Table 4.4
Length of being a head teacher

Length of service	Frequency	Percent
Less than 1 year	3	21
1-5 years	7	50
6-10 years	3	21
16-20 years	1	8
Total	14	100

Table 4.4 showed presence of varying time spans in terms of experience thus a reflection of different times of appointment to the head teachers' position. This equally was a good premise for the study in that the varied experience facilitated different insights with regard to the head teacher's instructional roles over the different periods.

4.4 Teachers' demographic data

The gender of teachers who participated in the study was as captured in table 4.5

Table 4.5
Teachers' gender

Gender	Frequency	Percent
Male	52	55
Female	42	47
Total	94	100

Table 4.6 reflects a higher percentage of male respondents serving as teachers from the sampled population.

The academic qualifications of the teachers who participated in the study were as shown in table 4.6

Table 4.6
Teachers' academic qualifications

Academic qualifications	Frequency	Percent
P1 certificate	64	68
Diploma	24	26
Bed	5	5
Others	1	1
Total	94	100

The descriptive statistics show an insignificant variation in terms of deviation from the prevalent academic qualification, which was the P1 certificate as shown in table 4.7 which indicates a mean of 1.40, median of 1.00, mode of 1 and a standard deviation of 0.693. This shows that most of the sampled respondents most of the teachers had P1 qualifications. A significant number had upgraded to the diploma level while some few had progressed to graduate level. One had certification in business administration. The responses brought to the fore the aspect of failure to upgrade the academic qualifications by most of the sampled teachers.

The length of service of the teachers who participated in the study was as shown in table 4.7.

Table 4.7
Length of being a teacher

Length of service	Frequency	Percent
Less than 1 year	22	23
1-5 years	54	58
6-10 years	12	13
11-15 years	3	3
16-20 years	3	3
Total	94	100

Table 4.8 showed that the respondents had gained experience of varying periods in their teaching careers. This was an indication of informed personnel which had benefitted from adequate exposure to the evolving trends over time with regard to the head teachers instructional supervisory roles.

4.5 How do classroom observations by headteachers influence academic performance by pupils in Tana North sub –county?

Classroom observation has been confirmed to be an important aspect for the school managers to undertake in the actualization of good academic performance in the respective schools, (Covington, 2009). Classroom observation plays a great role in an encouraging the teachers to focus on learning and delivery of knowledge to the pupils as opposed to the situation of handing out assignments and undertaking classroom duties in a mechanical manner. This is attributed to the fact that they are conscious to the reality that their delivery in class is being monitored in the wake of classroom observation practices by the school managers. The study sought to find out the relationship between headteachers' classroom observation practices and the performance in the K.C.P.E examination in Tana North Sub-county in Tana River County. This was with an aim of providing an answer to the research question put forth when the researcher embarked on the study. Table 4.9 presents responses on capacity of the head teachers to undertake class observation.

Table 4.8**Capacity of the head teachers to undertake classroom observation**

Capacity to undertake classroom observation	Head teachers		Teachers	
	F	%	F	%
Very good	3	22	23	25
Good	9	64	54	57
Fair	2	14	17	18
Total	14	100	94	100

Table 4.9 was a confirmation of the head teacher's capacity to ably engage in classroom observation. The head teachers presumed that they effectively handled the function of classroom observation with most of them (64%) rating their capacity as good. The teachers (57%) vindicated them by virtue of having their responses replicating their position. This confirmed that the head teachers' capacity to engage in classroom observation had gained an approval rating from the teachers and the head teachers equally felt content with their capacity.

The District Quality Assurance and Standards Officer deemed the capacity of the headteachers to undertake classroom observation in their schools as poor. He was of the opinion that the headteachers rarely undertook the function thus the poor rating apportioned to the headteachers. This can be interpreted to mean that the District Quality Assurance and Standards Officer had misgivings about the quality of classroom observation exercised by the headteachers in the public primary schools in the sub-county. This was also a pointer to the failure by the Directorate of Quality Assurance to facilitate its field officers with regard to enforcing the headteachers to dutifully engage in classroom observation in the requisite manner. The responses by teachers and

head teachers were in affirmative with the required provisions which stipulate that class room observation as an instructional supervisory role should be undertaken on a continuous basis to assure the schools capacity to dutifully actualize their mandates.

The capacity of headteachers to dutifully engage in classroom observation focuses on the individual empowerment of the teachers. This was in line with (Hyman, 2009) who argued that engagement in pre observation conferences, the actual observation and post observation conferences with the school managers aids developing a working relationship and mentoring of the teachers. This facilitates improvement of the quality of teacher instruction and it is a predominant factor in aiding the pupils to benefit from the improved capacities by teachers.

Reasons for rating on the headteachers' capacity to undertake classroom observation

Most of the head teachers were of the opinion that they undertook the function of classroom observation effectively. This was by virtue of the fact that they constantly engaged the teachers in the schools in defined and elaborate and elaborate classroom observation programmes. They deemed themselves to have adequate capacity to continuously undertake round table meetings with the teachers in the schools before and after classroom observation sessions. Some of the headteachers on the other hand attested to the staffing shortfalls being a big constraint to the actualization of optimum classroom observation sessions.

The teachers equally confirmed that the headteachers in their respective schools had capacity to engage in effective classroom observation. They were of the opinion that many headteachers conducted random visits in the classrooms without prior formal arrangements. The classroom observations sessions were thus mainly conducted on an adhoc basis which was not very conducive for the realization of the essence of the programme. They also confirmed that the staffing shortfalls in many public primary schools forced the headteachers to undertake teaching duties. They were of the opinion that by virtue of taking lessons in the classes, the headteachers were heavily constrained of time to adequately exercise the classroom observation function.

The responses by the teachers and head teachers were a reflection of failure to adhere and conform to the requisite policy provisions as regards the tenets of classroom observation as an instructional supervisory role. The required standards demand that the head teachers undertake the function in a structured and regular basis. It calls for a clearly articulated mode of operation whereby the schools have time frames which are adhered to with regard to the classroom observation programmes. The situation in Tana North is a contrast occasioned by the undertaking of the function in an adhoc basis. Table 4.10 shows the responses on the frequency of undertaking classroom observation.

Table 4.9
Frequency of undertaking classroom observation

Frequency of undertaking classroom observation	Headteachers		Teachers	
	F	%	F	%
Weekly	3	22	42	45
Fortnightly	2	14	32	34
Monthly	8	57	9	9
Once per term	1	7	11	12
Total	14	100	94	100

The response as shown in table 4.10 was an indicator of most of the headteachers (57%) attesting to having engaged in classroom observation on a monthly basis. Some engaged in the practice on a weekly (22%) while others on a fortnightly basis. Only one confirmed to having carried out the function on a termly basis. The responses were indicative of enhanced capacity on the part of the headteachers with regard to engaging in the practice of classroom observation. It also denotes the fact that all confirmed to having carried out classroom observation in the school. This was evidence enough of their ability to dutifully undertake their instructional supervisory role in an optimum manner.

The responses by the teachers equally vindicated the headteachers with regard to their capacity to fully undertake their mandates with regard to classroom observation. Most of the teachers (45%) were of the view that the headteachers in their schools undertook classroom observation on a weekly basis. This was reflective of a very high level of passion and dedication to work on the part of the headteachers by virtue of their ability to engage in classroom observation on a weekly basis despite their many administrative duties. Other teachers (32%) confirmed that the headteachers in their respective schools undertook classroom observation on a fortnightly basis. A

significant percentage was of the view that the headteachers engaged in classroom observation on a termly basis while the others were of the view that the function was carried out on a monthly basis. The responses were an indication of the fact that classroom observation was carried out in all the schools where the sampled teachers worked. This was indicative of the ability of the headteachers to adhere to the tenets guiding their instructional supervisory roles in the wake of carrying out their professional duties.

The District Quality Assurance and Standards Officer was of the opinion that the headteachers did not engage in the practice of classroom observation regularly. This denotes the fact that his office had observed and deduced laxity on the part of the headteachers with regard to undertaking classroom observation. This shows that there was evidence of irregular classroom observation and failure to realize the envisaged standards by the headteachers in their respective public primary schools. The responses reflected capacity to carry out classroom observation in a regular manner. On the other hand failure to undertake the function with greater frequency was an undoing which could be aptly linked to the staffing levels and allied inadequacies curtailing the headteachers efficiency levels. Table 4.10 shows a cross-tabulation between classroom observation and pupils' performance in the KCPE examination.

Table 4.9.1
A cross-tabulation between classroom observation and pupils' performance in the KCPE examination

Chi-Square Tests			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	66.518 ^a	3	0.001
Likelihood Ratio	43.828	3	0.001
Linear-by-Linear Association	36.665	1	0.001
N of Valid Cases	94		

a. 4 cells (50.0%) have expected count less than 5. The minimum expected count is .96.

Table 4.10.1 shows $\chi^2(66.518, N=94)=43.828, p<0.001$ The calculated statistic $\chi^2 = 66.518$ was found to be greater than the tabled critical value of $\chi^2 = 43.828$. It can be interpreted that, statistically, there was a relationship between classroom observation and the performance of pupils in KCPE examination at $\alpha = 0.96$. The response by the teachers was a confirmation that the classroom observation function which was core to the headteachers' instructional supervisory role had a relationship with the pupils' performance in the KCPE examination. This shows that in the event of the headteachers exercising classroom observation in the requisite manner, the pupils may post good results in their KCPE examinations. Table 4.11 shows the responses on the adequacy of the intervening period for classroom observation.

Table 4.10
Adequacy of the intervening period for classroom observation

Adequacy of the intervening period	Headteachers		Teachers	
	F	%	F	%
To a high degree	3	21	15	16
To a fair degree	11	79	75	80
To a low degree	-	-	4	4
Total	14	100	94	100

Table 4.10 shows that most (79%) of the sampled headteachers considered the adequacy of the intervening period before the conduct of the classroom observation as fair. This denotes the fact that they did not wholly approve the duration of time between the conduct of classroom observation and preceding one. This can be interpreted to mean that the headteachers would be more comfortable with a higher frequency of classroom observation forums than at present.

The responses by the teachers mirror those brought forth by the headteachers. Most of them (80%) confirmed that the adequacy of the classroom observation intervening periods was fair. A significant percentage of the teachers were comfortable with the intervening period while some felt that the adequacy of the intervening period was low. The responses depict a situation where most of the teachers were not comfortable with the prevailing intervening periods for classroom observation purposes. This can be interpreted to mean that the teachers would like a situation whereby classroom observation was more enhanced.

Table 4.11 shows the responses by teachers and head teachers their levels of agreement on attributes pertaining classroom observation in their respective schools. The respondents were subjected to a likert scale on a point of one to five and asked to rate their opinions on varying attributes on their individual capacities as head teachers with regard to the undertaking of classroom observation. The teachers were equally asked to rate the head

teachers in their schools as regard their capacity to dutifully undertake classroom observation.

Table 4.11
Attributes on classroom observations

		Impact of practice of classroom observation on pupil's academic performance					
		Headteachers			Teachers		
		Yes	No	Total	Yes	No	Total
Our / I headteacher always engage teachers in pre-observation conferences	Strongly disagree		-		0	1	1
	Disagree		-		0	9	9
	Undecided	2	-	2	9	0	9
	Agree	10	-	10	57	0	57
	Strongly agree	2	-	2	18	0	18
Total		14	-	14	84	10	94
The pre-observation conferences enable striking a rapport	Strongly disagree	-	-		0	1	1
	Disagree	1	-	1	0	5	5
	Undecided	-	-	-	8	4	12
	Agree	10	-	10	56	0	56
	Strongly agree	3	-	3	20	0	20
Total		14	-	14	84	10	94
The headteacher / I ensures that teachers are at ease during classroom observation	Strongly disagree	-	-	-	0	3	3
	Disagree	-	-	-	0	7	7
	Undecided	1	-	1	49	0	49
	Agree	7	-	7	35	0	35
	Strongly agree	6	-	6	0	3	3
Total		14	-	14	84	10	94
Headteacher / I engages the teachers in a post observation conference	Strongly disagree	-	-	-	0	2	2
	Disagree	1	-	1	0	8	8
	Undecided	-	-	-	7	0	7
	Agree	8	-	8	54	0	54
	Strongly agree	5	-	5	23	0	23
Total		14	-	14	84	10	94
Classroom observation has greatly aided our headteacher in accomplishing his instructional supervisory role	Strongly disagree	1	-	1	0	5	5
	Disagree	1	-	1	0	4	4
	Undecided	-	-	-	7	1	8
	Agree	7	-	7	52	0	52
	Strongly agree	5	-	5	25	0	25
Total		14	-	14	84	10	94

The responses by the teachers vindicated the headteachers on their part with regard to undertaking pre-observation conferences before engaging in classroom observation. Most of the teachers strongly agreed that their head teachers always engaged teachers in pre-observation conferences before undertaking classroom observation. This was reflective of good and harmonious working relations between the head teachers and the teachers. This can be attributed to the fact that the making of prior arrangements in the name of pre-observation conferences before undertaking classroom observation calls for mutual respect from both parties and good coordination. This is devoid of engaging in classroom observation in a random and unstructured manner which may lead to strained relations between both parties.

The head teachers equally confirmed to always engage the teachers in pre-observation conferences before undertaking classroom observation. The situation of having responses by the teachers and the head teachers being a replica of each other brings to the fore the aspect of good relations between the administration and the teaching fraternity in the sub-county. The teachers and teachers were all of the opinion that the conduct of pre-observation conferences as a function geared towards making classroom observation more fruitful positively impacted on the academic performance of the pupils.

The teachers were of the opinion that pre-observation conferences enable striking a rapport between the head teachers and the teachers. This was confirmed by way of most of the teachers agreeing to the attribute. The responses by the teachers were reflective of a situation whereby the pre-

observation conferences gave an opportunity for mutual engagement and interaction between the headteacher and the teachers. This enabled the head teachers to grasp what the teachers were handling in their respective subjects and it may be also served as an eye opener as regards pertinent challenges that they faced in their subject areas. The mutual engagement encouraged forging a rapport and having good understanding between the administration and the teachers in the wake of undertaking their professional duties.

The head teachers shared a similar opinion with the teachers. This aptly captured the thrust of the capacity of the pre-observation conferences to enable the striking of a rapport between the headteacher and the teachers. It was a pointer to both parties confirming the essence of the pre-observation conferences in encouraging mutual engagement in the wake of a good working rapport. The head teachers and teachers were all in agreement that the conduct of the pre-observation conferences which enabled the forging of a rapport between them facilitated good academic performance by the pupils.

The responses by the teachers depicted a situation whereby most of them were undecided as to whether the head teachers always ensured that the teachers were at ease during the classroom observation exercises. This brought to the fore the aspect of stifled freedom and reduced space to fully discharge their mandates in class during the classroom observation exercises. This can be interpreted to mean that most of the teachers were not at ease during the classroom observation exercises. On the other hand though, a significant number of the teachers were of the opinion that the head teachers always

ensured that they were at ease during the classroom observation exercises. This was a pointer to some good working environment where the administrators and the teachers regarded each other as peers.

The head teachers on the other hand had a contrary opinion as regards their capacity to always ensure that the teachers were at ease during the classroom observation exercises. This brought to the fore a picture whereby they projected an image of administrators who were up to the task of ensuring good working relations and giving the teachers an opportunity to exercise freedom in the conduct of the classroom observation exercises. The teachers and the head teachers affirmed that the capacity to ensure that the teachers were at ease during classroom observation exercises had a positive effect on the academic performance of the pupils.

The responses by the teachers showed that most of them affirmed that the head teachers engaged them in post observation conferences. The responses vindicated the head teachers with regard to their capacity to make a follow up of the classroom observation exercise. This can be interpreted to mean that the head teachers always ensured that they engaged the teachers after the classroom observation exercises. This may have been guided by the need to seek clarifications and offer guidance in the quest of accomplishing their instructional supervisory roles. It was a pointer to the capacity of the head teachers to diligently undertake their mandate.

All the head teachers affirmed that they engaged the teachers in post observation conferences. This confirmed the position taken by most of the

teachers. Both parties agreed that the conduct of post observation conferences influenced good performance by the pupils in their academic programmes.

The responses by the teachers confirmed that they viewed classroom observation as having greatly aided their head teachers in accomplishing their instructional supervisory role. This was by of most of them agreeing to the attribute. It was an indication that they esteemed classroom observation as an activity which facilitated the head teachers to ably undertake their instructional supervisory roles effectively. The responses reflect the capacity of the teachers to appreciate the conduct of classroom observation as an avenue which provides room for their individual progress in the wake of carrying out their professional duties. This was a positive response taking into account that in some instances the teachers may view the practice of classroom observation in a negative manner. Others may deem it as demeaning to their statures as teachers.

Most of the head teachers equally believed that classroom observation had greatly aided them in accomplishing their instructional supervisory roles. This was a confirmation that they appreciated and believed in the capacity of the classroom observation exercise to enable them effectively carry out their mandates. On the other hand though, a significant percentage of the head teachers had a contrary opinion. They disagreed to the fact that classroom observation enabled them effectively accomplish their instructional supervisory roles. This may be a pointer to the situation of misgivings about the exercise. All the head teachers and teachers agreed that classroom

observation as an instructional supervisory role had positively impacted on the capacity of the pupils to post good performance in their academics.

This was in line with (Burke, 2013) who was of the opinion that observation by school managers has an impact on peer reviews. The very fact that the headteacher is a trained and accomplished teacher gives benefit to the teachers going through the observation programs. The capacity to have mutual engagement and interaction in the quest of reviewing the teachers' performance in class improves their capacities and aptitudes in class work. The ultimate beneficiaries are the pupils undertaking studies owing to the capacity to have remarkable improved performance and achievement.

The responses by teachers and head teachers reached in the data collection exercise confirmed that classroom observation was a critical element of facilitating instructional supervision as carried out by head teachers. Despite the function of instructional supervision being carried out in varying timeframes within Tana North Sub County, in some instances, it failed to achieve its essence. This is because it is required to facilitate harmonious relations between the teachers and the administration and equally encourage outstanding performance which the researcher deduced to have been lacking in some of the schools visited.

4.5 How does the enforcement of professional documents preparation influence the academic performance of pupils in Tana North Sub-county?

Professional documents preparation and teacher certification is a key imperative of all practicing teachers in the federal states of the United States

of America (Wilson, 2010). The federal agencies in the respective states always liaise with the schools to ensure that teachers have prepared all the requisite documents expected of them during the school sessions before certifying them to teach. The study sought to find out the relationship between enforcement of professional documents preparation and the pupils' performance in the K.C.P.E examinations. The essence of it was answering the research question that the researcher put forth at the advent of the study. Table 4.13 shows the responses on the capacity to enforce the preparation of professional documents in school.

Table 4.12
Capacity to enforce the preparation of professional documents in school

Capacity to enforce professional documents preparation	Head teachers		Teachers	
	F	%	F	%
Very good	5	36	41	44
Good	9	64	48	51
Fair	-	-	5	5
Total	14	100	94	100

Table 4.12 shows that all the head teachers confirmed that they had an astounding performance with regard to their capacity to enforce the professional documents preparation. This was aptly captured in their personal ratings whereby most (64%) of them held the opinion that they performed in a good manner while others (36%) held the view they did it in a very good manner. This can be interpreted to mean that they were highly comfortable with regard to their ability to enforce the preparation of professional documents in their respective schools.

The teachers' responses depicted a situation whereby most of them (51%) rated the ability of the head teachers to enforce the preparation of professional documents in their respective schools as good. Some of them were of the opinion that it was very good (44%) while on the other hand other felt it was fair. The responses can be interpreted to mean that there was a general approval of the capacity of the head teachers to enforce the preparation of professional documents by the teachers though some had misgivings about the teachers' capacities.

The enforcement of professional documents preparation is a requisite provision in the instructional supervisory role undertaken by headteachers. The researcher deduced that the function was carried out well by the headteachers in Tana North Sub-county. The policy provisions stipulate that the teachers prepare and submit their professional documents well in advance for planning and forecasting purposes. This acts as a tool of guidance and preparation for the teachers in the quest of fulfilling their professional pursuits. It should reflect well on their capacity to deliver and the performance of the pupils in national examinations is a good indicator. On the other hand though, the situation of poor pupils may lead to poor performance or the teachers may undertake the professional documents preparation in a mechanical manner devoid of achieving the requisite standards leading to poor performance.

The responses identified with (Wanzare, 2008) who argued that the need to provide quality education is critical to professional documents preparations.

This ensures that the teachers provide quality education and engage in continuous development as opposed to stagnating at particular positions. This sees to it that the beneficiaries of the instructions and teaching in the affected schools post good grades resulting from the benefits derived. This has a positive impact on the quality of schooling and determining the capacity of teachers to progress along the professional ladder. Headteachers are charged with the enormous task of seeing to it that the professional documents are prepared in time. Table 4.12.1 shows a cross-tabulation between capacity to enforce professional documents preparation and pupils' performance in the KCPE examination

Table 4.12.1
A cross-tabulation between capacity to enforce professional documents preparation and pupils' performance in the KCPE examination

Chi-Square Tests			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	66.191 ^a	2	0.001
Likelihood Ratio	33.201	2	0.001
Linear-by-Linear Association	26.290	1	0.001
N of Valid Cases	94		

a. 4 cells (66.7%) have expected count less than 5. The minimum expected count is .37.

Table 4.12.1 $\chi^2(66.191, N=94)=33.201, p<0.001$ The calculated statistic $\chi^2 = 66.191$ was found to be greater than the tabled critical value of $\chi^2 = 33.201$. It can be interpreted that, statistically, there was a relationship between enforcement of professional documents preparation and the performance of pupils in KCPE examination at $\alpha = 0.37$. The responses by teachers depicted a situation whereby enforcement of professional documents

preparation directly influenced the performance of the pupils in the K.C.P.E examinations. This can be interpreted to mean that in the event of the head teachers diligently undertaking the function of professional documents preparation, the pupil's performance in the K.C.P.E examination would be positively impacted.

Reasons for rating on the headteachers' capacity to enforce the preparation of professional documents

Most of the teachers were of the opinion that they highly rated their head teachers as regards their capacity to enforce the preparation of professional documents owing to the fact they always checked and made a follow up on the documents. They were equally of the opinion that the head teachers ensured that all the teachers had updated professional documents at the beginning of the term which they approved and signed. This depicts a situation whereby the teachers regarded the head teachers as pertains their capacity to ensure that they were up to the task of preparing professional documents. This can be interpreted to mean that the practice of professional documents preparation was effectively enforced by the head teachers and it had become engrained in the professional lives of the teachers. This had seen to it that they appreciated it and conformed to the dictates of the professional demands. This is opposed to many instances whereby teachers in many schools do not have updated records and rush to prepare them at the advent of visits by quality assurance and standards officers.

The head teachers' responses were reflective of the position taken by the teachers. They confirmed that they strictly enforced the preparation of professional documents by the teachers. They were of the position that they always inspected and approved the professional documents prepared by the teachers at the beginning of the term. This saw to it that the teachers kept updated records in line with the current education policy. The head teachers confirmed that the teachers in their schools willingly complied with the requirements stipulating that they keep updated professional documents. They were thus of the opinion that they rarely found themselves in situations which forced them to press the teachers to prepare the documents. This can thus be interpreted to mean that the head teachers were up to the task of enforcing professional documents preparation by the teachers. The teachers equally appreciated the role of the professional documents preparation in the wake of pursuing their professional goals. This had equally made the head teachers' work easier as they willingly undertook the exercise.

Professional documents prepared by teachers in school

The teachers confirmed that they prepared some diverse professional documents. They attested to having occasion to prepare schemes of work, lesson plans, records of work, progressive records, personal timetables and handling the class registers. The responses by the teachers demonstrated insights and capacity to fully comprehend and understand the particular documents that their profession stipulates preparation of. This can be interpreted to mean that the teachers undertook their professional pursuits with

passion and dedication. This can be attributed to their grasp and clear understanding of what was expected of them.

The head teachers equally confirmed that the professional documents prepared by the teachers in their schools included records of work, schemes of work, progressive records, lesson plans, personal timetables and handling the class registers. The responses show that the requisite standards with regard to the required professional documents were ably enforced and met. Table 4.14 shows the responses on capacity of professional documents preparation in meeting the requisite standards.

Table 4.13
Capacity of professional documents preparation in meeting the requisite standards

Capacity to meet requisite standards	Headteachers		Teachers	
	F	%	F	%
To a high degree	7	50	40	43
To a fair degree	7	50	52	55
To a low degree	-	-	2	2
Total	14	100	94	100

Table 4.13 shows that most (55%) of the teachers considered the capacity of professional documents preparation in meeting the required standards as fair. This depicts a situation whereby most of the teachers had misgivings about the prevailing thresholds as regards professional documents preparation. It was thus a pointer to a situation whereby they regarded the capacity of professional documents preparation as not meeting the requisite standards. The descriptive statistics indicate a variance of 0.535, mean of 1.60, median of 2.00 and mode of 2.

The responses by the head teachers show that they highly regarded the professional documents preparation in their schools. They were of the opinion that it effectively met the requisite standards. This can be interpreted to mean that they appreciated the prevailing standards in their respective schools. It shows that they regarded their individual capacities to enforce the preparation of professional documents as good. The descriptive statistics indicate a variance of 0.519, mean of 1.50, median of 1.50, and mode of 1.

The variance for the head teachers was 0.519 whereas that of teachers was 0.535. The responses depict a situation whereby the head teachers held a stronger opinion than the teachers with regard to the capacity of the professional documents preparation meeting the required standards. The difference can be attributed to the situation of head teachers being wholly charged with the mandate of supervision and enforcement of professional documents preparation. On the other hand, the teachers carry out the task of professional documents preparation thus are better informed as to how they exactly undertake it.

The capacity of the teachers and headteachers to identify with the prevailing standards of professional documents preparation in their respective schools was a vote of approval as regards their individual performance. The researcher confirmed the availability of professional documents in the visited schools. This was in line with the standards stipulated in the education act. It also satisfied the provisions in the policy regulations of the Ministry of Education.

Table 4.14 shows the responses by teachers and head teachers on their levels of agreement on attributes pertaining professional documents preparation in relation to its impact on pupils' academic performance. The ratings were confirmed on a lickert scale of one to five.

Table 4.14
Attributes on enforcement of professional documents preparation in relation to its impact on pupils' academic performance

		Impact of practice of classroom observation on pupil's academic performance					
		Headteachers			Teachers		
		Yes	No	Total	Yes	No	Total
Our headteacher / I always ensure teachers prepare lesson plans	Strongly disagree	0	0	0	0	0	0
	Disagree	0	0	0	0	0	0
	Undecided	0	0	0	0	2	2
	Agree	7	0	7	50	5	55
	S/Agree	7	0	7	37	0	37
Total		14	0	14	87	7	94
Preparation of lesson plans in our school equips teachers to adequately handle their classes	Strongly disagree	0	0	0	0	1	1
	Disagree	0	0	0	0	1	1
	Undecided	0	0	0	0	4	4
	Agree	6	0	6	47	1	48
	Strongly agree	8	0	8	40	0	40
Total		14	0	14	87	7	94
Schemes of work are always prepared in good time in our school	Strongly disagree	0	0	0	0	1	1
	Disagree	0	0	0	0	1	1
	Undecided	0	0	0	0	2	2
	Agree	9	0	9	42	3	45
	Strongly agree	5	0	5	45	0	45
Total		14	0	14	87	7	94
Progress records ensure that adequate monitoring is undertaken in our school	Strongly disagree	0	0	0	0	1	1
	Disagree	0	0	0	0	0	0
	Undecided	0	0	0	0	1	1
	Agree	9	0	9	47	5	52
	Strongly agree	5	0	5	40	0	40
Total		14	0	14	87	7	94
Management of the classroom attendance register enforces discipline in the school role	Strongly disagree	0	0	0	0	1	1
	Disagree	0	0	0	0	0	0
	Undecided	0	0	0	0	2	2
	Agree	8	0	8	37	4	41
	Strongly agree	6	0	6	50	0	50
Total		14	0	14	87	7	94

The response as shown in table 4.14 shows that most of the teachers were of the view that the head teachers always ensure that the teachers prepare lesson plans. The position taken by most of the teachers brought to the fore the aspect of the head teachers enforcing lesson plan preparation. The responses by the head teachers confirmed the position taken by the teachers. They were of the view that they had capacity to ensure that the teachers prepared their lesson plans effectively. The responses were reflective of sound leadership by the school administrators with regard to enforcement of lesson plans preparation. The head teachers and teachers were of the opinion that the capacity of the head teachers to ensure preparation of lesson plans positively impacted on the academic performance of the pupils.

Most of the teachers were of the opinion that preparation of lesson plans in their schools equipped them to adequately handle their classes. This saw to it that the teachers were fore-armed before delivering to the pupils in class. It depicts a situation whereby the teachers had to adequately prepare before attending their class sessions. The head teachers equally affirmed that the preparation of lesson plans by teachers in their schools equipped them to adequately handle their classes. This was reflective of the capacity of the head teachers to ably observe and monitor the delivery of the teachers in their classes. This was a good and explicit pointer to the capacity of the head teachers to effectively exercise their supervisory function. This ensured that the teachers were adequately prepared for their lessons. The head teachers and teachers attested to preparation of lesson plans having enhanced the capacity

of pupils to post good grades in their academic performance owing to the adequate equipping of the teachers.

Most of the teachers were of the opinion that they prepared the schemes of work in good time in their respective schools. The responses were a confirmation of their capacity to effectively plan and appropriate time for the termly syllabus demands. This can be interpreted to mean that the teachers were adequately prepared in terms of making proper forecasting for their termly activities. This shows that they were dedicated and it also vindicates the head teachers on their part with regard to effective exercise of their supervisory mandate. The head teachers shared a similar opinion with the teachers. It was thus reflective of their able capacity with regard to ensuring that the termly events are properly forecasted for and planned with a view of realizing the set timelines. It can be interpreted to show that the head teachers strived to ensure that the set targets with regard to syllabus coverage were realized. This was proof that they were up to the task of exercising their instructional supervisory roles to the envisaged standards. The head teachers and teachers affirmed that the preparation of schemes of work in good time positioned the pupils at a vantage point with regard to enabling them post good grades.

Most of the teachers were of the view that preparation of progress records ensured that adequate monitoring was undertaken in their respective schools. This shows that they diligently carried out the activity of keeping updated progress records for the pupils in their classes. This can be interpreted

to mean that they appreciated the essence of the progress records with regard to having them act as an effective yardstick of evaluating and monitoring the pupils' progress. The head teachers were equally in affirmative. This vindicated the capacity of the preparation of progress records as a good tool of monitoring and evaluating the pupils' performance on continuous basis. The head teachers and teachers equally confirmed that the progress records preparation had the capacity to motivate better academic performance by the pupils.

Most of the teachers affirmed that the management of classroom attendance registers enforced discipline in their schools. This was indicative of their capacity to appreciate the essence of the class attendance registers. It can thus be interpreted to mean that they esteemed the registers and knew that they played an important role in classroom management and more so discipline enforcement. The head teachers equally confirmed that the effective management of classroom attendance registers enforced discipline in their schools. This shows that the head teachers undertook the activity of ensuring the marking of class attendance registers by the teachers in their respective schools with the seriousness that it deserved. It was also a confirmation of the fact that the attendance registers aided the schools enforce discipline standards more so with the reduction of absenteeism and truancy cases. This can be interpreted to mean that the head teachers understood the essence of attendance registers as management tools which aided in discipline enforcement. The head teachers and teachers took a common position that the

management of classroom attendance registers and the resultant enhanced discipline standards aided the pupils to have better academic performance.

The District Quality Assurance and Standards Officer held the opinion that his office did to have the requisite capacity to ensure that the headteachers enforced the preparation of professional documents. He was of the view that the prevailing situation was motivated by lack of adequate staff to conduct and ensure the strict adherence to the standards as regards professional documents preparation. The financial constraints attributed to the failure by the Ministry of Education to appropriate enough resources to encourage mobility of the Quality Assurance and Standards staff was also considered a handicap. This was a factor which caused the office not to effectively supervise the enforcement of professional documents preparation by headteachers. The lack of transport occasioned by the department failing to have an allocated vehicle was equally cited as a factor which curtailed enforcement of professional documents preparation. Situations of understaffing forced the headteachers to partake lessons in class. This rendered them ineffective with regard to the enforcement of professional documents preparation. The vast sub-county coupled with insecurity and rough terrain caused the Quality Assurance and Standards department fail to effectively actualize its mandate. The District Quality Assurance and Standards Officer was of the opinion that in the event of the cited factors being taken care of, his office would be more effective in the discharging of its mandate.

The researcher conducted a physical evaluation of the professional documents available in the schools that he visited. He confirmed the presence of class attendance registers which were well maintained in most of the schools. The registers were reflective of good attendance levels by the pupils in the visited schools. The teachers confirmed that the registers had greatly helped contain truancy among the pupils. The researcher also confirmed the presence of schemes of work and lesson plans in most of the schools. The preparation standards were good and the general rating of the teachers' capacity in terms of schemes of work and lesson plans preparation was above average. Evidence of internal examinations progress reports for the past five years in most of the schools was confirmed. This was indicative of assertive teachers who strived to make and keep updated records.

The responses identified with works carried out by (Nzomo, et al, 2008) who was of the opinion that teacher preparation is critical to the planning of class work and it has a net effect on the pupil's academic performance. Building capacities for teachers to improve on their performance can only be actualized at the event of continuous preparation and keeping of updated professional documents. This poses a challenge to them in that they have to keep in line with the emerging trends in their subject areas and any changes in the curriculum handled in the schools.

4.6 How does the frequency of assessing pupils' notebooks by head teachers influence the academic performance of pupils in Tana North Sub-county?

Internal assessment of pupils' notebooks by headteachers in public primary school in Naivasha Central was found out to be a factor affecting pupils' performance in the KCPE examination (Kimani, 2013). The researcher established that the headteachers were greatly incapacitated on the aspect of notebooks assessments. They were overwhelmed by the sheer numbers of pupils in their schools. This caused them to fail to have time to effectively assess pupils' notebooks and neglect the critical supervisory functions. The study attributed the neglect to diminished quality of the notes provided to the pupils by teachers. The study sought to confirm whether there was a relationship between the headteachers' capacity to assess pupils' notebooks and the performance in the K.C.P.E examination in Tana North Sub-county. This was with a view of getting answers for the research question that the study sought to answer.

Table 4.15 shows the responses on frequency of assessing pupils' notebooks in school.

Table 4.15
Frequency of assessing pupils' notebooks in school

Frequency of assessing pupil' notebooks	Head teachers		Teachers	
	F	%	F	%
Weekly	6	43	30	32
Fortnightly	3	22	9	10
Monthly	2	14	39	41
Once per term	3	21	16	17
Total	14	100	94	100

The response as shown in table 4.15 shows that most (41%) of the teachers deemed the head teachers frequency of observing the pupils note books as monthly. Others had the view that they observed them on a weekly basis (32%) and a significant percentage of the teachers was of the view the frequency was fortnightly (10%) and termly (17%). The responses brought to the fore the fact that the practice of note book observation was deeply ingrained in the sub county. This was attributed to the fact that all the teachers confirmed that the exercise was dutifully carried out in their schools. It can thus be interpreted that the head teachers exercised the function effectively in the wake of carrying out their instructional supervisory roles.

Responses by the head teachers confirmed the teacher's position. Most of them were of the view that they undertook the exercise of note book assessment on a weekly basis (43%). A significant percentage of the head teachers confirmed to having under taken the exercise on termly (21%) and fortnightly (22%) basis. The responses depicted a situation whereby all the head teachers confirmed to having capacity to effectively discharge the mandate of note books assessment. This can be interpreted to mean that the head teachers dutifully undertook and exercised their functions of note books assessment in the quest to realize their instructional supervisory roles.

The descriptive statistics on the teacher's responses on the frequency of note books assessment depict a variance of 1.113, a mean of 2.44, a median of 3.00 and a mode of 3. The head teacher's responses on the hand depict a

variance of 1.231, a mean of 2.14, a median of 2.00 and a mode of 1. This aptly captures the variation with regard to the different positions taken by the head teachers and teachers. It can be interpreted to mean that different head teachers had varied time spans with regard to the frequency in which they took to assess the pupils note books.

The District Quality Assurance and Standards Officer was of the opinion that the headteachers did not undertake the function of pupils' notebooks assessment in a regular manner. He cited the failure by the Quality Assurance and Standards department owing to lack of supervisory capacity as a contributing factor. This caused the headteachers to have laxity and fail to check and assess pupils' notebooks in the requisite manner. Situations of high pupil populations attributed to few schools led to overcrowding in the available institutions. This caused the teachers and headteachers heavy strain owing to enormous work load. This was a factor equally cited by the District Quality Assurance and Standards Officer as leading to the headteachers' irregular assessment of pupil' notebooks.

The responses identified with previous studies by (Too, et al, 2012) who in a study carried out in Bureti District in Kericho County found out that the practice of pupils' notes assessment was confirmed to help motivate better performance in the public primary schools that the headteachers undertook the practice. The researcher confirmed that the highly supervised schools with regard to monitoring of pupils notes posted very good grades. The fairly supervised posted fair grades while the poorly supervised schools posted poor

grades. It effectively related the headteacher capacities to monitor and assess pupils' notebooks to their academic performance.

The researcher deduced that the practice of notebooks assessment was ingrained in the schools visited. The policy position stipulates that the head teachers dutifully undertake notebooks assessment in the wake of undertaking their instructional supervisory role. The requirement that head teachers regularly assess note books for the pupils is a mandatory provision for the sake of assuring that the pupils make good quality notes.

Table 4.16 shows responses on the capacity of the head teachers to competently assess pupils' notebooks in school.

Table 4.16
Capacity of the head teachers to competently assess pupils' notebooks in school

Capacity to competently assess pupils' notebooks	Head teachers		Teachers	
	F	%	F	%
To a great extent	1	7	10	11
To a fair extent	10	72	67	71
Not at all	3	21	17	18
Total	14	100	94	100

Most of the teachers were of the view that the head teachers' capacity to observe the pupils note books was fair (71%) as shown in table 4.17. A significant percentage of the teachers (11%) held the opinion that the head teachers had effective capacity to dutifully undertake note books assessment highly. Some however were of the view that the head teachers had very

negligible capacity (18%) to effectively carry out the function of note books assessment. This depicts a situation whereby despite the head teachers exercising the practice of note book assessment most of the teachers regarded it as not meeting the requisite standards. This may be interpreted to mean that they were not wholly comfortable with the prevailing standards as regards note book assessment in their respective schools.

The head teachers equally shared similar sentiments with the teachers. Most of them (72%) held the view that their capacity to competently assess pupils note books was fair. Only one regarded himself as being able to effectively undertake the mandate. Some of the head teachers (21%) confirmed that they had very minimal capacity to competently assess pupils note books. The prevailing situation may be attributed to instances of being overwhelmed by the administrative duties and the large classes in the public primary schools. This can be interpreted to mean that the head teacher's capacity to effectively assess pupils note books was heavily impaired.

The capacity of the headteachers to assess pupils' notebooks in Tana North Sub-county in many instances satisfied the requirements of the policy provisions guiding the instructional supervisory role of the headteachers. Most of the headteachers had actualized notebooks assessment to the requisite capacity and they fully satisfied the expectations of the policy guiding their instructional supervision. The researcher deduced that they tried to assess pupils' notebooks though in some cases, the headteacher neglected the function.

Table 4.16.1 shows a cross-tabulation between headteachers' capacity to competently assess notebooks for all the pupils in schools and pupils' performance in the KCPE examination.

Table 4.16.1
Headteachers' capacity to competently assess notebooks for all the pupils in schools and pupils' performance in the KCPE examination

Chi-Square Tests			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	56.427 ^a	2	0.001
Likelihood Ratio	45.784	2	0.001
Linear-by-Linear Association	37.481	1	0.001
N of Valid Cases	94		

a. 2 cells (33.3%) have expected count less than 5. The minimum expected count is 1.17.

Table 4.16.1 shows $\chi^2(56.427, N=94)=45.784, p<0.001$. The calculated statistic $\chi^2 = 56.427$ was found to be greater than the tabled critical value of $\chi^2 = 45.784$. It can be interpreted that, statistically, there was a relationship between assessment of notebooks and the performance of pupils in KCPE examination at $\alpha = 1.17$. The result thus depicts the essence of head teachers note book assessment as a medium to spur improved academic performance by the pupils. It can thus be interpreted to mean that in the event of headteachers assessing the pupils' notebooks regularly they may end up posting good academic performance.

Table 4.17 shows responses on impact of pupils' notebooks assessment in school on the quality of notes made by the pupils.

Table 4.17

Impact of pupils' notebooks assessment in school on the quality of notes made by the pupils

Impact of pupils' notebooks assessment on quality of notes	Headteachers		Teachers	
	F	%	F	%
To a high degree	5	36	28	30
To a fair degree	9	64	60	64
To a low degree	0	0	6	6
Total	14	100	94	100

Table 4.17 shows that most of the teachers were of the opinion that the notebooks assessment by the head teachers influenced the quality of the notes made by the pupils to a fair degree (64%). A significant percentage of the teachers held the view that the notebooks assessment contributed to the pupils making good quality notes highly (30%). The responses were reflective of a situation whereby the capacity to assess pupils notebooks directly impacted on the quality of notes made. This can be interpreted to mean that the practice of notebooks assessment had a large bearing on the quality of notes made and the overall academic performance of the pupils. The head teachers shared similar sentiments with the teachers. Most of them were of the view that regular assessment of the pupils' notebooks impacted on the quality of the notes made fairly (64%). The responses can be interpreted to mean that the head teachers appreciated their role of notebooks assessment and its impact on the pupils' capacity to make quality notes.

The responses by the headteachers and teachers brought forth in data collection exercise reflected a situation whereby the essence of notebooks assessment was realized. The researcher confirmed by way of checking pupils' notebooks and found out that they made good quality notes which may be

partly attributed to the assessment. This was an indication that the standards in the schools were positively influenced by the prevailing policy provisions and the essence of the headteachers instructional supervisory role on the aspect of notebooks assessment was met.

Table 4.18 shows the responses by teachers and head teachers on their levels of agreement on attributes regarding assessment of pupils' notebooks and its impact on pupils' academic performance. The ratings were confirmed on a lickert scale of one to five.

Table 4.18
Attributes on assessment of pupils notebooks and its impact on pupils' academic performance

		Impact of practice of note books assessment on pupil's academic performance					
		Headteachers			Teachers		
		Yes	No	Total	Yes	No	Total
The headteacher / I always assess pupils notebooks regularly	Strongly disagree	0	0	0	0	3	3
	Disagree	1	0	1	4	8	12
	Undecided	3	0	3	10	0	10
	Agree	5	0	5	53	0	53
	Strongly agree	5	0	5	16	0	16
Total		14	0	14	83	11	94
Assessment of pupils notebooks by the headteacher ensures teachers provide quality notes	Strongly disagree	0	0	0	0	5	5
	Disagree	0	0	0	2	6	8
	Undecided	1	0	1	6	0	6
	Agree	8	0	8	47	0	47
	Strongly agree	5	0	5	28	0	28
Total		14	0	14	83	11	94
Pupils make better notes owing to the supervisory role of assessment by the headteacher	Strongly disagree	0	0	0	0	5	5
	Disagree	0	0	0	4	6	10
	Undecided	1	0	1	12	0	12
	Agree	5	0	5	47	0	47
	Strongly agree	8	0	8	20	0	20
Total		14	0	14	83	11	94
Assessment of pupils' notebooks by the head teacher ensures assignments are completed	Strongly disagree	0	0	0	0	3	3
	Disagree	0	0	0	6	8	14
	Undecided	0	0	0	10	0	10
	Agree	5	0	5	43	0	43
	Strongly agree	9	0	9	24	0	24
Total		14	0	14	83	11	94
Assessment of pupils' notebooks by the head teacher forces them to revise their notebooks regularly	Strongly disagree	0	0	0	0	8	8
	Disagree	1	0	1	5	3	8
	Undecided	1	0	1	14	0	14
	Agree	7	0	7	40	0	40
	Strongly agree	5	0	5	24	0	24
Total		14	0	14	83	11	94

The responses by the teachers showed that most of them appreciated the fact that the head teachers assessed the pupils' notebooks regularly. This was an indication of the fact that the head teachers dedicated their time and evaluated the pupils' notebooks to confirm the progress made in the different subject areas. On the other hand though, a very significant percentage of the teachers had a contrary opinion. They were of the view that the head teachers did not have capacity to assess the pupils' notebooks regularly. This brought to the fore the diminished capacities on the part of the head teachers to effectively undertake the function of notebooks assessment.

The head teachers shared a similar opinion with that brought forth by the teachers. They were of the view they dutifully undertook the function of notebooks assessment regularly. Despite the position taken by most of them, a very significant percentage held a contrary view. This was an indication of impaired capacity with regard to notebooks assessment. The positions taken by the teachers and the head teachers can be attributed to the heavy workload and administrative demands that the offices of the head teachers exposed them to. This may be a factor contributing to the non-realization of effective capacity with regard to notebooks assessment. Sentiments expressed by the head teachers and teachers confirmed that regular notebooks assessment by the head teachers contributed to good academic performance by the pupils.

Most of the teachers held the view that the assessment of pupils' notebooks by the head teachers ensured that the teachers provided quality notes in class. The responses depict a situation whereby the teachers were

forced to dedicate themselves to the task of ensuring that the pupils accessed quality notes. This can be attributed to the fact that they had prior knowledge that the notebooks would eventually be assessed. The responses can thus be interpreted to mean that the teachers strived to work and deliver to the requisite standards owing to the fact that the pupils' notebooks acted as a measure of evaluating their performance in class. On the other hand, some teachers were of the view that despite regular notebooks assessment, quality notes were not provided. This may be a pointer to dereliction of duty and failure to observe the envisaged professional tenets.

The head teachers confirmed that assessment of pupils' notebooks ensured that the teachers provided them with quality notes in class. The responses were reflective of a strong conviction from the head teachers on the capacity of notebooks assessment to positively influence the teachers to provide quality notes in class. It was also a pointer to the aspect of having the pupils' notes acting as a tool of evaluation of the teachers' delivery in class. This can thus be interpreted to mean that the head teachers appreciated the capacity of the teachers to provide quality notes being enhanced by the aspect of notebooks assessment on a regular basis. Both parties shared a similar position which vindicated the assessment of notebooks as a factor influencing improved academic performance by the pupils.

The responses from most of the teachers show that pupils make better notes owing to the supervisory role of the notebooks' assessment. This thus showed that the teachers were aware of the fact that in the event of the pupils

notebooks being assessed by the head teachers they tended to make better quality notes. It can thus be interpreted to mean that the exercise of notebooks assessment heavily impacted on the pupils' capacity to make better notes. This may equally influence good revision and enhanced abilities to post good performance. A very significant proportion of the teachers held a contrary view. This showed that they disapproved the attribute that notebooks assessment influenced the pupils to make better notes. This may be linked to the entry behavior of the pupil in school and their individual capacities in terms of intellect and academic proficiency. This is because however much the teachers strived to provide quality notes, personal initiative and abilities equally play an integral role on the quality of notes made by the pupils.

The head teachers were of the view that the function of notebooks assessment played a key role in the influencing pupils to make better quality notes. This shows that the head teachers had occurrence of seeing a remarkable difference in the quality of notes made by the pupils at the advent of assessing the notebooks. It can thus be interpreted to mean that they appreciated the capacity of notebooks assessment in positively inclining the pupils towards improving on their note making capacities. All the head teachers and teachers agreed that the capacity of pupils to improve on their note making abilities positively influenced them to post good academic performance.

Most of the teachers held the view that assessment of pupils' notebooks ensured that assignments were completed in time. The responses

denote the fact that the pupils tended to work hard and complete their assignments well in the knowledge that the notebooks will be eventually assessed. Thus this can be interpreted to mean that the pupils were forced to be diligent and hardworking owing to the exercise of notebooks assessment. Some of the teachers dissented to the position. This can be attributed to the fact that despite the exercise of notebooks assessment, the pupil's individual character traits played an overriding role. This thus influenced the individual dispositions towards completing assignments in time. In the event of having lazy pupils who were not keen on their academic performance, however much the notebooks were assessed; their individual characters would still hold them from completing the assignments in time. In the same vein, weak pupils academically may equally be challenged and impaired from completing the assignments in good time.

The head teachers held the view that the assessment of the pupil's notebooks ensured that assignments were completed in time. This denotes the fact that the head teachers appreciated that their capacity to constantly assess pupils' notebooks made them complete assignments in time. This can thus be interpreted to mean that there was a direct relationship between the assessment of pupils' notebooks and their ability to improve their capacities with regard to timely assignments completion. All the head teachers and teachers confirmed that the regular assessment of pupils note books positively influenced them to perform well in the academic programmes.

Most of the teachers held the view that assessment of pupils note books by the head teachers forced them to revise their notes regularly. This confirmed the fact that when the pupils were aware that the note books would be subject to scrutiny they tended to revise regularly. The practice could be attributed to the situation of the pupils exercising caution lest they were subjected to impromptu evaluation on the contents of the note books. This could be a factor motivating continuous revision by the pupils translating well on their overall academic performance. A sizeable proportion of the teachers dissented to the attribute. This may have been occasioned by the situation of failure to improve by the pupils even after provision of good notes and regular assessment of the notes made by the pupils.

Most of the head teachers took a similar position like the one taken by the teachers. They were of the view that the assessment of pupils' notebooks forced them to revise the notes regularly. This was a pointer to them having had evidence of improved performance by the pupils which they attributed to the revision after the advent of notebooks assessment. The responses can thus be interpreted to mean that the conduct of notebooks assessment instilled the practice of revision in the pupils. A significant percentage of the head teachers held a contrary opinion. They deemed notebooks assessment as not having the capacity to force the pupils to revise their notes regularly. The position may have been attributed to the situation of pupils making notes and having them assessed and the exercise not translating into the expected good results. The head teachers and teachers shared similar sentiments on the capacity of the

sustained revision by the pupils owing to notebooks assessment influencing them to post good academic performance.

The District Quality Assurance and Standards Officer alluded to diminished capacity on the part of his office with regard to seeing to it that head teachers assess pupils' notebooks in the requisite manner. He was of the opinion that owing to shortage of officers, his office had no capacity to enforce notebooks assessment by the head teachers. This led to a situation whereby most of them did not assess the notebooks due to the fact that they were rarely supervised and visited in the schools to confirm their capacity to deliver on their mandate.

The situation in Tana North Sub-county identified with what was confirmed by (Ngaruiya, 2013) who premised that the irregular and rare visits by Quality Assurance and Standards Officers caused many head teachers in Kiambu County to seat on their laurels as regards the role of pupil's notebooks assessment. Poor assessment of notebooks by the head teachers was linked to the aspect of virtually nonexistent quality assurance and monitoring by the parent ministry. This heavily disadvantaged the pupils in that some teachers failed to provide adequate notes owing to the laxity on the function of supervision which caused the pupils to post poor performance in the KCPE examinations.

4.7 How does the provision of instructional materials by head teachers influence the academic performance of pupils in Tana North Sub-county?

Provision of teaching materials for public primary schools in the federal republic of Nigeria by Government is heavily constrained (Kwame, et al., 2009). The capacity of the school managers to assess teaching materials was constrained heavily limiting and impoverishing the pupils. Limited opportunities for community participation due to lack of ownership of programs in instructional materials provision heavily exposed the head teachers to disadvantaged positions as regards meeting the school requirements. The study sought to establish what the prevailing situation was in Tana North Sub-county with regard to the relationship between the headteachers' capacity to assure the provision of instructional materials in the public primary schools and the performance in the K.C.P.E examinations. This was with a view of getting answers to the question that the study sought to answer.

Table 4.19 Shows responses on regular access to the requisite instructional materials.

Table 4.19

Access to the requisite instructional materials

Access to instructional materials	Head teachers		Teachers	
	F	%	F	%
To a great extent	7	50	18	19
To a fair extent	7	50	72	77
Not at all	0	0	4	4
Total	14	100	94	100

Table 4.19 shows that most of the teachers (77%) deemed the capacity of their individual schools to access instructional materials regularly as fair. Some of the teachers (19%) were content with the prevailing capacity with regard to instructional materials access while some were of the view that they were not adequate at all (4%). The responses by the teachers depicted a situation of disparity with regard to materials access in the different schools. This can be interpreted to mean that the different schools had varying capacities of the available instructional materials.

The responses by the head teachers mirrored a different situation than that posited by the teachers. This was because all of them were content with the prevailing capacities in their schools even though to varying degrees. This can be interpreted to mean that they all considered their capacities to source and ensure instructional materials access for their schools as good. They thus all gave themselves a high performance approval rating. The descriptive statistics for the teachers' responses depict a variance of 0.463, a mean of 1.85, a median of 2.00 and a mode of 2 while that of the head teachers' responses depict a variance of 0.519, a mean of 1.50, a median of 1.50 and a mode of 1. This confirms the position of the head teachers with regard to having them highly approving their capacities to access instructional materials for their schools in comparison to the relatively lower rating given to them by the teachers.

The District Quality Assurance and Standards Officer rated the head teachers' capacity to ensure adequate provision of instructional materials in

their schools as poor. He was of the opinion that despite the provision of instructional materials funds, the head teachers did not procure in many cases. Many of the head teachers were not prudent in utilization of the resources provided for the purchase of instructional materials. They diverted it to other recurrent expenditures for the institutions and the Quality Assurance and Standards Officer confirmed that there were many disciplinary cases of head teachers who had misappropriated funds for instructional materials provision. Failure to record and maintain good inventories for the schools was also cited as a loophole that the head teachers exploited. This gave some unscrupulous head teachers the leeway to siphon funds from the institutions.

The researcher confirmed the presence of delivery notes for instructional materials in some of the schools that he visited. Many of the schools did not have delivery notes that were updated and well maintained. This confirmed the position taken by the District Quality Assurance and Standards Officer as regards the headteachers capacity and character on the aspect of instructional materials provision in their respective institutions.

The situation in the study area identified with previous research undertaken by (Gakure, et al, 2013) which confirmed that lack of support by stakeholders heavily weighed down on the headteachers in public primary schools. Lack of trust on the part of the local community and illusions about mismanagement of school funds heavily antagonized the school managers and put them on a wrong footing as regards their relations with the community.

Situations whereby policy statements have been made on school levies payment have equally been a source of conflict in the event of the need to have parents chip in and provide some funds for materials purchase. This are some factors which have put the headteachers of public primary schools in a disadvantaged position as regard instructional material provision in Gatanga Sub County in Murang'a County.

The head teachers are mandated by the education act to perform the function of instructional materials provision to their respective schools. They are responsible for monitoring the standards as regards the supply of the requisite provisions and they are charged with the mandate of acting as a link between the parent ministry and the school communities. The responsibility bestowed on them demands that they always monitor and forge good relations with suppliers to ensure that the schools are not starved of the requirements to assure the learners optimum teaching and learning. The findings show that most of the teachers approved the prevailing standards as exhibited by the head teachers in the quest of assuring the schools adequate supplies. The study thus deduced that most of them were up to the task required of their positions as regards fulfilling the obligations of assuring their schools adequate instructional materials provision.

Ratio of the instructional materials available in relation to the total population of the school

Most of the teachers held the view that the ratio of the instructional materials available in relation to the total population of the school was 1:4. In

some instances though, the ratio was disproportionately high with some confirming ratios of 1:8 in relation to the total population of the school. The responses depict a situation whereby there was varied distribution of the instructional materials in the schools and some schools had good ratios in comparison to the total population while others had challenges in terms of the materials access. This can be interpreted to mean that the individual schools had varied capacities in terms of resources to procure the instructional materials. In the event of even distribution of resources, may be the schools had other more pertinent needs which they considered pressing and calling for immediate attention thus investing the allocated funds in the programmes.

The researcher confirmed following the physical examination of the schools instructional materials that the textbook ratio in most of the primary schools was 1:5 for the lower primary section and 1:3 for the upper primary section. In some few schools, the ratio was 1:3 for the lower primary and 1:2 for the upper primary. This was an indication of constrained capacities in terms of instructional materials provision and it was a pointer to the failure by the head teachers to effectively undertake their mandates. This can be attributed to the fact that the allocation of funds for instructional materials provision is always pegged on the pupil population available per institution. Instances of the schools having textbooks procured by the head teachers but not in the approved lists sent to the schools by the Ministry of Education were equally confirmed by the researcher. This denoted the fact that the head teachers had some vested interests in the wake of making purchases of the

instructional materials thus their inclination to procure what was not recommended.

Table 4.20 shows responses on adequacy of the ratio of the instructional materials available in school to meet the school requirements.

Table 4.20
Adequacy of the ratio of the instructional materials available in school to meet the school requirements

Access to instructional materials	Head teachers		Teachers	
	F	%	F	%
To a high degree	1	7	9	10
To a fair degree	9	64	47	50
To a low degree	4	29	38	40
Total	14	100	94	100

Table 4.20 shows that most of the teachers (50%) considered the adequacy of the ratio of the available instructional materials fair in terms of its capacity to meet the school requirements. A very significant percentage of the teachers (40%) considered the available ratio as inadequate in terms of its ability to meet the school requirements. The proportion of the teachers (10%) who considered the ratio of instructional materials available as adequate to meet the school requirements was very low. This can be interpreted to mean that most of the teachers were not entirely comfortable with the available resources with regard instructional materials. It shows that most of the schools had serious shortcomings as pertains the availing of materials to assist the teachers dutifully undertake their instructional duties in class.

The head teachers shared similar sentiments with the teachers. Most of them (64%) considered the ratio of instructional materials available in

comparison to the total population of the schools to be fair. Others (29%) deemed it as low while very negligible percentage (7%) considered it okay. This vindicated the position taken by the teachers and it was a confirmation of the inherent shortcomings with regard to access to instructional materials in the schools. This can be interpreted to mean that despite the role of instructional materials provision, they still felt inadequate with regard to their capacity to duly exercise the function.

The District Quality Assurance and Standards Officer was of the opinion that the head teachers capacity to exercise the duty of ensuring provision of instructional materials was not undertaken as required by most of them. He cited the failure to exercise prudence on their part and genuinely procure what has been recommended by the Ministry of Education as a factor motivating his position. He was also of the opinion that the event of very few and in many cases unreliable suppliers that the schools depended on equally fueled the situation.

Table 4.21 shows the responses by teachers and head teachers on their levels of agreement on attributes regarding provision of instructional materials and its impact on pupils' academic performance. The ratings were confirmed on a lickert scale of one to five.

Table 4.21
Attributes on provision of instructional materials and its impact on pupils' academic performance

		Impact of instructional materials provision on pupil's academic performance					
		Headteachers			Teachers		
		Yes	No	Total	Yes	No	Total
Our school has adequate access to all the required instructional materials	Strongly disagree	1	0	1	14	1	15
	Disagree	3	0	3	17	0	17
	Undecided	4	0	4	7	0	7
	Agree	4	0	4	45	0	45
	Strongly agree	2	0	2	10	0	10
Total		14	0	14	93	1	94
Funds are always available to purchase all the requisite instructional materials	Strongly disagree	1	0	1	13	1	14
	Disagree	4	0	4	21	0	21
	Undecided	0	0	0	12	0	12
	Agree	9	0	9	37	0	37
	Strongly agree	0	0	0	10	0	10
Total		14	0	14	93	1	94
All the teachers have access to the required reference books in all the subjects in our school	Strongly disagree	1	0	1	10	1	11
	Disagree	0	0	0	7	0	7
	Undecided	1	0	1	8	0	8
	Agree	8	0	8	50	0	50
	Strongly agree	4	0	4	18	0	18
Total		14	0	14	93	1	94
The parents and guardians have always chipped into provide instructional materials in period of shortage in our school	Strongly disagree	5	0	5	43	1	44
	Disagree	5	0	5	15	0	15
	Undecided	2	0	2	9	0	9
	Agree	2	0	2	21	0	21
	Strongly agree	0	0	0	5	0	5
Total		14	0	14	93	1	94
Our school has benefited from well wishers in the provision of instructional materials	Strongly disagree	6	0	6	30	1	31
	Disagree	4	0	4	20	0	20
	Undecided	1	0	1	13	0	13
	Agree	3	0	3	22	0	22
	Strongly agree	0	0	0	8	0	8
Total		14	0	14	93	1	94

Most of the teachers held the opinion that their schools had adequate access to the required instructional materials. This was confirmed by virtue of most of them agreeing to the attribute. It was thus a pointer to a high level of satisfaction and appreciation of the prevailing standards of instructional materials provision. It denoted the fact that they deemed the materials provision standards as good and approved the available capacity. A very significant proportion of teachers on the other hand deemed the materials provision standards as deplorable. This was confirmed by way of the respondents dissenting to the attribute. The responses depicted a situation of skewed instructional materials access in the different public primary schools. It denoted the fact that different schools had different capacities in terms of instructional materials access. This was an indication of failure to effectively appropriate the available resources in terms of the funds for free primary education geared towards the purchase of the instructional materials. This was attributed to the fact that the allocation was always pegged on the strength of the pupil population.

The responses by most of the head teachers also showed that they did not consider their schools to have adequate instructional materials for use by their schools. This was an indication of the entrenched position of inadequacy which they accepted as regards instructional materials provision. It can thus be interpreted that they felt helpless on the aspect of instructional materials provision despite their positions giving them the mandate of ensuring adequate materials provision. This may have been a pointer to the situation of inadequate financial capacity on the part of the schools constraining them

from realizing the envisaged capacities. All the teachers and head teachers affirmed that the adequacy of materials access played a key role on the academic performance of the pupils.

Availability of funds to purchase all the requisite instructional materials came out as a challenge in most of the schools going by the responses brought forth by the teachers. A very significant number of them held the view that funds were not always available to purchase all the requisite instructional materials. Some of the teachers however considered the availability of funds to be okay. The responses depict the situation of heavily constrained capacities by the schools with regard to access to funds for the instructional materials purchase. It brings to the fore the situation of inequalities between the schools with some having good capacities of materials access while others having deplorable capacities. It can thus be interpreted to mean that the schools had varying capacities with regard to ability to prioritize the resources allocated to them and apportioning them to materials purchase.

Most of the head teachers held the view that the schools had adequate funds which were always available to purchase all the requisite instructional materials. This was a stark contrast to the position taken by most of the teachers. It denoted a situation whereby the head teachers felt inclined to the position of adequacy and good funding for the schools. This may have been attributed to the situation of seeking to project an image of competency with regard to the capacity to accomplish their mandates. A very significant

percentage of the head teachers confirmed the inadequacy of funds for instructional materials purchase in their schools. This can be interpreted to mean that the schools may be having immense funding constraints to guarantee them of adequate provision of the requisite instructional materials. A common position by the respondents across board that the availing of funds to purchase all the requisite instructional materials facilitates good academic performance by pupils was taken.

Most of the teachers affirmed that they had access to the requisite reference books in all the subjects. This was confirmation that the schools had placed a major emphasis on the availing of text books as a measure of ensuring preparedness by the individual teachers in their subject areas. This was an indication of the fact that they had adequate capacity to prepare and plan for the lessons owing to the capacity to access reference books in all the subjects. It can be interpreted to mean that the schools attached a heavy premium to the delivery of the teachers in class thus the emphasis in equipping them effectively for their lessons. Some teachers however detested the diminished capacities in their schools with regard to availing of reference books. This further confirmed the inherent disparities in the different schools and cast doubts on the capacity of the headteachers to effectively undertake their mandates of ensuring the provision of instructional materials.

Most of the head teachers held the view that the teachers in their respective schools had access to reference books in all subject areas for instructional capacities realization. This brought forth the impression of well

endowed schools with regard to provision of reference books for instructional purposes. It can be interpreted to mean that the head teachers had put in place the requisite mechanisms with regard to assuring the teachers enhanced subject area delivery capacities. It denoted the value and premium it is that the schools had placed on the teacher preparedness in the wake of pupil instruction. The responses were a measure of the head teachers vindicating their abilities to discharge the exercise of teaching and instructional materials provision in the wake of undertaking their instructional supervisory roles. The teachers and head teachers appreciated the role played by the reference books provision on the academic performance of pupils. They thus confirmed that the references book provision in their respective schools had positively impacted on the capacity of the pupils to post good grades in their examinations.

Most of the head teachers and teachers shared a common position on the ability of the guardians and parents to always chip in the quest to provide the pupils with instructional materials. They dissented to the attribute bringing to the fore the aspect of failure by parents and guardians to chip in and subsidize the instructional materials provision. Very few teachers and head teachers confirmed the ability of the parents and guardians in their schools to provide the instructional materials even in the event of shortage. This can be interpreted to mean that the parents and teachers had in many cases totally kept off from aiding the schools access instructional materials whatever the cost. This can be attributed to the practice of having the function of instructional materials provision being the duty of government through the

subsidized primary education programme. The parents and guardians may thus have had the entrenched notion that it was no longer their duty as the state was fully able to cater for the cost. The parents and guardians chipping in to subsidize the provision of instructional materials in the periods of shortage may have been those who were enlightened. They must have understood the need to assure their children with sound instructional materials provision.

All the teachers and head teachers confirmed that in the situation of parents and guardians availing instructional materials to the schools in the instances of shortfalls, the pupil's academic performance was positively affected. The responses by teachers and head teachers equally depicted a situation whereby the schools had seldom benefitted from the well wishers in the provision of instructional materials. Very few teachers and head teachers attested to their schools having had benefitted from well wishers in the provision of instructional materials. This brought to the fore the situation of a community which was heavily constrained with regard to the capacity to assist the local schools in terms of instructional materials subsidy. This can be interpreted to mean that the local community had absolved itself from the practice of facilitating the schools in terms of instructional materials provision from a humanitarian position. This may be attributed to the deeply ingrained perception that it was the function of government to provide the instructional materials. The head teachers and teachers were in agreement that the situation of having the local communities and well wishers chipping in to assist the primary schools in terms of instructional materials provision enabled the pupils to post good academic results.

The findings confirmed the position taken by (Okech, 2006) who was of the opinion that headteachers play a critical role in the ensuring of the supplies of schools' teaching material. They act as the pivot between the school, government ministry and the community at large. In the event of making requisitions for particular teaching materials, the headteacher has to diligently work in cahoots with the relevant officers in the government departments and equally get to use their own initiative at times to seek out sponsors and benefactors in the event of delayed government funds. This has always placed the headteachers in a precarious position as regards seeking the supplies of school equipment and learning materials for the pupils.

Ways to facilitate enhanced instructional supervisory capacities by headteachers

The teachers had varying suggestions as to how their headteachers can be facilitated to have enhanced instructional supervisory capacities. They suggested that they should be involved in sustained capacity building programmes by way of attending workshops and seminars. They equally had the view that stricter monitoring and supervision by the Quality Assurance and Standards department Officers would greatly help enhance their capacities. They were also of the opinion that continuous training by way of forcing them to attend management induction courses would greatly enhance their capacities and equip them for their mandate.

The headteachers had the view that greater facilitation by the Ministry of Education would help them discharge their mandates in a better manner. They were of the view that enhanced staffing capacities would free them from

undertaking classroom instruction duties and facilitate them to carry out the administrative duties more effectively. They were also of the opinion that timely disbursements of the resources appropriated for free primary education would greatly help them acquire the resources requisite for purchase of instructional materials. This would assure the schools of effective capacities to meet their obligations to the pupils.

Attending refresher programmes in the name of seminars and workshops for capacity building on current best practices as regards the headteachers instructional supervisory roles would also play a great role in facilitating enhanced capacities. They were of the view that the programmes would build their capacities. This would enlighten them on the prevailing standards as regards the envisaged instructional supervisory roles requisite of their offices.

The District Quality Assurance and Standards Officer was of the view that regular training on instructional supervision should be carried out for the headteachers. He also proposed that his office should be facilitated and equipped to ensure regular visits to the schools. This would confer the much needed guidance and advice to the headteachers. The need for regular capacity building for enhanced supervisory skills was also called for. This would assure the headteachers of capacity to evolve and change with the dictates of time.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter gives a summary of the findings, conclusions and recommendations drawn from the findings in connection with the relationship between headteachers' instructional supervisory role and pupils' performance in KCPE in Tana North Sub-county, Kenya. The objectives that guided the study were: class observations, enforcement of professional documents preparation, pupils' notebooks assessment frequency and the provision of the teaching and learning materials and their influence on the Kenya Certificate of Primary Education performance.

5.2 Summary of the study

The study sought to find out the influence of headteachers instructional supervisory roles on pupils' performance at Kenya Certificate of Primary Education in Tana North Sub County Kenya. The background of the study, presented a global outlook of the situation of instructional supervisory role as carried out by headteachers and its influence on academic performance. It narrowed down to the regional and national scene and finally gave out an impression of the prevailing situation in Tana North Sub County as pertains the performance in the KCPE examinations.

The problem at hand which was the neglect of the function of instructional supervision by headteachers was discussed in the statement of the

problem. The purpose of the study enumerated the general objective and the specific objectives were captured and research questions derived from them.

Literature review was guided by objectives of the study. A theoretical framework which entailed the symbolic interactionism theory as premised by Blummer was employed. A conceptual framework showing the interaction between the dependent and independent variables was done. A summary of the knowledge gaps showing the value of the study to the scholarly body was done.

The research methodology covered the design which in this case was descriptive. The target population was the headteachers and teachers in Tana North Sub County and the quality Assurance and Standards Officer. The stratified random was used for determining the requisite sample. Self administered questionnaires, an interview schedule and a documentary analysis guide were used for data collection. The validity and reliability of the instrument was confirmed by way of a pilot study. Primary data was collected by way of administration of questionnaires to the respondents and the interview schedule to the key informant. Secondary data was collected by way of interrogation of records pertaining the academic performance in the public primary schools and allied sources of official information. Data analysis entailed qualitative and quantitative procedures. The qualitative procedures had a focus on the content analysis while the quantitative procedures involved inferential and descriptive statistics.

The ratings conferred by teachers on the head teachers as regards their capacity to undertake classroom observation was good. Most of the teachers were of the view that the head teachers undertook class room observation on a weekly basis. Most of the teachers were of the opinion that the adequacy of the class room observation was fair.

The teachers deemed the capacity of the head teachers with regard to enforcement of professional documents preparation as good .The head teachers drew a different consideration on the same aspect with most of them believing that fair.

The frequency of assessing pupils' notebooks was deemed weekly by most of the headteachers. Most of the teachers considered it weekly. The teachers drew the consideration that the quality of notes improved owing to pupils' notebooks assessment to a fair degree.

The headteachers considered the access to instructional materials on a regular basis as high. The teachers had a varying opinion and rated it as fair. Adequacy of the instructional materials ratio meeting school requirements was rated by the headteachers as fair while the teachers had similar opinion.

5.3 Conclusions of the study

The study drew the following conclusions:

Classroom observation as an instructional supervisory function was confirmed to be an effective tool in influencing improved academic

performance by the pupils. It facilitated continuous interaction between the administration and the teachers. This was occasioned by the presence of pre and post observation conferences which entailed round table discussions by the headteachers and teachers. The study thus concluded that classroom observation had the capacity to influence mutual relations between the teachers and head teachers and occasion the pupils improved academic performance.

The study confirmed that the preparation of professional documents by the teachers was an effective medium for sustained planning and facilitation of apt delivery in class. The capacity of headteachers to enforce the preparation of professional documents instilled the aspect of organization and order in the sequence of activities carried out in the schools. The study drew a conclusion that enforcement of professional documents preparation had the capacity to instill order in the teachers' work and a sense of purpose in their delivery. This may have the net effect of improved academic performance.

The practice of pupil' notebooks assessment as an instructional supervisory role carried out by headteachers was effective in ensuring that the teachers made a follow-up on the notes issued out and assignments given to pupils. This was a factor which forced them to provide the pupils with good quality notes and see to it that the assignments were carried out in good time. This may have a positive influence on the pupils' academic performance.

Provision of instructional materials by the headteachers as an instructional supervisory role assured the primary schools of regular and equitable access of academic accessories. In the event of prudent utilization of the appropriated funds for instructional materials acquisition, the pupils are primed to a better position owing to the enhanced facilitation. This may occasion the pupils improved academic performance.

5.4 Recommendations of the study

The study made the following recommendations:-

1. The Ministry of Education should facilitate the quality assurance and standards department. This is with an aim of empowering it for better performance of its field officers to ensure that they strictly enforce the practice of classroom observation by headteachers. Enhanced capacities of the field officers facilitated by the directorate of quality assurance will ultimately ensure that the headteachers undertake the practice of classroom observation more frequently owing to the fact that the inspections in the schools will be more regular. The Ministry of Education should equally seek to appropriate more budgetary resources for the purpose of teacher recruitment. This will see to it that the staffing levels are improved and the headteachers are freed from the teaching duties. It will place them in a better position with regard to enhanced efficiency to diligently undertake classroom observation. Continuous training for the headteachers facilitated by the ministry of education by provision of capacity building programmes may also prime them to understand the essence of the internal supervision

in the schools. This may motivate them to undertake classroom observation with greater zeal and passion than the present levels.

2. The Ministry of Education should strictly enforce the practice of supervisory visits undertaken in the schools. It should strive to allocate the requisite resources for the undertaking of supervision visits. It should seek to assure the quality assurance and standards personnel capacity to be mobile. This will see to it that they undertake supervision on a more regular basis than the prevailing levels. The supervisions will ensure that the teachers conform to the requisite standards with regard to professional documents preparation. They will force them to always keep updated records and adhere to the set timelines and standards. This may have a positive effect on the pupils owing to the fact that the teachers will be more organized and will perform their duties with better defined purpose owing to having documented plans. It may impact positively on their delivery levels in class leading to improved performance by their pupils.
3. The Ministry of Education should strive to engage more personnel for the public primary schools in Tana North Sub-county. This will ensure that the headteachers are relieved of their teaching duties as opposed to the present scenario whereby many of them attend classes. This will facilitate the headteachers to dutifully undertake the exercise of pupils' notebooks assessment.

4. The local opinion leaders and the communities at large should be sensitized on the need to invest in public primary schools. This will have the ultimate effect of decongesting the existing primary schools. It will allow the headteachers to have enhanced capacities with regard to ability to undertake the exercise of notebooks assessment more diligently. It will also facilitate optimum classes with regard to the numbers of pupils' thus better supervision even with the teachers. The merging of the schools with low enrolment levels may equally assure the area of rational distribution of the teachers in all the schools. This will see to it that the ability to provide pupils with notes and assess the notes is greater enhanced than at present. It may positively influence good performance by the affected pupils.
5. The department of quality assurance and standards should strictly enforce the requisite provisions as stipulated by the Education Act. This will see to it that the headteachers exercise greater prudence in the wake of utilization of funds allocated to the schools for the acquisition of instructional materials. Incidences of headteachers caught misappropriating school funds allocated for the purchase of instructional materials should be dealt with firmly by way of prosecution in line with the laid down statutory provisions. This will ultimately act as a good deterrent and dissuade the others from engaging in such acts. It may have the positive effect of assuring the schools of regular supplies of instructional materials to the requisite standards. In the event of good supplies and enhanced capacities, the teachers and pupils will be at a better position as pertains accessing the

right environment which they can exploit and post good academic performance.

5.5 Suggestion for further studies

The study suggested that a similar study with a bigger scope like a countywide survey should be conducted to find out if the situation in Tana North Sub-county applies to the other sub-counties in Tana River County.

The study equally suggested that research should be conducted on the factors affecting effectiveness in productivity by teachers in Tana North Sub-county. This is with an aim of establishing the actual factors which contribute to the prevailing levels as regards teacher effectiveness in productivity.

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APPENDICES

APPENDIX 1: LETTER OF INTRODUCTION

University of Nairobi,
School of Education,
P.O Box 92,
Kikuyu.

The headteacher,

_____ Primary School.

Dear Sir/Madam,

RE: PARTICIPATION IN RESEARCH.

I am a Student pursuing Master of Education Degree in the above named University and currently undertaking a research to find out the Influence of Headteachers' Instructional Supervisory roles on pupils' Performance in Kenya Certificate of Primary Education in Tana North Sub-county, Kenya. Your School has been selected to participate in the study. Your views will be useful in this study.

The findings of this study will be used purely for academic purposes and the identity of the respondents will be treated in confidence.

Your cooperation and honesty will be highly appreciated.

Yours faithfully,

Abas Kunyo Guyo

(M.Ed. Student).

APPENDIX II: QUESTIONNAIRE FOR HEADTEACHERS

This questionnaire is designed to seek information on the relationship between head teacher's instructional supervisory role and pupils' performance in KCPE in Tana Sub-county, Kenya. You are kindly requested to fill in this questionnaire to the best of your knowledge. Your identity will be treated with utmost confidentiality. The information you give is only required for research purpose. Please do not write your name or any form of identification.

Put a tick (✓) where appropriate

Socio-Demographic Information

1. What is your gender ?

Male Female

2. What are your highest academic qualifications?

P1 certificate Diploma BEd MEd

Any other _____

3. How long have you worked in your current institution?

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

16-20 yrs

Any other _____

Classroom observation

4. a) How would you rate your capacity to undertake classroom observation in your school? Very good Good Fair Bad

b) Give reasons for that rating

5. How often do you undertake classroom observation in your school?

Weekly Fortnightly Monthly Once per

term

Any other

6. Would you consider the intervening period as adequate?

To a high degree To a fair degree To a low degree

7. Kindly confirm your level of agreement with the following attributes about classroom observation in your school:-

SA – Strongly Agree A – Agree U –

Undecided

DA – Disagree SDA – Strongly Disagree

	SA	A	U	DA	SDA
I always engage my teachers in pre observation conferences before classroom observation	5	4	3	2	1
The pre observation conferences enable striking a rapport between me and the teachers	5	4	3	2	1
I always ensure that the teacher is at ease during classroom observation exercises	5	4	3	2	1
I always engage the teacher in a post observation conference	5	4	3	2	1
Classroom observation has greatly aided accomplishing of my	5	4	3	2	1

instructional supervisory role

8. Does the practice of classroom observation influence the pupils' academic performance? Yes No

Preparation of professional documents

9. a) How would you rate your capacity to enforce the preparation of professional documents in your school? Very good Good Fair
Bad

1. Give reasons for that rating

10. Kindly indicate the professional documents the teachers in your school prepare?
-

11. Would you consider the professional documents preparation as meeting the requisite standards?

To a high degree To a fair degree To a low degree

12. Kindly confirm your level of agreement with the following attributes about enforcement of preparation of professional documents in your school:-

SA – Strongly Agree

A – Agree U – Undecided

DA – Disagree

SDA – Strongly Disagree

	SA	A	U	DA	SDA
I always ensure that the teachers prepare lesson plans	5	4	3	2	1
Preparation of lesson plans equips the teachers for them to adequately handle their classes	5	4	3	2	1
Schemes of work are always prepared in good time in my school	5	4	3	2	1
Progress records ensure that adequate monitoring is undertaken	5	4	3	2	1
Management of the classroom attendance register enforces discipline in the school	5	4	3	2	1

13. Does the enforcement of preparation of professional documents influence the academic performance? Yes No

Assessing Pupils Notebooks

14. How often do you assess pupils' notebooks in your school?

Weekly Fortnightly Monthly Once per term

Any other

15. Are you able to competently assess notebooks for all the pupils in your school?

To a great extent To a fair extent Not at all

16. Would you consider the assessment of pupils' notebooks as having influence on the quality of notes made by the pupils?

To a high degree To a fair degree To a low degree

17. Kindly confirm your level of agreement with the following attributes about assessment of pupils notebooks in your school:-

SA – Strongly Agree

A – Agree

U – Undecided

DA – Disagree

SDA – Strongly Disagree

	SA	A	U	DA	SDA
I always assessed the pupils notebooks regularly	5	4	3	2	1
Assessment of pupils notebooks ensures that teachers provide quality notes in class	5	4	3	2	1
Pupils make better notes owing to the supervisory role of assessment	5	4	3	2	1
Assessment of pupils notebooks ensures assignment are completed	5	4	3	2	1
Assessment of pupils notebooks forces them to revise their notebooks regularly	5	4	3	2	1

18. Does the assessment of pupils' notebooks influence their academic

performance? Yes No

Provision of instructional materials

19. Does your school have regular access to the requisite instructional materials?

To great extent To a fair extent Not at all

20. What is the ratio of the instructional materials available in relation to the total population of the school? Kindly indicate_____

21. Would you consider the ratio as adequate to meet the school requirements?

To a high degree To a fair degree To a low degree

22. Kindly confirm your level of agreement with the following attributes about provision of instructional materials in your school:-

SA – Strongly Agree A – Agree U – Undecided
 DA – Disagree SDA – Strongly Disagree

	SA	A	U	DA	SDA
My school has adequate access to all the required instructional materials	5	4	3	2	1
Funds are always available to purchase all the requisite instructional materials	5	4	3	2	1
Teachers have access to the required reference books in all the subjects	5	4	3	2	1
The parents and guardians have always chipped in to	5	4	3	2	1

provide instructional materials
in period of shortage

The school has benefited from 5 4 3 2 1
well wishers in the provision
of instructional materials

23. Does the provision of instructional materials influence the pupils'
academic performance? Yes No

24. How can you be aided to perform your instructional supervisory role in a
better manner?

Thank you for your participation

APPENDIX III: QUESTIONNAIRE FOR TEACHERS

This questionnaire is designed to seek information on the relationship between head teacher's instructional supervisory role and pupils' performance in KCPE in Tana Sub-county, Kenya. You are kindly requested to fill in this questionnaire to the best of your knowledge. Your identity will be treated with utmost confidentiality. The information you give is only required for research purpose. Please do not write your name or any form of identification.

Put a tick (√) where appropriate.

Socio-Demographics information

1. What is your gender?

Male Female

2. What are your highest academic qualifications?

P1 certificate Diploma BEd MEd

Any other _____

3. How long have you worked in your current institution?

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

16-20 yrs

Any other _____

Classroom observation

4. a) How would you rate your headteachers capacity to undertake classroom observation in your school? Very good Good

Fair Bad

c) Give reasons for that rating

1. How often does your headteacher undertake classroom observation in your school?

Weekly Fortnightly Monthly

Once per term

Any other

2. Would you consider the intervening period as adequate?

To a high degree To a fair degree To a low degree

3. Kindly confirm your level of agreement with the following attributes about classroom observation in your school:-

SA – Strongly Agree

A – Agree

U – Undecided

DA – Disagree

SDA – Strongly Disagree

	SA	A	U	DA	SDA
Our headteacher always engages teachers in pre observation conferences before classroom observation	5	4	3	2	1
The pre observation conferences enable striking a rapport between the headteacher and the teachers	5	4	3	2	1
The headteacher always ensure that the teacher is at ease during classroom observation exercises	5	4	3	2	1

SA – Strongly Agree

A – Agree

U – Undecided

DA – Disagree

SDA – Strongly Disagree

	SA	A	U	DA	SDA
Our headteacher always ensures that	5	4	3	2	1
the teachers prepare lesson plans					
Preparation of lesson plans in our	5	4	3	2	1
school equips the teachers for them to					
adequately handle their classes					
Schemes of work are always prepared	5	4	3	2	1
in good time in our school					
Progress records ensure that adequate	5	4	3	2	1
monitoring is undertaken in our					
school					
Management of the classroom	5	4	3	2	1
attendance register enforces discipline					
in the school					

14. Does the enforcement of preparation of professional documents influence the academic performance? Yes No

Assessing Pupils Notebooks

15. How often does your headteacher assess pupils' notebooks in your school?

Weekly Fortnightly Monthly Once per term

Any other

16. Is he able to competently assess notebooks for all the pupils in your school?

To a great extent To a fair extent Not at all

17. Would you consider the assessment of pupil's notebooks in your school as having influence on the quality of notes made by the pupils?

To a high degree To a fair degree To a low degree

18. Kindly confirm your level of agreement with the following attributes about assessment of pupils notebooks in your school:-

SA – Strongly Agree A – Agree U – Undecided

DA – Disagree SDA – Strongly Disagree

	SA	A	U	DA	SDA
The headteacher always assess the pupils notebooks regularly	5	4	3	2	1
Assessment of pupils notebooks by the headteacher ensures that teachers provide quality notes in class	5	4	3	2	1
Pupils make better notes owing to the supervisory role of assessment by the headteacher	5	4	3	2	1
Assessment of pupils notebooks by the headteacher ensures assignment are	5	4	3	2	1

completed

Assessment of pupils 5 4 3 2 1

notebooks by the headteacher

forces them to revise their

notebooks regularly

19. Does the assessment of pupils' notebooks influence their academic performance? Yes No

Provision of instructional materials

20. Does your school have regular access to the requisite instructional materials?

To great extent To a fair extent Not at all

21. What is the ratio of the instructional materials available in relation to the total population of the school? Kindly indicate _____

22. Would you consider the ratio as adequate to meet the school requirements?
To a high degree To a fair degree To a low degree

23. Kindly confirm your level of agreement with the following attributes about provision of instructional materials in your school:-

SA – Strongly Agree A – Agree U – Undecided

DA – Disagree SDA – Strongly Disagree

	SA	A	U	DA	SDA
Our school has adequate access to all the required instructional materials	5	4	3	2	1
Funds are always available to purchase all the requisite instructional materials	5	4	3	2	1
All the teachers have access to the required reference books in all the subjects in our school	5	4	3	2	1
The parents and guardians have always chipped in to provide instructional materials in period of shortage in our school	5	4	3	2	1
Our school has benefited from well wishers in the provision of instructional materials	5	4	3	2	1

24. Does the provision of instructional materials influence the pupils' academic performance? Yes No

25. How can your headteacher be aided to perform your instructional supervisory role in a better manner?

Thank you for your Participation

**APPENDIX IV: SAMPLE INTERVIEW SCHEDULE FOR THE
DISTRICT QUALITY ASSURANCE AND STANDARDS OFFICER**

The interview seeks to get your views and opinions as regards the headteachers instructional supervisory role and its influence on pupil's performance in the KCPE examination. You have been considered a key informant in the study owing to your continuous interaction with the quality assurance programmes in the sub county part of which is the headteachers instructional supervisory role. Your participation will surely impact heavily on the success of the study.

1. How long have you served as the district quality assurance and standards officer?
2. Does your office monitor and assess the headteachers serving within your area?
3. Do they undertake their instructional supervisory role as they ought to?
4. How would you rate their capacity to undertake classroom observation in their schools?
5. Do they engage in the practice regularly?
6. Does your office have capacity to ensure that the headteachers enforce the preparation of professional documents?
7. Do the teachers in your area undertake the practice of professional document preparation efficiently?
8. Does your office have capacity to see to it that the headteacher assess pupils notebooks?
9. Do the headteachers undertake the function of notebooks assessment regularly?

10. How would you rate the provision of instructional materials in the schools in your area?
11. Do the headteachers undertake their role of ensuring provision of instructional materials in the schools?
12. What challenges do they face in the wake of ensuring provision of instructional materials?
13. How can the headteachers in your area be better equipped to undertake their instructional supervisory role?

APPENDIX V: DOCUMENTARY ANALYSIS GUIDE

1. Interrogate the class attendance registers in the schools to be visited. ✓
2. Check the pupils' progress report for the last five years. ✓
3. Confirm the presence of schemes of work for the teachers. ✓
4. Look at the teachers' lesson plans. ✓
5. Confirm for the presence of delivery notes for the school instructional materials. ✓
6. Look at the academic performance records in KCPE for the individual schools for the past five years. ✓

APPENDIX VII: LETTER OF AUTHORISATION



NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471,
2241349, 310571, 2219420
Fax: +254-20-318245, 318249
Email: secretary@nacosti.go.ke
Website: www.nacosti.go.ke
When replying please quote

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

Ref: No.

Date:

12th June, 2014

NACOSTI/P/14/0114/2030

Abas Kunyo Guyo
University of Nairobi
P.O.Box 30197-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *“Influence of Headteachers instructional supervisory roles on pupils performance in Kenya Certificate of Primary Education in Tana North Sub-County, Kenya.”* I am pleased to inform you that you have been authorized to undertake research in **Tanariver County** for a period ending **31st December, 2014.**

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

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


SAID HUSSEIN
FOR: SECRETARY/CEO

Copy to:

The County Commissioner
The County Director of Education
Tanariver County.



National Commission for Science, Technology and Innovation is ISO 9001:2008 Certified