

**INFLUENCE OF HEAD TEACHERS' INSTRUCTIONAL SUPERVISION
PRACTICES ON PUPILS' PERFORMANCE IN KENYA CERTIFICATE OF
PRIMARY EDUCATION PERFORMANCE IN NGONG SUB-COUNTY, KENYA**

Misigah Sarah Akoth

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

University of Nairobi

2015

DECLARATION

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

Misigah Sarah Akoth

E55/67727/2013

This research project has been submitted for examination with our approval as the university supervisors.

Dr. Ursulla Okoth

Senior Lecturer

Department of Educational Administration and Planning

University of Nairobi

Dr. Mari Nelson

Lecturer

Department of Educational Administration and Planning

University of Nairobi

DEDICATION

I dedicate this document to my husband Javan Omondi for the support he has accorded me and my lovely triplets Joy Amor, Jarden Aijah and Girna Akwe. Thank you for your love patience understanding and encouragement whilst I denied you the attention needed while pursuing this course. I further dedicate this to my mother Gertrude Misiga and to my father Charles Misiga for their constant encouragement in my endeavours.

ACKNOWLEDGEMENT

I acknowledge the great assistance of my supervisors Dr. Ursulla Okoth and Dr. Mari Nelson for guiding me through this project and without whom the construction, submission and approval of this document would not have been possible. I also wish to express my gratitude to all lecturers, colleagues and friends at the University of Nairobi for having accorded me all the professional assistance towards my research project. My sincerest gratitude goes to teachers and head teachers at Ngong Sub County who were the respondents in this study. I also sincerely thank Javan Omondi, Joy Amor, Jarden Aijah and Girna Akwe for the great moral support they have given me all through. Above all I thank the Almighty God for all these.

TABLE OF CONTENT

Content	Page
Title page.....	i
Declaration	ii
Dedication	iii
Acknowledgement	iv
Table of Content	v
List of Tables	ix
List of Figures.....	x
Abbreviations and Acronyms	xi
Abstract	xii

CHAPTER ONE

INTRODUCTION

1.1 Background to the study.....	1
1.2 Statement of the problem.....	5
1.3 Purpose of the study	6
1.4 Objectives of the study	6
1.5 Research questions	6
1.6 Significance of the study	7
1.7 Limitations of the study.....	8
1.8 Delimitations of the study	8

1.9 Basic assumptions of the study.....	8
1.10 Definition of significant terms.....	9
1.11 Organization of the study	10

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction.....	11
2.2 Instructional supervision practices and pupils’ academic performance.....	11
2.3 Head teachers’ class room visits and pupils’ academic performance.....	15
2.4 Professional records checks and pupils’ academic performance.....	18
2.5 Head teachers post conference discussions and pupils’ academic performance	21
2.6 Head teacher supervision on syllabus coverage and pupils’ academic performance..	23
2.7 Summary of literature review	27
2.8 Theoretical framework	28
2.9 Conceptual framework	29

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction.....	30
3.2 Research design	30
3.3 Target population	31
3.4 Sample size and sampling procedure	31
3.5 Research instrument	33
3.6 Validity of the instruments	34

3.7 Reliability of the instrument	34
3.8 Data collection procedures	36
3.9 Data analysis techniques.....	36
3.10 Ethical considerations.....	37

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction.....	38
4.2 Response rate	38
4.3 Demographic information	39
4.4 Effects of head teachers’ class room visits	42
4.5 Professional records checks	49
4.6 Post conference discussions.....	51
4.7 Syllabus coverage	56

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction.....	61
5.2 Summary of the study	61
5.3 Conclusion	65
5.4 Recommendations of the study.....	66
5.5 Suggestions for further study.....	67
REFERENCES	68

APPENDICES

Appendix i: Introductory letter	74
Appendix ii: Head teachers' interview guide	75
Appendix iii: Teachers' questionnaires	76
Appendix iv: Research permit	80
Appendix v: Research authorization letter	81

LIST OF TABLES

Content	Page
Table 1.1: Kajiado Sub Counties KCPE performance.....	4
Table 3.1: Target population and sample size.....	32
Table 4.1: Response rate	38
Table 4.2 Teachers/Head teachers gender.....	39
Table 4.3: Rate of scrutinization of professional records by head teachers	49
Table 4.4: Rating head teachers' check on professional documents	50
Table 4.5: Rate of holding meetings by head teachers.....	52
Table 4.6: Meetings held by head teachers after exams.....	53
Table 4.7: Head teachers' cooperation in matters of performance	53
Table 4.8: Meetings held to discuss progress	54
Table 4.9: Positive impact for the completion of syllabus	57
Table 4.10: Level of agreement on various statements.....	59

LIST OF FIGURES

Content	Page
Figure 2.1: Conceptual framework.....	29
Figure 4.1: Category of your school	40
Figure 4.2: Work experience	41
Figure 4.3: Level of education.....	42
Figure 4.4: Rate of classroom supervision by head teachers	43
Figure 4.5: Teachers' readiness for supervision	44
Figure 4.6: Holding briefs between teachers and head teachers.....	45
Figure 4.7: Discussion with head teachers on teaching methodologies.....	46
Figure 4.8: Teachers consulting head teachers	47
Figure 4.9: Head teachers' supervision influence.....	48
Figure 4.10: Time of syllabus completion.....	57

ABBREVIATIONS AND ACRONYMS

ESQAC	Education Standards and Quality Assurance Council
GOK	Government of Kenya
INSET	In – service training
KCPE	Kenya Certificate of primary Education
KESI	Kenya Education Staff Institute
KIE	Kenya institute of Education
MoE	Ministry of Education
MOEST	Ministry of Education Science and Technology
QASO	Quality Assurance and Standards Officer
ROK	Republic of Kenya
SPSS	Statistical Packages for Social Sciences
TAC	Teachers Advisory Centre
UNDP	United Nations Development Program
UNESCO	United Nations Educational Scientific and Cultural Organization
USA	United States of America
ZQASO	Zonal Quality Assurance and Standards Officers

ABSTRACT

Effective supervision and inspection is vital if the government is to achieve its objective of providing quality basic education that is relevant to its development goals. The purpose of the study was to investigate the influence of head teacher's instructional supervision on KCPE performance in public primary schools Ngong Sub County, Kajiado County, Kenya. The study was guided by four specific objectives which were a) to assess the extent to which head teachers class room visits influence pupil's performance in KCPE. b) to establish the extent to which professional records checks by the head teacher influence pupil's performance in KCPE. c) to examine the extent to which head teachers post conference discussions influence pupil's performance in KCPE; and d) to determine the extent to which head teacher supervision on syllabus coverage influences pupil's performance in KCPE. The study adopted descriptive survey design method to collect information. The study focused on the target population of 7 head teachers and 41 upper primary school teachers (class six, seven and eight) from the seven public primary schools performing poorly in Ngong Sub County. Sampling was done by listing the names of all the teachers and the head teachers in alphabetical order. They were then selected purposively as key players in the study. This study utilized a questionnaire and an interview guide to collect primary data as used in various previous research projects. Data collected was purely quantitative and qualitative and it was analyzed by descriptive analysis and content analysis. The descriptive statistical tools helped in describing the data and determining the extent used. Data analysis used SPSS and Microsoft excels to generate quantitative reports through tabulations, percentages, and measures of central tendency. Tables were used to present responses and facilitate comparison. Tabulation for each questionnaire depending on the responses of the study units was made. This study concluded that instructional supervision is a combination of process, procedures and conditions designed to advance the work effectiveness of individuals and groups. It was deemed to oversee smooth learning process. Instructional supervision stimulates teachers to improve instruction, revise and maintain instructions and methods of teaching. The study recommended that head teachers should involve teachers in their instructional supervision which would enhance participation and hence better academic performance thus promoting good relation between head teachers and teachers. Based on the findings of the study, it was suggested that a study on teachers' perception of instruction supervision and their job performance should be conducted. Instruction supervision should be friendly and not fault findings. Teachers should ask for it and not be forced for better performance.

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

Education is a very important human activity (Kosembei, 2006). It helps any society fashion and model individuals to function well in their environment. The World Bank, the United Nations Educational Scientific and Cultural Organization (UNESCO) and the United Nations Development Program (UNDP) are bodies that have invested in education especially in developing countries and identified education as an important tool in economic development, poverty and inequality eradication (World Bank, 2007).

Supervision of schools is a worldwide phenomenon with each country having its own policy on how supervision is conducted. It is seen as a positive democratic action aimed at not only improvement of classroom instruction but also creating a harmonious environment through continued growth of all concerned; the child, the teacher, the supervisor, the parent and the administration (Goldhammer, 2008).

Today's instructional supervisory practices are borrowed from the earlier American education system in which schooling was in the hands of local authorities. Supervision was handled by laymen who included the clergy, school wardens, trustees, selectmen and citizen committees. The supervisory practices were concerned with management of schools and the fulfillment of the

prescribed curricular needs rather than the improvement of teaching and learning process. It was referred to as inspection due to its autocratic nature (Okumbe, 1998).

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

Inspection in Africa is as old as Western education in Africa. Through inefficiency in instructional supervision much learning time is lost in many African education systems. 25% or more of school days may be lost each year in poorly managed schools (Lewin, 2007).

In Uganda the Phelps Stokes Commission of 1924 established the Department of Education in 1925. The department had responsibility of developing the syllabus and supervises how it was being followed in schools. Uganda Education Act of 1970 gave inspectors legitimate powers to visit a school for inspection at any time. The head teacher must be informed of the inspectors intended visit and its purpose (Ngelu, 2007).

Moswela (2008) carried out a study on evaluations of instructional supervision in Botswana secondary schools to determine how instructional

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

Makotsi (2003) asserted that an increasing number of countries attempted to reform supervision not because of political damage, but because of its ineffectiveness. Effective supervision is a key to monitoring and improving quality of education (Abagi, 2007).

In Kenya the history of supervision can be viewed from two points of view; pre and post-independence. In pre-independence period several commissions were set up by the colonial government to look into the issue of supervision in education. Departments of Education were established in 1909 (Mutua, 1990). Post-independence era the government set up commissions and Task Forces to look into educational issues in Kenya.

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

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

The KCPE performance in Ngong Sub County has been below average, the researcher want to use the results from 2011 to 2013 to explore if the instructional supervision practices by head teachers could be the course of this trend of dismal performance. This evidence from the mean scores that the Sub County recorded as shown in Table 1.1 in comparison with neighbouring Sub Counties in Kajiado County. The table shows that in the three consecutive years Ngong Sub County had the lowest mean scores in the County. This is an issue of concern since poor academic performance is an indicator of a serious impediment.

Table 1.1 Kajiado Sub Counties KCPE performance in the years 2011 to 2013

Sub counties	2011	2012	2013
Central	267.54	261.33	259.15
Loitokitok	247.25	243.33	246.49
Magadi	260.19	255.69	258.9
Mashuru	256.36	250.71	255.55
Namanga	246.24	250.53	249.33
Ngong	240.62	243.12	233.62

Source: (County Education Offices Kajiado, 2014)

Ngong Sub County falls below the average score of 250 marks. This means that very few pupils are eligible for good schools admission in the Sub-County. Poor pupils' performance in the KCPE in public primary school in Ngong Sub County is of alarming concern. This study therefore seeks to establish why Ngong Sub County has not been performing well for the past five years preceding the study.

1.2 Statement of the problem

Effective supervision and inspection is vital if the government is to achieve its objective of providing quality basic education that is relevant to its development goals (Muoka, 2007). For any system to function effectively and achieve its objective, supervision is a vital role to success. If the head teachers are not keen on instructional supervision, it provides a venue for poor academic standards, but effectively carried out instructional supervision boosts the teachers' professional performance, thus improving students' academic performance (Gay, 2006).

Primary schools in Ngong Sub County in the newly formed Kajiado County have been performing poorly in K.C.P.E. It was important to carry out studies to find out if the cause of poor performance was as a result of loopholes in instructional supervision.

This study therefore sought to establish why Ngong Sub-County had not been performing well for the past five years preceding the study. The question

therefore was, are the head teachers supervisory practices the cause of the poor performance in KCPE in Ngong Sub-County, Kajiado County?

1.3 Purpose of the study

The purpose of the study was to investigate the influence of head teachers' instructional supervision on KCPE performance in public primary schools Ngong Sub County, Kajiado County, Kenya

1.4 Objectives of the study

This study was guided by the following objectives;

- i. To assess the extent to which head teachers' class room visits influence pupils' performance in KCPE.
- ii. To establish the extent to which professional records checks by the head teacher influence pupils' performance in KCPE.
- iii. To examine the extent to which head teachers' post conference discussions influence pupils' performance in KCPE.
- iv. To determine the extent to which head teacher supervision on syllabus coverage influences pupils' performance in KCPE.

1.5 Research questions

This study was guided by the following research questions;

- i. To what extent did the head teachers' class room visits influenced pupils' performance in KCPE?

- ii. To what extent did the head teachers' checking on the professional records influenced pupils' performance in KCPE?
- iii. To what extent did head teachers' post conference discussions influenced pupils' performance in KCPE?
- iv. To what extent did head teacher supervision on syllabus coverage influenced pupils' performance in KCPE?

1.6 Significance of the study

The findings of this study will be used by head teachers to put in place the best instructional supervisory strategies and practices in their schools. The findings of this study will also be used by head teachers to put in place internal supervisory strategies in their schools. The findings may assist the Ministry Of Education to design in service training courses aimed at developing capacity of Quality Assurance and Standards Officer to enable them assist head teachers in supervision.

The findings may also be of use to the Kenya Education Management Institute, to formulate teacher education programmes. Lastly, these findings may be of value to practicing teachers as it would add to the body of knowledge in educational management.

1.7 Limitations of the study

This study was influenced by the following limitations which were beyond the control of the researcher. Since performance is the assumed measure of instructional supervision practices, the researcher was not in a position to control other variables that may influence performance. The study depends on the co-operation of the respondents. To ensure that it never affected the study the researcher appealed to them to be frank with an assurance that their responses would be treated confidentially and would only be used for the purpose of the study.

1.8 Delimitations of the study

The study was carried out in Ngong Sub County - Kajiado County. Ngong Sub County enjoys both a rural and urban setting. The research therefore would have the advantage of capturing data that is broad based taking into account the two opposites of rural and urban. The study was also limited to the head teachers and teachers only.

1.9 Basic assumptions of the study

This research proposal was thus based on the following assumptions:

- i) Head teachers conduct instructional supervision practices in their respective schools in Ngong Sub County.
- ii) Teachers included in the study are conversant with what goes on in the school

with regard to head teacher's instructional supervision practices and are therefore in a position to adequately respond to the items in the questionnaire.

1.10 Definition of significant terms

The most significant concepts relating to this study and which needed to be defined and explained were as follows:-

Classroom visits this is the extent to which the head teacher does frequent classroom visits to check on the teaching progress and whether all the teachers are attending classes as expected.

Head of department's involvement refers to the extent to which the head teacher uses partnership leadership in instructional supervision.

Influence refers to the capacity to have an effect on the character, development, or behaviour of someone or something, or the effect itself.

Instructional supervision practices refer to all the activities that are undertaken to help maintain and improve curriculum delivery in the classroom.

Performance refers to the extent to which a student, teacher or institution has achieved their educational goals as recorded.

Post conference discussions refer to the dissemination of information learned during conferences either organized by the MOE or other stakeholders in the education sector.

Professional records checks refer to official documents that a teacher must have to carry out teaching the include attendance register, records of work, schemes of

work, lesson plan and teaching notes.

Provision and management of resource refers to the acquisition, allocation, maintenance and improvement of material and physical resources by head teacher in their respects.

Syllabus coverage refers to everything that will be covered in a class

1.11 Organization of the study

This study is organized in five chapters. Chapter one deals with the background of the study, statement of the problem, purpose of the study, objectives of the study, research questions, and significance of the study, limitations of the study and delimitation of the study, basic assumption of the study, definition of significance term and organization of the study.

Chapter two is comprised of literature review and deals with introduction, the concept of instructional supervision practices, theoretical framework, summary of the reviewed literature and conceptual framework. Chapter three describes the research methodology. It includes introduction, research design, target population, sample and sampling procedures, data collection procedures, data analysis techniques and ethical consideration. Chapter four presents data analysis presentation and interpretation. Chapter five consists of the summary of the findings, conclusion and recommendation and suggestions for further research.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This section reviews the influence of head teachers' instructional practices on KCPE Performance in Public Primary Schools Ngong Sub County, Kajiado County. The review focuses on head teachers' checks on professional records, classroom visits, post conference discussions and Head of department's involvement effects on KCPE performance. The section also covers the summary of the literature review, the theoretical framework and conceptual framework.

2.2 Instructional supervision practices and pupils' academic performance

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

Today's instructional supervisory practices are borrowed from the earlier American education system in which schooling was in the hands of local authorities. Supervision was handled by laymen who included the clergy, school wardens, trustees, selectmen and citizen committees. The supervisory practices were concerned with management of schools and the fulfillment of the prescribed curricular needs rather than the improvement of teaching and

learning process. It was referred to as inspection due to its autocratic nature (Okumbe, 1998).

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

The findings of Ngaroga (2006) states that a school head has a responsibility of availing the necessary equipment and teaching materials required by teachers and learners. This is in agreement with the administrative functions brought out by Campbell and Neil (1983) who state the supervisor's duties as discerning and influencing the development or goals and policies for the school, stimulating and directing the development of goals and policies for school, among other duties. From the above discussion it is evident that a head teacher who is the supervisor must have the ability to perceive desirable objectives and help others contribute to the success of these objectives.

A study carried by Annunziata (1997) in Papua New Guinea on how supervision influenced the quality of teaching indicated that supervision of education had impacted on teaching. Out of the lessons inspected, only two out of the 131 seen were unsatisfactory, while the rest were very good. This study however only

focused on classroom teaching but she did not mention how supervision influenced end of level examination.

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

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

Olembo, Wanga and Karagu (1992) define supervision as that dimension or phase of educational administration which is concerned in improving effectiveness. Supervision in education is regarded as a service to teachers and learners both as individuals and groups. It is regarded as a means of offering specialized help in improving instructions. According to Ogumsanji (1983), the ultimate aim of supervision is improving of instructions for providing better education.

Supervision is a way of stimulating, improving, refreshing, encouraging and overseeing certain groups with a hope of seeking their cooperation. Such practices are aimed at assisting supervisors in becoming successful in performing their supervisory tasks.

Olembo (1982) identified the major functions of a supervisor as working closely with the teachers to establish problems and needs of students, building strong group morale and securing effective teamwork among teachers. This depicts the head teacher as a team builder, guide, counselor and one who must be humane.

Okumbe (1987) in his research on effectiveness of supervision and inspection highlighted head teachers role to include classroom observation, holding conferences with teachers, developing syllabi, curriculum guidance, and purposeful units of instruction and lesson plans. Muoka (2007) asserts that as a function of head teachers, instructional supervision owes its importance to the achievement of educational goals by operation, starting with the setting of goals, achieving those goals, implementation and evaluation.

A head teacher must be able to link the management with the teachers, through guidance, encouragement, motivation, communication and follow up. They should therefore possess the pre requisite skills needed for this purpose. The Koech Report (1999) pointed out that it is the head teachers and their skills that

set the benchmark, direction, tone and tempo, for the schools learning climate and level of teachers professionalism, (Republic of Kenya, 2004).

However a study carried out by Okumbe (1987) observed that Kenyan primary school supervisors lacked skills and techniques to contribute to adequate performance hence a serious drawback in educational achievement. Studies by Thiongo (2000), Karagu (1982), and Okumbe (1987) revealed problems experienced by head teachers as increased responsibility, change of educational policies, and inadequate professional development to handle supervision. They all recommended training of supervisors. It is therefore important to examine the head teacher's characteristics in relation to supervision to determine if they affect performance.

2.3 Head teachers' class room visits and pupils' academic performance

Head teachers ensure quality by regularly visiting classrooms to observe lessons. They should also allow other teachers to observe them teach. Observed lessons should be properly analyzed, for little purpose is served if, after a lesson, and observer simply exudes goodwill, mumbles vaguely, or appear to be uncertain as to why they are there or as to what they should talk about. Methods of classroom observation should suit its purpose.

Wragg (1995) states that many common approaches to classroom observation lie in the earlier part of the 20th century. He says there were examples of systematic

approaches even before this time and some of the best known teachers in history wrote down analyses of their own teaching practices As a supervisor, head teachers should be objective on lesson observations by giving immediate and fair feedback to the teachers assessed, to enable them improve on their delivery methods (Moraa, 2010).

According to Kimeu (2010) the head teacher should visit the classroom frequently to encourage teachers. One way to help teachers improve instruction is through clinical supervision. Eshwani (1993) attributes poor pupil performance in public schools to armchair. Head teachers who do not know what goes on classroom. Ineffective instructional leadership leads to delinquent behavior among some pupils and their subsequent failure in the national examinations.

Effective instructional supervision has a direct impact on performance of teachers and students. In the school this efficiency can be achieved through providing teachers with clear performance expectations, fair and consistent feedback and career development, this should be within a context of an environment or culture where communication, innovation and professionalism are encouraged and natured.

School goals and objectives may not be achieved if the head teacher does all the work alone.Olembo (1992) commenting on consultation, puts forward that in

order for teachers to learn they must become involved and they must come to grips with their own problems as they perceive them. Supervisors must help their supervisees to define problems, structure solutions and utilize available resources. Njagi (1981) observed that teachers viewed the climate of the school to be either good or bad based on their perception of prevalent attitudes and psychological qualities of their head teachers and their relationship especially with the head teacher. Thiongo (2001) observed that teachers' views on supervision may differ from school to school because of the various ways head teachers performed their supervisory roles.

Karagu (1982) through his study on perception of teachers on head teachers supervisory role in Thika and Nairobi; found out that teachers perceived effective head teachers as persons who are hardworking, have accurate knowledge of what went on in the schools and were interested in teachers as individuals. They were also approachable, kind, considerate and willing to take advantage of teacher's special skills as well as giving them a share in decision making in the schools.

Gachoya (2008) observed that through this visit the supervisor can have an insight into quality benchmarks and performance. Supervision of instruction through classroom visits includes, walk-throughs, informal classrooms observations.

2.4 Professional records checks and pupils' academic performance

Williams (2003) asserts by stating that there is a significant impact of checking of students notes on students' academic performance in English language in secondary schools in New York City. Firestone and Rienl (2008) had a different view that checking of students' notes does not produce a direct effect on students' performance. They argued that checking of students' record of work is a mediating influence on teachers, instructional community and school organization that leads to high performances.

Kimeu (2010) asserts that overall high performance would be realized in schools if head teachers carry out their instructional supervision role. Among this should be included checking of learners' books to ascertain that lesson notes are taken and checking is done by subject teachers', assignment given are marked and corrected, and class attendance by the teacher is evident. The head teacher should regularly and randomly interact with pupils and call for their exercise books to ascertain that they are regularly given tasks by their subject teachers and their books are checked, marked and corrected.

Pupils-involved classroom assessments help get the pupils engaged in their own learning targets so that they are able to keep track of their achievements. Each pupil is involved in the assessment process, pupil-involved in record keeping and pupil is involved in communication process (Stiggins, 2004). Black and William (2008) observe that research classroom assessments that provide accurate,

descriptive feedback to pupils and involve them in the assessment process can improve learning. Classroom assessment that involves pupils in the process and focuses on increasing learning can motivate rather than merely measure pupils' performance. At the same time, both the teacher and pupil use classroom assessment information to modify teaching and learning activities.

Tim (2010) describes how assessment helps a teacher. A teacher is able to identify pupils' achievement, pupils' needs, weaknesses, and strengths. A teacher can carry out assessment either informally or formally. Informal assessment involves listening to pupil's explanations, demonstration or questioning pupils deliberately, while formal assessment is timed, marked and invigilated by external person.

According to Indimuli (2009) evaluation is a process of determining the extent to which the stated educational objectives are being achieved. Evaluation is done in order to: identify the knowledge, skills and attitudes that pupils have acquired, to find out weaknesses and strengths of teaching strategies and learning resources used, motivate pupils as they prepare for a test or examination; to help pupils to know their progress in specific areas, and to provide a basis for promoting pupils from one level to another (Helsby, 2007).

Pupils' exercise books and lesson notes reflect the work load covered in class by teachers. It is the head teacher's role to regularly inspect on the pupil's exercise book/lesson notes to ensure that the school syllabus is covered appropriately and

assignments are marked. In a study conducted by Alimi (2012) on the impact of instructional supervision on students' academic performance in senior secondary schools in Ondo State, Nigeria, it was found that there is a significant impact on checking pupils' notes on academic performance in English language.

The findings agreed with Hallinger and Heck in (1998) findings that there is a significant impact in checking of students notes on academic performance in English language in United States elementary schools. Williams (2003) asserts that there is a significant impact of checking of students' notes on students' academic performance in English language in secondary schools in New York City. Firestone and Rienl (2008) had a different view that checking of students' notes does not produce a direct effect on students' performance. They argued that checking of students' record of work is a mediating influence on teachers.

Another study by Omondi (2006) to examine the role of performance of female head teachers in public primary schools in Bondo District revealed that (71.3%) performed well in supervision including checking of documents. (87.5%) were also rated very good on motivation of teachers.

2.5 Head teachers post conference discussions and pupils' academic performance

Staff meetings or staff conferences as stated by Derek (1994), are gatherings of all or part of the staff to discuss curriculum matters, the organizing of special events, and emergencies e.g. a discipline problem, a new directive from the education committee and so on. During these conferences, the head teacher is expected to give a report of his or her findings about academic and other issues about the school. Teachers on the other hand get a lot of information as they give their input to the agenda of the meetings. They also assist in strategizing and paving the way forward to improve the school even more (Gay, 2006).

According to Stiggins (2007), there are two kinds of assessment during instruction: assessment for and assessment of learning. Assessment for learning involves use of homework assignments, quizzes, and self-assessment drafts. This kind of assessment is child centered and gives the learner an opportunity to find information about areas of strengths and areas of further learning. Assessment of learning is a periodical assessment like midterms and final examinations which are teacher centered and judgmental for they are meant to inform the final grade of the learner.

Stiggins (2007) further describes four fundamental questions that teachers need to address whenever they plan for what they call accurate assessment and effective

use which include the purpose of assessment, the learning target, the assessment methods and the ways of reporting the results.

Ballard and Johnson (2004) in their educational research on mathematics assessment, confirmed that frequent quizzes do yield benefits. They compared test results of students who were exposed to quizzes with a control group who experience no quizzes. They found significantly higher scores for students who experienced quizzes and concluded that frequent quizzing influences learning performance. The mean scores for these students were significantly higher than for students in the control group who experienced no quizzes (Becker, 2009).

The head teacher must ensure that different viewpoints of teachers are expressed and listened to attentively, summarizing, seeking suggestions for action and so on. The keeping of records is vital so that, where agreements and action have been agreed is firmly stated with the people responsible for carrying out the decision by a definite date (Kimani, 2010).

The formalities and courtesies must be observed by the chair who sets the tone of the meeting. Follow up includes writing up the minutes, as well as prompting individuals to deal with issues they have taken on. Meetings should be brief. All items on the agenda should be concluded before the end of the meeting. After consultation and discussion, the final responsibility rests with the head teacher (Moraa, 2010).

2.6 Head teacher supervision on syllabus coverage and pupils' academic performance

Syllabus coverage determines pupils' performance in examination because pupils are tested generally from any topic in the syllabus and if any school doesn't cover all the topics in the syllabus, and then it will be disadvantaged. Proper syllabus coverage will depend on time management in the school by head teacher, teachers and students (Gay, 2006).

Campbell (2008) observes that effective and efficient management of curriculum and instruction in educational institutions is a basic prerequisite for stability and improvement of academic performance. Comber (2009) stated that within limits, the more hours allowed to instruction in subject, the higher the achievements. Similarly at the end of primary school, the more the homework given and corrected the better the students' performance in examinations. This implies that good time management by the teachers would ensure effective syllabus coverage.

Eshiwani (2006) affirmed the importance and usefulness of providing extra coaching to pupils who are preparing for major national examination. Frequent exposure of students to test can improve examination performance, promptness in giving and making homework assist in identifying areas of weakness to be improved. When there is low teacher absenteeism and high level of group involvement in planning for curriculum instruction, this can enhance better syllabus coverage.

Learning time can be maximized when classroom time is used effectively; i.e when teachers waste less time by starting and ending instructional activities, select curriculum materials which are appropriate to the students and when teachers spend more time preparing for the lessons, these preparations raises the quality of instruction and coverage of syllabus within specified time and improves students achievements (Koskei, 2010).

lliott and Creswell (2010) argue that teacher commitment and engagement to weak pupils have been identified as amongst the most critical factors in the success and future of education. It contributes to teacher's work performance as well as having an important influence on student achievement.

Becker (2009) defines commitment as the investment in a particular career, in this case, teaching. Lortie (2005) regards commitment as the willingness an individual enacts in investing personal resources to the teaching task. Nias (2010) looks at teacher commitment like an organizational commitment, which is conceptualized as being multidimensional.

Joffress et al. (2001) wrote that teachers' commitment is a crucial factor to an effective school, teacher satisfaction, and retention. They claim that low levels of teacher commitment results into decreased pupil's achievement tests, than in areas where teachers were found not to be committed to their responsibilities, learners performed poorly.

It is important to note that teachers' commitment to their duties is quite significant to pupils' performance. Committed teachers tend to produce good results at national examinations. Truman et al. (2008) in the study entitled "Primary Teacher Commitment and Attractions," claims that teacher commitment takes three forms, with the most important one being professional commitment. They argue that a professionally committed teacher rates their teaching abilities very highly and are committed to their professional advancement.

Day et al. (2005) argue that there are different forms of commitment to teaching. According to them, the nature and intensity of commitment to teaching depends on factors derived from personal and professional lives. Commitment is a word they use to distinguish those who are caring, dedicated, and who take their job seriously from those who put their own interest first. The professionally committed teachers take their job seriously and they get enjoyment from it (Elliott and Croswell, 2010).

Nias (2010) and Tyree (2006) observe that teachers who are committed are those who see their students' welfare; they care for, responding to, and meeting students' needs. They strived to improve on their practice and look at pedagogies and research. They also talk and listen to their children, at the same time they work as a team with others, appropriately prepared for their lessons, and are reflective practitioners. Another view shared by committed teachers is that teaching is not just a job. Teachers invest their personal time even outside school

contact hours. They have made teaching as a lifestyle. They often contemplate on their class programs and students while engaging in a range of personal activities like in shower, shopping, or watching television (Tyree, 1996).

However, there are multiple objects of commitment for a teacher and teachers' commitment objects may also change across different life and career phases and in different contexts (Leithwood, 2009). A teacher, who is committed to students and makes efforts to create a supportive learning climate in the classroom, prepares his/her lessons well. Choi and Tang (2009) indicate that a teacher who is highly dedicated to student affairs evaluates/assesses the acquisition of subject matter well and prepares well for the lessons.

Kimani (2010) asserts in his study that there are three means of monitoring progress in curriculum implementation namely; continuous assessment, mid-term examination and checking learners notebooks. His study found that through delegation of duties, head teachers assign heads of department to scrutinize schemes of work and record of work covered by the teachers. However, this study tries to qualify that by looking at professional documents like schemes of work, lessons notes, lesson plans, and records of work, and then the teaching and learning of the subject in question is effective.

This is not necessarily the case since all these could be put in place but the use of this document in the teaching and learning process matters a lot. Head-teachers are also expected to air the views on how the school should be managed. The head

teacher also does other duties which are important for facilitation of curriculum instruction (Wanjugu, 2011).

2.7 Summary of literature review

The first part of literature review attempted to bring out different meaning of supervision as defined by different scholars. Generally they all concur that instructional supervision is that phase of school administration that is concerned with improvement of pedagogy. The different forms of supervision were clarified. The various studies that have been carried out by different researchers agree that certain factors influence how head teachers carry out supervision in their schools. Koech (1994) noted management inadequacy, while Eshiwani (1984) and Mwiria (1995) noted management deficiencies and recommend proper pre- service and relevant in service courses for head teachers.

Kamindo (1998) noted that the extent to which head teachers perform instructional supervision determines academic performance and recommends further research on the same. Effective supervision in school should also be as a result of joint effort of the head teacher and the teachers. Supervisory practices should be designed to use the capabilities of teachers to improve the quality of instructional programs. This study therefore seeks to establish if instructional supervision practices have any significant influence on KCPE performance at Ngong Sub County Kajiado County.

2.8 Theoretical framework

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

According to this theory education has various parts. These include head teachers, teachers, pupils and parents. If one fails in his/her role then the system fails. A school receives teachers, pupils and parents from the society. The head teacher coordinate the activities as he performs his instructional supervision tasks: checking of the records of work, pupils' notes/exercise books, classroom observation/visitation, provision of learning and teaching resources play a major role in the realization of institutional objectives. The weaknesses of this theory are are that assessing outcomes is difficult, decision making process is not rational and difficulty when small tasks need to be identified. The strengths are that the group can accomplish the final goal and focuses on group identity.

The head teacher, teachers, pupils and parents as representative of environment influence the functioning of a school as a system. In addition the institution as a processing unit in turn shapes the environment. Therefore effective instructional supervision by head teachers plays a major role in the success of pupils, the school and the community all of which form an integral part of a larger whole.

2.9 Conceptual framework

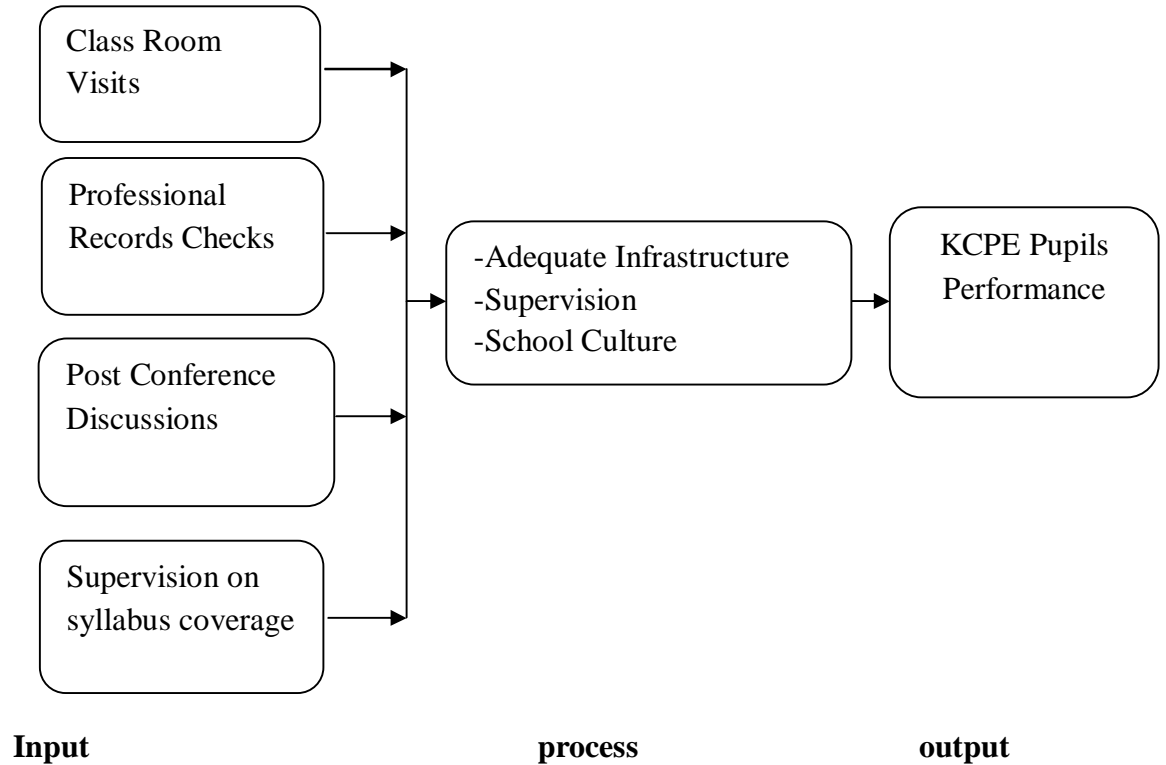


Figure 2.1 Conceptual Framework

In the above conceptual framework, the independent variables, head teachers supervision practices lead to improved pupils performance in KCPE (that is the dependent variable). It also leads to motivated pupils, and whereas, motivated pupils are ready and eager to learn subsequently motivates teachers to deliver better. Motivated pupils learn well and hence perform better in KCPE. So, the overall outcome of good instructional supervision practices is improved pupils performance in KCPE.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This section presents research methodology under the following subheadings; research design, target population, sample size and sampling techniques, research instruments, instrument validity, instrument reliability, data collection procedure and data analysis techniques.

3.2 Research design

The study adopted descriptive survey design method to collect information. It is a method of collecting information by interviewing or administering questionnaires to a sample of individuals hence suitable for extensive research and maintains high level of confidentiality (Orodho, 2004).

Descriptive survey design was used. It enabled data to be collected faster, enabled questions to be asked personally in an interview or impersonal through a questionnaire about things which cannot be observed easily. The method was considered most appropriate because it enabled the study to collect information about opinion and attitudes on the influence of head teacher's instructional practices on KCPE Performance in Public Primary Schools Ngong Sub County, Kajiado County.

3.3 Target population

Borg and Gall (2007) defines target population as the members of a real or hypothetical set of people, events or objects to which the researcher wishes to generalize the results of the research. The study focused on the target population of 7 head teachers and 41 upper primary school teachers (class six, seven and eight) from the seven public primary schools performing poorly in Ngong Sub County, Kajiado County. The study targeted the upper primary teachers as they are key in preparing candidates for their final examination, KCPE.

3.4 Sample size and sampling procedure

Sampling design is that part of statistical practice concerned with the selection of a sub-set of individual observations within a population of individuals intended to yield some knowledge about the population of concern, especially for the purpose of making predictions based on statistical inference (Cooper & Schindler, 2003).

Table 3.1: Target population and sample size

Codes Schools	H/ Teachers	Target population (Class 6,7 and 8 Teachers)	Sample %	Sample size
A	1	6	100%	7
B	1	5	100%	6
C	1	7	100%	8
D	1	6	100%	7
E	1	6	100%	7
F	1	5	100%	6
G	1	6	100%	7
Total	7	41	100%	48

(County Education Officer 2015)

All the schools were given codes because of confidentiality where by a sample 100% was considered in each school as shown in Table 3.1. According to Mugenda & Mugenda (2003) a representative sample is one that represents at least 10 percent to 30 percent of the population of interest.

A sample has been explained by Wiersman (1995) as a small proportion of a target population selected using some systematic procedures for study. By observing the characteristics of a carefully selected and representative sample, one can make certain inferences about characteristics of a population from a population from which it is drawn (Kothari, 2006). The whole population was used in this study since the target population was small.

Kothari (2006) asserts that when the universe is small, the whole population is sampled, hence the case for this study. This was achieved by first listing the

names of all the teachers and the head teachers in alphabetical order. They were then selected purposively as key players in the study

3.5 Research instrument

Schindler (2006) recommends the use of questionnaires in descriptive studies because self-administered surveys typically cost less than interviews and sample accessibility is easy. This study utilized a questionnaire and an interview guide to collect primary data as used in various previous research projects.

3.5.1 Teachers' questionnaire

The questionnaires were used for the following reasons: their potentials in reaching out to a large number of respondents within a short time, their ability to give the respondents adequate time to respond to the items, their ability to offers a sense of security (confidentiality) to the respondent and their objectivity (Cooper & Schindier, 2003). The questionnaire comprised of two sections.

Part A was on demographic and operational characteristics. Part B covered various aspects of instructional supervision. The questionnaire was designed to include both structured and unstructured questions.

3.5.2 Interview guide

An interview guide helped the researcher to understand and learn educational problems and practices and each individual's view (Cohen, 2001). The study conducted interviews for the Headteachers. This helped the Head teachers in

directing the conversation toward the topics and issues the researcher wanted to investigate. This helped in the in-depth analysis of the instructional supervision.

3.6 Validity of the instruments

Validity is the degree to which a test measures what it is supposed to measure. It is the accuracy, meaningfulness and technical soundness of the research (Mugenda and Mugenda, 1999). Face validity refers to the likelihood that a question was misunderstood or misinterpreted, thus helped to iron out ambiguity. The items found in the questionnaire to be misunderstood were corrected to remove ambiguity, thus increasing face validity.

Content validity of an instrument refers to whether an instrument provides adequate coverage of the topic. Content validity is improved through expert judgment. The researcher sought expert advice and assistance from the supervisors to help improve content validity of the instruments (Denscombe, 2003). A pilot study was also carried out in five schools in Ngong Sub-County to pretest the instruments, in order to confirm if they measure accurately the variables they are intended to measure. The results were used for amendments of instruments for accuracy and consistency.

3.7 Reliability of the instrument

Orodho (2004) describes reliability as the degree to which empirical indicators are consistent in two or more trials in an attempt to measure the theoretical concept.

The researcher used test-retest method to obtain reliability of the measuring instrument. This technique involved administering the same instruments twice in a span of two weeks to the same group of subjects. Scores from both testing periods were then correlated. Reliability co-efficient was computed by use of Pearson correlation coefficient (r) as follow:

$$r = \frac{N\sum XY - (\sum X)(\sum Y)}{\sqrt{N\sum X^2 - (\sum X)^2} \sqrt{N\sum Y^2 - (\sum Y)^2}}$$

where:

$\sum X$ =the sum of scores in x distribution

$\sum Y$ = the sum of scores in y distribution

\sum = symbol of summation

$\sum X^2$ = the sum of squared scores in x distribution

$\sum Y^2$ = the sum of squared scores in y distribution

$\sum XY$ = the sum of products of paired x and y scores

N = the total number of subjects.

When the value of r is equal to +1.00, the two sets are in perfect agreement and is -1.00 when they are in perfect disagreement. A correlation co-efficient (r), of about 0.75 is considered to be high enough to judge the reliability of the instruments (Orodho, 2004). A correlation coefficient of 0.81 was established which surpassed the 0.75 threshold.

3.8 Data collection procedures

The authority to conduct the study was obtained from the National Commission for Science technology and innovation (NACOSTI). Clearance and a letter of introduction to schools were also sought from the County Education Office, Kajiado County. The researcher obtained a list of the public primary schools in Ngong Sub-County, the number of teachers handling subjects in upper primary and the enrolment of pupils in class eight per school, from the Sub-County education office, Ngong.

The researcher visited the schools to make an appointment with the head teachers on when to visit their schools. On the appointment dates the researcher visited the schools to administer the interview to the head teachers and questionnaires to the teachers to fill, ready to be collected the same day.

3.9 Data analysis techniques

Data analysis is the process of systematically searching, arranging, organizing, breaking the data into manageable units, synthesizing the data, searching for patterns. Data collected was purely quantitative and qualitative and it was analyzed by descriptive analysis. The descriptive statistical tools helped in describing the data and determining the extent used.

Data analysis used SPSS version 22 and Microsoft Excels to generate quantitative reports through tabulations, percentages, and measures of central tendency. Tables

were used to present responses and facilitate comparison. The results were discussed, conclusions and recommendations made based on the study findings.

3.10 Ethical considerations

Due to sensitivity of some information collected, the researcher held a moral obligation to treat the information with utmost confidentiality. Since the respondents were reluctant to disclose some information, the researcher needed to reassure the respondents of confidentiality of the information given.

The researcher was objective during the interview, data analysis, and data interpretation to avoid or minimize bias or self- deception. Respect for intellectual property was guaranteed by giving proper acknowledgement or credit for all contributions to this study and would not engage in plagiarism.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction

This chapter represents the study findings which have been analyzed based on the objectives of the study. The chapter includes the response rate, the demographic information and finally responses as per the objectives. The data collected on respondents' demographic information on instructional supervision for head teacher and teachers which was compiled, analyzed then interpreted to answer the reflected research objectives. Collected data was compiled into frequencies, percentages and presented in tables and pie charts.

4.2 Response rate

The study had a sample size of 48 which included 7 head teachers and 41 upper primary school teachers (class six, seven and eight) from the seven public primary schools performing poorly in Ngong Sub County, Kajiado County.

Table 4.1: Response rate

Categories	Questionnaires Duly Returned	Questionnaires Not Returned	Response Rate
Head Teachers	7	0	100%
Teachers	39	2	95.12%
Total	46	2	95.83%

The data in Table 4.1 indicates that out of 7 head teachers, 7 responses were obtained giving a response rate of 100%. From the 41 teachers targeted, 39 filled the questionnaire which gave a response rate of 95.13%. According to Kothari (2004) any response of 50% and above is adequate for analysis. Therefore, a response rate of 95.83% was even excellent for the study. This response was considered satisfactory for the purpose of the study.

4.3 Demographic information

The research sought to establish the teachers' personal data that comprised of gender, school category, work experience and education level. The findings were presented in tables and figures.

4.3.1 Distribution of teachers and head teachers by gender

Gender was important and hence the teachers and head teachers were requested to indicate their gender. The teachers' and the head teachers were asked about their genders; the results are shown in table 4.2;

Table 4.2 Teachers/Head teachers gender

Head teachers	Frequency	Percentage
Male	5	71
Female	2	29
Total	7	100
Teachers	Frequency	Percentage
Male	17	44
Female	22	56
Total	39	100

Table 4.2 indicates that (5) 71% of the head teachers were male and (2) 29% were female. In the teachers' category (22) 56% of the teachers were female and (17) 44% of the teachers were male. This was clear evidence that both genders were involved in the study. Male head teachers are higher compared to female head teacher's counterparts, although female teacher's population was higher as compared to male teachers. The researcher clearly indicates that males are dominating the responsibility in leadership in Ngong Sub County

4.3.2 Category of your school

The teachers were asked to indicate the category of their schools. The results are illustrated in figure 4.1.

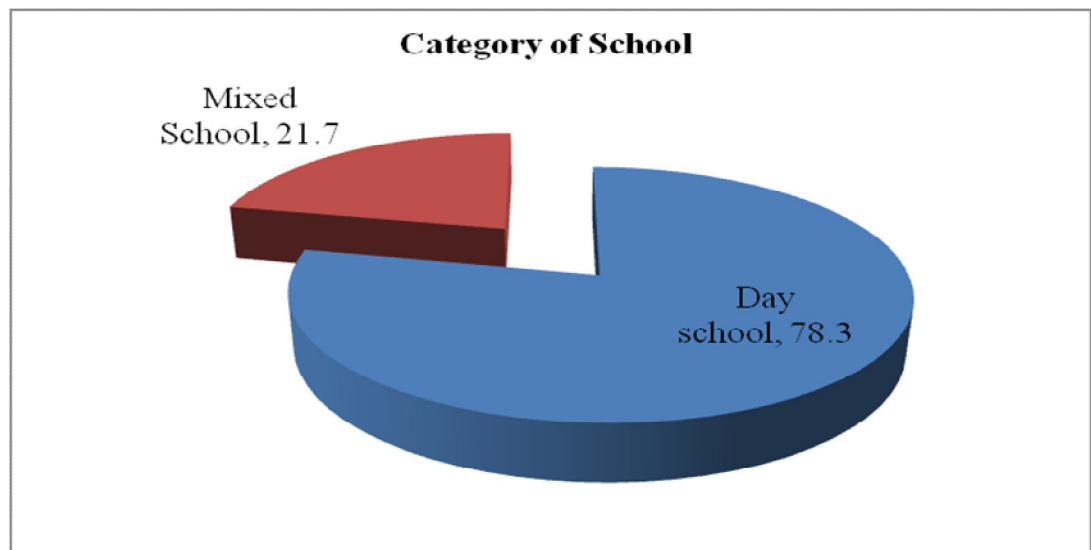


Figure 4.1: Category of your school

According to Figure 4.1, (31) 78.3% of the teachers indicated that their schools were day schools and (8) 21.7% indicated theirs to be mixed schools. This clearly depicts that most of the response was from day schools.

4.3.3 Work experience

The teachers were requested to indicate their work experience. The results are as shown in figure 4.2

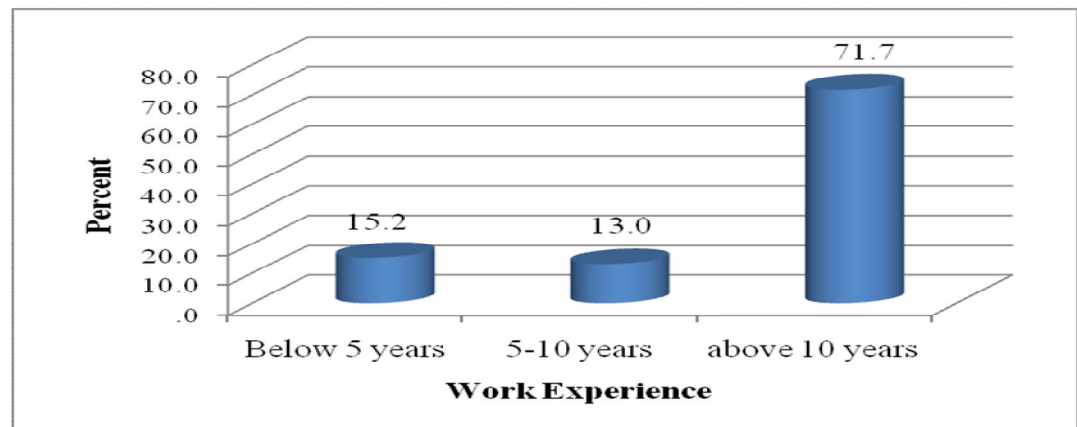


Figure 4.2: Work experience

From Figure 4.2 above, (28) 71.7% of the teachers indicated that they had worked for more than 10 years, (6) 15.2% of the teachers had worked for less than 5 years and (5) 13% of the teachers indicated that they had worked between 5 and 10 years. This is evident that most of the teachers had worked for more than 10 years hence more experienced and this made them to be in a position to give reliable information. This period also deemed enough, as the teacher would have enough time to establish the influence of the head teacher instructional supervision since they were adequately familiarized with the school grounds.

4.3.4 Level of education

The teachers were requested to indicate their level of education. The results were as shown in Figure 4.3.

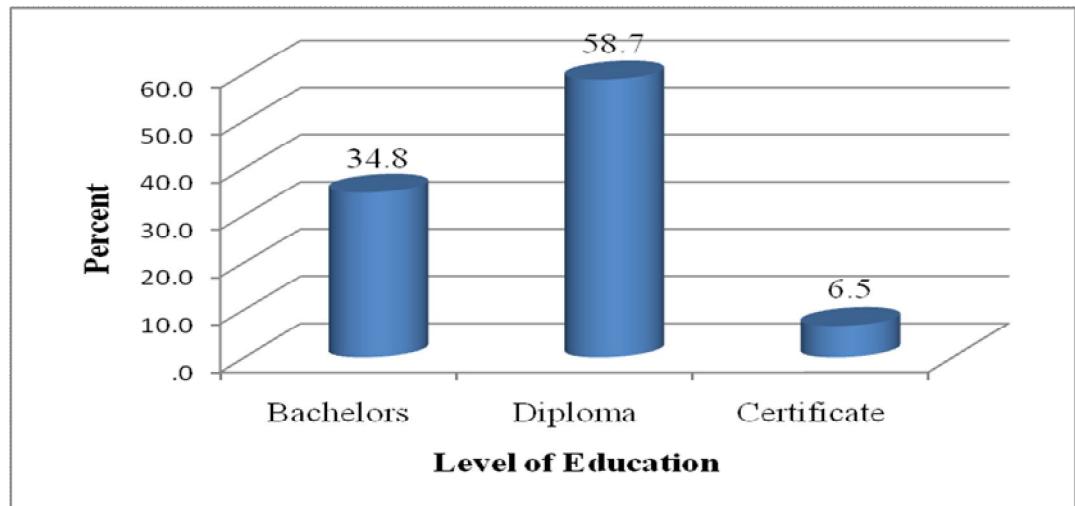


Figure 4.3: Level of education

According to the findings in Figure 4.3, (23) 58.7% of the teachers indicated that they had reached diploma level, (14) 34.8% of the teachers had reached bachelors level and (3) 6.5% of the teachers had attained certificate. This clearly indicates that majority of the teachers had the required level of education to offer their services in the various institutions. Teachers' roles are essential in the school, thus enhancing the provision of quality education.

4.4 Effects of head teachers' class room visits

The first objective of the study was to assess whether head teachers class room visits influence pupils' performance in KCPE.

4.4.1 Rate of classroom supervision by head teachers

The study sought to determine how often the head teachers' visit classrooms to see how teachers are teaching. The results are as shown in figure 4.4

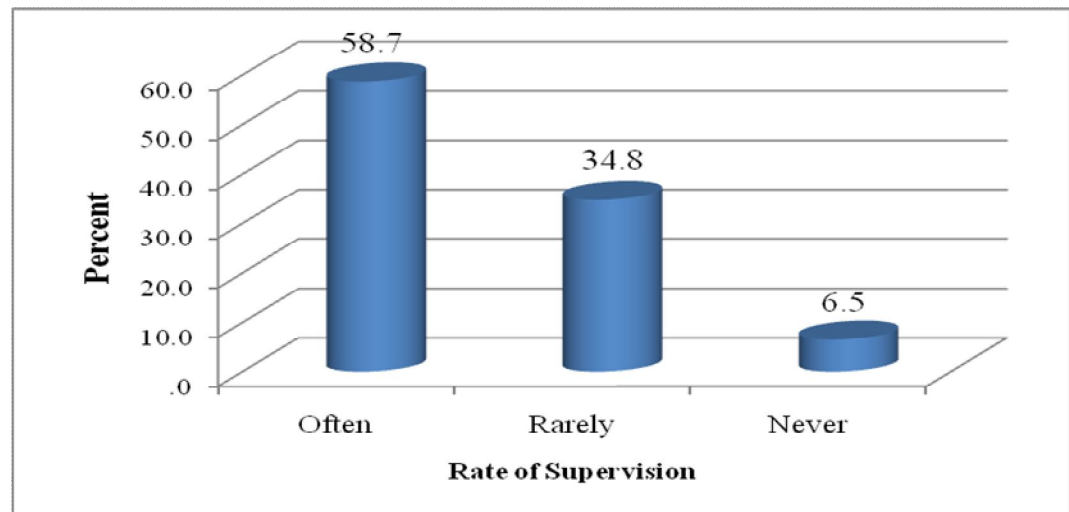


Figure 4.4: Rate of classroom supervision by head teachers

According to the findings in Figure 4.4, (23) 58.7% of the teachers indicated that the head teachers visit classrooms often; (14) 34.8% of the teachers indicated that they visit rarely and (3) 6.5% of the teachers indicated that they never visit to see what they are doing. This clearly shows that most of the head teachers visit classrooms to see how the teachers are teaching. Griffins (1994) states that head teachers need to observe their teachers formally on a regular basis, make notes in the classroom and work with a clear commitment.

The head teacher should discuss classroom observation with a teacher promptly in-order to provide for in-school professional development. There is need to monitor standards being achieved by their pupil, develop and implement

strategies for systematic monitoring. This is to evaluate the standard to achieve curriculum strength and weakness and improve on the quality of teaching and learning.

4.4.2 Teachers ready for supervision

The teachers were asked whether they were ready to be supervised in the classrooms. The results are as shown in figure 4.5

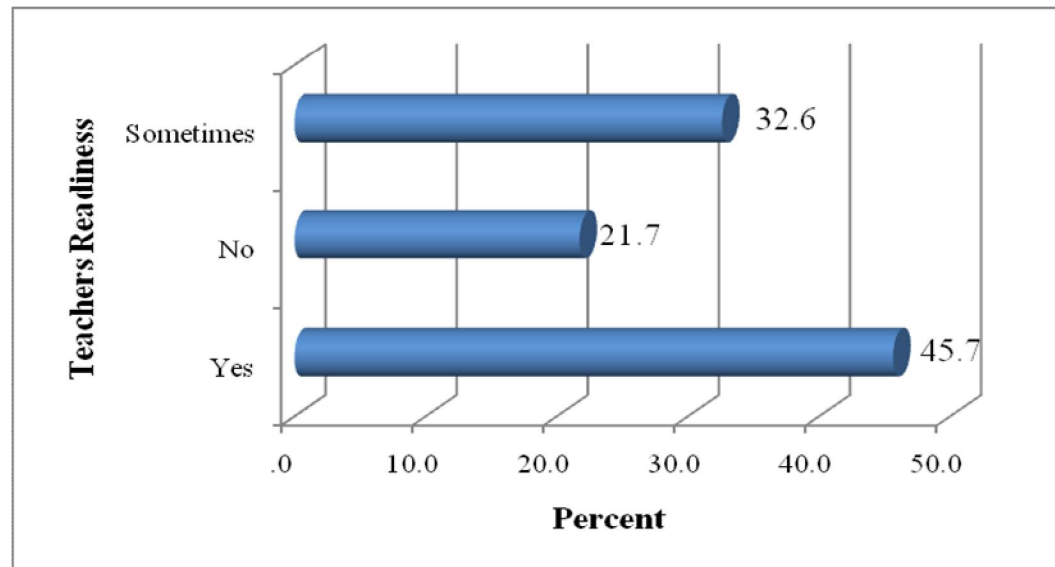


Figure 4.5: Teachers' readiness for supervision

From Figure 4.5 on teachers' readiness for supervision in the classroom by the head teachers, we find that (18) 45.7% of the teachers indicated that they were ready for it; (13) 32.6% of the teachers indicated that they were ready sometimes; and (8) 21.7% of the teachers indicated that they were not ready for the supervision. This depicts that majority of the teachers were ready for the supervision.

4.4.3 Holding briefs between teachers and head teachers

The teachers were asked to indicate whether they hold briefs with the head teachers after classroom supervision. The results are as shown in figure 4.6

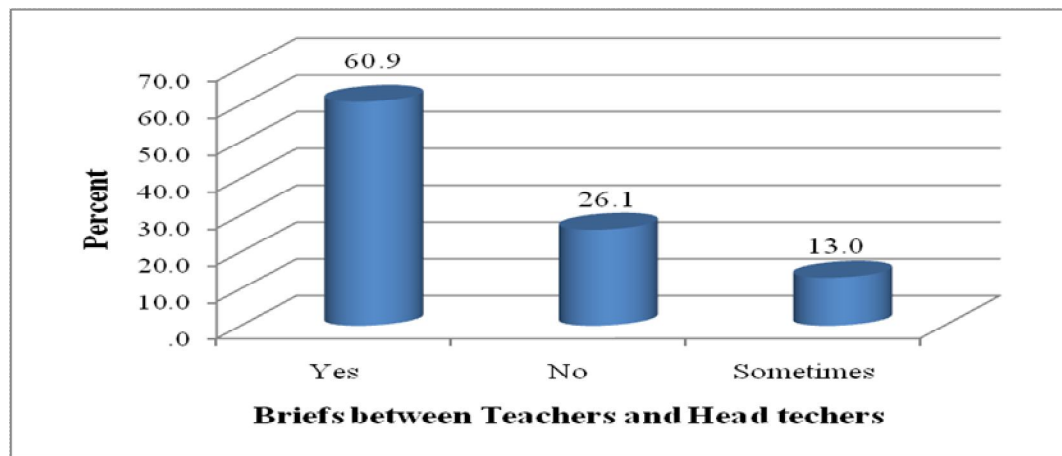


Figure 4.6: Holding briefs between teachers and head teachers.

According to the data on Figure 4.6, (24) 60.9% of the teachers indicated that they hold a brief after classroom supervision; (10) 26.1% of the teachers indicated that they did not; and (5) 13% of the teachers indicated that they hold briefs sometimes. The head teachers also indicated that they hold briefs with teachers after supervision under evaluating the assessment. This clearly indicates that most of the teachers hold briefs after classroom supervision.

4.4.4 Discussion with head teachers on teaching methodologies

The teachers were requested to indicate how often they discuss with head teachers on the teaching methodologies. The results are as shown in figure 4.7

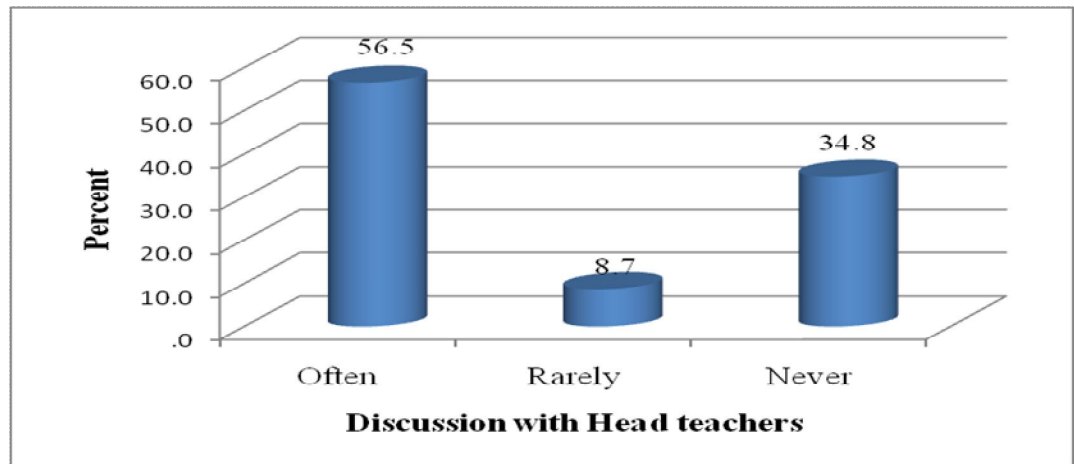


Figure 4.7: Discussion with head teachers on teaching methodologies

From the Findings as shown in Figure 4.7, (22) 56.5% of the teachers indicated that they often discuss; (14) 34.8% of the teachers indicated that they never discuss the teaching methodologies with the head teachers; and (3) 8.7% of the teachers indicated that they rarely discuss on their teaching methodologies with the head teachers. This depicts that majority of the teachers discuss their methodologies with the head teachers which is likely to have a positive impact on performance. Head teacher and teachers discussion is the rationale and practice designed to improve the teachers' classroom performance.

The head teacher should visit the classroom frequently to encourage teachers. One way to help teachers improve instruction is through supervision. Supervision presents a cyclical sequence of events which should ideally be implemented at least twice a year, the sequence included teacher pre-conferencing to determine the method and duration of the observation. The pre-conferencing is followed by

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

4.4.5 Teachers consulting head teachers

The teachers were requested to indicate whether they consult head teachers in case there are challenges in teaching. The results were as shown in the Figure 4.8.

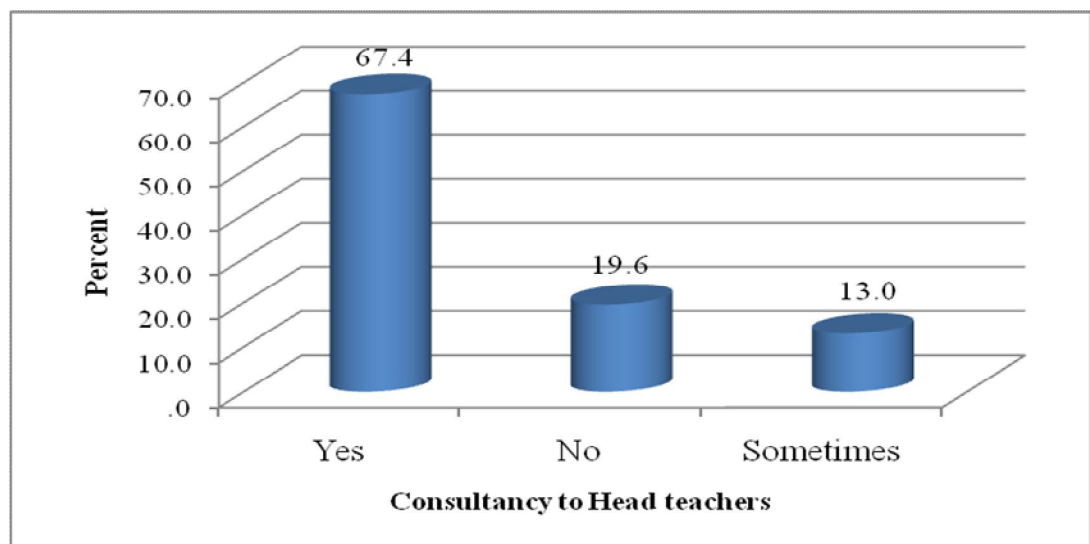


Figure 4.8: Teachers consulting head teachers

According to the data as shown in Figure 4.8, (26) 67.4% of the teachers indicated that they consult their head teachers in case there are challenges in teaching but (8) 19.6% of the teachers indicated that they were contrary. Finally, (5) 13% of the teachers indicated that they consult sometimes in case there are challenges in

teaching. It is evident that most of the teachers consult their head teachers in case a challenge arises when teaching.

4.4.6 Head teachers supervision influence

The teachers were requested to indicate whether head teachers' supervision influence KCPE performance. The results are as shown in figure 4.9

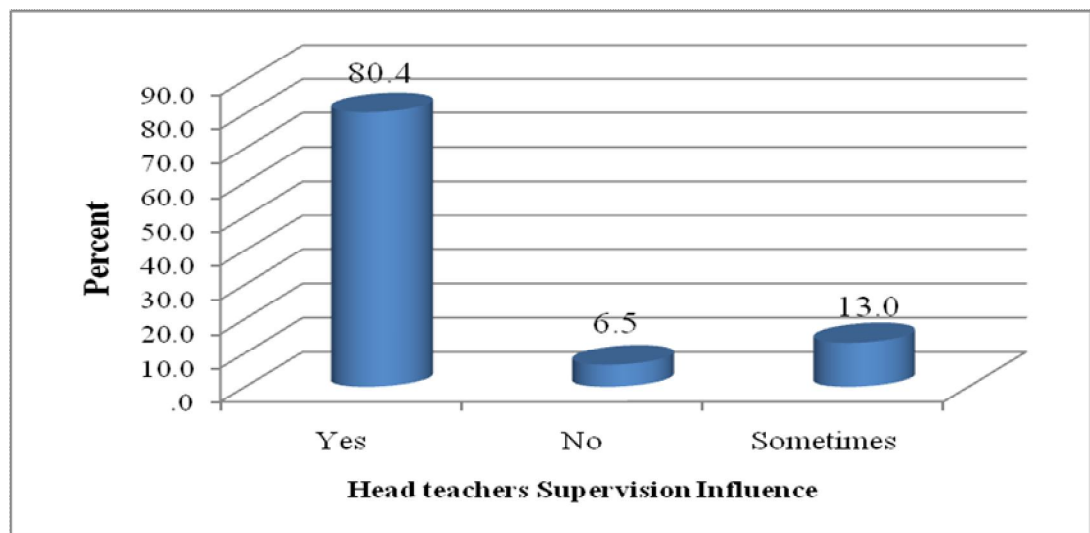


Figure 4.9: Head teachers' supervision influence

From the data in Figure 4.9, (31) 80.4% of the teachers indicated that their head teachers' supervision influence KCPE performance; (5) 13% of the teachers indicated that sometimes the head teachers' supervision influence; but (3) 6.5% of the teachers indicated the supervision does not influence KCPE performance. In addition, the teachers indicated that when they know they are supervised they tend to do their work well or diligently thus improving KCPE performance. The teachers also indicated that it creates need for seriousness to learners and enhances discipline. The head teachers were also found to motivate the pupils and

advise them on how they should be ready for the exam. The head teachers were also found to advise accordingly where improvement is needed.

On determining how often the head teachers check teachers scheme of work, the study found that the majority of the head teachers do it twice in a term. In addition, other head teachers indicated that they do it regularly especially, at the beginning of a term. On determining how often do the head teachers make sure that teachers are up to date with the schemes of work, the head teachers indicated three times in a term. Also, the head teachers indicated every few days after school opening and finally, they indicated that they check pupils work and teachers work covered.

4.5 Professional records checks

The second objective of the study was to establish whether professional records checks by the head teacher influence pupil’s performance in KCPE.

4.5.1 Rate of scrutinization of professional records by head teachers

The study sought to determine how often the head teacher scrutinizes professional records in the school. The results are as shown in table 4.3

Table 4.3: Rate of scrutinization of professional records by head teachers

Rating	Frequency	Percentage
Termly	39	100.0
Yearly	0	0
Not at all	0	0
Total	39	100

From the study findings on Table 4.3, all the teachers 39 (100%) indicated that the head teachers scrutinizes professional records in the school each term. This is a clear indication that all the head teachers are keen on scrutinization of the professional records. According to Musungu & Nasongo (2008) schools where performance is good the head teachers do a lot of supervision. one of the head teacher further stated “*Record keeping is an important component in the learning of school. Teachers are required to make and retain records i.e. schemes of work, lesson plan, records of work, mark book, progress record book and attendant register*”

4.5.2 Rating head teachers check on professional documents

The study sought to determine the rate at which head teachers check on professional documents. The results are as shown in table 4.4

Table 4.4: Rating head teachers’ check on professional documents

Rating	Frequency	Percentage	Mean	Std. Deviation
Schemes of work	5	13	2.913	0.285
Lesson notes and plans	7	18	2.087	0.865
Lesson plans	4	10	2.13	0.885
Records of covered work	8	21	2.674	0.598
Class registers	6	15	1.739	0.929
Stores records and inventories	5	13	2.522	0.888
Accounting records	4	10	2.587	0.717

According to the Findings in Table 4.4, the teachers indicated with a mean of 2.913 that schemes of work are checked to a great extent followed by records of

covered work as shown by a mean of 2.674. Further, they indicated accounting records as shown with a mean of 2.587. The teachers further indicated with a mean of 2.522 that stores record and inventories are checked to a great extent by the head teachers. In addition, the teachers indicated with a mean of 2.130 that lesson plans are checked to a little extent followed by lesson notes and plans as shown by a mean of 2.087. Finally, the teachers indicated with a mean of 1.739 that class registers are checked to a little extent by the head teachers.

These findings are in line with Clegg & Billington (1994) in Britain who said the major purpose of supervision is to correct a range of evidence, match the evidence against a given criteria and make judgment. Though majority of head teachers never check the record of work covered thus they would not tell of the learning progress. Therefore, the researcher sought to establish the frequency of the head teachers' checking marking of students attendance register.

On whether teachers' preparation of schemes of work affect pupils KCPE, all the head teachers agreed that proper planning by schemes and lesson plans improve performance. On determining whether senior teachers consult head teachers in matters pertaining to schemes of work preparation by teachers, all the head teachers indicated that teachers rarely do it.

4.6 Post conference discussions

The third objective of the study was to examine whether head teachers post conference discussions influence pupil's performance in KCPE.

4.6.1 Rate of holding meetings by head teachers

The study sought to assess how often teacher hold staff meetings to discuss post conference issues from the head teacher. The results are as shown in table 4.5

Table 4.5: Rate of holding meetings by head teachers

Meeting holdings	Frequency	Percentage
Termly	39	100.0
Yearly	0	0
Not at all	0	0
Total	39	100

According to the Findings in Table 4.5, all the teachers 39 (100%) indicated that they held staff meetings to discuss post conference issues from the head teachers Term. This is a clear indication that all the head teachers and teachers were concerned about schools' performance in KCPE. Ebmeier (2003) was of the view that if more classroom observations occurred, teachers would feel they had more efficacy. A head teacher should be a facilitator of change and be effective by ensuring alignment of curriculum, instruction and assessment.

4.6.2 Meetings held by head teachers after exams

The study sought to determine whether head teachers hold meetings after examinations have been released. The results are as shown in table 4.6

Table 4.6: Meetings held by head teachers after exams

Meetings held	Frequency	Percentage
Yes	39	100.0
No	0	0
Total	39	100

According to the Findings in Table 4.6, all the teachers (100%) indicated that the head teachers do hold meetings with them after exams have been released.

4.6.3 Head teachers cooperation in matters of performance

The teachers were requested to indicate whether the head teachers cooperate in matters on pupils' performance. The results are as shown in table 4.7

Table 4.7: Head teachers' cooperation in matters of performance

Cooperation	Frequency	Percentage
Yes	39	100.0
No	0	0
Total	39	100

From the findings as shown in Table 4.7, (39) 100% of the teachers indicated that their head teachers cooperate in matters of performance. This depicts that all the head teachers were concerned about the performance of their pupils. According to Graliwe (2001) supervision is a key tool to monitor and improve quality of education. After a lesson observation it is very important for the head teacher and teacher to sit and discuss the lesson for observation to be helpful for future teaching. This practice is meant to review the instruction process to highlight on the weaknesses and strengths of the teacher.

4.6.4 Holding meetings influence

The study sought to determine whether holding meetings to discuss pupils progress influence KCPE performance. The results are as shown in table 4.8

Table 4.8: Meetings held to discuss progress

Holding Meeting	Frequency	Percentage
Yes	39	100.0
No	0	0
Total	39	100

According to the Findings as shown in Table 4.8, (39) 100% of the teachers ascertained that holding meetings to discuss pupils progress influence KCPE performance. This is evident that the meeting had a positive impact on the performance of the pupils in KCPE. In addition, teachers indicated that teachers do not like being asked to explain why their subjects have not done well so that they work hard to improve their subjects, thus improvement in performance.

They further indicated that they are able to analyze pupils' strengths and weaknesses and become aware of areas where they failed. After identifying the areas of concern teachers put more effort on them to help the pupils. The teachers further indicated that, weak pupils' marks are looked into and ways of improving the pupils' marks discussed. This also gives teachers motivation to keep going and look for the way forward.

4.6.5 Enhancing instructional supervision

On determining suggestions to be given to make sure that instructional supervision has been enhanced, the teachers indicated that the supervisor should not only criticize the teachers but advise them on what to do to improve their performance as represented by a 68% response rate. They further indicated that enhancement of instructional supervision could be achieved through creating awareness of its importance to the teachers, by keeping records of every supervision done and keeping updates and encouraging relevant teaching aids and time set for supervision to be regular. Inspection was also suggested to be done regularly as it keeps teachers on toes.

On determining whether the head teachers discuss with the teachers the extent to which they have covered already schemed work, all the head teachers agreed in syllabus coverage. These findings clearly show though the head teachers are aware of their supervision role they avoid the practices to harmonize their working environment with the teachers. These findings are in line with Ayoo (2002) who states that instructional supervision is seen by many teachers as fault findings and causes negative reactions from the teachers.

On challenges faced by head teachers in ensuring teachers mark pupils books, they indicated big number of pupils as enrollment is too high. The head teachers indicated that some of the teachers were found to be irresponsible of their duties. This response was in line with those who argue that since the introduction of FPE,

funds to buy resources were late to get to the stations and were not enough to cater for all the needs. Provision of instructional resources and materials is a role of the head teachers. Shipman (1992) in his study contends that resource management and allocation is one of the most challenging tasks of a manager and as such a head teacher needs to identify special and core school needs and evolve, develop and make financial projections and plans that meet them. Gakuru (1992) found out that teaching in classroom without lockers, doors and windows. Teachers experience problems with their teaching aids security. It is evident from fore going discussion that resources availability boosts performance in all the subjects.

4.7 Syllabus coverage

The study sought to determine whether head teacher supervision on syllabus coverage influences pupil's performance in KCPE.

4.7.1 Time of syllabus completion

The study sought to determine the time in which the teachers complete syllabus before KCPE. The results are as shown in figure 4.10

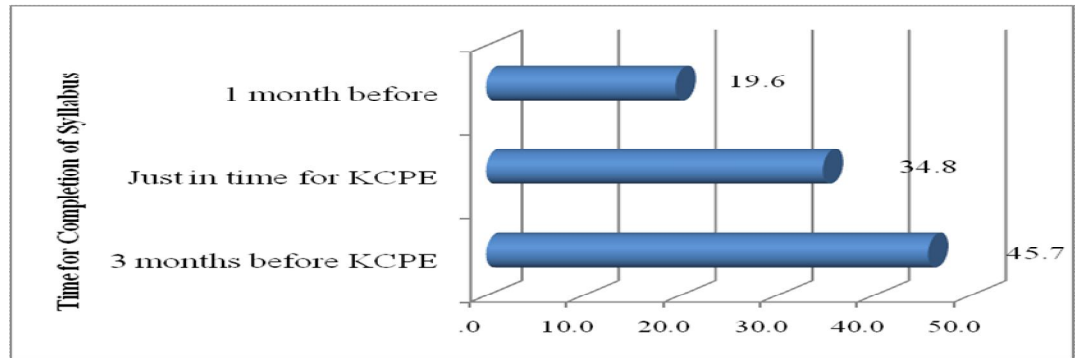


Figure 4.10: Time of syllabus completion

According to the Figure 4.10 above, (18) 45.7% of the teachers indicated that they are through with the syllabus 3 months before KCPE; (14) 34.8% of the teachers indicated that they are through just in time of KCPE and; (8) 19.6% of them indicated one month before exams. This clearly indicates that the majority of the teachers are able to prepare the pupils well as they are through with the syllabus in good time.

4.7.2 Positive impact for the completion of syllabus

The study sought to determine whether completion of syllabus has a positive impact in KCPE performance. The results are as shown in table 4.9

Table 4.9: Positive impact for the completion of syllabus

Syllabus completion	Frequency	Percentage
Yes	39	100.0
No	0	0
Total	39	100

According to the Findings as shown in Table 4.8, (39) 100% of the teachers indicated that earlier completion of syllabus impacted positively on the pupils' performance. In addition, the teachers indicated that teachers will have enough time to revise with the learners and keep records of every supervision done and updates. They further indicated that syllabus completion on time impacted positively on the pupils' performance.

4.7.3 What pupils need to understand in case of incompleteness of syllabus

On determining what the pupils need to understand in case the syllabus is not completed, the teachers indicated that pupils should go through revision papers because they contain all topics and they should prepare for remedial classes, organize groups to discuss various topics in class with the teachers guidance. They further indicated that they should give them a lot of exam questions and they revise with them often. Assignments should also be given to cover the uncovered topics.

4.7.4 Level of agreement on various statements

The study sought to determine the level of agreement on various statements. The results are as shown in table 4.10

Table 4.10: Level of agreement on various statements

Statements	Frequency	Percentage	Mean	Std. Deviation
Proper syllabus coverage will depend on time management in the school by head teacher, teachers and pupils	17	44	4.478	0.809
Good time management by the teachers would ensure effective syllabus coverage.	14	36	4.609	0.714
Low teacher absenteeism and high level of group involvement in planning for curriculum instruction, can enhance better syllabus coverage	8	21	3.935	1.34

From the Findings as illustrated in Table 4.10, the teachers strongly agreed with a mean of 4.609 that good time management by the teachers would ensure effective syllabus coverage. They also strongly agreed with a mean of 4.478 that proper syllabus coverage will depend on time management in the school by the head teacher, teachers and pupils. The teachers further agreed with a mean of 3.935 that low teacher absenteeism and high level of group involvement in planning for curriculum instruction can enhance better syllabus coverage.

Williams (2003) states that pupils' exercise books and lesson notes reflect the work load covered in class by teachers. There is a significant impact of checking of students notes on students' academic performance. Checking of students'

record of work is a mediating influence on teachers, instructional community and school organization that lead to high performances.

On determining whether holding meetings to discuss pupils' progress influence KCPE performance, one of the head teachers indicated that "*It does very much as it helps in using different methods*". Also, challenges facing pupils were discussed and this led to development of solutions of the problems. On suggestions that the head teachers could give to make sure that instructional supervision has been enhanced, one of the head teachers indicated that "*There should be support from the TAC tutors office. A follow up from the report should also be provided regularly and that cooperation between the administration and teachers to ensure all is well*".

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents a summary of the findings, conclusions and recommendations for practice and further research on the problem.

5.2 Summary of the study

The purpose of the study was to investigate the influence of head teacher's instructional supervision on KCPE performance in public primary schools Ngong Sub County, Kajiado County, Kenya. The study was guided by four specific objectives which included; to assess the extent to which head teachers class room visits influence pupil's performance in KCPE, to establish the extent to which professional records checks by the head teacher influence pupil's performance in KCPE, to examine the extent to which head teachers post conference discussions influence pupil's performance in KCPE and to determine the extent to which head teacher supervision on syllabus coverage influences pupil's performance in KCPE.

The study adopted descriptive survey design method to collect information. The study focused on the target population of 7 head teachers and 41 upper primary school teachers (class six, seven and eight) from the seven public primary schools performing poorly in Ngong Sub County. Sampling was done by listing the names of all the teachers and the head teachers in alphabetical order. They were then selected purposively as key players in the study. This study utilized a questionnaire

and an interview guide to collect primary data as used in various previous research projects. Data collected was purely quantitative and qualitative and it was analyzed by descriptive analysis and content analysis. The descriptive statistical tools helped in describing the data and determining the extent used. Data analysis used SPSS and Microsoft excels to generate quantitative reports through tabulations, percentages, and measures of central tendency. Tables were used to present responses and facilitate comparison. Tabulation for each questionnaire depending on the responses of the study units was made.

5.2.1 Effects of head teachers class room visits

The first objective of the study was to assess whether head teachers class room visits influence pupil's performance in KCPE. On rate of classroom supervision by head teachers, the study found that majority of the head teachers were as indicated by 58.7% of the respondents. The study also found that most of the teachers were ready to be supervised by the head teachers as indicated by 45.7% of them. Also, on determining whether teachers hold briefs with the head teachers after classroom supervision, the study found that 60.9% of the teachers hold a brief after classroom supervision. Further, on determining how often teachers discuss with head teachers on the teaching methodologies. The study found that 56.5% of the teachers often discuss but 34.8% of the teachers never discuss the teaching methodologies with the head teachers.

It was further found that it creates need for seriousness to learners and enhances discipline. The head teachers were also found to motivate the pupils and advise them on how they should be ready for the exam. The head teachers were also found to advise accordingly where improvement is needed.

5.2.2 Professional records checks

The second objective of the study was to establish whether professional records checks by the head teacher influence pupil's performance in KCPE. The study found that all the head teachers scrutinize professional records in the school each term. On determining the rate at which head teachers check on professional documents, the study found that that schemes of work is checked to a great extent followed by records of covered work. Further, accounting records were also found to be checked to a great extent. Stores records and inventories are also checked to a great extent by the head teachers. In addition, lesson plans are checked to a little extent followed by lesson notes and plans. Finally, it was found that class registers are checked to a little extent by the head teachers.

5.2.3 Post conference discussions

The third objective of the study was to examine whether head teachers post conference discussions influence pupil's performance in KCPE. The study found that all teachers were holding staff meetings to discuss post conference issues from the head teachers each term. Further, the study found that all the head teachers hold meetings with teachers after exams have been released. On head

teachers' cooperation in matters of performance, all head teachers were found to cooperate.

On determining whether holding meetings to discuss pupils' progress influence KCPE performance. The study found that 100% of the respondents ascertained that holding meetings to discuss pupils progress influence KCPE performance. In addition, teachers indicated that teachers do not like being asked to explain why their subjects have not done well so that they work had to improve their subjects thus improvement in performance.

5.2.4 Syllabus coverage

The study sought to determine whether head teacher supervision on syllabus coverage influences pupils' performance in KCPE. The study found that 45.7% of the teachers are through with the syllabus 3 months before KCPE. In addition, the study found that 34.8% of the teachers indicated that they are through just in time of KCPE and 19.6% of the teachers' month before exams.

On determining positive impact for the completion of syllabus, the study found that 100% of the teachers agreed that earlier completion of syllabus impacted positively on the pupils' performance. In addition, the study found that teachers will have enough time to revise with the learners and keep records of every supervision done and updates.

On determining what the pupils need to understand in case the syllabus is not completed, the study found that pupils should go through revision papers because they contain all topics and they should prepare for remedial classes, organize groups to discuss various topics in class with the teachers guidance. Teachers should also give pupils a lot of exam questions and they revise with them oftenly. Assignments should also be given to cover the uncovered topics.

5.3 Conclusion

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

This study concluded that teachers are aware of the head teachers' instructional supervision role but have negative attitude towards the process. The majority of them feel that supervision is meant to witch hunt and fault find their teaching, rather than it being a development of their career.

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

The head teachers sitting in class as teachers teach is professional helpful for the teacher since he realizes the teachers weaknesses and strengths thus boosting school academic performance. After observation the head teachers should physically hold a conference to discuss the instructional process. This is supposed to uplift both the teacher and head teacher relationship when positively enhanced.

Teachers' supervision on syllabus coverage is very important for effective learning processes therefore the school administration is responsible to ensure that the syllabus is covered on time under the leadership of a very effective head teacher.

5.4 Recommendations of the study

The study findings came up with the following recommendations:

The teachers should be sensitized on the importance of instructional supervision in their career development; this will guide on teachers how to carry out duties.

Head teachers should use friendly approaches on their instructional supervision duties.

The school community should be educated on the use of supervision on their schools' performance.

The Ministry of Education through teachers training colleges should create awareness to training teachers on the importance of instructional supervision on their career development.

Educationalists should organize seminars and workshops to create awareness to head teacher on positive ways of conducting instructional supervision practices.

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

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

5.5 Suggestions for further study

The researcher proposes further research in the following areas:

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

REFERENCES

- Annunziata, J. (1997), *Linking teacher evaluation and professional development, in Strong, JH (Eds), Evaluating teaching: A Guide to current Thinking and Best Practice*, Sage, 1 Thousand Oaks, Capp.288-301.
- Annunziata, J. (1997). Linking teacher evaluation and professional development in stronge, J.H. (Eds) *Evaluating Teaching: A guide to current Thinking and best Practices*, Sage, Thousand Oaks,CA,pp 288-301.
- Anyango, S. (2007).*Instructional Supervisory Functions of Head teachers in Public Primary Schools in Starehe Division*. Unpublished M.E.d. Project, University of Nairobi.
- Awuah, P. (2011). Supervision of Instruction in Public Primary Schools in Ghana: Teachers and Head teachers Perspective. Unpublished thesis. Murdoch University.
- Birech, L. (2011). Influence of QASO's Instructional Supervision Practices on KCPE Performance in Dagoretti District. Unpublished thesis. University of Nairobi.
- Black, P. & William, D. (2008), "Inside the black box: Raising standards through classroom assessment", *Phi Delta Kappan*, Vol. 80 No. 2, pp.139-148.
- Boit, M. (2012). The Influence of Examinations on the Stated Curriculum Goals. *American International Journal of Contemporary Research*, 2(2): 179 – 182.

- Boit, M. (2012). The Influence of Examinations on the Stated Curriculum Goals. *American International Journal of Contemporary Research*, 2(2): 179 – 182.
- Bulana, B. (2001). *The principal and Instructional Leader. ATA magazines*, 69 (3).
- Campbell, J. (2008), “Mind or virtue: Western and Chinese beliefs about learning”, *Current Directions in Psychological Science Journal*, Vol. 14, pp. 190–194.
- Campbell, R. & Neil, S. (2008). *Secondary Schools at Work*. London: Routledge.
- CEMASTEА (2012), “Effective implementation of SMASE Primary activities”, CEMASTEА, Kenya.
- Choi, P. (2011), "Satisfied and dissatisfied commitment: Teachers in three generations" *Australian Journal of Teacher Education*, Vol. 36 No. 7.
- Comber, A. & Simon, H. (2009), *Human Problem Solving*. Prentice-Hall, Englewood Cliffs, NJ:
- Comber, A. & Simon, H. (2009), *Human Problem Solving*. Prentice-Hall , Englewood Cliffs, NJ:
- Daresh, J. & Playko, M. (1992), *The professional Development of school Administration: Pre-service, induction, and in service Application*, in Allyn and Bacon, Boston, MA. Pp 234-432.

- Day, C. (2005), “Reform, standards and teacher identity: Challenges of sustaining commitment”, *Teaching and Teacher Education Journal*, Vol. 21, pp. 563–577.
- Elliott, B., & Crosswell, L. (2010), “Teacher commitment and engagement’, the dimensions of ideology and practice associated with teacher commitment and engagement within an Australian perspective. Paper presented to the Australian Educational Research Association Conference, 2002, Brisbane.
- Eshiwani, G. (1983). Factors influencing performance among primary pupils in western Kenya: *A policy study*. Published Master’s Thesis, Kenyatta University.
- Gay, L. (2006), “Educational research”, Competencies for analysis and application, 5th ed. Englewood Cliffs, NJ: Prentice-Hall. Students learning: Pearson Education. Upper Saddle River, NJ. *International Journal of Education* Vol.1 No.2 (2012): 286–304
- Kamindo, N. (1998). *Head teachers Instructional supervisory function in private and public school Ngong Division Kajiado District*. Unpublished M.Ed. Thesis, Kenyatta University
- Karagu, N. (1982). *A study of perception of head teachers and teachers pertaining role of secondary school head teachers in Thika and Nairobi*. Ph.D Dissertation, University of Nairobi.

- Kimani, A. (2010). The Effect of Head Teachers' Instructional Supervisory Practices on Performance of Private Secondary School Students in Nyeri District, Kenya. Published Master's Thesis, Nairobi University.
- Kimeu, J. (2010). Influence of Secondary School Principals Instructional Supervision Practices on KCSE Performance M. Kasikeu Division, Mukaa District Kenya Unpublished thesis.
- Koech, A. (1999) *Assessing the professional and developmental needs of secondary school Head teachers in Kenya*. Unpublished Master of Arts Thesis, Halifax: Dalhousie University.
- Kosembei. S. (2006). Perspectives of the Teaching profession in Kenya. Unpublished PHD Thesis, University of Maryland, College Park.
- Kosgei, S. (2010). A study on constraints' affecting implementation of FPE in public primary schools in Nairobi province. Unpublished M. Ed Project, University of Nairobi.
- Levin, L. (2010). *Educational Research: Competence for Analysis and Application 4th edition*. New York: Macmillan Publisher.
- Moraa, U. (2010). The Effectiveness of Instructional Supervision by Secondary School Head teachers for Curriculum Implementation in Kajiado North District. Unpublished thesis. University of Nairobi.
- Mugenda, L. & Mugenda, R. (2003), *Research methods: Qualitative and quantitative approaches*: African Center of Technology Studies (A. C. T. S), Nairobi, Kenya.

- Muoka, V. (2007). The role of head teachers in instructional supervision in public secondary schools in Mwala division, Machakos. Unpublished M.Ed project, university of Nairobi.
- Njagi, S. (1981). *A study of attitudes of teachers towards head teacher's administrative behaviour with particular reference to teachers from Kirinyaga district*. A. Thesis University of Nairobi.
- Ogusanya, M. (2010). *The head teachers role in academic achievement in secondary schools in Odo district, Nigeria* educational Research and Review Vol. 1.3 (10) 316 – 323
- Okumbe, J. (1998). *Educational Management: Theory and Practice*. Nairobi University Press
- Olembo, J. (1992). *Management in Education: Nairobi* .Educational Research publications.
- Pyne, T. (2010). *Implementing Walkthroughs: One School's Journey*. Unpublished thesis. Virginia, Polytechnic Institute and State University
- Republic of Kenya. (2009) Quality Assurance Index for Educational Instructions. Nairobi: Government Printers.
- Republic of Kenya. (1999). National Policy on Selection, Appointment, Deployment of School Administrators and Managers in Kenya; Nairobi: Government Printers.
- Sifuna. D. (1980). *Short Essays on Education in Kenya*. Nairobi Kenya Literature Bureau.

Thiongo, M. (2000). *An analysis of teachers perception of supervisory practices used by primary schools head teachers in Westlands Division of Nairobi.* Unpublished M.Ed. Thesis University of Nairobi.

Thiongo, M. (2000). *An analysis of teachers perception of supervisory practices used by primary schools head teachers in Westlands Division of Nairobi.* Unpublished M.Ed. Thesis University of Nairobi.

Wanjugu, L. (2011). *Influence of Head teachers Instructional Supervision Practices on Students Performance in KCSE in Public Secondary Schools in Kasarani and Starehe District Kenya.* Unpublished thesis. University of Nairobi.

Wragg, E. (1995). *An Introduction to Classroom Observation.* London: Clays Ltd.

APPENDICES
APPENDIX I
INTRODUCTORY LETTER

Department of Educational Administration
University of Nairobi
P.O. Box 30197 - 00100
Nairobi

The Head teacher,

Dear Sir\Madam,

RE: PERMISSION TO CARRY OUT RESEARCH IN THE SCHOOL

I am student at the University of Nairobi pursuing a Master Degree of Education in Educational Administration and Planning. I hereby request for your permission to collect information for my master's project investigating the **“influence of head teacher instructional supervision practices on KCPE Performance in Public Primary Schools Ngong Sub County, Kajiado County”**.

The information you will provide will be of utmost importance as it will be utilized by other scholars in the field of research.

Your assistance will be highly appreciated.

Thank you.

Yours faithfully,

Misigah Sarah Akoth

APPENDIX II

HEAD TEACHERS' INTERVIEW GUIDE

This is part of an education study aimed at analyzing the influence of head teacher instructional supervision practices on KCPE Performance in Public Primary Schools Ngong Sub County, Kajiado County. The information you will give will be treated with confidentiality.

1. How often do you check teachers schemes of work?
2. How often do you make sure that teachers are up to date with the schemes of work?
3. Does teacher's preparation of schemes of work affect pupils KCPE?
4. Do senior teachers consult you in matters pertaining to schemes of work preparation by teachers?
5. Do you discuss with teachers with you the extent to which they have covered to already schemed work?
6. Do you hold briefs with teachers after classroom supervision?
7. What challenges do you face in ensuring teachers mark pupils books?
8. Does holding meetings to discuss pupil's progress influence KCPE performance?
9. What suggestions could you give to make sure that instructional supervision has been enhanced?

THANK YOU!

APPENDIX III

TEACHERS' QUESTIONNAIRES

This study is designed to gather information on the influence of head teacher's instructional supervision practices on KCPE Performance in Public Primary Schools Ngong Sub County, Kajiado County. The results of this study are expected to contribute to improvement in the instructional practices and overall school performance. Your identity will be treated with utmost confidentiality. Please respond as per the instructions provided.

Part A: Demographic Information

Please tick/fill in the spaces provided.

1. Please indicate your gender.

Male [] Female []

2. What is the category of your school?

Day school [] Boarding [] Mixed School []

3. How long have you served as a teacher?

Below 5 years [] 5-10 years [] above 10 years []

4. Please indicate your highest level of education:

Masters [] Bachelors [] Diploma [] Certificate []

Part B: The influence of head teacher's instructional supervision practices

Effects of Head Teachers Class Room Visits

5. How often do your head teachers visit classrooms to see how you are teaching?

Often [] Rarely [] Never []

6. Are teachers ready to be supervised in the classrooms?

Yes [] No [] Sometimes []

7. Do you hold briefs with head teachers after classroom supervision?

Yes [] No [] Sometimes []

8. How often do you discuss with head teachers on your teaching methodologies?

Often [] Rarely [] Never []

9. Do you consult your head teacher in case there are challenges in teaching?

Yes [] No [] Sometimes []

10. Does your head teacher's classroom supervision influence KCPE performance?

Yes [] No [] Sometimes []

Please explain your answer

.....
.....

Professional Records Checks

11. How often does the head teacher scrutinize professional records in your school?

Termly [] Yearly [] Not at All []

12. How often does he or she check the following professional documents from the teachers?

	Once a week	Twice a term	Once a term	Never
i. Schemes of work				
ii. Lesson notes and plans				
iii. Lesson plans				
iv. Records of covered work				
v. Class registers				
vi. Stores records and inventories				
vii. Accounting records				

Post Conference Discussions

13. How often do you hold staff meetings to discuss post conference issues from the head teacher?

Yearly [] Termly [] Not at All []

14. Does the head teacher hold meetings after examinations have been released?

Yes [] No [] Sometimes []

15. Do head teachers cooperate in matters on pupils' performance?

Yes [] No [] Sometimes []

16. Does holding meetings to discuss pupil's progress influence KCPE performance?

Yes [] No [] Sometimes []

Explain your answer

.....

.....

17. What suggestions could you give to make sure that instructional supervision has been enhanced?

.....

.....

Syllabus Coverage

18. At what time do you complete syllabus before KCPE?

3 months before KCPE [] Just in time for KCPE [] 1 month before []

19. Do earlier completion of syllabus impact positively on the pupil's performance?

Yes [] No []

If yes above kindly explain your answer?

.....

.....

20. In case the syllabus is not completed on time, what do you do to make sure the pupils fully understand what they are about to be tested in KCPE? Kindly explain

.....

.....

21. For the following question areas, please indicate by use of a tick [] your opinion against each of the statements given. Strongly Disagree [1] Disagree [2]. Undecided [3]. Agree [4] Strongly Agree [5]

	1	2	3	4	5
Proper syllabus coverage will depend on time management in the school by head teacher, teachers and pupils					
Good time management by the teachers would ensure effective syllabus coverage.					
low teacher absenteeism and high level of group involvement in planning for curriculum instruction, can enhance better syllabus coverage					

Thank you

APPENDIX IV

RESEARCH PERMIT


THIS IS TO CERTIFY THAT:
MS. SARAH AKOTH MISIGA
of UNIVERSITY OF NAIROBI, 0-100
NAIROBI, has been permitted to conduct
research in Kajiado County

on the topic: INFLUENCE OF HEAD
TEACHERS INSTRUCTIONAL
SUPERVISION PRACTICES ON PUPILS
PERFORMANCE IN KENYA CERTIFICATE
OF PRIMARY EDUCATION PERFORMANCE
IN NGONG SUB-COUNTY KENYA

for the period ending:
3rd September, 2015

Sarah Akoth Misiga
Applicant's Signature

Permit No : NACOSTI/P/15/4267/6730
Date Of Issue : 16th July, 2015
Fee Received :Ksh 1,000




Director General
Director General
National Commission for Science,
Technology & Innovation

CONDITIONS

1. You must report to the County Commissioner and the County Education Officer of the area before embarking on your research. Failure to do that may lead to the cancellation of your permit
2. Government Officers will not be interviewed without prior appointment.
3. No questionnaire will be used unless it has been approved.
4. Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries.
5. You are required to submit at least two(2) hard copies and one(1) soft copy of your final report.
6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice.

REPUBLIC OF KENYA



NACOSTI

National Commission for Science, Technology and Innovation

RESEARCH CLEARANCE PERMIT

Serial No. A **5823**

CONDITIONS: see back page

APPENDIX V

RESEARCH AUTHORIZATION LETTER



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:

16th July, 2015

NACOSTI/P/15/4267/6730


Sarah Akoth Misiga
University of Nairobi
P.O Box 30197-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *“Influence of head teachers instructional supervision practices on pupils’ performance in Kenya Certificate of Primary Education performance in Ngong Sub-County Kenya,”* I am pleased to inform you that you have been authorized to undertake research in **Kajiado County** for a period ending **3rd September, 2015.**

You are advised to report to **the County Commissioner and the County Director of Education, Kajiado 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.


DR. M. K. RUGUTT, PhD, HSC.
DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
Kajiado County.

The County Director of Education
Kajiado County.

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