

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

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DECLARATION

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

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DEDICATION

This research project is dedicated to my children Christopher Kungu and Hellen Shijeti, my parents Jeckoniah Odumbe and Hellen Odumbe and all my siblings: Moses, Grace, Gladys and Steve.

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ABBREVIATIONS AND ACRONYMS

DQAS	Directorate of Quality Assurance and Standards
GOK	Government of Kenya
INSET	In – service training
KCPE	Kenya Certificate of primary Education
KEMI	Kenya Education Management Institute
KESI	Kenya Education Staff Institute
KICD	Kenya Institute of Curriculum Development
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
TSC	Teachers’ Service Commission
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

The purpose of the study was to investigate the influence of head teacher's instructional supervision practices on KCPE performance at public primary schools Mwatate Sub County, Taita Taveta County, Kenya. The study was guided by four specific objectives which were: 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 the descriptive survey design method to collect information. Purposive sampling technique and simple random sampling technique were used for the study; whereby the head teachers were selected purposively, given their strategic positions in the management of the schools, while teachers were selected using simple random sampling technique. A study sample of 84 respondents was used in the study. Data collected was both 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 to generate quantitative reports through tabulations and bar graphs. Tables were used to present responses and facilitate comparison. Tabulation for each questionnaire depending on the responses of the study units was made. From the study a majority of the head teachers do not sit in class as teaching process goes on, they do not check teachers' records of work and check pupils' exercise books. Teaching and learning resources were inadequate for effective learning. Teachers are to be encouraged to prepare records of work and other professional documents to have effective teaching. Head teachers indicated that they had not undergone any training before appointment. Head teachers have a heavy workload hence they never get to supervise pupils work or have classroom visitations. From the study, it is recommended that head teachers should be provided with in-service courses on instructional supervision which is a prerequisite for academic performance. Head teachers should involve teachers in their instructional supervision which would enhance participation and hence better academic performance thus promoting good relations between head teachers and teachers. The government needs to ensure that head teachers are trained and well prepared for their role as supervisors. The training institutes need to ensure that the teachers get to be familiar with the practice of supervision and change their attitude towards it. Instructional supervision should be planned for and welcomed by teachers as it is not meant to be fault finding so as to change the attitude of teachers towards the process. An in-depth study using different methodology could be carried out to establish the actual performance of the supervisors during class visits and the teachers' reactions to the procedures. Similar studies can also be conducted in other areas so as to make the findings more generalized.

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

In the education process improving the quality of education has been given priority throughout the world. To monitor the quality, the national authorities highly depend on the school supervision, (De Grauwe, 2001a:13). Quality has different meanings depending on the kind of organization and the customers served (Cano, 2013). However, all teachers are not qualified enough and as a result they need support from supervisors (Gray, 2008:11).

To improve teachers' instructional performance, the instructional supervisors should work with teachers in fixable and collaborative style. Thus, in order to bring effective education through the improved teaching-learning process, instructional supervisors should be democratic and cooperative and should get serious attention in the school. Instructional supervision is mainly concerned with improving schools by helping teachers to reflect their practices; to learn more about what they do and why; and to develop professionally (Sergiovanni and Starratt, 2004).

There is consistent evidence in the literature that instructional supervision if effectively implemented improves the performance of teachers' teaching and increase students' learning (Zepeda, 2007). In New York (United State of America) a teacher who teaches five periods a day (900 periods a year) is observed or supervised only once and 99% of the teachers teaching are not properly supervised (Marshal, 2005).

Generally, the nature and quality of instructional (clinical) supervision within a school is presumed to have effects on the expertise, practice and job satisfaction of teachers and, by extension ultimately, on student learning outcomes such as achievement.

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, 2002). Supervision of schools is a worldwide phenomenon with each country having its own policy on how supervision is conducted.

Pansiri (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 instructional supervision takes place in schools is hostile and intimidating to teachers. The findings showed that for instructional supervision to fully benefit schools, it needs restructuring so that the teachers or the head teachers play a more meaningful and effective role.

In recent years, however, several concerns have been raised by a number of Ghanaians over the performance of teachers in public basic schools leading to the falling standards in education in their country. Research conducted by Oduro (2008) and Birech (2011) indicate that most members of the public and other stakeholders attribute this partly to weak and ineffective supervision in Ghanaian public basic

schools. According to Oduro (2008) and Opare (2009) public perception about the attitudes of school heads and teachers towards supervision in Ghanaian public basic schools is rather poor.

Previous studies on instructional supervision done in the Nigerian education system notes that if the primary level of education is to be functional, productive and students' performance improved, greater attention must be focused on the ways teachers perform their instructional duties. Ogusanya (2010) noted that the ultimate goal of the subject teacher in primary school is to prepare and present his pupils to pass well both at internal and external examinations.

In Kenya, 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. In post-independence era the government set up commissions and Task Forces to look into educational issues in Kenya. Head teachers required relevant training to conduct supervision activities effectively. In the 2006 Kenya human development report, UNDP identifies literacy and numeracy as 'important to human development index' (UNDP, 2006:6). The government has identified education as key to the attainment of the Millennium Development Goals (MDG) and Education for All (EFA) (Republic of Kenya, 2002b, 2005a).

Schools can make a difference to pupils' achievement through the head teacher's supervisory leadership. It is the head teacher who sets the pace, leading and motivating

the staff and pupils' to perform to their best. Head teachers should supervise teachers' work by inspecting records such as schemes of work, lesson plans, record of work covered and the attendance registers. In the schools where performance is good the head teacher does a lot of supervision (Musungu & Nasongo, 2008).

The KCPE performance in Mwatate Sub County has been low on average as compared to the other sub-counties within the greater Taita Tavetta County. Poor KCPE performance could be a result of interplay of various variables that include motivation, leadership style, and instructional supervision practices by head teachers. However, this study aimed at investigating instructional heads supervision practices as one variable that impacts on pupils' performance of KCPE. Table 1.1 shows KCPE result analysis from 2012 to 2015 from each of the four sub-counties that make up Taita Taveta County.

Table 1.1 KCPE Performance Analysis Taita Tavetta County (2012-2015)

Sub-counties	2012	2013	2014	2015
Voi	267.54	261.33	224.60	227.00
Wundanyi	237.25	233.33	235.25	238.00
Tavetta	260.19	255.69	230.74	223.78
Mwatate	246.36	240.71	230.14	231.94

Source: (DEO Mwatate , 2016)

From the Table 1.1 Mwatate sub-county trails in the KCPE results analysis on average. This means that very few pupils in the sub county are eligible for admission into good secondary schools. “Poor performance in KCPE Mwatate sub county is of great concern to the stakeholders” comments Mr. Sammy Ng'ang'a - County Examination Officer/CQASO). This study therefore sought to investigate influence of head teachers instructional supervision practices on KCPE performance in Mwatate sub-county, Taita Tavetta County.

1.2 Statement of the problem

The national goals of education in Kenya and the primary education level objectives reflect the importance of primary education. In particular, the objectives of primary education are aimed at producing Kenyans who have knowledge and skills that enable them to fit in the society (Republic of Kenya, 2002a). This is reflected in many key government documents. Key among these are the National Development Plan for 2002-2008 in which the government has identified education as key to the attainment of the Millennium Development Goals (MDG) and Education for All (EFA) (Republic of Kenya, 2002b). Other government documents that have extensively outlined the importance of primary education are the Sessional paper No. 1 of 2005: A policy framework for education, training and research Republic of Kenya (2005a), The economic recovery strategy paper Republic of Kenya (2003a), The poverty reduction strategy paper (PRSP) 2001-2003 (Republic of Kenya, 2000b).

The ministry has put supervisory structures in place and occasionally provides in-service training courses and workshops to personnel in supervisory positions (including head teachers) to provide supervision services in schools. Glickman, Gordon and Gordon (2004) also suggest that heads of institutions and any person entrusted with the responsibility to supervise instruction should possess certain knowledge and skills to plan, observe, assess and evaluate teaching and learning processes (Oduro, 2008).

Despite the fact that many primary schools countrywide have high performance in KCPE, many students continue to perform poorly in national examinations. There has been a persistent outcry from all educational stakeholders about this poor performance. No matter how well staffed a school is, without proper application of supervisory practices, the basic goal of a school that is teaching and learning to realize good performance in a school can be seriously handicapped.

Related studies have been conducted elsewhere by Ndiso (2013) in Machakos County, Mbaabu(2014) in Chogoria and (Kiamba,2011) in Mbooni. These studies used different methodologies and the findings were suited to these area and they could not be generalized. Primary schools in Mwatate Sub County in Taita Taveta 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. It is on this background that this study investigated the influence of head

teachers instructional supervisory practices on pupils performance in KCPE in Mwatate sub-county, Taita Taveta 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 Mwatate Sub County, Taita Taveta County, Kenya

1.4 Objectives of the study

This study was guided by the following objectives;

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

1.5 Research questions

This study was guided by the following research questions;

- i. To what extent does the head teachers' classroom visits influence pupils' performance in KCPE in Mwatate sub-county?

- ii. How does the head teachers' checking of the professional records influence pupils' performance in KCPE in Mwatate sub-county?
- iii. To what extent do head teachers' post conference discussions influence pupils' performance in KCPE in Mwatate sub-county?
- iv. How does head teacher supervision of syllabus coverage influence pupils' performance in KCPE in Mwatate sub-county?

1.6 Significance of the study

This study results will be important to help those entrusted with policy formulation and implementation to gain better insight into the state of supervision of instruction in public secondary schools in Kenya. The findings will enable school administrators to create new instructional conditions under which head teachers and teachers can work more effectively and to identify staff development needs for school heads and teachers. Skills and competencies identified in this study may be used by school heads to enable them to assist primary school teachers in bettering their teaching and to foster in primary school teachers a commitment to professional growth and enthusiasm for learning new instructional skills. The findings from this study will lead to the identification of gaps in research in instructional supervision in public primary schools and in designing future research in this area.

1.7 Limitations of the study

This study may have been affected 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 influenced performance since they were outside the scope of the study. This study depended on the cooperation of the respondents. The researcher appealed to the respondents 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 focused on head teachers' instructional practices and its influence on KCPE performance. The respondents were head teachers and teachers of public primary schools in Mwatate sub-county. Teachers used in this study are limited to those who taught the five core subjects taught and examined externally in primary education in Kenya. These are Mathematics, Science, English, Kiswahili, Social and Religious studies.

Pupils were not included in the sample even though they would have had interesting inputs. This is because the key focus was the teachers and the head teachers as instructional supervisors. Mwatate Sub County enjoys both a rural and urban setting and therefore the research had the advantage of capturing data that is broad based taking into account the two opposites of rural and urban. The results from this research could not be generalized to other counties since only one sub-county was used to carry out the study.

1.9 Basic assumptions of the study

This research study was based on the following assumptions:

- i) Head teachers conduct instructional supervision practices in their respective schools in Mwatate Sub County.
- ii) That all principals were professionally trained and are conversant with their supervisory roles.
- iii) That principals knew the instructional supervision practices.
- iv) That all principals attend in service courses to improve their supervisory skills and were aware of the current supervisory techniques.
- v) The respondents co-operated and were honest when responding to items in the questionnaire.

1.10 Definition of significant terms

The most significant concepts relating to this study were defined as follows:-

Classroom visits refers to 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 teacher supervision refers to the process of a head teacher bringing about improvement in instruction by stimulating teacher's professional growth and helping teachers and pupils to achieve the organizational objectives.

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 comprises 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. In chapter four data analysis is presented and interpreted. Chapter five consists of the summary of the findings, conclusion and recommendations and suggestions for further research.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter reviews the influence of head teachers' instructional practices on KCPE Performance in Public Primary Schools in Mwatate sub county, Taita Taveta 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 Concept of Instructional Supervision

Supervision is an interaction between at least two persons for the improvement of an activity. According to Fischer (2005), supervision should assist in the organization and implementation of curriculum programmes for the learners. It 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. Sergiovanni & Starrat (2004), define supervision as that dimension or phase of educational administration which is concerned in improving effectiveness.

Glickman et.al (2007) define supervision of instruction as the process through which the head teacher attempts to work with teachers and other staff members cooperatively to improve teaching and learning in the school. Used in this sense, supervision of

instruction, by design, is a developmental process through which instructional leaders can reinforce teaching practices that improve student learning.

2.3 Academic Achievement in National Examinations

The performance of students in the Kenya Certificate of Secondary Examinations (KCSE) and Kenya Certificate of Primary Education (KCPE) has not been satisfactory in general. Analysis of KCSE results showed that more than half of the students who sat for KCSE examinations in 2014 attained a mean grade of D+ and below. In KCPE, majority of the pupils who did std. 8 in 2014 had below 250 marks (Schools Net Kenya Oct 2, 2014). A number of factors have been highlighted to explain differential achievements and causes of poor performance between schools and amongst students.

The blame for mass failure of students in KCSE and KCPE is invariably placed on teachers in general and Principals in particular. Constraints to effective secondary school instructional supervision which hinders better performance, needs to be mapped out. Success of a school, teachers and its' Principal is judged by how well it performs in national examinations. Head teachers, as immediate supervisors in schools, are responsible for maintaining punctuality, discipline and academic standards. While stressing on the importance of quality and standards in education, the Ministry of Education, pointed out that with increased demand for education, some institutions might be tempted to compromise on standards, which would affect the quality of education. The Ministry also warned that undercover inspectors would soon

be dispatched to educational institutions to establish the level of conformity with standards (Daily Nation, 2008).

Habimana (2008) study findings, indicates that head teachers and deputy head teachers deemed supervisory practices extremely indispensable in secondary schools. Besides, results indicated that the way head teachers and teachers stimulate students affects students' academic performance. From students' responses, the way head teachers delegate their supervisory duties affects the students' academic performance. The study findings indicate that supervisory practices have a significant effect on secondary school students' academic performance.

2.4 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. Some participants in Pansiris (2008) study indicated that their supervisors visited classrooms with the intention of supervising instruction but were unable to provide professional support to the teachers. This he concluded led to low performance in examinations.

Rous (2004) also reported that supervisors in her US study did not have enough time to observe lessons. Some participants in her study reported that their supervisors were

not seen in their classrooms enough. According to Kosgei (2012) the head teacher should visit the classroom frequently to encourage teachers. One way to help teachers improve instruction is through clinical supervision. This leads to an improvement in performance as teachers and pupils are motivated.

Researchers have theorized that lesson observation is an important aspect of instructional supervision since it provides an opportunity for supervisors to assess the instructional strategies of teachers and to better provide the necessary assistance and support which can ultimately improve student outcomes (Blasé & Blasé, 2004). In Botswana, almost all the teachers acknowledged that their supervisors visited their classrooms to observe lessons (Pansiri, 2008). Pansiri did not, however, indicate whether lesson observations were interrupted or otherwise limited by supervisors' administrative and managerial duties.

2.5 Professional records checks and pupils' academic performance

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 (Fisher, 2011). Eshiwani (2010) carried out a study in Vihiga District to investigate factors influencing performance among primary and secondary schools in Western province of Kenya. The study revealed that schools which showed signs of good performance had sound and efficient leadership and were involved in organizing the learning process for their schools and the heads carried out inspection of the teachers' records.

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. He concluded that many schools are brought down by poor management.

In a study conducted by Alimi (2012) on the impact of instructional supervision on students' academic performance in Ondo State, Nigeria, it was found that there is a significant impact on checking pupils' notes on academic performance in English language. A positive impact was realized in academic performance of pupils. Leithwood & Jantzi, (2010) 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 and did not directly impact on performance of students in KCPE. Another study by Musungu & Nasongo (2008) carried out a study in Vihiga district in western Kenya investigating instructional role of the head teacher in the academic achievement in KCSE. They found out that 8% of the principals in high performing schools checked lesson books, schemes of work and registers of class and school attendance. This reportedly led to a noticeable improvement in KCPE performance.

2.6 Head teachers post conference discussions and pupils' academic performance

Ineffective instructional leadership leads to delinquent behavior among some pupils and their subsequent failure in the national examinations. Alimi (2012), adds that head teachers need to observe their teachers formally on 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. This was seen to evaluate standards and improved on the quality of teaching and learning.

Physical observation of lesson presentation is the only way a head teacher can gain an insight into the quality of teaching and learning in the school, Kitavi (2005). Instructional supervisor can only be able to access the potential for excellent through watching the teacher present a lesson which he/she has prepared. Gachoya (2008), observed that through this visit the supervisor can have an insight into quality benchmarks and performance. Supervision of instruction through classroom visits include, walk-throughs, informal classrooms observations. A walk-through is an observation interlude lasting a minute or two which provides a quick look at teacher performance and environmental factors in the classroom (Fisher, 2011).

Okumbe (2007) adds that a good conference should last 30 to 40 minutes. Longer sessions become an ordeal for both the supervisor and the teacher. The supervisor should incorporate teachers' suggestions as this builds the teacher's confidence hence enhancing the learning process. He or she should recognize and provide alternative

approaches and application of a variety of skill as this will strengthen the teacher's pedagogical skills. The supervisor should provide an immediate feedback after observation which should be objective and concluded with a well thought out summary to enable the teacher to remember the key issues discussed.

2.7 Head teachers' supervision of 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 (Nias, 2010). 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. He stated that within limits, the more hours allowed to instruction in subject, the higher the achievements.

Pansiri (2008) 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. 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 (Kosgei, 2012). Elliott 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.

Martys (2009) wrote that teachers' commitment is a crucial factor to an effective school, teacher satisfaction, and retention. He claimed 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. Kosgei, (2012) asserts in their study that there are three means of monitoring progress in curriculum implementation namely; continuous assessment, mid-term examination and checking learners notebooks. Their 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.

2.8 Summary of literature review

The first part of literature review attempts to bring out different meanings 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 are 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. Levin (2010) noted management inadequacy and recommend proper pre- service and relevant in service courses for head teachers.

Moraa (2010) 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. Classroom teaching sessions when observed and sincere feedback given assist teachers in changing their ways of doing things for the betterment of students” academic results. Indeed classroom observation plays a major role in improving students” performance. Kimeu (2010) explains how classroom observation creates a good relationship between the teachers and the principal.

While these studies highlighted the importance of instructional supervision on the performance of the students, no study was done in Mwatate sub- county to explore the influence of the principals instructional supervision on the students’ KCPE performance hence a knowledge gap which this study seeks to fill.

2.9 Theoretical framework

The study was based on the systems theory whose proponent is Sergiovanni & Starrat (2004). The theory postulates that a school as a system is composed of various parts which work together interrelated for accomplishment of stated goals. 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 coordinates 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. 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.

2.10 Conceptual framework

According to Orodho (2004), a conceptual framework is a model of presentation where a researcher, conceptualizes or represents the relationships between variables in the study and shows the relationship graphically or diagrammatically.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter 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 researcher used descriptive survey design. The design can be used when collecting information about people's attitude, opinions, habits and any of the variety of education or social issues (Kombo and Tromp, 2006). The research design describes the state of affairs or the situation as it is without manipulating the variables. This approach is appropriate for this study because it involves an analysis of the influence of principals' instructional supervision practices on the students' academic performance. The design explored and evaluate in details the relationship between the dependent and independent variables (for this matter independent variable include target setting, checking of teachers' records, classroom observations and organization of educational clinics and the dependent variable is academic performance). Descriptive survey can also be used to investigate a population by collecting sample to analyse and discover occurrences.

Survey (descriptive) research mostly uses questionnaires (Creswell, 2005), but may use both questionnaires and interviews to gather information from groups of respondents about their opinions of some issue (Aryet.al 2006).

3.3 Target population

Borg and Gall (2007) defines target population as all members of a real or hypothetical set of subjects/people/events to which a researcher wishes to generalize the results of the study. This research targeted 546 respondents. This consisted of 46 primary school head teachers and 500 teachers, (DEO office Mwatate, 2016).

3.4 Sample size and sampling procedure

Sampling refers to that process of selecting a sample from a defined population with the iteration that the sample accurately represented the population. The size of the sample is influenced by several factors. Factors such as access, funding, overall size of population and number of variables influence the size of the sample (Creswell, 2005). One way of determining the sample size is by selecting a sufficient number of participants for the statistical process that is going to be used (Gall et al, 1996). This according to Babbie (2005) is also affected by the degree of error that a researcher is prepared to tolerate when probability sampling is used. This means the higher the confidence level expected; the bigger the sample should be to ensure that all characteristics of the population are included. This also reduces the sampling error (Cohen et al., 2005; Fraenkel & Wallen, 2006).

Mugenda and Mugenda(2003) suggest that for descriptive studies 30% of the total population is reasonable enough for the researcher to draw generalizations about the target population. According to the Ministry of Education data bank (2009), Mwatate sub-county has 46 public primary schools. A 30% sample comprising of 14 schools was selected using simple random sampling (Creswell, 2005). Fourteen head teachers in the sampled schools participated in the study through selection by census. In upper primary, the current policy expects a teacher to teach any subject in any class. However, in practice teachers tend to specialize in certain subjects. For this reason, teachers in upper primary were sampled according to subjects. This is because it is likely that a teacher will teach one subject in several classes. Since there are five core subjects, teachers were grouped according to these subjects. These are Mathematics, Science, English, Social Studies and Religious Education, and Kiswahili. A simple random sample of one teacher per subject was done. The total number of teachers sampled in upper primary per school was five. In each school there were a total of eight teachers sampled thus providing a total of 70.

3.5 Research instruments

One instrument used for data collection was questionnaires. Mugenda and Mugenda (2003), says that a questionnaire is commonly used to obtain important information about a population and each item in a questionnaire addresses a specific objective of the study. Questionnaires enable the researcher to collect data from the respondents within a short period of time and are easy to administer. The questionnaire contained two sections: Section A had structured questions requesting for personal demographic

data, while section B contained both structured and semi-structured questions based on the research objectives.

The researcher used an interview guide to examine the perceptions of head teachers on various variables relating to instructional supervision in their schools. According to Mugenda and Mugenda (2003) interviews provide in-depth data which meet specific objectives of the study. They also guard against confusing questions since the interviewer can clarify the questions thereby helping the respondents to give relevant responses. Very sensitive personal information is possible to be extracted from the respondent thus honest and sincere personal interactions between the respondent and interviewer.

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, 2003). Face validity refers to the likelihood that a question was misunderstood or misinterpreted, thus helped to iron out ambiguity. Ambiguous items found in the questionnaire was corrected thus increasing face validity. Content validity of an instrument refers to whether an instrument provides adequate coverage of the topic. Content validity was improved through expert judgment. To establish the content validity, my supervisors reviewed the instruments (Mertens, 2005).

There is a general agreement among researchers that however careful one is in construction of instruments for data collection, they cannot be perfect, hence the need

to test before administering them to the study respondents (Babbie, 2005; Bryman, 2004; Cohen et al., 2004; Gorard, 2001; Williams, 2003; Vaus, 2001). A process that Vaus (2001) refers to as evaluation. This definition brings out the aspect of critically assessing the instrument. To achieve this, Gay and Airasian (2003:288) advise that individuals chosen for the pilot should be 'thoughtful and critical' and 'should be encouraged to make comments'. Borg & Gall (2003) further states that piloting does not need a big sample. The researcher therefore randomly selected three primary schools whose head teachers and teachers completed the questionnaires.

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 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 follows:

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

where:

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

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

Σ = symbol of summation

ΣX^2 = the sum of squared scores in x distribution

ΣY^2 = the sum of squared scores in y distribution

ΣXY = 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. After the two tests the Pearson's Product Moment Correlation Co-efficient was computed to establish the correlation co-efficient. A correlation coefficient (r) of 0.77 was found for the head teachers' interviews, and 0.72 for the teachers' questionnaires. A correlation co-efficient (r), of about 0.75 is considered to be high enough to accept the use of the reliability of the instruments for data collection (Orodho, 2004).

3.8 Data collection procedures

Research permit was sought from the National Council of Science and Technology (NCST) at Utalii House. The researcher used a copy of the permit to inform the County Education Office, Mwatate, of the intentions to visit sampled primary schools. Head teachers were informed through letters of the purpose, time and dates of visits. The teachers were supplied with their questionnaire during the day of visit. The researcher visited the education officers in the county and informed them about the research. The researcher then approached heads in the schools and organized when to do the study. To ensure cooperation from them, the researcher explained the

significance of the study and their participation. On agreed dates, the researcher administered the questionnaires in person. The researcher then collected the questionnaires immediately they were filled.

3.9 Data analysis techniques

Analysis of the data started with checking the questionnaire for full completion, the gathered raw data for accuracy and usefulness. Data was coded which refers to recording the Classified data in qualified terms. Analysis was done using the Statistical Package for Social Science (SPSS). Descriptive statistics such as means, frequencies and percentages were used to analyze the data. Different items that answer a given research question were grouped together and discussed together. Tables, pie-charts and bar-graphs were used to present the data. The interview responses from the interviewees was analysed after transcription. A cross-case analysis procedure (Berends, 2006) was used to analyse the interview data. In this approach, responses to a common question from all interviewees in each category were analysed together. Common themes across participants (cases) were then identified, analysed and interpreted by item.

3.10 Ethical considerations

Babbie (2005) states that ethical guidelines should be followed by the researcher to ensure that all the participants of the study are treated with respect and consideration. Participants were informed of the nature and procedures of the study. Every effort was made to ensure the confidentiality and anonymity of the participants. Before

proceeding with data collection and analysis, approval was sought from the University of Nairobi and a research authorization letter issued. It was the duty of the researcher to be objective during the interview, data analysis, and data interpretation to avoid or minimize bias or self- deception.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction

This chapter presents and discusses the findings of the study. The study investigated the influence of head teachers' instructional supervision practices on Kenya Certificate of Primary Examination performance in public primary schools, Mwatate sub-county, Taita Taveta County, Kenya. Data was collected from a sample of respondents who comprised of 14 head teachers and 70 upper primary teachers. Data was collected, compiled, analyzed then interpreted to answer the research objectives. Collected data was compiled into frequencies and percentages, and then presented in tables and pie charts.

4.2 Response rate

The study had a sample size of 84 which included 14 head teachers and 70 upper primary school teachers (class six, seven and eight) from public primary schools in Mwatate Sub-County, Taita Taveta County. The researcher managed to interview all 14 head teachers successfully giving a response rate of 100%. Table 4.1 provides a summary of the response rate from the teachers' questionnaires.

Table 4. 1: Response rate for teachers' questionnaire

Response	Frequency	Percentage (%)
Returned	65	92.9
Not returned	3	4.3
Spoilt	2	2.8
Total	70	100.0

The data in Table 4.1 indicates that from the 70 teachers targeted, 65 filled the questionnaire which gave a response rate of 92.9%. According to Kothari (2004) any response of 50% and above is adequate for analysis. Therefore, a response rate of 92.9% and 100% was excellent for the study. This response was considered satisfactory by the researcher for the purpose of the study.

4.3 Demographic information

The research sought to establish the teachers' personal data that comprised of gender, work experience and education level. The findings are 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 results of the gender distribution is as follows in figure 4.1.

Figure 4. 1: Gender of respondents

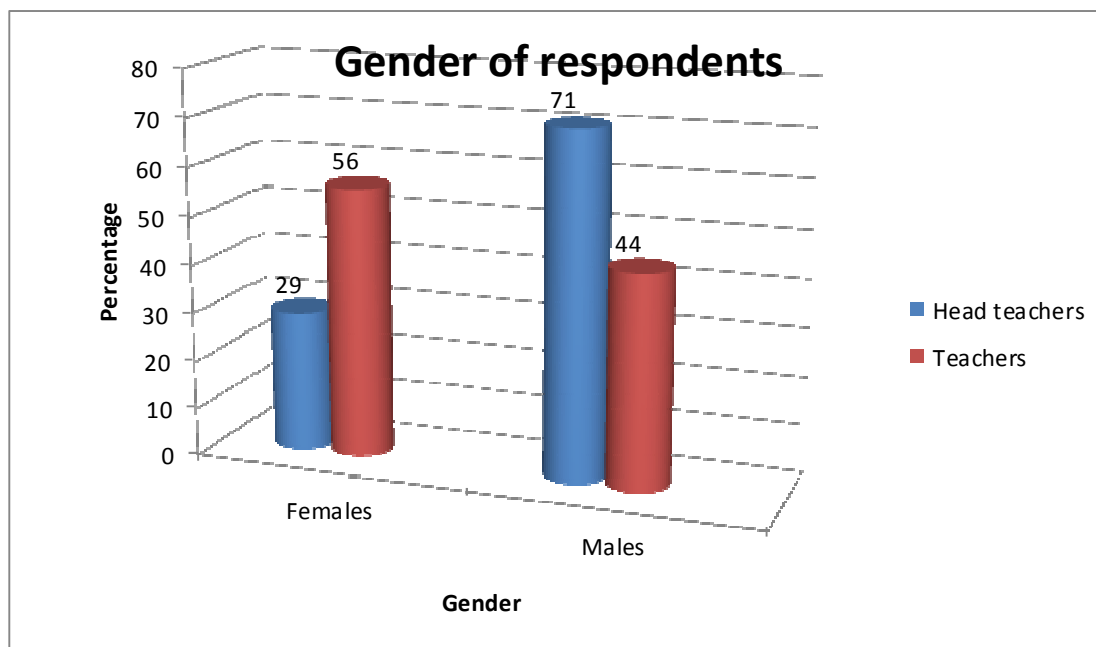


Figure 4.1 illustrates the number of males and females who participated in the research. It indicates that (10)71% of the head teachers were male and (4)29% were female. This may be because the community recognizes that men should take management positions while women are expected to be passive. Women also seem to shy off from taking responsibilities.

In the teachers' category (39)56% of the teachers were female who were the majority and (31)44% of the teachers were male. The high numbers of females could impact negatively on Instructional Supervision especially when female teachers have to go for maternity leave and the SMCs' need to employ part time teachers who may not be very effective in the teaching/learning process thus resulting to low performance of learners.

4.3.2 Age of Respondents

Age is a factor that has been observed to affect the performance of teachers. The age of head teachers and teachers shows maturity and this influences the teaching-learning process. The researcher then sought to know the age of the respondents and presented the findings as in Table 4.2.

Table 4. 2: Age of Respondents

Age (yrs)	Head teachers		Teachers	
	Frequency	Percentage (%)	Frequency	Percentage (%)
21 – 25	0	0	2	3.08
26 – 30	0	0	2	3.08
31 – 35	3	21.4	9	13.8
36 – 40	2	14.3	10	15.4
41 – 45	5	35.7	13	20.0
46+	4	28.6	29	44.6
Total	14	100.0	65	100.0

As per the findings, (35.7%) of head teachers were aged between 41 and 45 years. This represented the highest number as per table 4.2. The largest proportion of teachers (44.6%) was aged above 46 years and above. Youthful teachers should be encouraged to take up leadership positions as head teachers since they have vigor and are energetic. These findings triggered the researcher to find out if academic and professional qualification may be a determining factor in appointments into leadership.

4.3.3 Level of education

Professional academic qualification is deemed to determine leadership effectiveness thus improved academic performance. The teachers were requested to indicate their level of education. The findings were as shown in Table 4.3.

Table 4. 3: Level of education

Highest professional qualification obtained	Head teachers		Teachers	
	Frequency	Percentage (%)	Frequency	Percentage (%)
B.ED	2	14.3	1	1.6
Diploma	8	57.1	11	16.9
P1 certificate	4	28.6	53	81.5
Total	14	100.0	65	100.0

Table 4.3 shows that the highest proportion of the head teachers (57.1%) indicated that diploma in education was their highest academic qualification. This is a clear indication that a large proportion of head teachers have a fair level of academic qualification to enable them qualify as heads in the primary schools and supervisors in their schools.

A higher percentage of teachers (81.5%) have a P1 certificate as their highest level of academic qualification. SACMEQ (2000) revealed that the quality of teaching largely depends on teachers' academic qualification among other variables. As per the current trend in TSC standards, Head teachers should be encouraged to upgrade their qualifications so as to equip themselves with broad managerial, administrative and financial skills that are useful in their line of duty so as to be able to manage the

schools well and to improve the teaching-learning process. Effective teaching-learning process requires trained and qualified teachers to design teaching-learning strategies and support learners in order to avoid repetition, absenteeism and drop outs and to improve performance of learners.

4.3.4 Length of stay in current station

The number of years a head teacher takes in an institution may help him/her understand better his administrative skills especially how to deal with the members of the community around the school. Teachers may also find this important since they will be able to understand their learners better. The researcher sought to find out the duration that the teachers and head teachers had stayed in their current work stations, the findings being shown in Table 4.4.

Table 4. 4: Respondents’ length of stay in current station

No. of years	Head teachers		Teacher’s	
	Frequency	Percentage (%)	Frequency	Percentage (%)
10 +	0	0	5	7.7
6 – 9	3	21.4	12	18.5
3 – 5	7	50.0	33	50.7
0 – 2	4	28.6	15	23.1
Total	14	100.0	65	100.0

The Table 4.4 clearly reveals that most of the head teachers had stayed in their current stations for 3 years and above. This length of stay can be deemed satisfactory for the

head teachers' competence in providing information about the area of study in their current work stations. Additionally majority of the teachers (50.7%) also indicated that they had stayed in their current stations for over 3 years. One of the major reasons for teachers and head teachers not having stayed for long in their current work stations was as a result of transfers. The high mobility of teachers, in terms of transfers and recruitment, makes it difficult for the teachers to monitor the factors affecting teaching-learning process is the transfer of teachers in and out of the schools.

4.3.5 Training on educational management

The researcher then sought to find out whether head teachers had trained on educational management before appointment. The responses were tabulated in Table 4.5.

Table 4. 5: Head teachers' response on whether they were trained on educational management before appointment

Response	Frequency	Percentage (%)
Yes	4	26.7
No	10	73.3
Total	14	100.0

The study findings revealed that the majority (73.3%) of head teachers had not had any training before appointment. They indicated they learned what to do on the job. One supervisor commented that it was assumed that on recruitment at that senior level, 'one knew what to do' which according to him was not always the case.

Management training is meant to strengthen head teachers' ensuring that they carry out their duties professionally.

Lack of training for the supervisory role is identified as one of the inhibiting factors to effective supervision. The first post-independence commission on education in Kenya also identified the importance of training supervisors owing to what the Ominde commission termed as the 'complex nature of supervision' (Republic of Kenya, 1964a: 124). Similar views are expressed by Kamuge and Koech commissions (Republic of Kenya, 1988a, 1999). This finding therefore suggests that there is need for training of head teachers to enable them carry out their managerial duties effectively.

4.3.6 Training agents

The researcher sought to know from the few trained head teachers, where they had acquired their training. The researcher was interested in establishing the training bodies that prepare them for their duties as managers in the schools. The results were as shown in Table 4.6.

Table 4. 6 Responses from Head teachers' on training agents before appointment

Response	Frequency	Percentage (%)
KEMI	2	13.35
MOE	2	13.35
Total	14	100.0

Training in one's professional area creates competence thus determines the effectiveness of an individual in performing their responsibilities. According to the statistics, the majority of the head teachers (73%) did not go for training. These findings suggest a need for more training institutions and availing training to the head teachers.

4.3.7 Work experience

Experience of teachers and head teachers may have an influence on the teaching-learning process. Head teachers with over 10 years may have enough experience in handling administrative issues as well as the teaching-learning process thus improving the process. Teachers with many years of experience have more skills in handling and improving the teaching-learning process. Birech (2011) notes that the more experienced a teacher is, the better they are at delivering in the class room. The teachers were requested to indicate their years of work experience. The results were as shown in Table 4.7.

Table 4. 7: Years of experience of educators

Experience (yrs)	Head teachers		Teachers	
	Frequency	Percentage (%)	Frequency	Percentage (%)
10+	10	71.4	57	87.7
6 – 10	4	28.6	6	9.2
2 – 5	0	0	2	3.1
Total	14	100.0	65	100.0

From Table 4.7, (10) 71.4% of the head teachers and (57) 87.7% of the teachers indicated that they had worked for more than 10 years. This thus indicates that they were all in a good position to provide reliable information as concerns instructional supervision.

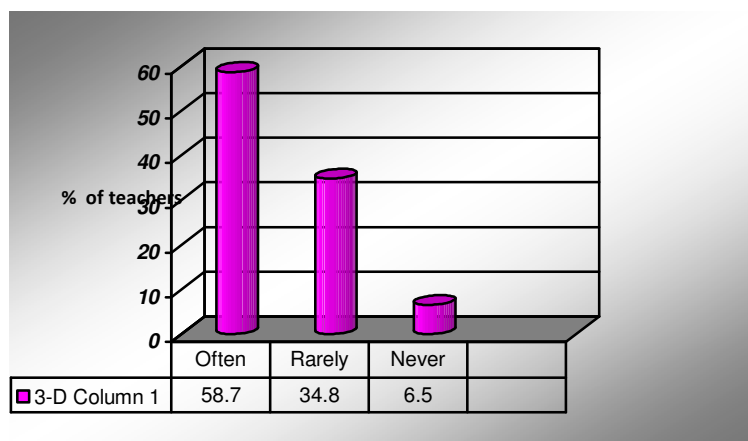
4.4 Head teachers instructional supervision practices

The researcher narrowed down to the research objectives and found out how each particular objective was determined.

4.4.1 Influence of head teachers' class room visits on KCPE performance

The first objective of the study was to assess whether head teachers class room visits influence pupils' performance in KCPE. The study sought to determine how often the head teachers' visited classrooms to see how teachers are teaching. The results were as shown in Figure 4.2

Figure 4. 2: Teachers responses on rate of classroom supervision by head teachers



According to the findings in Figure 4.2, 38 (58.7%) of the teachers indicated that the head teachers visited classrooms often. Sullivan and Glanz (2005) 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.

A study done by Bentley found no evidence that principals/head teachers were active in classroom instruction. To the contrary, the participants reported no input from the principals relating to classroom instruction (Bentley, 2005:164). A long-serving female teacher related:”I have been teaching for 15 years, but I have never been supervised in classroom by the head teacher”. The only formal or instructional supervision many of primary school teachers can recollect is the supervision they got when they were doing their school teaching practice while at the college.

The researcher then interviewed head teachers on their frequency of classroom visitation and their responses were as shown in Table 4.8:

Table 4. 8: Head teachers’ responses on frequency of visiting teachers during teaching

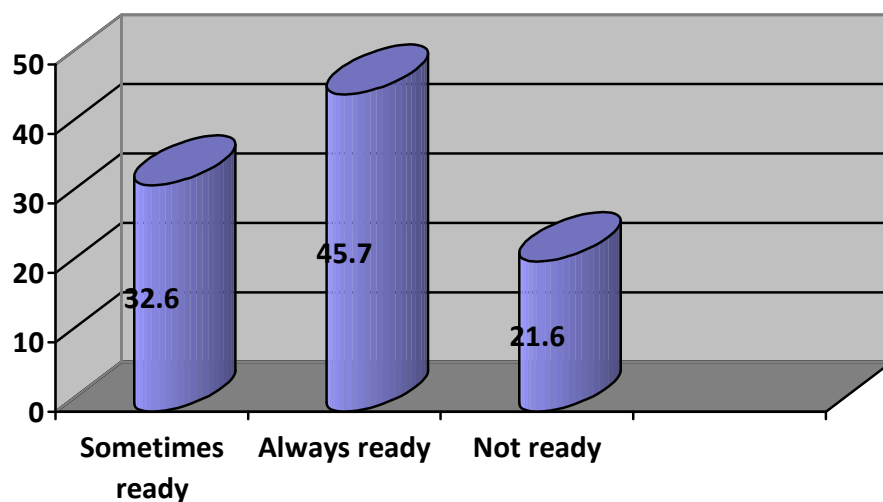
Response	Frequency	Percentage (%)
Always	1	6.7
Sometimes	4	26.7
Never	9	66.6
Total	14	100.0

From Table 4.8, 9 (66.6%) which is the majority of the head teachers never visit teachers in class to observe teachers' instructional process. These findings show a great neglect of the head teachers' role as an instructional supervisors. A head teacher should be a facilitator of change and be effective by ensuring alignment of curriculum, instruction and assessment. In a study done by Okumbe (2007), he found out that 25 % or more school days may be lost each year in poorly managed schools.

4.4.2 Teachers' readiness for supervision

The teachers were asked whether they were ready to be supervised in the classrooms. The results are as shown in figure 4.3

Figure 4. 3: Teachers' response to readiness for supervision (in percentage)



From Figure 4.3 on teachers' readiness to be supervised in the classroom by the head teachers, we find that 32 (45.7%) of the teachers indicated that they were always ready for it. This depicts that most of the teachers were ready for the supervision.

From the findings it can be deduced that teachers are generally not ready for instructional supervision as less than 50% stated they were always ready. In the past the school inspectors were seen as fault finders, police officers, poor listeners '(Oyaya, 2006:4). The policing label was confirmed by teachers during the process of data collection. Conducting research and pre-observation meeting was reported as never performed by the teachers despite being a requirement according to policy. This thus has contributed greatly towards the attitude and level of preparedness for supervision.

4.4.3 Teachers' feelings on supervision

After finding the level of readiness for supervision, the researcher sought to find out how the teachers felt during the actual classroom observation. The following responses were recorded in Table 4.9:

Table 4. 9 Teachers' responses on whether they were comfortable with head teachers observing their instructional process

Response	Frequency	Percentage (%)
Yes	12	18.5
No	53	81.5
Total	65	100.0

The majority of teachers 53(81.5%) were not comfortable with head teachers observing their teaching process. This was an indication that teachers did not like the head teacher supervision process which is a necessary tool to improve performance in

the school. This negative attitude can be attributed to the fact that supervision was more of inspection in the past.

Teachers appreciate supervision when it is geared towards supporting them professionally but are not comfortable with the manner in which it is carried out. Expressing similar sentiments teachers who were quoted in an interview in a Kenya newspaper, *The Standard* depicted the inspector/supervisor as one to be feared with statements such as 'the mere mention of a school inspector was enough to make a teacher faint' while there was accusation of some supervisors harassing teachers 'in front of our pupils'. (www.eastandard.net/ July 27, 2006).

4.4.4 Feedback after classroom observation

The researcher sought to confirm from the teachers if head teachers discuss the observed lessons with them and were given any feedback. These findings were presented in Table 4.10

Table 4. 10: Teachers' responses on feed back after classroom observation

Response	Frequency	Percentage (%)
Yes	10	15.4
No	55	84.6
Total	65	100.0

The majority of teachers 55 (84.6%) indicated that the head teachers do not give feedback after classroom observation. This is a clear indication that head teachers are

unable to determine the academic performance follow up .It shows that teachers are really unable to trace learning problems which if worked on could improve the academic performance. According to (Gordon & Gordon, 2007) supervision is a key tool used 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. Table 4.11 highlights head teachers’ responses on how frequent they get to discuss their teachers after a classroom visitation.

Table 4. 11: Head teachers’ responses on the frequency of discussing lesson observation with teachers

Response	Frequency	Percentage (%)
Always	3	20
Sometimes	2	20
Never	9	60
Total	14	100

Table 4.11 shows that, a majority of the head teachers do not discuss with their teachers after observing the instructional process. This trend renders the process useless as the teacher needs guidance on the teaching so as to boost academic performance. This is to evaluate the standard to achieve curriculum strength and weakness and improve on the quality of teaching and learning.

4.4.5 Responses of teachers towards instructional supervision

The researcher sought to find out whether teachers felt that the head teachers carried out the instructional supervision process effectively and efficiently. The findings showed that all of the teachers agreed that they were aware of the head teachers' role in instructional supervision. They also stated that the head teachers should be in a position to check their work and create good relations in school and promote good performance. Head teachers were on the other hand interviewed on their response towards supervising the work of the teachers and their responses stated in table 4.12:

Table 4. 12: Head teachers' response on supervising teachers work

Response	Frequency	Percentage (%)
Yes	5	35.7
No	9	62.3
Total	14	100.0

The head teachers clearly indicated that 62.3% were not in position for instructional supervision. This showed a relatively low number that carry out this important managerial activity.

4.4.6 Challenges faced by head teachers during instructional supervision

Upon further questioning, head teachers gave several reasons why they felt contributed towards their not carrying out instructional supervision regularly as they are required. The findings are listed in Table 4.13:

Table 4. 13: Head teachers’ responses on challenges faced in instructional supervision practices

Challenge	Frequency	Percentage (%)
Heavy workload	7	50.0
Insufficient time	4	28.6
Inadequate training	1	7.1
Negative attitude from teachers	2	14.3
Total	14	100.0

From the Table 4.13, a majority of the head teachers indicated that their extensive administrative duties were too much for them to create time to follow up on the instructional process in class. The heavy workload can be attributed to the introduction of free primary education by the government in 2003 that saw the enrolment in primary schools rise without a corresponding rise in the number of teachers (Republic of Kenya, 2005a). Half (50%) of the head teachers felt that schools were understaffed thus the teacher workload was unbearable lowering performance.

Table 4. 14: Head teachers’ suggestions on measures to overcome challenges to boost performance

Suggestions	Frequency	Percentage (%)
Additional manpower	4	28.6
Motivational programmes for teachers	1	7.1
Reduced workload	4	28.6
Workshops and in-service training	5	35.7
	14	100.0

After carrying out the research it was observed that 28.6% of head teachers suggested that employment of more teaching staff and having motivational programs for teachers would boost pupils' academic performance. A majority suggested that both the head teachers and teachers need to attend in-service courses on educational management and sensitization of the importance of their attitude towards instructional supervision.

4.4.7 Effectiveness of head teacher supervision

The researcher sought to find out from the teachers how effective the head teachers were when carrying out instructional supervision. The responses were as shown in Table 4.15.

Table 4. 15: Teachers' responses on the effectiveness of head teachers in carrying out instructional supervision

Response	Frequency	Percentage (%)
Yes	60	92.3
No	5	7.7
Total	65	100.0

From the table above, a majority (92.3%) of the teachers showed a negative response on their evaluation of their head teachers' supervisory role as they indicated that the majority were not effective in carrying out instructional supervision.

4.5 Influence of professional records checks on KCPE performance

According to Musungu & Nasongo (2008) schools where performance is good the head teachers do a lot of supervision. One of the head teachers further stated that,

“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 attendance register”. The researcher therefore sought to find out how often the head teachers scrutinized the teachers’ professional records. From the study findings all the 65 teachers (100%) indicated that the head teachers scrutinized professional records in the school each term. This is a clear indication that all the head teachers are keen on checking the professional records.

4.5.1 Scheme of work

One key document which teachers need to have is a scheme of work. The researcher sought to find out from the head teachers how often they check the schemes of work that teachers are supposed to prepare each term. The researcher noted the following results as regards teachers having a scheme of work as is evidenced in Table 4.16

Table 4. 16: Head teachers’ responses on the frequency of supervising teachers’ schemes of work

Response	Frequency	Percentage (%)
Monthly	2	14.3
Termly	12	85.7
Total	14	100.0

From the study findings, head teachers do not regularly check the teachers’ scheme of work. This was because the majority of the head teachers (85.7%) indicated that they only check on this professional document once a term especially at the beginning of

the term. On determining how often the head teachers make sure that teachers are up to date with the scheme of work, the head teachers indicated they usually leave that to the senior teacher or the deputy head teacher giving the reason of their busy schedule not permitting. Scheme of work is a very important document which guides syllabus coverage and if not well monitored it may lead to teachers not completing the syllabus on time, thus poor KCPE performance. On whether teachers' preparation of scheme of work affect pupils KCPE, all the head teachers agreed that proper planning of schemes and lesson plans improve performance. These findings were consistent with the findings by Wanjugu (2011).

4.5.2 Records of work

A record of work is a document that is used in conjunction with the scheme of work showing exactly how much of the work in the scheme of work has been done. The researcher sought to find out whether the head teachers check the teachers' records of work covered so as to monitor content coverage. The results are as follows in Table 4.17:

Table 4. 17: Head Teachers' responses on whether teachers keep records of work

Response	Frequency	Percentage (%)
Have records	6	42.9
Do not have records	8	57.1
Total	14	100.0

It was established that 57.1% of head teachers indicated that teachers did not have records of work covered. Lack of records of work would mean therefore that teachers are most likely not to cover the entire syllabus as they don't have records of work covered that would give direction on how much content has been covered and how much is still pending. These findings were in tandem with those of Adikinyi (2007) who found out in her studies that a number of teachers in public secondary schools in Nairobi work without all professional records in place.

4.5.3 Lesson plans and lesson notes

Lesson plans are documents closely related to schemes of work and records of work covered. The researcher sought to find out how frequent the head teachers checked that teachers prepared lesson plans and lesson notes during a term and tabled the results as shown in Table 4.18.

Table 4. 18:Head teachers' responses on frequency of checking teachers' lesson plans and lesson notes per term

<u>Response</u>	<u>Frequency</u>	<u>Percentage (%)</u>
Monthly	1	7.1
Termly	4	28.6
Never	9	64.3
Total	14	100.0

The study findings showed that head teachers are not consistent in checking teachers' lesson plans and lesson notes because most of them (64.3%) indicated that they never

check these professional documents. The head teachers are supposed to regularly check these documents to ensure that teachers are prepared to teach effectively.

4.5.4 Head teachers' checking of learners exercise books and assignments

Checking of students' books and assignment ensures that the head teacher follows on the progress and participation of pupils in class. This could boost performance since regular follow up on the pupil's notes and assignments would lead to high performance. The researcher therefore sought to establish by which head teachers get to check the books of the pupils in the schools. The results are as follows in Table 4.19:

Table 4. 19: Head teachers' responses on the frequency of inspecting pupils' exercise books and assignments

Response	Frequency	Percentage (%)
Always	1	7.1
Sometimes	3	21.4
Never	10	71.5
Total	14	100.0

The study findings in Table 4.21 reveals that the majority of head teachers 71.5% never inspect pupils' books and assignments. Checking the books would give an indication as to the work that is going on in the class and the extent of syllabus coverage.

4.5.5 Teaching/Learning resources

In any school setting, availability of adequate teaching and learning resources plays a great deal in promoting the learning situation. As a measure of ensuring effective teaching and learning process, it is imperative that teachers have teaching/ learning resources in the classes. The researcher sought to establish the frequency by which head teachers avail these resources to the teachers as is seen in Table 4.20.

Table 4. 20: Head teachers’ responses on the frequency of providing adequate teaching/learning resources

Response	Frequency	Percentage (%)
Always	4	26.7
Sometimes	10	73.3
Never	0	0
Total	14	100

From the study findings, provision of teaching/learning resources was not regular and was faced with very serious shortages. This was depicted by the head teachers’ responses as the majority (73.3%) of them indicated that they only sometimes provided the resources. Provision of instructional resources and materials is a role of the head teachers. Gachoya (2005) in her 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.

4.5.6. Effect of professional documents on performance

The researcher sought to establish teachers' view on the effect, if any, of professional documents on KCPE performance. The following results were tabled as per Table 4.21:

Table 4. 21: Teachers response on effect of professional documents on KCPE performance

Document/Item	Greatly	Moderate	Little	
Checked	effects(%)	effect(%)	effect(%)	Total(%)
Schemes of work	100	0	0	100
Lesson plans	100	0	0	100
Records of work	60	25	5	100
Progress records	26	42	32	100
Examination files	50	39	11	100
KCPE result analysis	100	0	0	100
Class attendance	100	0	0	100

From the results, all the teachers (100%) concurred that schemes of work, lesson plans, attending class regularly and doing KCPE exam analysis greatly effects the performance of pupils. A 60% majority further felt that records of work contribute towards performance but 25% did not place this as having any great effect. They were

of the opinion that records of work has moderate to little effect (5%) if any. Keeping examination files was also placed as having moderate (39%) to little effect (11%) though half (50%) of the teachers involved in the study placed examination files as having a great effect on performance. The teachers had varied opinion on the effect of general evaluation done by the head teacher as having a direct impact on KCPE performance.

4.6 Influence of head teachers' post conference discussions on KCPE performance.

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 head teachers hold meetings to discuss issues concerning classroom visitation. According to the findings, the teachers indicated that they always held discussions with the head teachers once the results were released. This is a clear indication that all the head teachers and teachers were concerned about the schools' performance in KCPE.

4.6.2 Meetings held by head teachers after exams

The study sought to determine whether head teachers held meetings after examinations have been released. According to the findings, all the teachers (100%) indicated that the head teachers held meetings with them after KCPE results are released.

4.6.3 Head teacher's cooperation in matters of performance

The teachers were requested to indicate whether the head teachers cooperate in matters on pupils' performance. From the findings 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 Blasé' & Blasé (2004) 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 Meetings held by head teachers to discuss pupils' performance

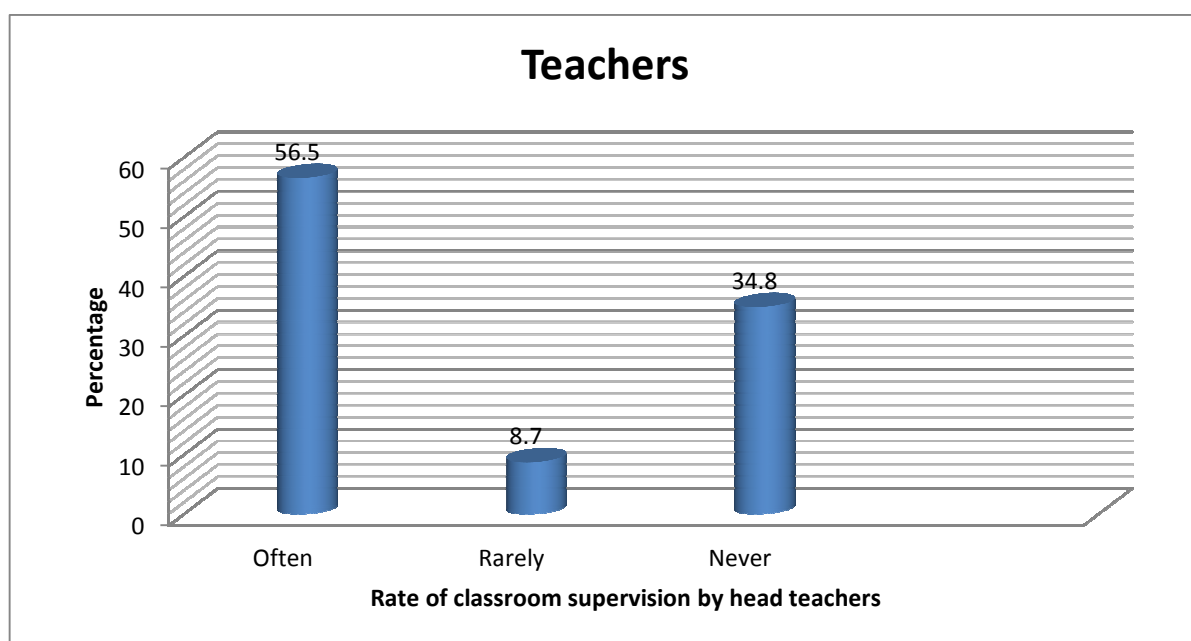
According to the study, all teachers agreed that they hold meetings with their head teachers to discuss the performance of pupils. The study further sought to establish how often these meetings are held in the schools. The results are as shown in Table 4.22.

Table 4. 22: Teachers' responses to rate of holding meetings to discuss pupils' performance with head teachers.

Rate of holding meetings	Frequency	Percentage
Termly	56	86.2
Monthly	9	13.8
Total	65	100.0

According to the Findings as shown in Table 4.27, 86.2% of the teachers ascertained that they held termly meetings to discuss pupils progress. An additional 13.8% stated that they have monthly meetings at the end of each zonal exam in order to discuss the results. It is evident that the meetings have a positive impact on the performance of the pupils in KCPE. In addition, head 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 looking for the way forward to improve the general performance of pupils. The teachers were requested to indicate how often they discussed with head teachers on the teaching methodologies as part of their post conference discussions. The results given are as shown in Figure 4.4

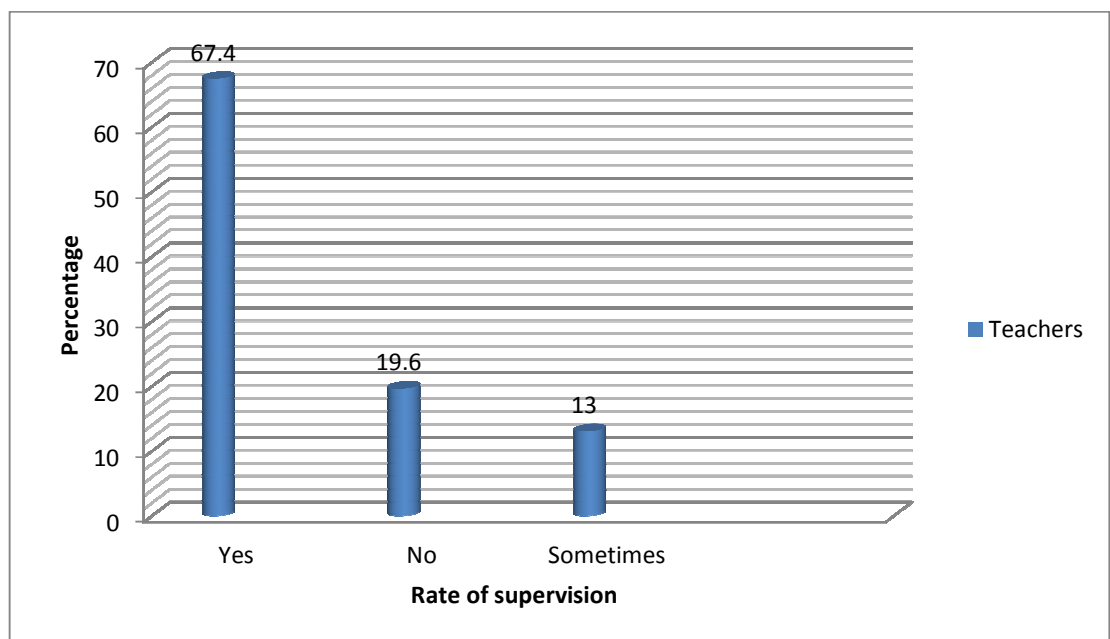
Figure 4. 4:Teachers’ responses to having discussions on teaching methodology with head teachers



From the findings as shown in Figure 4.4, (36) 56.5% of the 65 teachers taking part indicated that they often discuss their teaching methods. 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 (Kimeu, 2010).

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 4.5.

Figure 4. 5: Response to Teachers consultation rate with the head teachers (in percentage)



According to the data as shown in Figure 4.5, out of the 65 teachers who took part in the research, (44) 67.4% of the teachers indicated that they consult their head teachers in case there are challenges in teaching but (13) 19.6% of the teachers indicated that they were contrary. Finally, (8) 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.

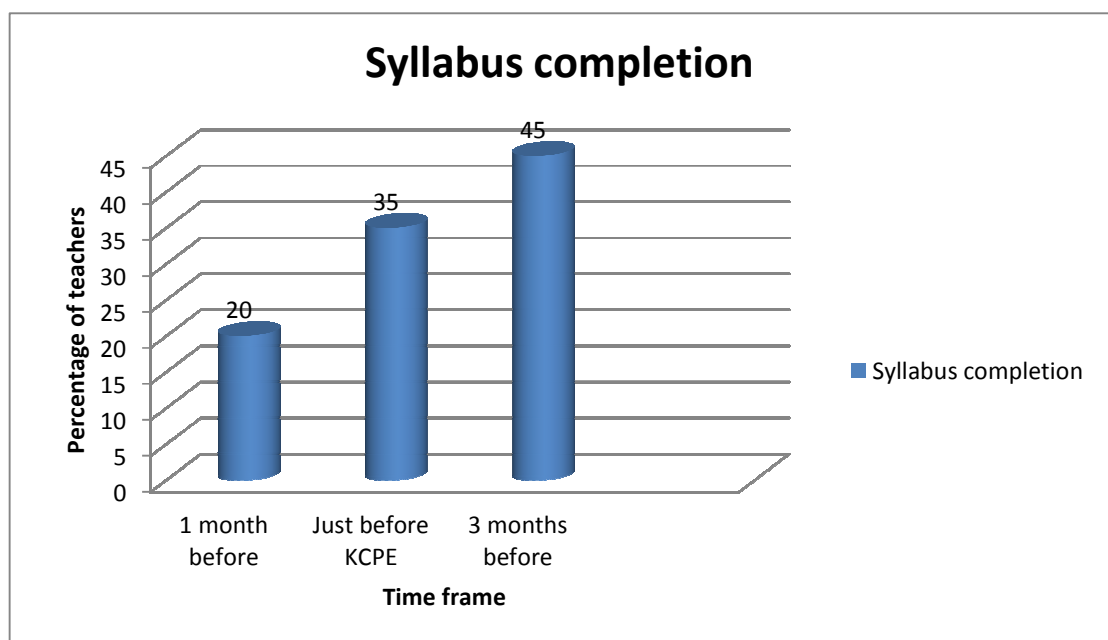
4.7 Influence of head teachers supervision of syllabus coverage on KCPE performance

Objective 4 states that the study sought to determine the extent 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 4.6

Figure 4. 6: Time of syllabus completion (%)



According to the Figure 4.6 above, from all 65 teachers who filled the questionnaire, (30) 45.7% of the teachers indicated that they are through with the syllabus 3 months before KCPE; (23) 34.8% of the teachers indicated that they are through just in time

of KCPE and; (12) 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 Impact of completion of syllabus

The study sought to determine whether completion of syllabus has a positive impact in KCPE performance. According to the findings, 100% of the teachers indicated that earlier completion of syllabus impacted positively on the pupils' performance. In addition, the head 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 Setting of performance targets by head teachers

Putting a target that learners in particular subjects or classes are set to attain within a term is one way by which head teachers try to improve performance in schools. Schools set different targets for their schools depending on the general performance of each school and the head teachers. The researcher sought to find out from the head teachers whether they give performance targets to their teachers. The results are shown in Table 4.23:

Table 4. 23: Head Teachers’ response on setting performance targets to teachers

Response	Frequency	Percentage (%)
Monthly	2	14.3
Termly	12	85.7
Yearly	0	0
Total	14	100.0

A majority (85.7%) of the head teachers gave their teachers termly targets while only 14.3% preferred giving targets per month depending on the monthly exams the learners do. As a follow up to setting performance targets, the researcher sought to find out the motivational techniques that head teachers use so teachers can be encouraged to reach the set targets in their schools.

4.7.4 Motivational techniques by head teachers

Motivation of teachers varies according to the head teacher, availability of funds, creativity, etc. Table 4.24 gives a summary of the motivational techniques utilized by head teachers.

Table 4. 24:Head Teachers’ response on motivation of teachers

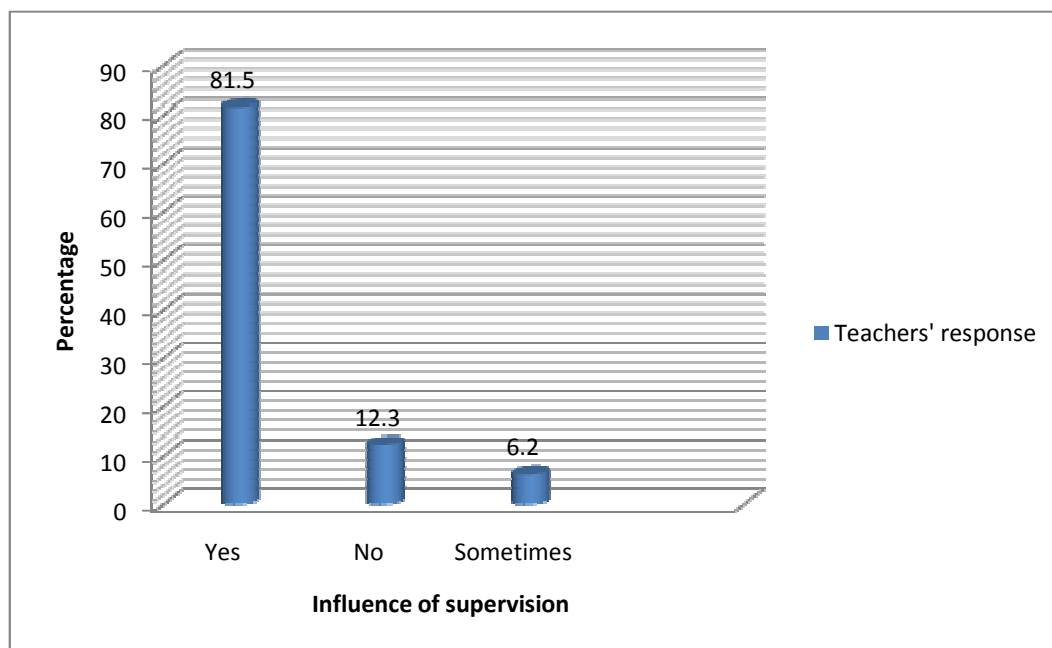
Response	Frequency	Percentage (%)
Giving monetary awards	2	14.3
Praising the teachers	3	21.4
Giving certificates	5	35.7
Providing incentives eg. trips	4	28.6
Total	14	100.0

A majority of the head teachers comprising 35.7% stated that they give certificates and write good appraisal reports for their teachers as a way of encouraging them to work hard and reach set targets. 28.6% of the teachers give incentives like trips, free lunch in school, etc. Some of the head teachers (21.4%) praise their teachers in public so as to encourage the others to also be like them and accomplish set performance targets. Due to insufficient funds, only 14.3% mentioned monetary rewards as a motivational measure. However for those who mentioned money as a form of motivation, they stressed on the fact that this money should be part of money that parents give and not necessarily the school administration directly.

4.7.5 Influence of supervision of KCPE performance

As a summary to the exercise, the researcher sought to find out from the teachers whether the process of supervision actually influences KCPE performance in primary schools. The results are as shown in Figure 4.7:

Figure 4. 7: Response of teachers on supervisory influence on pupils' performance



From the data in Figure 4.7, majority 53 (81.5%) of the teachers indicated that their head teachers' supervision influence KCPE performance; 8 (12.3%) of the teachers indicated that sometimes the head teachers' supervision influence; but 4 (6.2%) 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.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents a summary of the study conclusions, recommendations and suggestions for practice and further research.

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 Mwatate Sub County, Taita Taveta 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. Target population comprised of 546 head teachers and teachers. Simple random sampling was used to sample 84 respondents. Data was collected using questionnaires, analyzed and presented in frequencies and percentages.

This study utilized a questionnaire and an interview guide to collect primary data. Validation of the instruments was done by the supervisors. Reliability was done by use of Pearson correlation coefficient. A correlation coefficient (r) of 0.77 was found for the head teachers' interviews, and 0.72 for the teachers' questionnaires.

Data was analyzed by descriptive analysis and content analysis. Data analysis used SPSS and Microsoft excels to generate quantitative reports through tabulations, and bar graphs.

5.2.1 Effects of head teachers class room visits on KCPE performance

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 (58.7%) of the teachers were supervised regularly. Also, on determining whether teachers hold briefs with the head teachers after classroom supervision, the study found that 15.4% of head teachers do not give feedback or 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.

On the issue of lesson observation, both the teachers and heads experienced this activity, but wanted it more regularly than they currently experienced. The teachers and the heads, reported that lesson observations were not very frequent due to head teachers' tight schedules. They also believe that the questions supervisors pose in the course of supervision serve as reminders to help teachers reflect upon their performances, as well as raise their level of confidence and eventually improve teachers instructional practices.

The situation in public primary schools in Mwatate Sub County in which lesson observations were not as frequent as desired as a result of supervisors' numerous administrative and managerial duties is not an isolated phenomenon. Researchers have found similar situations in both developed and less developed nations. The situation where supervisors are saddled with numerous administrative and managerial duties impacts negatively on instructional supervision and, ultimately, on student outcomes.

Supervisors' frequent visits to classrooms helped boost teacher morale. It was found that teachers in Kentucky public primary schools whose supervisors "dropped by" the classrooms to interact with the students felt energized, while those teachers who experienced a lack of contact with their supervisors were negatively affected. Similarly, heads may use their visits to identify areas in instructional practices for which teachers might need guidance and support. The findings from this study suggest that supervisors visited classrooms primarily to check teachers' regularity and

punctuality to class, and their performance of teaching-related duties, rather than providing instructional guidance and support.

5.2.2 Professional records checks and influence on KCPE performance

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. In addition, lesson plans are checked to a little extent followed by lesson notes. Finally, it was found that class registers are checked to a little extent by the head teachers.

It was found out from the study that head teachers' inspection of records of work covered had positive relationship with students' performance in national examinations. Positive relationship implied that head teachers' inspection of records of work covered was a predictor of students' performance in national examinations. From the study, it was found out that head teachers' inspection of schemes of work had a positive relationship with the performance of students in national examinations. The positive relationship implied that the extent to which head teachers inspected teachers' schemes of work predicted performance of students in national examinations.

The study also found out that head teachers' inspection of lesson notes did not have any relationship with performance of students. No relationship implied that inspection

of teachers' lesson notes by head teachers was not a predictor of students' performance in national examinations. 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.

This study found out that head teachers' inspection of lesson plans did not have any relationship with performance of students in national examinations. Therefore, the findings implied that inspection of lesson plans by head teachers was not a predictor of students' performance in national examinations.

The study found out that head teachers' inspection of students' progress reports had a positive relationship with performance of students in national examinations. The positive relationship meant that the extent to which head teachers inspected students' progress reports predicted performance of students in national examinations.

This study found out that teachers' attendance of all lessons had positive relationship with performance of students in national examinations. A positive relationship implied that if head teachers ensured that teachers attended all lessons and made up for those missed, there would be relative improvement in students' performance in national examinations. From the study, it was found out that adherence by teachers; to prescribed lesson times did not have any significant relationship with performance of students in national examinations. Therefore, the extent to which head teachers

ensured that teachers adhered to prescribed lesson time(s) was not a predictor of students' performance in national examinations.

This study found out that teachers' giving, marking and correcting assignments had no significant relationship with students' performance in national examinations. No relationship implied that the extent to which head teachers ensured that teachers gave, marked and corrected assignments was not a predictor of students' performance in national examinations.

5.2.3 Post conference discussions and influence on KCPE

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, head teachers indicated that teachers do not like being asked to explain why their subjects have not done well. They therefore work hard to improve their subjects thus improvement in performance.

Heads and teachers in this study noted that supervisors provided teachers with objective feedback about lesson observation. However, both groups of participants indicated that they wanted many more post-observation conferences. Some of the teachers interviewed said their supervisors drew their attention to mistakes, discussed findings, and provided advice during and after lesson observation. The current practice where supervisors provide feedback and suggestions about lesson observation is likely to improve instructional practices, and ultimately, student learning. Feedback and suggestions encourage teachers to reflect upon their performances and re-evaluate their instructional strategies.

In the US, teachers reported that the feedback they received from their supervisors was specific and non-judgemental, and encouraged them to consider and re-evaluate their strategies. In that study, teachers reported that feedback reflectively informed their behaviour and this resulted in the implementation of new ideas, trying out a variety of instructional practices, responding to student diversity, planning more carefully and achieving better focus.

5.2.4 Syllabus coverage and influence on KCPE performance

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.

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

5.3 Conclusions

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

Stemming from the findings of this study the following recommendations are made:

- i) The government should revise laws governing education in Kenya with a view of consolidating them to create coherence to avoid different policies interfering or infringing on implementation of others. There is a need to revise the policies on instructional supervision to reflect the changes taking place in the field. The revision could include adding aspects of contemporary instructional supervision

that are described in the literature and that were supported by the teachers and head teachers in this study. Guidelines on how and who should do what during implementation of an educational change would help make the process smoother. Such a revision would likely improve supervisory practices in the schools and, consequently improve student performance.

- ii) The Teachers' Service Commission (TSC) should revise the staffing norms for primary schools in Kenya. The current requirement that the number of teachers in a school is equal to the number of classes does not take into consideration the supervisory and administrative roles of the head teachers.
- iii) The ministry could put in place sustainable training programs to better equip personnel at the national, county and school levels with the knowledge and skills to improve instruction in schools, than is currently the case. It is recommended that the Government in conjunction with the Ministry of Education, plan a long term budgetary allocation for such programs to build the capacity of personnel in charge of supervision at the primary school level. These steps would ensure regular training programs for supervision to improve instructional practices, and improve student outcomes.
- iv) Based on the recommendations from the respondents and findings in this study, there is urgent need for the Ministry of Education to review the current role of DQAS (Directorate of Quality Assurance) with a view to separating the evaluative and advisory roles that are currently under the department. This can be done by

creating an autonomous body that has the responsibility of ensuring standards of education while the advisory role is handled by another department such as KIE which is the national curriculum development centre hence best placed to advise teachers on curriculum matters. This separation would remove the role conflict that supervisors have to deal with when they perform advisory as well as evaluative functions.

v) Schools, head teachers and teachers should be made aware of the supervisory process. DQAS should make it clear what is expected of the schools during supervisory visits and what the schools expect of the supervisors. Toward this end, the directorate should revise the current handbook to reflect the new approach that includes the teachers' needs. The handbook should be made available to schools so that head teachers and teachers are clear on what to expect. This would enhance transparency in the supervisory process and hopefully remove the suspicion and the negative attitude currently held by the teachers. The purpose of class observation as a function to improve teaching and for professional development should be paid attention to in the revised policy guidelines. The DQAS needs to develop outreach programmes to communicate to teachers and head teachers about their role. More communication channels between the directorate and schools need to be created.

vi) From the findings, the researcher noted that inadequate skills and training of instructional supervisors hindered them from being effective in carrying out their

duties. The researcher recommends that head teachers (and also teachers) could be exposed to desired aspects of contemporary instructional supervision through pre-service and in-service training programs. Periodic in-service training programs about new developments in the education system could be provided to head teachers to keep them abreast with current trends and practices. Every professional teacher (especially head teachers) would then be conversant with, and more likely to practise these desired aspects of contemporary supervision, which may consequently improve instruction and student learning.

vii) From the findings, the head teachers as supervisors raised an issue of work overload being a key factor in their not being effective in their roles as instructional supervisors. The researcher thus recommends that the Ministry of education considers either reducing or separating administrative and managerial duties from head teachers. Supervisors would, therefore, be able to more regularly supervise instruction to improve teachers' instructional practices/strategies and, consequently, raise student learning.

viii) From the research the findings were that there was need to change the attitude of teachers towards instructional supervision and also to make instructional supervision more meaningful to the teachers.

ix) There is a need for government in conjunction with local universities to develop a training package for supervisors that will enhance their skills and knowledge in supervision thus preparing them for their role as they transit from teachers to

supervisors. As the formal training provides the theoretical basis of supervision, it should be strengthened by informal training which supervisors reported provided more practical skills. Aspects of contemporary instructional supervision could be incorporated into the teacher training programs at both the diploma and degree levels to sensitize teacher's awareness about contemporary instructional supervision practices.

- x) The Ministry through the Kenya Education and Management Institute (KEMI), formerly known as Kenya Education Staff Institute (KESI) should enhance the supervisory skills of the primary school head teachers, deputy head teachers and senior teachers. This would strengthen internal supervision in schools. School based supervision could be improved by strengthening the subject panels and key resource teachers with skills and knowledge to enable teachers become part of the process. More informal supervision, for instance class observations should be encouraged in schools. This would make supervision a shared, collaborative activity for the teachers rather than an activity for the head teacher or external supervisors. This is only possible if the current thinking of supervision as evaluation is changed.

Additionally, KEMI needs to provide management training through use of programs, seminars workshops and produce publications aimed at promoting managerial competence and integrity. This would give the head teachers better skills to manage

their schools and be better managers and perform their roles with more competence. This would lead to better performance in schools.

KEMI can also produce, maintain and disseminate documentation services and equipment relating to administrative management. This would keep the head teachers up to date with contemporary and emerging issues and policies as regards instructional supervision as well as improving the teaching/learning process as a whole.

The Kenya Institute of Curriculum Development (KICD) formerly known as Kenya Institute of Education (KIE), should have its role expanded to go beyond development of the curriculum and monitoring its implementation. The expanded role should include teachers' professional development. To this, the Institute should establish field outreach programmes that would get to the teachers at school level. The Teacher Advisory Centres (TACs) could be used as they are established in the country and be detached from DQAS.

5.5 Suggestions for further research

This study focused on influence of head teacher's instructional practices on KCPE performance in public primary schools in Mwatate sub-county. Arising from the very nature of supervision and its practice, various gaps that need to be explored further are presented in this section.

This study could be replicated in other districts in order to allow for wider generalisation of the results.

An in-depth study using different methodology could be carried out to establish the actual performance of the supervisors during class visits and the teachers' reactions to the procedures.

A qualitative school based study is needed to establish teachers' experiences in the implementation of educational change. This could offer useful insights that can be included in policy on implementation of change.

A study should be done to consider the influence of learners' entry behavior on students' academic performance.

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APPENDIX I
LETTER OF INTRODUCTION

Elizabeth A. Odumbe

University of Nairobi

College of Education and External Studies

P.O. Box 92,

Kikuyu.

10th June 2016

Dear Sir/Madam,

RE: DATA COLLECTION

I am a post graduate student at University of Nairobi currently on a research project on the **“Influence of head teachers’ instructional supervision practices on pupils’ performance in Kenya Certificate of Primary Education performance, in Mwatate sub-county, Taita Tavetta County”**. You have been identified to take part and therefore kindly request you to respond to the questionnaire items as honestly as possible. The information is for this academic purpose only. The identity of the respondents shall be absolutely confidential and anonymous. No name shall be required from any respondent or institution.

Thank you for your co-operation.

Yours faithfully,

Elizabeth A. Odumbe

APPENDIX II

INTERVIEW GUIDE FOR HEAD TEACHERS

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 Mwatate Sub-County, Taita Taveta County’. The information you will give will be treated with confidentiality.

1. What is your highest level of education?
2. How many years have you been in this school as a principal?
3. Have you been trained on how to carry instruction supervision?
4. Do you observe class room teaching? (i) If yes how frequent. (ii) If no why Not
5. How often do you inspect the teachers’ lesson plans?
6. To what extent do you inspect the teachers’ scheme of work?
7. To what extent to you set performance targets to your teachers?
8. Do you give feed-back to teachers during post conference meetings after classroom observation?
9. How many times in a term do you undertake the following instructional supervision practices?
 - i. Checking students and teachers’ notes

ii. Provision of instructional materials

iii. Observing teachers as they teach and providing feedback

iv. Target setting for both teacher and students

vi. Communicating of new information to teachers and students

vii. Checking record of work for teachers

10. What problem do you face performing the mentioned tasks?

11. What motivation techniques do you employ to ensure teachers perform?

12. What suggestions could you give to make sure that instructional supervision in your school is effective and improves pupils' academic performance?

Thank you for your cooperation.

APPENDIX III

QUESTIONNAIRE FOR TEACHERS

Introduction

The study seeks to determine the “Influence of head teacher’s instructional practices on KCPE in public primary schools in Mwatate sub-county, Taita Tavetta County”.

The information provided will be strictly for the purpose of research and will be treated confidentially. Please do **NOT** indicate your name.

Section A: Demographic information

Kindly indicate (√) as is appropriate to your situation:

1. What is your gender? Male Female

2. What is your age bracket?

21 – 25 years 26 – 30 years 31 – 35 years 36 – 40 years

41 – 45 years 46 and above

3. What is your highest academic qualification?

M.Ed B.Ed Diploma Other (specify).....

4. For how long have you been a teacher?

Less than 1 year 2 – 5 years 6 – 10 years above 10 years

Section B: Head teachers’ classroom visits and KCPE performance

Please indicate with a tick (√) your level of agreement with the following statements on a scale of 1-5, with 5 meaning you totally agree

Activity	1	2	3	4	5
Are aware that head teacher should carry out lesson observation					
Is comfortable with lesson observation					
Finds head teacher effective in carrying out instructional supervision					
Head teacher sits in class during lesson observation					
Head teacher gives feedback of lesson observation					
Informs you in advance of class visitation					

Head teachers’ professional records check and KCPE performance

Please indicate with a tick (√) the effect of the following activities carried out by the head teacher and their effect on KCPE performance using the key provided

Key: Greatly effects (5) Moderate effect (4) Little effect (3) No effect (2) Not sure(1)

Activity					
Checks schemes of work					
Checks lesson plans					
Checks record of work covered					
Checks the progress records of students					
Checks examination files					

Discusses previous KCPE results with teachers					
Ensures that students and teachers attend classes regularly					
Reviews the assessment information with teachers					
Evaluates class and general school performance					

Head teachers’ post conference discussions and KCPE performance

Using a (√) Please indicate the frequency of head teachers performing the following instructional activities in your school.

Key : Indicate: (A) if Always, (O) if Often, (R) if Rarely, (N) if Never

Activity	A	O	R	N
i. Finds out whether teachers follow schemes of work				
ii. Communicates with the teachers about instructional concern				
iii. Provides timely constructive and objective feedback after classroom observation				
iv. Organizes for in-service training for teachers to improve instructional supervision				
v. Gives feedback without discussing individual teachers’ performance and is acceptable				
vi. Holds meetings with teachers after KCPE examinations have been released?				
vii. Gives constructive and timely feedback after classroom observation				

The influence of head teachers’ syllabus coverage checks and KCPE performance

For the following question areas, please indicate by use of a tick [√] your opinion against each of the statements given.

KEY:SD-Strongly Disagree D- disagree U-If undecided A- Agree SA-Strongly Agree

No	Syllabus Coverage	SD	D	U	A	SA
(i)	The head teacher ensures teachers make good use of instructional time to complete the syllabus before KCPE					
(ii)	The head teacher offers useful teaching suggestions to enhance syllabus coverage					
(iii)	The head teacher ensures that teachers have adequate teaching-learning materials to complete the syllabus					
(iv)	The head teacher demonstrates teaching techniques to teachers on delivery of content					
(v)	Low teacher absenteeism complements syllabus coverage					
(vi)	Early completion of the syllabus before KCPE leads to improved performance					

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.

.....

Thank you for your cooperation.

APPENDIX IV: RESEARCH AUTHORIZATION



NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

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NAIROBI-KENYA

Ref. No.

Date:

NACOSTI/P/16/53574/12063

6th July, 2016


Elizabeth Akinyi Odumbe
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 performance in Kenya Certificate of Primary Education Mwatate Sub County Taita Taveta County,*" I am pleased to inform you that you have been authorized to undertake research in **Taita Taveta County** for the period ending **5th July, 2017.**

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


BONIFACE WANYAMA
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
Taita Taveta County.

The County Director of Education
Taita Taveta County.

