

**INFLUENCE OF HEADTEACHERS' INSTRUCTIONAL  
SUPERVISION PRACTICES ON PUPILS' ACADEMIC  
PERFORMANCE IN PUBLIC PRIMARY SCHOOLS IN  
THIKA WEST SUB-COUNTY, KENYA**

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Degree of Master of Education in Educational Administration**

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**DECLARATION**

This project report is my original work and has not been presented for a degree  
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## **DEDICATION**

This study is dedicated to my late mother, Lucia Muthoni Mburu, for encouraging and supporting me to acquire education from an early age. The educational knowledge I acquired from an early age has helped me to successfully complete this study.

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God bless you all.

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## **LIST OF ABBREVIATIONS AND ACRONYMS**

<b>KCPE</b>	-	Kenya Certificate of Primary Examination
<b>KEMI</b>	-	Kenya Education Management Institute
<b>MoEST</b>	-	Ministry of Education, Science and Technology
<b>SPSS</b>	-	Statistical Package for Social Sciences
<b>TSC</b>	-	Teachers Service Commission
<b>GPA</b>	-	Grade Point Average
<b>IQ</b>	-	Intelligence Quotient

## **ABSTRACT**

The dynamic nature of the world today makes it almost incredible for any individual of either gender or preferred leadership style to have all the insight, knowledge or power to realize success. The old form of headteachers' instructional supervision practices that gave power and a title to one or to a small number of individuals is quickly becoming dysfunctional. Thus, this study sought to investigate the influence of headteachers' instructional supervision on pupils' academic performance in public primary schools in Thika West Sub-county. The objective of this study was to establish the influence of headteachers' classroom lesson observation, headteachers' engagement in conferences with teachers, headteachers' evaluation of teachers' lesson plans, headteachers' evaluation of teachers' records of work, and influence of syllabus coverage on pupils' academic performance in Thika West Sub-county. The reviewed literature related to concept of instructional supervision, classroom visitation, evaluation of record of work, headteachers' holding conferences with teacher, evaluation of pupils' exercise books, and evaluation of teachers' lesson preparation. The study employed a descriptive survey design to target 329 teachers and 27 headteachers from 27 public primary schools in Thika West Sub-County. Simple random sampling method was used to select 15 schools. All headteachers from selected schools were involved in the study. Simple random sampling method was used to select four teachers from each school to come up with a total of 60 teachers. This study employed questionnaires as data collection instruments. There were two sets of questionnaires used to collect data from headteachers and teachers. The questionnaire for head teachers was used to collect data from headteacher on the supervision activities. The questionnaire for teachers was used to collect data relating to supervisory practices used by headteachers. Both qualitative and quantitative techniques were used to analyse the data obtained. The process of data analysis required the use of a computer spreadsheet, and for this reason the Statistical Package for Social Sciences (SPSS) was used. The study findings indicate that headteachers' engagement in conferences with teachers positively influences pupils' academic performance. The study findings indicate that headteachers' evaluation of teachers' lesson plans affects pupils' academic performance. The study finding also indicated that syllabus coverage positively influences pupils' academic performance. It is recommended for the ministry of education to increase budgetary allocation to public primary schools in Thika West Sub-county to help schools acquire materials and equipment's required in preparation of lesson plans and records of work. It is also recommended for the ministry of education in the county to increase financial support to public primary schools in Thika West Sub-county to ensure headteachers get adequate facilities required in undertaking supervision practices.

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.1. Background to the Study**

In the current world, education is an essential investment. Education empowers individuals and offers opportunities for active contribution in development activities by instilling skills, knowledge and attitudes that are in agreement with sustainable development (Republic of Kenya, 2002). The dynamic nature of the world today makes it almost incredible for any individual of either gender or preferred leadership style to have all the insight, knowledge or power to realize success. The old form of headteachers' instructional supervision practices that gave power and a title to one or to a small number of individuals is quickly becoming dysfunctional (Okech, 2004). Headteachers in primary schools should go through in-service training in order to adapt to the changing society and make every effort to communicate the style of instruction which will most successfully lead the institution into realizing its goals.

The government of Kenya allocates a substantial amount of the budget to education, every year. This money is used to develop and implement curriculum programs that will ensure that learners in schools acquire the required skills and competencies that lead to development. Free Primary Education (FPE) was introduced in the year 2003 with the aim of ensuring that all children enrolled in schools receives quality Education. Despite the effort

made by the government to improve education in Kenyan public primary schools, for many years, there has been significant disparity in K.C.P.E performance between private and public schools. Due to this disparity many parents and other stakeholders are not sure whether the huge investment made in public primary schools yields an appropriate return. Many reasons have been proposed to explain this disparity. Lack of enough learning materials, lack of teachers' motivation in public schools, better salaries for teachers and enough materials in private schools are some of the proposed reasons. Head teacher's supervisory practices, has not received enough attention as a factor that can contribute to the disparity in performance.

Supervision is recognized as essential to improving teachers' instruction (Nolan & Hoover, 2011) and the quality of teachers' instruction is related to student achievement. Supervision practices that enhance improvement in performance should be a core duty of the school leaders. According to the available data for public and private schools in Kenya it is plausible to assume that there is a difference in the way the head teacher carries out their supervisory obligations, which on the other hand could contribute to the difference in performance. If the assumption holds true, it could also be in order to conclude that pupils from private schools have an added advantage in accessing higher education and subsequent job placement.

Pupil's performance in examinations is attributed to several factors. These include effective school discipline policies, provision of physical facilities,

classroom size, administrative support, and effective leadership (Pashler, McDonald & Bjork, 2009). These are factors that determine pupil's performance in examinations. Discipline policies implemented in the school greatly influence the level of students' engagement in educational matters. Provision of physical facilities ensures that student have all the required resources important in teaching and learning process (Konchar, 2008). The size of the classroom determines the attention that every student gets from the teachers. Administrative support and effective leadership is important in school since it ensure that teaching and learning processes run effectively.

Many researchers conducted detailed studies about the factors contributing student performance at different study levels. Mushtaq (2012) suggested that student educational success contingent heavily on social status of student's parents/ guardians in the society. Karimi (2009) noticed the same that parent's income or social status positively affects the student test score in examination. Bosworth, Ford & Hernandaz (2011) observed that the measurement of students previous educational outcomes is the most important indicators of students future achievement. This means that the higher previous appearance, the better the student's academic performance in future endeavours.

There are many studies, for example Karimi (2009) and Farooq et al. (2011), which have been conducted in the area of students' achievement. These studies focused on identify and analyze the factors that affect the academic performance of the student at school, college and even at university level. Their

finding identify students' effort, previous schooling, family income, age of student, parent's educational background, self-motivation of students, learning preferences and entry qualification of students as important factors that affect student's academic performance in different setting. The utility of these studies lies in the need to undertake corrective measures that improve the academic performance of graduate students.

It is generally assumed that the students who showed better or higher performance in the starting classes of their studies also performed better in future academic years (Magati, Bosire & Ogeta, 2015). Everyone can be surprised with this assumption if it could be proved scientifically. From the last two decades it has been noticed significantly that there is great addition in research literature and review material relating to indicators of academic achievement with much emphasis on this dialogue, whether traditional achievement measures of academic performance are best determinants of future student's academic performance.

Parent's socio-economic condition, which includes parents' academic and professional qualification, revenue and occupational affiliation, is also associated with students' academic achievement. The results of many studies, for example, Mushtaq (2012) confirmed that academic achievement of students is contingent upon parent's socio-economic condition. So the students belonging from higher social economic backgrounds will perform better than other students associated with low social economic backgrounds. According to



Mushtaq (2012), social and economic status of student is generally determined by combining parents' qualification, occupation and income standard. Among various research studies conducted on academic achievement, it is not very surprising to observe that Socio-economic status is one of the core elements studied while predicting academic performance.

Farooq et al. (2011) Carried out a study on socio-economic status of the parents of students and concluded that the socio economic background has a great impact on student's academic performance, main source of educational imbalance among students and student's academic success contingent very strongly on parent's socio economic standard. Mushtaq (2012) also having the same views as Farooq et al. (2011), in their study on the effect of social and economic disadvantage in the academic performance of school students noticed, where the parents or guardians have social, educational and economic advantage definitely strengthen the higher level success in future. But it is also noted that these parents make available sufficient psychological and emotional shore up to their children by providing good educational and learning environment that produce confidence and the improvement of skills needed for success.

It is also assumed that children learning outcome and educational performance are strongly affected by the standard and type of educational institution in which students get their education. The educational environment of the school one attends sets the parameters of students' learning outcomes. Magati, Bosire

and Ogeta (2015) showed that schools environment and teachers expectations from their students also have strong influence on student performance. Most of the teachers working in poor schools or schools having run short of basic facilities often have low performance expectations from their students and when students know that their teachers have low performance expectations from them, hence it leads to poor performance by the students. Farooq et al. (2011) approved that performance of the students is also influenced by the school in which they studied but he also said that number of facilities a school offers usually determine the quality of the school, which in turn affect the performance and accomplishment of its students. Mushtaq (2012) argues that schools influence educational process in content organization, teacher and teaching learning and in the end evaluation of the all. All these educationists and researchers agreed with this principle that schools put strong effect on academic performance and educational attainment of students.

Students from elite schools are expected to perform good because these schools are usually very rich in resources and facilities. Some researchers have the view that school ownership and the funds available in schools do indeed influenced the performance of the student. Mushtaq (2012) noticed that school ownership, provision of facilities and availability of resources in school is an important structural component of the school. Public schools due to the inadequate funding, poor management, and less access to resources such as computers perform poorer compared to public schools. It is concluded that the

type of schools in which students studies greatly influence the educational performance and academic achievement of the students.

In Kenya, the education system is mainly examination oriented (Waweru, 2012). The education quality tends to be gauged in terms of the number of pupils passing national examination (Konchar, 2008). Educators and the members of community continuously voiced over factors that affect pupil performance in national examinations. The most exceptional factor has to do with the headteachers' instructional supervision practices. For instance, Okwiri (2006) maintains that to improve pupils' performance headteachers are first required to adopt the appropriate instructional supervision practices in schools.

Instructional supervision refers to the process through which headteachers engage teachers in instructional dialogue for the purpose of improving teaching and learning and promoting learner achievement (Glanz, 2006). Instructional supervision, according to Alfonso, Firth and Neville (1981), refers to the behaviours designated by the school that affects teacher behaviour to facilitate pupils' learning and achieve the goals of the school. The roles of instructional supervisors include guiding, directing, coordinating, budgeting, advising, evaluating, supporting in-service of teachers and providing pleasant, stimulating environment in which teachers will want to work and feel secure (Musaazi, 2002).

Instructional supervision has the potential to improve classroom practices, and contribute to pupils' success through the professional growth and improvement

of teachers (Sergiovanni & Starratt, 2002). Supervision is viewed as a co-operative venture in which supervisors and teachers engage in dialogue for the purpose of improving instruction which logically should contribute to pupils' improved learning and success (Sullivan & Glanz, 2000). To achieve the objectives of supervision, instructional supervisors generally advise, assist and support teachers and also inspect, control and evaluate teachers (UNESCO, 2007). The outcome of these functions is seen through improved teaching and learning process that translates to improved academic performance.

A study conducted in Burundi by Eisemon, Schwille, Prouty, Ukobizoba Kana and Manirabona (1993) employed the model of school effectiveness using path analyses to establish what contributed to effective instruction at classroom level. Their findings demonstrated that the most powerful feature of school effectiveness had to do with instructional supervision in terms of school director visits, the direct impact of visits on learning outcomes as well as the indirect impact through teacher punctuality. Some instructional practices such as providing extra hours of instruction had a relatively weak impact on learning outcomes, both directly and indirectly as estimated through path models (Eisemon, Schwille, Prouty, Ukobizoba, Kana, & Manirabona, 1993).

Efforts to connect school, if not only instructional, leadership to student learning have recently been underway. Leithwood, Seashore Louis, Anderson, and Wahlstrom (2004) carried a research in Minnesota in order to ascertain the influence of headteachers' instructional supervision practices on students'

performance. The researchers drew the following conclusion: Leadership is second only to classroom instruction among all school-related factors that contribute to what students learn at school.

Nike (2004) carried out a study on impact of principals' supervisory roles on students' academic performance in secondary schools in Kwande local government area of Benue State, Nigeria. The main purpose of this study was to determine the impact of principal's supervisory roles on students' academic performance in secondary schools. The finding of this study revealed that supervision of lesson notes and scheme of work, Principals' supervision of Continuous Assessment, and Principals' frequent visitations of teachers in the

There have been previous studies carried out to investigate the connection between headteachers' instructional supervision practices and students' performance. For instance, Nzambi (2012) carried out a study on role of the headteacher in instructional supervision as perceived by teachers in secondary schools in Kitui. They concluded that the headteacher provided teaching and learning materials necessary resources for learning in the school.

A study by Lloyd, Mensch and Clark (2000) in Kenya found out that low performing school were characterised by inadequate school facilities, lack of active participation of students in the teaching-learning process, and poor overall school atmosphere in terms of organisation, rules and student-to-student interaction. This study aimed at investigating the influence of headteachers' instructional supervision on pupils' academic performance in public primary

schools in Thika West Sub-county. The study covered the three general domains within which instructional supervisors operate.

The Table 1.1 below indicates the KCPE mean scores of three Sub-counties. The Table compares the mean scores of Thika West Sub-County with that of Thika East Sub-County and Ruiru Sub-County.

**Table 1.1: KCPE Mean Scores**

<b>Year</b>	<b>Thika West Sub-County</b>	<b>Thika East Sub-County</b>	<b>Ruiru Sub-County</b>
<b>2009</b>	208.1	247.65	<b>219.25</b>
<b>2010</b>	207.19	241.17	<b>217.73</b>
<b>2011</b>	211.96	225.84	<b>220.18</b>
<b>2012</b>	195.93	222.04	<b>219.61</b>
<b>2013</b>	<b>197.82</b>	<b>216.92</b>	<b>222.12</b>

**Source: County Education Office, Kiambu County (2009-2013)**

The Table 1.1 shows the KCPE mean scores for primary schools in Thika West Sub-County, Thika East Sub-County and Ruiru Sub-County. According to the Table 1.1, KCPE mean scores for primary schools in Thika West Sub-County is lower compared to KCPE mean scores for primary schools in neighbouring Sub-Counties. The Table shows that the primary schools in Thika West Sub-

County performed poorly for five consecutive years, in comparison with schools in neighbouring Sub-Counties. Low KCPE mean scores for primary schools in Thika West Sub-county shows that there is an undressed problem that could be affecting performance of pupils in KCPE.

## **1.2. Statement of the Problem**

One question that has preoccupied researchers for decades is why some public schools consistently perform well in examinations while others consistently perform poorly (Nyagosia, 2012). Academic performance is a key concern for educational researchers because failure in the national examinations spells doom for pupils whose life becomes uncertain and full of despair. The problem that the researcher sought to address is that primary school in Thika West Sub-County continue to register poor performance compared with schools in neighbouring school.

Headteachers, as instructional supervisors, are responsible for improving educational standards in their schools, which should be reflected in improved academic performance. Thus, this study is important since it will help in revealing the instructional supervision practices which are effective and that can be adopted by schools in Thika West Sub-county in order to improve performance of pupils at KCPE.

### **1.3. Purpose of the Study**

The purpose of the study was to investigate the influence of headteachers' instructional supervision on pupils' academic performance in public primary schools in Thika West Sub-county.

### **1.4. Research Objectives**

The study addressed the following research objectives:

- I. To establish the influence of headteachers' classroom lesson observation on pupils' academic performance in KCPE in Thika West Sub-county.
- II. To establish the influence of headteachers' engagement in conferences with teachers on pupils' academic performance in Thika West Sub-county.
- III. To establish the influence of headteachers' evaluation of teachers' lesson plans on pupils' academic performance in Thika West Sub-county.
- IV. To establish the influence of headteachers' evaluation of teachers' records of work on pupils' academic performance in Thika West Sub-county.
- V. To determine the influence of syllabus coverage on pupils' academic performance in Thika West Sub-county.



## **1.5. Research Questions**

The study had the following research questions:

- I. What is the influence of headteachers' classroom visitation on pupils' performance at KCPE level in Thika West Sub-county?
- II. What is the impact of headteachers' engagement in conferences with teachers on pupils' performance in Thika West Sub-county?
- III. What is the influence of headteachers' evaluation of teachers' lesson plan on pupils' performance at KCPE level in Thika West Sub-county?
- IV. What is the influence of headteachers' evaluation of teachers' records of work on pupils' performance at KCPE level in Thika West Sub-county?
- V. What is influence of syllabus coverage on pupils' performance at KCPE level in Thika West Sub-county?

## **1.6. Significance of the Study**

The study may be of benefit to school headteachers in influencing decision making process. Data obtained may be useful to the Ministry of Education in establishing strategies and means of improving instructional supervision practices of primary school headteachers. The study may assist the Ministry of Education and institutions like KEMI in coming up with methods of training headteachers to improve instructional supervision to enhance performance of

pupils in KCPE. The findings may also enable the TSC to improve the criteria for appointing primary school headteachers and deputies on competitive terms to manage curriculum and instructional service delivery. The study may add to the existing body of knowledge on supervision and its influence on academic performance.

### **1.7. Limitations of the Study**

The study also restricted by the use a self-rating questionnaire for headteachers, which means that the headteachers could overrate themselves on their instructional supervision effectiveness. This is because, as Webster, Iannucci and Romney (2002) established, respondents tend to overrate themselves on positive traits. To overcome this, the researcher looked for any contradictory data among responses. Another limitation is that some schools may have had recent changes in leadership which may lead to change of management structures and instructional supervision practices. To mitigate the effects of this, the headteachers and teachers were asked in the questionnaire to indicate the duration they had served in their current schools.

### **1.8. Delimitations of the Study**

The study confined itself to only public primary schools; private primary schools were not involved because they operate under different management structures from public schools. Study participants included school headteachers and teachers since they are greatly in instructional supervision.

## **1.9. Basic Assumption of the Study**

The research study was centred on the assumptions that:

1. The headteachers in Thika West primary school are involved in supervisory activities
2. All participants would give truthful, genuine, and authentic responses to the questionnaire.

## **1.10. Definition of Significant Terms**

The following are definitions of significant terms

**Academic performance** refers to the grade or total score attained by a pupil in KCPE examination which ranges from A and E.

**Curriculum** refers to the total learning experiences both planned and unplanned which a pupil undergoes under the auspices and guidance of school teachers.

**Instructional Supervision** refers to a process through which headteachers engage teachers in instructional dialogue for the purpose of improving teaching and learning and promoting learner achievement.

**Instructional supervisor** refers to an officer charged with overseeing the teaching/ learning process in the school. It is usually headteachers.

**Lesson observation** refer to a formal or informal observation of teaching while it is taking place in a classroom or other learning environment in order to observe teaching method employed by the teacher.

**Class observation** refers to the action of the headteacher going round the class to inspect the teaching and learning process

**Conferences with teachers** refers to the engagement of the headteacher and the teachers to deliberate of various issues

**Evaluation of teacher** refers to the assessment of teachers, in relation to various aspects, including preparation of lesson plan and the completion of the syllabus

**Syllabus coverage** refers to the completion of all contents, which is intended to be taught to the student, within a given time frame.

### **1.11. Organization of the Study**

This study is organized into five chapters. Chapter one is the introduction of the study including background to the study, statement of the problem, purpose of the study, research objectives/questions, significance of the study, scope of the study, limitations of the study, definition of operational terms and organization of the study. Chapter two expounds on literature review on the concept of instructional supervision, classroom visitation, evaluation of record of work, evaluation of record of work, headteachers' holding conferences with teacher, evaluation of pupils' exercise books, and evaluation of teachers' lesson

preparation. The theoretical and conceptual framework is also captured in this chapter.

Chapter three gives an explanation on research methodology that including research design, target population, sample size and sampling techniques, research instruments, reliability and validity of the study, data collection procedure and technique. Chapter four presents the findings from data analysis in line with the research questions of the study, while chapter five is concerned with a summary of the research findings, conclusions, recommendations and suggestions for further research in the same area.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.0. Introduction**

This chapter presents a review of literature related to the study on influence of headteachers' instructional supervision on pupils' performance. The chapter covers literature on headteachers' classroom visitation, headteachers' engagement in conferences with teachers, headteachers' evaluation of teachers' lesson preparation, and headteachers' evaluation of teachers' records of work.

#### **2.1. Concept of Pupil's Academic Performance**

A complex series of action is involved to integrate the knowledge and skills to ensure one perform in education (Alomar, 2006). According to Seikkula-Leino (2007), academic performance is the outcome of education to the extent to which a pupil, teacher or institution has attained their educational objective. Academic performance according to the Cambridge University Report (2003) is defined in terms of examination performance.

Academic performance is commonly measured by examination or continuous assessment but there is no general agreement on how it is best tested or which aspect are most important; procedural knowledge such as skill or declarative knowledge such as fact (Alomar, 2006). According Seikkula-Leino (2007), generally around the world, the performance of student is measured by the

Academic Performance Index. However, there are some individual differences influencing academic performance.

Individual difference in academic performance has been linked to difference in intelligence and personality. Student with higher mental ability as demonstrated by IQ and those who are higher in conscientiousness (linked to effort and achievement motivation tend to perform or achieve highly in academic setting. A recent meta-analysis suggested that mental curiosity has an important influence on academic achievement in addition to intelligence and conscientiousness (Alomar, 2006).

Academic performance, which is measured by the examination results, is one of the major goals of a school. Marsh, Seaton & Marjorie, 2013) argued that schools are established with the aim of imparting knowledge and skills to those who go through them and behind all this is the idea of enhancing good academic performance. The academic and the quality assurance committee are concerned about those who do not perform well because if this poor performance goes unchecked, the may learning institutions may lose their reputation (Richardson, Abraham & Bond, 2012).

When people hear the term “academic performance” they often think of a person’s GPA. However, several factors indicate a student’s academic success. While some may not graduate top of their class, they may hold leadership positions in several student groups or score high on standardized tests. People often consider grades first when evaluating academic achievement

(Richardson, Abraham & Bond, 2012). This includes schools, which rank students by their GPA, awarding special designations such as valedictorian and salutatorian for those who graduate first and second in their class. Scholarship organizations and universities also start by looking at grades, as do some employers, especially when hiring recent graduates. Grades carry more weight in some industries, especially technical professions such as law, medicine and finance. Other industries place less importance on GPA, particularly creative professions such as writing or art and occupations such as sales where people skills are more crucial than technical knowledge.

Grades do not always reflect a person's knowledge or intelligence. Some students don't perform well in a classroom setting but are very intelligent and earn high marks on IQ tests, standardized testing or college entrance exams. Universities and employers consider these scores along with other measurements and may forgive a less-than-perfect GPA for students who perform well on these tests (Richardson, Abraham & Bond, 2012). Law firms and medical facilities also place great importance on these scores and may eliminate anyone who scores below a certain number.

Some of the brightest students do not earn straight As but are extremely well-rounded, succeeding at everything from music to athletics. The ability to master a diverse set of skills illustrates intelligence, curiosity and persistence, qualities attractive to universities and employers (Marsh, Seaton & Marjorie, 2013). Some colleges will admit and even award scholarships to students who



earned average grades but display a pattern of achievement by consistently learning new skills. Many businesses also see this as a selling point, thinking these candidates are eager to learn and will be easy to train.

According to Richardson, Abraham and Bond (2012), initiative can also indicate academic performance. Some students demonstrate their competence by serving as student body president or holding officer positions in student groups such as the honor society or the science club. They might regularly organize student events such as fundraisers, pep rallies or dances. Others participate in volunteer organizations and coordinate food drives or other community outreach efforts. Universities and employers look favorably on consistent leadership activities, feeling these students will bring that same drive to their classrooms or board rooms.

## **2.2. Headteachers' Classroom Visitation and Pupils' Academic Performance**

Classroom visitation is undertaken in order to evaluate the status of the curriculum and the experiences of pupils to ascertain ideas that can be shared, and establish universal bases for curriculum planning (Glickman, Gordon & Ross, 1998). Classroom observation makes it possible for the head-teacher to discover the potentials in the staff that may be tapped and created. As pointed out by Okech (2004), a lot of classroom observations require to be done in order improve the quality of teachers and teaching, and accomplishment of learners.

Matt and Matt (2010) add that through managerial visits, headteachers learn what is being done in the classroom, observe the methods and materials being used, the attitudes and responses of pupils and other factors that make for efficient learning. It is also important for the headteacher to hold personal conferences with teachers as a part of any inclusive supervisory plan (Okwiri, 2006).

### **2.2.1. Development of Classroom Visitation**

Classroom visitation was initially described as inspection, which provided for the direct control of teachers. The term classroom visitation has gradually taken over inspection, but both terms are sometimes used together. The concept and practice of classroom visitation has evolved over the years (Simonsen et al., 2008). In the 19th century teachers were expected to adhere to an agreed style of teaching. Any deviation from the laid down procedure could warrant a dismissal. There has been a shift from the authoritarian style of inspectors, as they were commonly called, to a consultative style of modern day quality assurance and standards officers, as they are called today. The inspectors used to go to classes for a fault finding mission and punish the teachers for the same, today the teacher and the supervisor has a mutual interaction on the best way to improve the performance of the teachers. Baffour-Awuah (2011) stated emphatically that teachers must be held responsible for the work performed in the classroom and that the supervisor, as expert inspector, would oversee and ensure harmony and efficiency.

In 1970s, most people were dissatisfied with the traditional way of classroom visitation, which gave people think of creating a new model directing the process of classroom visitation. This led to the introduction of clinical model of classroom visitation. The advocates of this model argue that the teacher should be an active participant in the supervision process (Gentilucci & Muto, 2007).The major aim of this classroom visitation model is to prepare teachers to be responsible to the extent that they can evaluate and analyses their own performance and at the same time allow other people, including colleague teachers to help them. This ultimately helps the teachers to be self-directing (Simonsen et al., 2008). This model support the view that the teachers cannot live in isolation but rather the involvement of supervisors and other stakeholders in crucial; especially in the process of carrying out their duties. According to Bloom (2007), this model should strive to bring about face-to-face interaction between the head teachers and the teachers with the sole aim of improving instruction and increasing the teacher's professional growth. The head teachers should always aim at assisting the teachers to improve their instructions. In this model, head teacher also aims at helping teachers to become reflective and autonomous by carrying out non-directives supervision (Baffour-Awuah, 2011). The teacher chats his/her own course and takes full responsibility for his/her own instructional improvement. In this model, the teachers' developmental level is put into consideration. According to Gentilucci and Muto (2007), this relies on three pre-requisite skills for the head teacher: Knowledge, interpersonal skills and technical skills.

### **2.2.2. Monitoring Mechanisms and Academic Performance**

Monitoring in schools has been of tremendous help in improving academic performance. According to Nolan and Hoover (2011), inadequacies in the supervision of schools, both by district level officers and Head teachers, and the limitations of disciplinary processes are seriously undermining effective teaching and have had adverse effects on the academic performance of students. Bloom (2007) was also of the view that effective supervision of instruction can improve the quality of teaching and learning in the classroom. Supervision is the process of bringing about improvement in an institution by working with people who work with students. It is a process of stimulating growth, and a means of helping teachers and students to help them.

Simonsen et al., (2008) maintains that effective supervision is necessary for efficient work and improving academic performance. It provides a climate in which people have a sense of working for themselves. In government schools in Ghana, internal supervision is normally done by the heads of institutions or their assistants while external supervision is done by supervisors or inspectors from the Ghana Education Service. Baffour-Awuah (2011) in a study of 60 schools in Ghana (29 from urban and 31 from rural areas) found that academic performance was better in private schools than public schools because of more effective supervision of work. Of particular concern are the quality and impact of school inspections and the degree of professional independence of the inspectors and circuit supervisors.

The absence of an appropriate performance management framework which sets out clear and relevant accountabilities for monitoring purposes simply compounds the problem. Baffour-Awuah (2011) is of the view that, supervision and regular visits to the schools would motivate teachers to be more regular and punctual at school. Also, when students realize that supervisors are regular in visiting the schools and teachers are always present, they would be challenged to change their attitudes towards school. This would in turn reflect positively on their academic performance. Baffour-Awuah (2011) found out that teachers are frustrated by their superior officers. This could be due to the superiors' nature of supervision and this can affect the performance of teachers in the district. This indicates that teachers attach importance to their superiors' supervision and this could therefore be an important determinant of better academic performance.

In the effective school, pupil progress on the essential objectives are measured frequently, monitored frequently, and the results of those assessments are used to improve the individual student behaviors and performances, as well as to improve the curriculum as a whole (DiPaola & Hoy, 2008). In his paper, Moswela (2010) cites that after what he terms the first generation of frequent monitoring of student progress is accomplished, schools will need to advance into a second generation of frequent monitoring of student progress. During the second generation, the use of technology will permit teachers to do a better job of monitoring their students' progress. This same technology will allow students to monitor their own learning and, where necessary, adjust their own

behavior. The use of computerized practice tests, the ability to get immediate results on homework, and the ability to see correct solutions developed on the screen are a few of the available tools for assuring student learning (Simonsen et al., 2008).

Use of school- and classroom-based assessments emerged as a common trait of effective schools as well. Teachers administered frequent assessments as a way of communicating to students that there are multiple opportunities to improve and that a consequence of poor performance is not a bad grade (Baffour-Awuah, 2011). As a result of these frequent assessments, teachers reported being able to provide students more consistent and timely feedback on their performance. In addition, the schools that demonstrated the greatest improvements were those that used common assessments.

### **2.3. Headteachers' Engagement in Conferences and Pupils' Academic Performance**

Headteachers' engagement in conferences with teachers helps in communicating goals and change in teachers' instructional practices. During conferences, headteachers communicate school goals to the teachers in different ways. Teachers perceive their headteachers to be strong management leaders when they are accessible to discuss instructional matters, when they communicate school goals through, when interacting with them on their classroom performance, allowing teachers to try new instructional strategies by letting them know that it is okay to take risks, and undoubtedly communicating a vision for the school (Matt & Matt, 2010). Holding conferences was found to

positively affect the type of instruction headteachers delivered (Glickman, Gordon & Ross, 1998).

Holding conferences with the aim of discussing the school goals by the headteachers has an important, positive relationship with teacher classroom innovativeness (Wellington, 2008). Classroom innovativeness is the teacher's enthusiasm to try new and various instructional approaches. This helps in improving the performance of pupils in major examination. At primary school level, Okwiri (2006) found that communication of school goals by the headteachers accounted for the biggest amount of variance in classroom innovativeness. He revealed that framing school goals, communicating school goals, and promoting career development together accounted for 57% of the discrepancy in classroom innovativeness (Konchar, 2008).

Engaging teachers in conferences in order to communicate school goals helps to encourage teachers to apply more reflection; this may lead to teachers improving their instructional techniques in order to deal with different learning needs of students (Wellington, 2008). The relationship between the communication of goals by headteachers and teachers' classroom instruction, nevertheless, was weak. Wellington (2008) discovered that about 30% of the responding teachers felt holding conference with the aim of communicating school goals encouraged them to use more reflection. Any leadership approach identified by 35% or more of the responding teachers was considered a high impact influence.

Individual conferences are generally held after classroom visits or on request basis of the head-teacher or teacher. Jeremi (2011) indicates that they provide for an exchange of ideas, giving meeting of 18 productive suggestions about classroom materials of instruction or techniques and in ascertaining possible areas for curriculum study for the teachers' career development. Konchar (2008) maintains that headteachers' classroom visitation helps the teacher to improve teaching techniques and as a result, the pupil's performance is improved.

Konchar (2008) argues that taking all opportunities in conferences, headteachers are able to discuss issues related to developing curricular, policies, assessing pupil data, to probe teachers' suggestion and to encourage ideas. Okwiri (2006) maintains that while expertise in instructional supervision is not required, holding conferences that involves teachers is important in understanding the change process and organizational dynamics. Instead of requiring teachers to submit written lesson plans in advance, it is more appropriate for teachers to discover ways of working together on instructional development issues that will have positive impact on the pupil's performance. Okumbe (1999) indicates that increased teacher participation in school decisions are effective tools for focusing the staff on pupil's outcomes.

#### **2.4. Evaluation of Teachers' Lesson Plan and Pupils' Academic Performance**

Creating a clear objective of the lesson is an important first step as it gives the direction and agenda for the decisions which will follow. The objective should



explain the specific content to be learned and the visible behaviour the pupils will exhibit to show that learning has taken place. Okumbe (1999) argued that regardless of how proficiently the objectives are stated, objectives make possible for learning only if they are suitable to the academic attainment of students. A clearly stated objective includes explicit information on what is to be incorporated in the lesson and what is not.

Headteachers will know if the suitable planning for instruction has been undertaken when the teacher is able to create a lesson that succeeds in achieving the objective. This implies everything the teacher and pupils do during the lesson is connected to the objective. Birdwalking is an expression coined by Madeline Hunter that describes the incapability of a teacher to concentrate on the objective of the lesson (Jeremi, 2011). As an alternative, the teacher bird walks, pecking at exciting ideas with what appears to be meaningful or informative digressions, disturbing the pupil's thinking processes and leaving the pupils confused about the focus of the lesson. This may end up being detrimental to the learners.

While making evaluation of teachers' lesson preparation, headteachers should be aware that each strategy has a set of activities with an individual purpose and role for the teacher and pupils. Each strategy has a rational sequence which is crucial if pupils are to achieve the objective of the lesson (Nike, 2014). Thus, the selection of an instructional strategy is a composite task because there are

many effective strategies that could be employed, depending on the instructional goal.

The groundwork of professional documents has gone a long way in assisting the explanation of lesson objectives and has infused some remarkable focus in the affected teachers (Wellington, 2008). It has significantly aided the instructional and supervisory function on the part of the supervisors. This is driven by the fact that the headteacher has a framework to depend on the name of the professional documents and a comprehensible roadmap to direct the supervisory function (Okumbe, 1999). The preparation of professional documents has a big mark as regards defining the attainable in the learning procedure and it may end up enhancing a good performance by the learners.

## **2.5. Evaluation of Teachers' Records of Work on Pupils' Academic Performance**

Headteacher has an assignment of ensuring that the staff, pupils and community are contented with the functions of the school. Okech (2004) presents a reflective model of supervision in which he recommends that since teachers vary in their motives and learning styles, supervision should be accountable to these differences. Supervisors should be goal oriented in order to ensure that they can help in directing the efforts of the teachers in the direction of the right direction.

Eshiwani (2001) in his study results in Vihiga Sub-County to examine factors influencing performance among primary schools in western province indicated

that, schools that had revealed signs of excellent performance had sound and proficient leadership who were taking part in organizing the learning procedure and making sure that teachers' records of work are up to date for their schools. Thus, according to Eshiwani (2001) primary schools where the headteachers evaluated schemes of work, lesson notes and registers of class attendance for their teachers registered good performance than schools where this is not carried out.

Okech (2004) ascertained that through supervision in areas of evaluating teachers' records, a positive impact was obtained in pupils' academic performance. This agrees with a study by Kimosop (2002) that revealed that 70% of instructional supervisors in Nyeri County evaluated and advised teachers on appropriate preparations and keeping of records of work and this resulted to good performance in the County. According to Kwakwa (2003), successful headteachers are perceived as those who take part in the right revision and tuition. Supervision of teachers and pupils work, appropriate testing policy, teacher induction, syllabus coverage and team building improves pupils' performance. Peterson and Peterson (2006) undertook a study in Vihiga County investigating instructional role of headteachers in academic accomplishment in Kenya Certificate of Primary Education. They established that eight percent of the headteachers in good-performing schools evaluated teachers' records of work.

## **2.6. Evaluation of Pupils' Exercise Books and Records of Student Progress on Pupils' Academic Performance**

The headteachers have a responsibility of ensuring that the pupil in their schools are provided with notes that should always act as reference materials in the subject of undertaking the learning process. The process of ensuring timely provision of notes for reference purposes is charged with the subject teachers. They have to make sure that the pupils have access to notes for every lesson in the instructional process (Okumbe, 1999). The teachers have to make sure timely handing out of assignments to the pupils in order to cover the import of the lesson. The process of marking assignments is similarly the duty of the subject teachers (Pashler, McDonald & Bjork, 2009). A constant process of evaluation by way of always reviewing the development of the learners can only be assured in the event of verifying that the pupils are carrying out the exercises at hand by way of reviewing their notebooks. This forces the pupils to complete all assignments in the predetermined timeframes and it reduces incidences of carelessness and situations of absenteeism (Okech, 2004). This has a key effect of having pupils sticking to the regimes required by the academic programmes and making sure that there is success of the systems.

The headteachers have a role of making sure that the learning process goes in accordance with plan by way of always managing the teachers by way of evaluating pupils' notebooks. This process forces the teachers to be attentive and hardworking in the sense that they are extremely conscious that their work may be assessed in the name of confirming the progress of their class activities

randomly in the event of checking learners' notebooks (Peterson & Peterson, 2006). Situations of negligence on the part of the teachers are simply checked and the learners similarly exercise greater concern and reduce occasions of absenteeism from school well in the information that they may end up suffering the penalty when the notebooks are assessed.

## **2.7. Summary of Literature Review**

This chapter has focused on presenting literature that relates to headteachers' Instructional Supervision practices. The review of literature related to the study on influence of headteachers' instructional supervision on pupils' performance. In this section, the researcher presented information that explains the relationships between pupils' academic performance and headteachers' lesson observation, headteachers' engagement in conferences with teachers, headteachers' evaluation of teachers' lesson preparation, and headteachers' evaluation of teachers' records of work. By reviewing literature that is related with headteachers' classroom visitation in relation to pupils' performance, the researcher is able to explain how headteachers' classroom visitation affect learning and teaching processes in school

The researcher successively reviewed literature on headteachers' classroom visitation, headteachers' engagement in conferences with teachers, headteachers' evaluation of teachers' lesson preparation, and headteachers' evaluation of teachers' records of work. The researcher examined the relationships between these factors and pupils' academic performance.

However, the reviewed literature does not show how these factors really influence pupils' academic performance. Thus, the researcher aim fill the gap left by lack of adequate information of headteachers' institutional supervision practices in Kenyan primary school by carrying out this study.

## **2.8. Theoretical Framework**

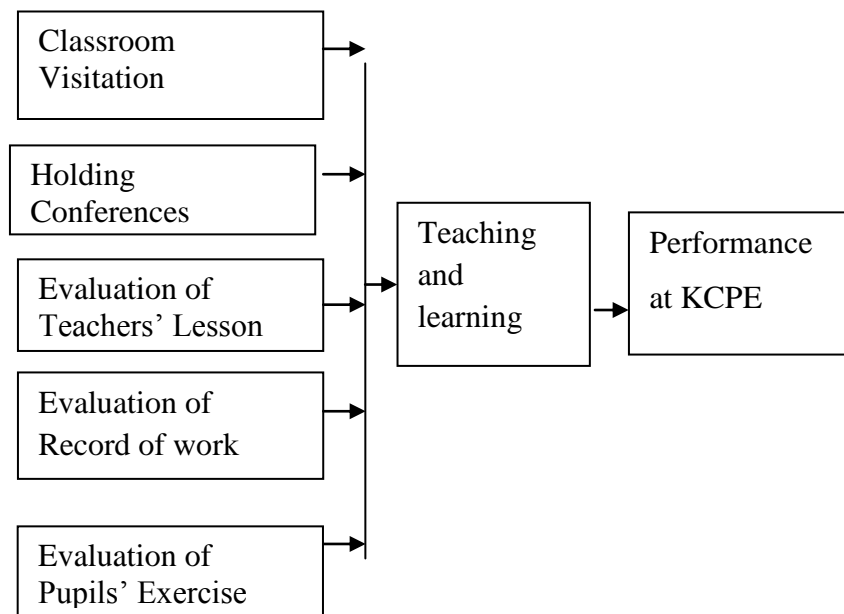
This study was guided by the systems theory whose proponent is biologist Ludwig Von Bertalanffy (1972). The theory postulates that a school as a system is composed of different parts which work together in order to accomplish the stated goals. According to this theory education has various parts; these include pupils, teachers, headteacher, and parents. If one fails in the role, then the system fails. A school receives teachers, pupils and parents from the society.

The head teacher coordinate the activities as he performs his instructional supervision tasks: classroom visitation, evaluation of record of work, evaluation of record of work, headteacher' holding conferences with teacher, evaluation of pupils' exercise books, and evaluation of teachers' lesson preparation. Therefore, effective instructional supervision by head teachers plays a major role in the success of pupils, the school and the community all of which forms an integral part of a larger whole.

## 2.9. Conceptual Framework

Figure 2.2 shows the conceptual framework of the study. This conceptual framework focuses on indicating that classroom visitation, holding conferences, evaluation of teachers, evaluation of record of work and evaluation of pupil's exercise book influences teaching and learning. Teaching and learning in turns influences pupil's performance at KCPE.

**Figure 2.1: Conceptual framework of Headteachers' Instructional Supervision and KCPE performance**



According to Figure 2, there are various headteachers' supervision practices that influence teaching and learning process in school. These headteachers' supervision practices includes classroom visitation, evaluation of record of work, evaluation of record of work, holding conferences, evaluation of pupils' exercise books, and evaluation of teachers' lesson preparation. These represent independent variables of the study, and are expected to have an influence on pupils' academic performance, which is the dependent variable. This means that schools whose headteachers effectively undertake classroom visitation, evaluation of record of work, evaluation of record of work, holding conferences with teacher, evaluation of pupils' exercise books, and evaluation of teachers' lesson preparation; always perform well and vice versa.



## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1. Introduction**

In this chapter, details on how the research was conducted are presented. This chapter is divided into sections. This chapter include the research design, target population, sample size and sampling technique, research instruments, reliability and validity of instruments, data collection procedures, methods of data analysis technique and ethical considerations.

#### **3.2. Research Design**

The study employed a descriptive survey design. The design is considered appropriate for the study because according to Kothari (2004) descriptive is concerned with describing, recording, analyzing and reporting conditions that exist or have existed. The survey design is the most frequently used method of collecting information about people's attitude, opinion, habits or any of the variety of education or social issues (Orodho, 2004).

#### **3.3. Target Population**

In the current study, the population comprised 27 public primary schools in Thika West Sub-County. In the target population, there were 329 teachers and 27 headteachers from all the 27 public primary schools in Thika West Sub-County (District Education Office, Thika 2014).

### **3.4. Sample Size and Sampling Techniques**

In this study, purposive sampling was employed where by the top primary schools, in terms of number of pupils, were selected. The researcher used simple random sampling to select 15 schools from the 27 schools in Thika West Sub-County. The 15 schools represented 55 percent of the targeted 27 schools which is higher than Gay's (1981) recommendation of 10 – 20 percent. From the sampled schools, the researcher made use of all headteachers in Thika West Sub-County to participate in the study. Simple random sampling was used to select four teachers from each school, about 20% of teachers in school. This provided the researcher with a sample that was practically representative of the population being studied. The final sample size comprised 15 headteachers and 60 teachers from 15 primary schools, a total of 75 respondents. The Table below shows the target population, sample size, percentage sampled, and the sampling technique used for each category of respondents.

**Table 1.2: Target Population, Sample Size, Percentage Sampled and the Sampling Technique**

<b>Target Population</b>	<b>Sample Size</b>	<b>Percentage Sampled</b>	<b>Sampling Technique Used in Teacher</b>	<b>Sampling Technique Used in Headteachers</b>
329 teachers and 27 headteachers from 7 public primary schools in Thika West Sub-County	The final sample size comprised 15 headteachers and 60 teachers	About 20% of teachers in selected school	Simple random sampling	purposive sampling

### **3.5. Research Instruments**

This study used questionnaires as data collection instruments. The questionnaires were developed by the researcher as guided by the study objectives. There were two sets of questionnaires used to collect data from headteachers and teachers. Questionnaires were used because they can be filled out at the respondents' scheduled time.

The questionnaire for head teachers was used to collect data from headteacher on the supervision activities. The questionnaire for headteachers contained five sections: Section 1 gathered the background data of headteachers. Section 2 collected information that relates to the supervisory practices used. The questionnaire comprised both open-ended and close-ended items.

The questionnaire contained three sections; section 1 obtained the background details of teachers. Section two focused on collecting data relating to supervisory practices used by headteachers. Section three collected data relating to the impact of supervisory practices on teaching performance. The questionnaire contained both open-ended and close-ended items.

### **3.6. Validity of the Instruments**

Face validity of the instruments was checked in order to ascertain whether the questionnaire appeared (at face value) to find answers for all research questions. Face validity refers to the likelihood that a question was misunderstood or misinterpreted, thus, help to iron out ambiguity. The instruments were pre-tested so as to increase face validity. According to Borg and Gall (1989), content validity of an instrument is improved through expert judgment. Content validity refers to whether an instrument provides adequate coverage of a topic. As such, assistance was sought from the supervisors and other experts from the University of Nairobi, in order to help improve content validity of the instruments.

Before actual data collection, a pilot study was conducted in two schools in Thika West Sub-county, which was not included in the actual study. The respondents in the pilot study included four teachers and two headteachers from the two pilot schools. Galloway (1997) suggests that a population of at least 5-10 percent of the final sample is a considerably appropriate in any pilot

study. The aim of this pilot study was to test the reliability and to assess the viability of the instruments.

### **3.7. Reliability of the Instruments**

To confirm the reliability of the instrument, test-retest technique of reliability testing was employed whereby the pilot questionnaires was administered twice to the respondents, with a one week interval, to allow for reliability testing..

### **3.8. Data Collection Procedure**

An introduction letter was obtained from the university and a research permit from the National Commission for Science Technology and Innovation. After this, the researcher sought an authorization letter from the County Director of Education, Thika County. Thereafter, the researcher booked an appointment with the sampled schools through the headteachers to visit and administer the questionnaires. The researcher then visited each of the schools and administered the questionnaires. The participants were given instructions and assured of confidentiality after which they were given enough time to fill in the questionnaires. Giving respondents seven days in order to fill-in the questionnaire aimed at increasing the return rate. After all questionnaires were filled in by the respondents, the researcher collected them in order to key in data in the SPSS software and prepare them for data analysis.

### **3.9. Data Analysis Technique**

This study generated both qualitative and quantitative data; hence both qualitative and quantitative techniques were used to analyze the data obtained.

Quantitative data was analyzed using descriptive and inferential statistics. Descriptive statistics involved the use of frequencies and percentages. The process of data analysis required the use of a computer spreadsheet, and for this reason the Statistical Package for Social Sciences (SPSS) was used.

The qualitative data was presented thematically in line with the objectives of the study. Research questions one, three and four used frequencies and percentages. Qualitative analysis considered the inferences that were made from the opinions of the respondents. Qualitative data was analysed qualitatively using content analysis based on analysis of meanings and implications emanating from respondent information and comparing responses to documented data on instructional supervision and academic achievement.

### **3.10. Ethical considerations**

Ethical issues in research were upheld during the research process. Informed consent was sought from the participants. The right of participants to privacy and confidentiality was also observed by desisting from disclosing the participants' identification details. Measures were adopted to ensure that participants in the study were not exposed to the subjects to any harm (Wilkinson, 1991).

## **CHAPTER FOUR**

### **DATA ANALYSIS, PRESENTATIONS AND DISCUSSION**

#### **4.1. Introduction**

This chapter outlines data analysis and presentation of the study findings. The objective of this study is to establish the influence of headteachers' classroom lesson observation, headteachers' engagement in conferences with teachers, headteachers' evaluation of teachers' lesson plans, headteachers' evaluation of teachers' records of work, and influence of syllabus coverage on pupils' academic performance in Thika West Sub-county. The process of data analysis was carried out using Statistical Package for Social Sciences (SPSS).

#### **4.2. Supervisory Practices**

Supervisory practices involve presentation of data relating to the supervisory practices undertaken by teachers and headteachers in public primary schools in Thika West Sub-county, Kenya. The data presented in this section relate to supervision in curriculum implementation and supervision in curriculum evaluation. All questionnaires from teachers and head teachers were returned translating to 100% return rate.

#### **4.3. Personal Details of Teachers and Headteachers**

The data presented in this section related to personal details. The personal details include age, gender and experience of teachers and headteachers. This information helps in indicating the demographic of individuals working as

teachers and head teachers in public primary schools in Thika West Sub-county, Kenya

**Table 4.1: Age of Teachers**

The Table 4.1 above shows the ages of headteachers in public primary schools in Thika West Sub-county, Kenya.

<b>Age</b>	<b>Frequency</b>	<b>Percent</b>
<b>Below 25 years</b>	0	0
<b>26-30 years</b>	1	6.7
<b>31-35 years</b>	2	13.3
<b>36-40 years</b>	5	33.3
<b>41-45 years</b>	4	26.7
<b>Over 45 years</b>	3	20.0
<b>Total</b>	<b>15</b>	<b>100.0</b>

There is one headteacher who is at the age of between 26 and 30 years of age. Table 4.1 indicates that there are 2 headteachers who are between the ages of 31 and 5 year old of age. There are 5 headteachers who are between the ages of 36 and 40 years of age. There are 4 and 3 headteachers who are between the ages of 41 and 45 years and over 45 years of age, respectively. Thus, Table 4.1 indicates that the highest number of headteachers is between the ages of 36 and 40 years old.



**Table 4.2: Gender of Headteachers**

The Table 4.2 below shows the gender of headteachers in public primary schools in Thika West Sub-county, Kenya.

<b>Gender</b>	<b>Frequency</b>	<b>Percent</b>
<b>Male</b>	5	33.3
<b>Female</b>	10	66.7
<b>Total</b>	15	100.0

According to Table 4.2, there are 5 male and 15 female headteachers in public primary schools in Thika West Sub-county, Kenya. This means that there are more female headteachers in public primary schools in Thika West Sub-county are male

**Table 4.3: Experience of Headteachers**

Table 4.3 below indicates the experience of headteachers in public primary schools in Thika West Sub-county, Kenya.

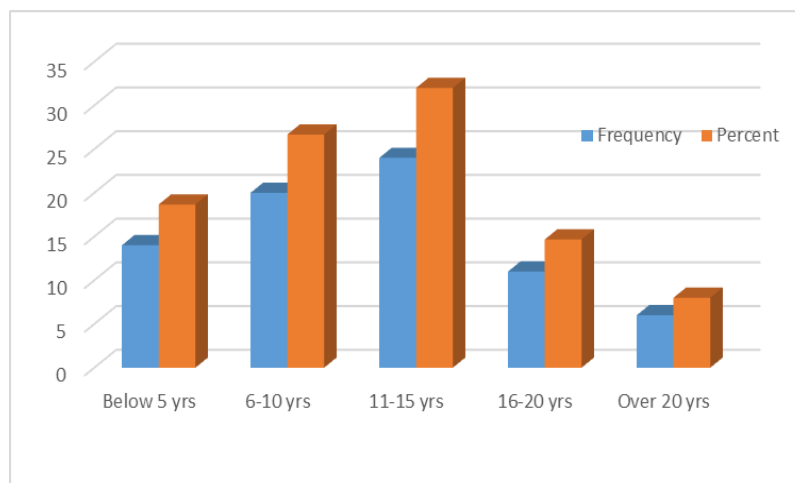
<b>Years of Experience</b>	<b>Frequency</b>	<b>Percent</b>
<b>Below 5 years</b>	3	20
<b>6-10 years</b>	12	80
<b>Total</b>	15	100.0

According to Table 4.3, there are three headteachers who have work experience of less than five years. Table 4.3 also shows that there were 12 headteachers with experience of between 6 and 10 years. This means that most headteachers

in public primary schools in Thika West Sub-county have experience of between 6 and 10 years.

#### **Figure 4.1: Years of Teacher's Experience**

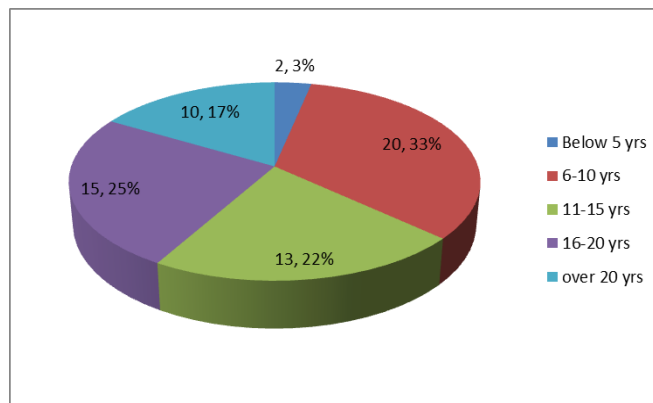
The Figure 4.1 below shows data relating to years of experience of teachers in public primary schools in Thika West Sub-county.



According to Figure 4.1, 18% percent of total number of teachers who took part in the study had experience of less than five years. Figure 4.1 indicates that there highest number of teachers have 11 to 15 years of experience. Only a small percentage of teachers, only 8%, who had an experience of over 20 years.

#### **Figure 4.2: Duration Stayed as Teacher in Current School**

Figure 4.2 presents data relating to how long the teachers have stayed in the current schools.



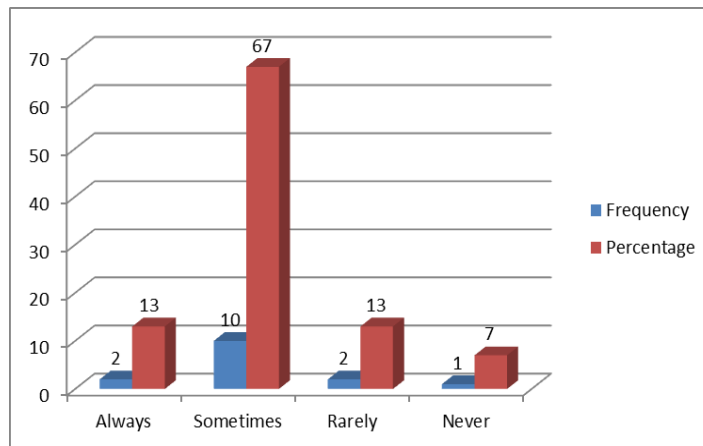
According to Figure 4.2, 3% of the teachers have stayed in the current schools in less than five years. Figure 4.2 also indicate that 17% of the teachers have stayed in the current schools for over 20 years. The data presented in Figure 4.2 indicate that only a small percentage of teachers who have stayed in the current schools for less than five year, and the largest percentage of teachers have stayed in the current schools for a period of between 6 to 10 years. Having stayed in more than five years in the current school means that head teacher have a clear understanding of how the school has been performing. It also means that those headteachers have made significant contributions in the performance of their current schools.

#### **4.4. Influence of Headteachers' Classroom Lesson Observation on Pupils' Academic Performance**

Data collected in this study indicate that there is a connection between headteacher's classroom observation and pupil's academic performance. The study revealed that the mean of K.C.P.E in public primary school in Thika sub-county increased from increased from 7.9905 to 8.7409. This can be associated with the headteachers' classroom lesson observation.

### Figure 4.3: Headteachers Observation of Teaching Activities

Figure 4.3 provide information relating to how often headteachers round the classrooms observing teaching activities.



According to Figure 4.3, 67% of headteachers sometimes go round the classrooms observing teaching and 13% of the headteachers rarely go round the classrooms observing teaching activities. This information indicate that majority of the headteachers sometimes go round the classrooms observing teaching activities.

The information collected in this study relates to the claim of Glickman, Gordon and Ross (1998) that classroom visitation is undertaken in order to evaluate the status of the curriculum and the experiences of pupils. Through evaluating status of curriculum and experience of pupils, headteachers are able to ensure that curriculum is followed and learning experience taken care of. This in turns helps in improving teaching and learning process. Improved teaching and learning process helps in improving academic performance.

#### Figure 4.4: Headteachers Ensuring All the Lessons are Taught

Figure 4.4 below present information relating to how often headteachers make sure that all the lessons are taught.

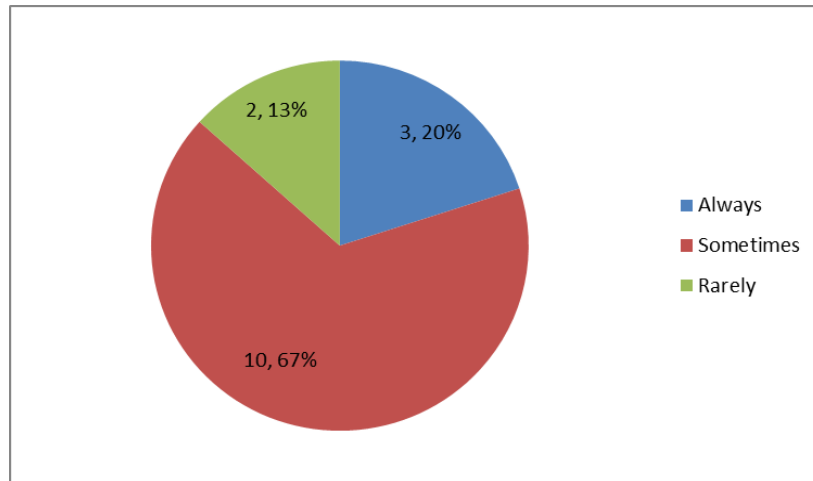


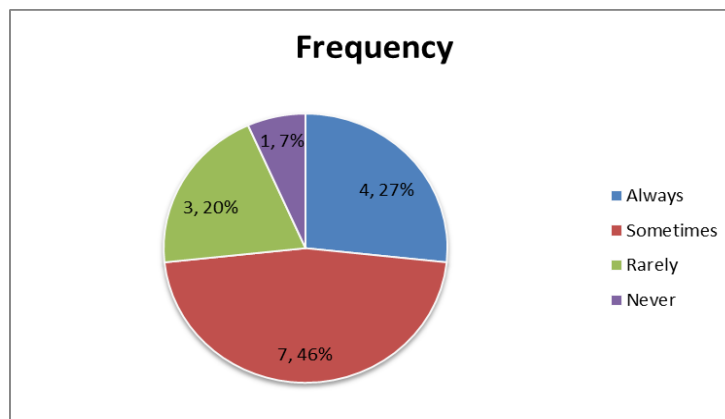
Figure 4.4 shows that 13% of the headteachers, who took part in the study, rarely make sure that all lessons are taught. Figure 4.4 also indicates that 67% of all headteachers participated in the study always ensured that all lessons are taught. This means that most headteachers always ensure that all lessons are taught.

Ensuring all lesson are taught is important in improving teaching and learning process. Through their managerial process, headteachers ensures that teachers carry out their day to day activities, which include attending all lessons. This information is supported by Matt and Matt (2010) who maintains that through managerial visits, headteachers learn what is done in the classroom, observe the methods and materials being used, the attitudes and responses of pupils and

other factors that make for efficient learning. This means that by going round the classroom, teachers are able to ensure that all lessons are taught. Considering the fact that the academic performance has increased from the year 2011 to the year 2013, it is clear that ensuring all lessons are taught help in positively influencing academic performance.

#### **Figure 4.5: Headteachers Ensuring Employment of Right Teaching Methods**

The Figure 4.5 above shows the rate at which headteachers in public primary schools in Thika West Sub-county ensure employment of right teaching method.

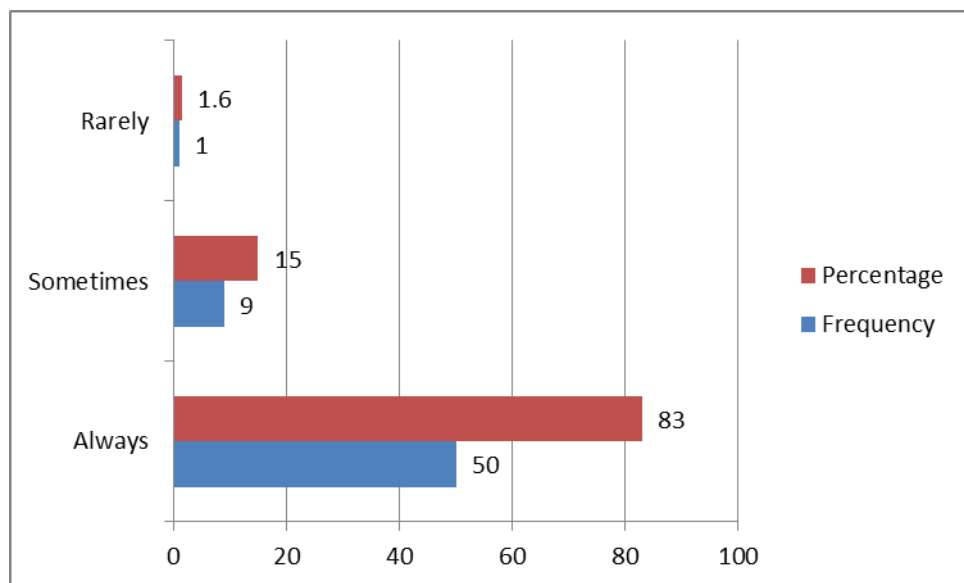


According to Figure 4.5, 7% of the headteachers never ensure employment of the right teaching methods. The Figure 4.5 also indicates that 27% always ensure employment of the right teaching methods. The data presented in Figure 4.5 indicate that majority of the headteachers, 73%, sometimes or always ensure employment of right methods of teaching. Employment of the right methods of teaching and learning is important in improving content delivery

and increasing pupil understanding in relation to what is taught during the lesson. Content delivery involves use of teaching aids.

#### Figure 4.6: Rate at Which Teachers Give Guidance

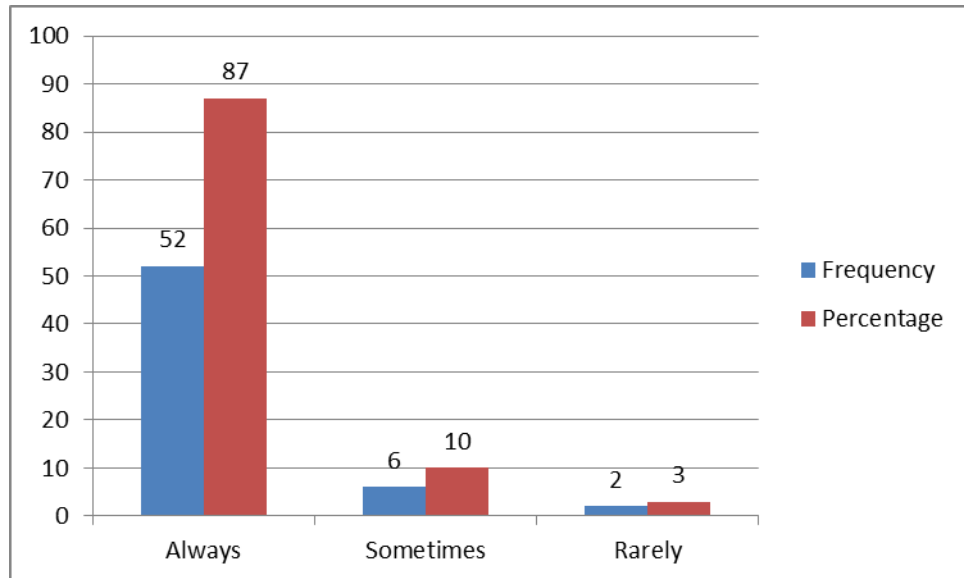
Figure 4.6 present data relating to rate at which teachers give guidance to students.



According to Figure 4.6, 1.6% of teachers rarely give guidance to students. Figure 4.6 also indicate that 15% of teacher sometimes gives guidance to student and 83% of teachers always give guidance to students. This means that the largest number of teachers, 83%, give guidance to students. Managing classroom routines and procedures involve improving communication process in classroom activities. This supports the finding of Konchar (2008) who found out that headteachers' management of classroom routine helps the teacher to improve teaching techniques. This means that headteachers' management of classroom routine positively influence pupil's academic performance.

**Figure 4.7: Rate at Which Teachers Select Material and Equipment**

Figure 4.7 presents data relating to the rate at which teacher select material and equipment.

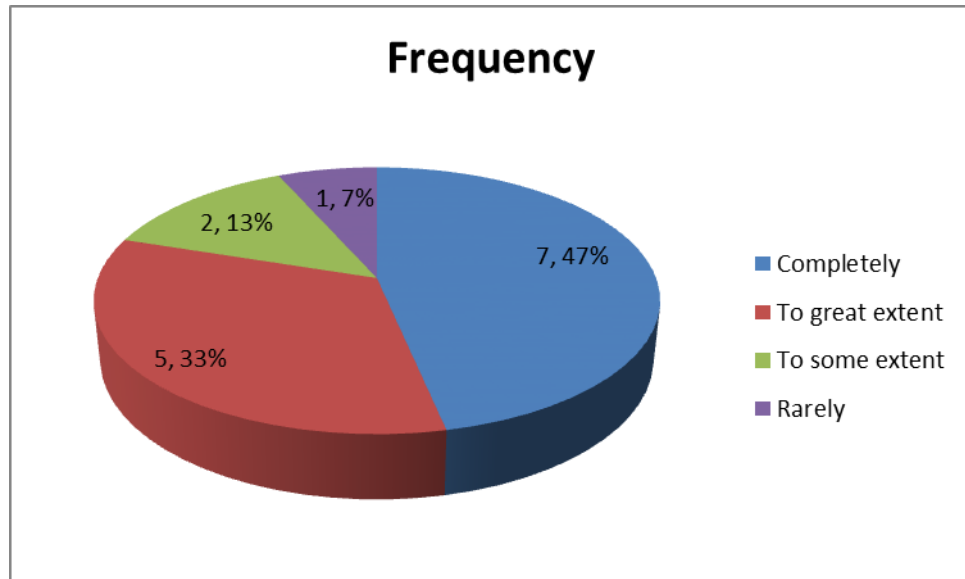


According to Figure 4.7, indicate that 87% of teacher always select materials and equipment. This means that most teachers always select material and equipment. Selection of right materials and equipment and employment of the right teaching method together with employment of the right teaching aids help in improving teaching procedure. As a result, academic performance is improved. This data is backed by Konchar (2008) who maintains that headteachers' classroom visitation helps the teacher to improve teaching techniques and as a result, the pupil's performance is improved. This means that by ensuring right teaching methods, teaching process is improved, which in turn help in improving academic performance.



**Figure 4.8: Headteachers Management of Classroom Routines and Procedures**

Figure 4.8 present data relating to how headteachers manage classroom routines and procedures effectively without loss of instructional time.



According to Figure 4.8, 47% of the total headteachers completely manage classroom routines and procedures effectively without loss of instructional time. This means that a large number of headteachers completely manage classroom routines and procedures effectively without loss of instructional time. They ensure that classroom routine is maintained every day. This involves helping pupils understand different subjects taught by their teachers.

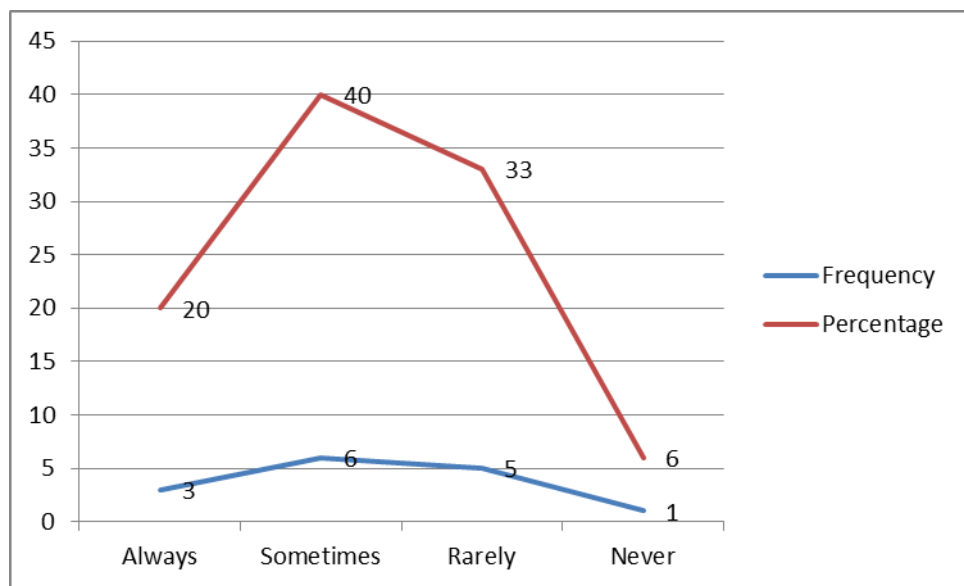
**4.5. Headteachers' Engagement in Conferences With Teachers**

The following data relate to answers provided by the head teachers in relation to their engagement in conference with teachers. The researcher focuses on

relating the headteachers' engagement in conferences, and investigates whether it influences pupils' academic performance.

**Figure 4.9: Headteachers Involvement in Conferences With Teacher**

Figure 4.9 present data relating to the rate at which headteachers get involved in conferences with teachers.



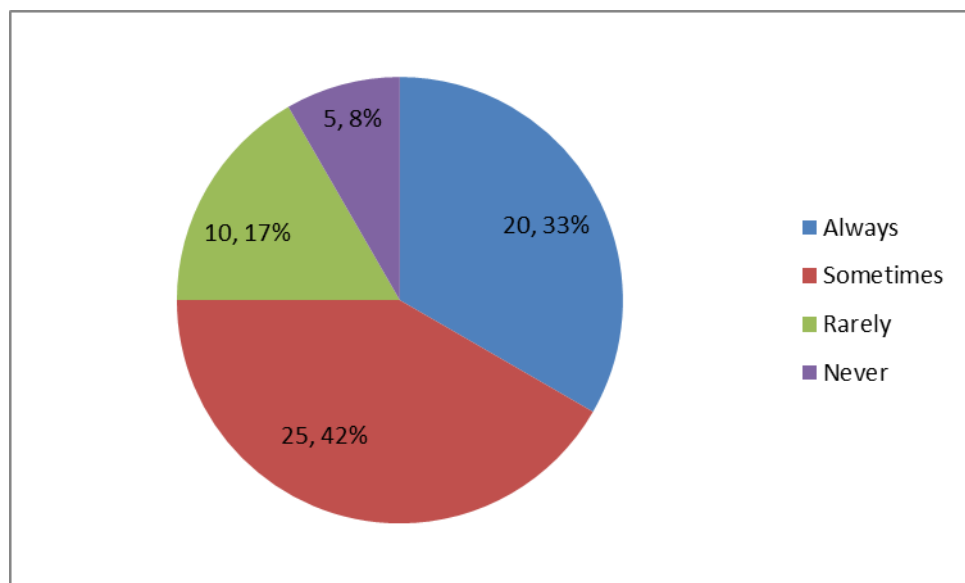
According to Figure 4.9, 6% of the headteachers rarely get involved, 40% sometimes get involved, and 33% of the headteachers rarely get involved in conferences with teachers. This means that large number of headteachers rarely or sometimes gets involved in conference with teachers.

Involving teacher in conferences ensures that teacher understand the plans and strategies that the school administration intend to employ. The collected information in this study relates to what (Okwiri, 2006) found concerning conferences. According to (Okwiri, 2006), it is important for the headteacher to

hold personal conferences with teachers as a part of any inclusive supervisory plan.

**Figure 4.10: Headteachers Sponsorship for Workshops and Seminars**

Figure 4.10 indicate the rate at which headteachers sponsor teachers for workshops and seminars.

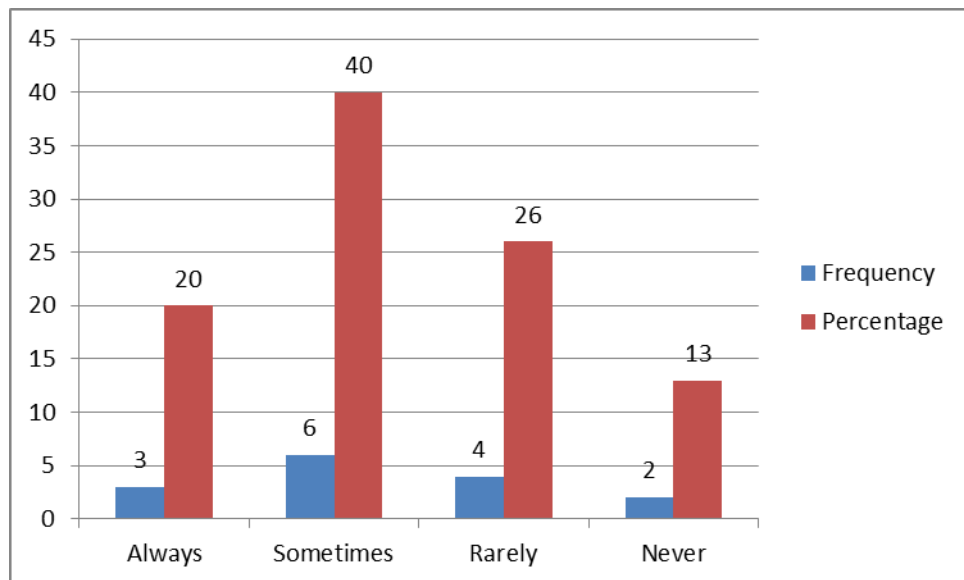


According to Figure 4.10, 10% of the headteachers rarely sponsor teacher for workshops and seminars. Figure 4.10 also indicates that 42% of the headteachers sometimes sponsor teachers for seminars and workshops. This means that most headteachers sometimes sponsor teachers for workshops and seminars. This data supports the finding of Wellington (2008) who found out that holding conferences with the aim of discussing the school goals by the

headteachers has an important, positive relationship with teacher classroom innovativeness.

### **Figure 4.11: Headteachers Sponsoring Teachers to Pursue Further Training**

The data presented in Figure 4.11 above indicate the rate at which headteachers in workshops and seminars grant study leave to teachers to pursue further training.



According to Figure 4.11, 40% of the total number of headteachers sometimes grants study leave. This data indicate that the largest percentage of headteachers sometimes grant their teacher study leave to pursue further training. This data supports Konchar (2008) who argues that taking all opportunities in conferences, seminars and workshops, headteachers are able to discuss issues related to developing curricular, policies, and assessing pupil data, to probe teachers' suggestion and to encourage ideas. This means that by

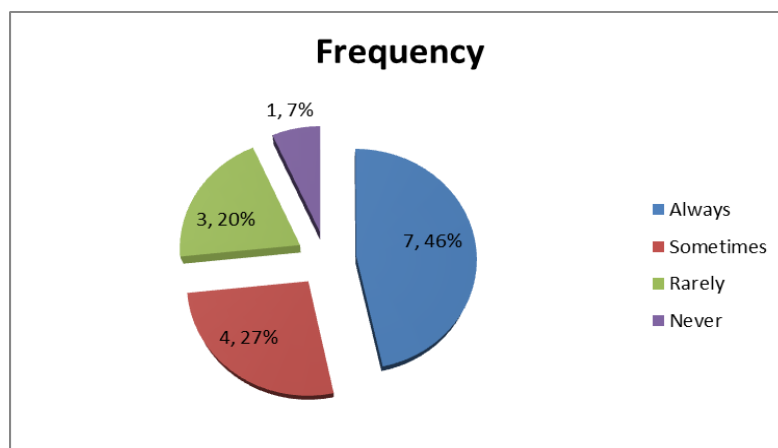
granting teachers study leaves to attend workshops and seminars, headteachers ensure that teachers understand school policies and plans. This in turns helps in curriculum implementation and improvement of teaching activity, which in turns help in improving pupils' academic performance.

#### **4.6. Influence of Headteachers' Evaluation of Teachers' Lesson Plans on Pupils' Academic Performance**

The following data relate to the responses provided by the head teachers on evaluation of lesson plans. The following data explains the connection between headteachers' evaluation of teachers' lesson plans on pupils' academic performance.

#### **Figure 4.12: Headteachers Ensuring Preparation of the Lesson Plans**

The Figure 4.12 below presents information relating to headteachers ensuring the preparation of the lesson plans.



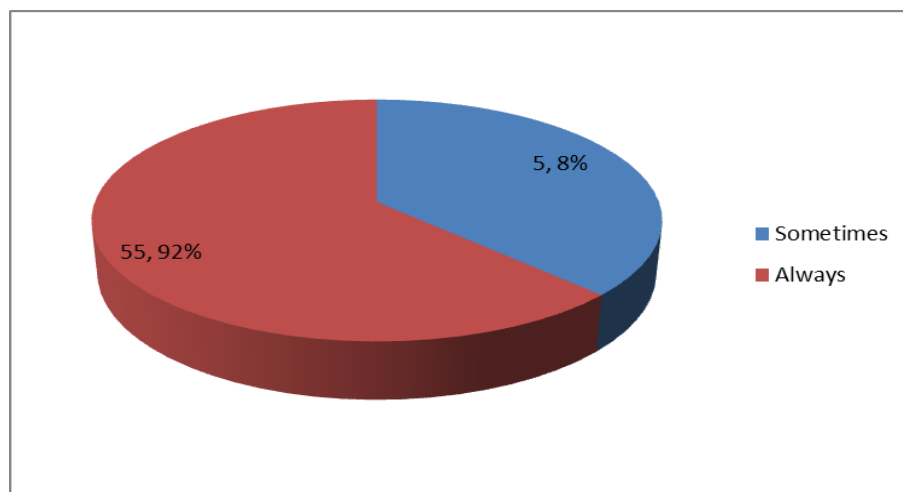
According to Figure 4.12, 7% of headteachers never ensure preparation of lesson plan. Figure 4.12 also shows 46% of headteachers always ensure

preparation of lesson plan. Thus, the collected data indicates that almost half of the total number of headteachers always ensures preparation of lesson plan.

By ensuring all lessons are taught, pupils learn all the subjects and topics they are required to study in every term and every year. This data supports Okumbe (1999) who argues that regardless of how proficiently the lesson objectives are stated, objectives make possible for learning only if they are suitable to the academic attainment of students. This means that by evaluating lesson plans, headteachers are able to make sure that lesson objectives are suitable to the academic attainment of students. The data also supports Nike (2014) who states that each strategy has a rational sequence which is crucial if pupils are to achieve the objective of the lesson.

#### **Figure 4.13: Rate at Which Teachers Prepare Lesson Plan**

The Figure 4.13 below indicates the rate at which teachers prepare lesson plans.

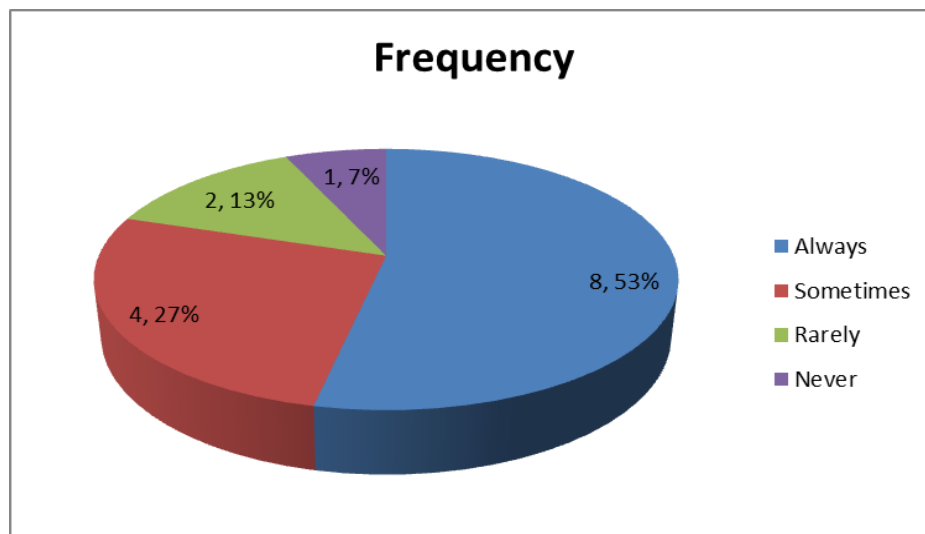


According to figure 4.13, 8% of the teachers public primary schools in Thika West Sub-county prepare lesson plan. Figure 4.13 indicate that 92% of the teachers always prepare lesson plan. The data presented in Figure 4.13 indicate that majority of the teacher always prepare lesson plans. Thus, by ensuring that lesson plans are evaluated, headteachers helps in ensuring that all teachers prepare lesson plans. This data supports Nike (2014) who maintains that while making evaluation of teachers’ lesson preparation, headteachers are aware that each strategy has a set of activities with an individual purpose and role for the teacher and pupils.

#### 4.7 Influence of Headteachers’ Evaluation of Teachers’ Records of Work on Pupils’ Academic Performance

The following data relates to headteachers’ evaluation of teachers’ records of work. This data helped in establishing the connection between headteachers’ evaluation of teachers’ records of work on pupils’ academic performance.

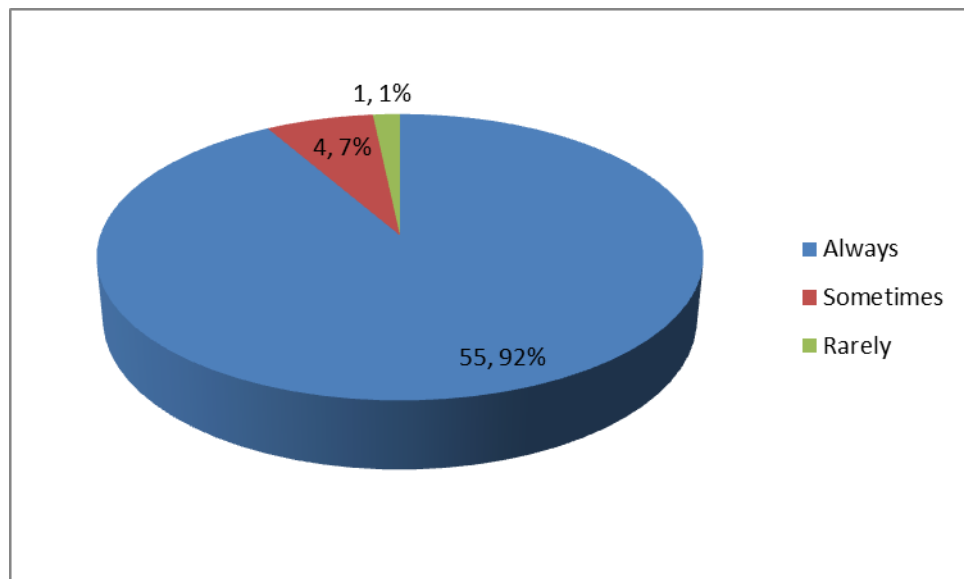
**Figure 4.14: Headteachers Ensuring Preparation of the Schemes of Work**



According to Figure 4.14, 7% of the headteachers never ensure that schemes of work are prepared. Figure 4.14 also indicate that 53% of the headteachers always ensure that schemes of work are prepared. This means that most of the headteachers always ensure that schemes of work are prepared. This data supports Eshiwani (2001) who maintains that primary schools where the headteachers evaluated schemes of work, lesson notes and registers of class attendance for their teachers registered good performance than schools where this is not carried out.

**Figure 4.15: Rate at Which Teachers Prepare Schemes of Work**

The Figure 4.15 below indicate the rate at which teachers prepare schemes of work.



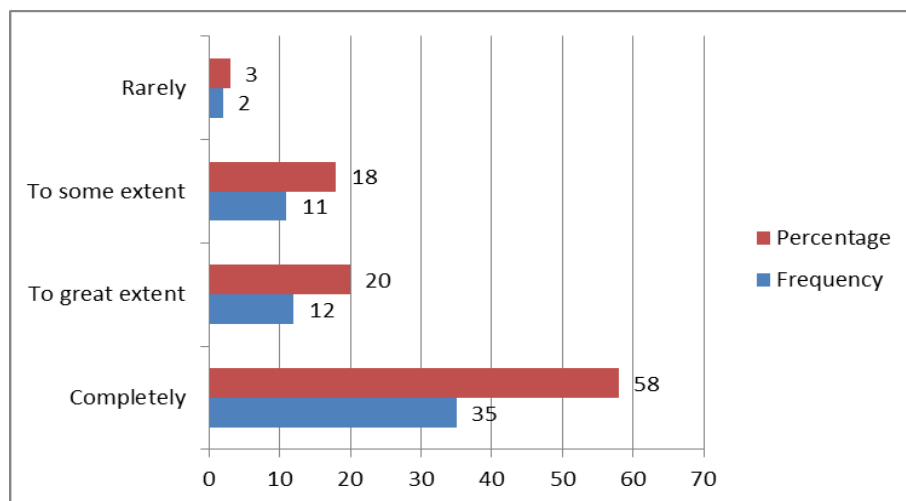
According to Figure 4.15, 1% of the teachers rarely prepare schemes of work. Figure 4.15 also indicate that 92% of the teachers always prepare the schemes of work. This means that almost every teacher always prepare the schemes of



work. Thus, evaluation of teachers' records of work by headteachers ensures that teachers always prepare records of work. Preparation of record of work has helped increasing pupils' academic performance in public primary schools.

**Figure 4.16: Rate at Which Headteachers Maintain Accurate Records**

Figure 4.16 below present information relating to headmasters maintaining accurate record.



According to Figure 4.16, 20% of headmasters to a great extent maintain accurate record. The Figure also indicates that 58% of the total number of headmasters in public primary schools in Thika West Sub-county completely maintains accurate records. This means that most headmasters complete maintain accurate records.

This means that headteachers in these schools understand the importance of maintaining accurate records of works to help in improving pupils' academic performance. This information supports Okech (2004) who ascertained that

through supervision in areas of evaluating teachers' records, a positive impact was obtained in pupils' academic performance. The information also relates to Peterson and Peterson (2006) who maintains that process of evaluating records of work forces the teachers to be attentive and hardworking in the sense that they are extremely conscious that their work may be assessed in the name of confirming the progress of their class activities randomly in the event of checking learners' notebooks.

**Table 4.4: Rate at Which Teachers Discuss Exam Results**

The Table 4.4 below indicates data relating to the rate at which teachers discuss exam results.

	<b>Frequency</b>	<b>Percent</b>
<b>Always</b>	52	86.7
<b>Sometimes</b>	6	10.0
<b>Rarely</b>	2	3.3
<b>Total</b>	75	100.0

According to table 4.4, 3.3% of the teachers rarely discuss exam results. Additionally, Table 4.4 indicates that 10.0% of teachers sometimes discuss exam results, and 86.7% of teachers always discuss exam results. This means that majority of teachers in public primary schools in Thika West Sub-county

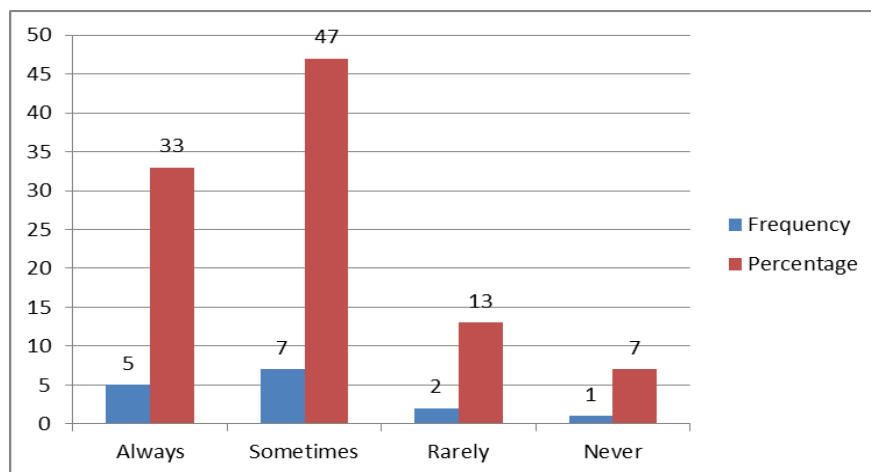
always discuss exam results with students. The increase in pupil’s academic performance at KCPE from a means score of 207.19 in the year 2010 to a mean score of 211.96 in the year 2011, as indicated in the Table 1.1, can be related to the practice of discussing exams results. This means that discussion of exam results is helpful in preparing student to tackle future exams, which in turns influences pupils’ academic performance at KCPE.

#### 4.7. Influence of Syllabus Coverage on Pupils’ Academic Performance

The following information indicates the influence of syllabus coverage on pupils’ academic performance. This information focuses on completion of the syllabus and setting continuous assessment tests.

**Figure 4.18: Headteachers Ensuring Completion of Syllabus**

Figure 4.18 presents data relating to the rate at which headteachers ensure completion of syllabus.

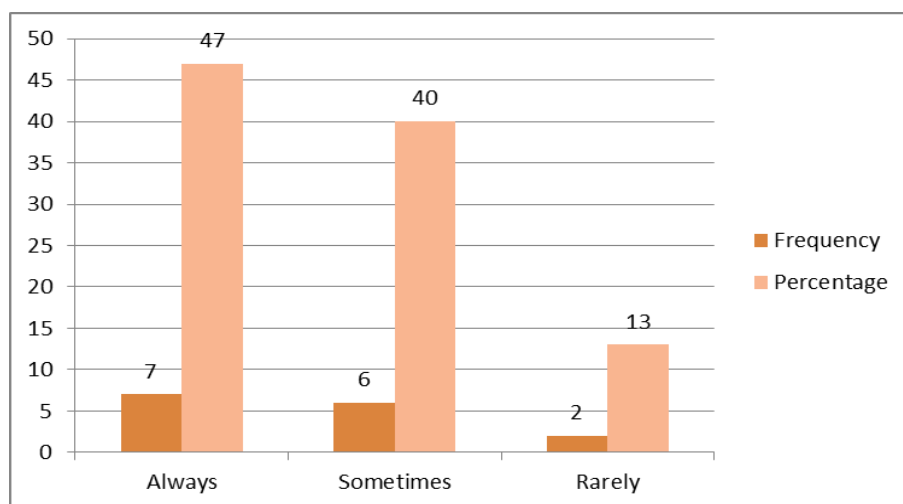


According to Figure 4.18, 7% of the headteachers rarely ensure completion of syllabus, 47% sometimes ensure completion of syllabus, and 33% of

headteachers always ensure completion of syllabus. This data means that most headteachers in public primary schools in Thika West Sub-county sometimes ensure completion of syllabus. This indicates that these headteachers have realized the importance of completion of syllabus in improving pupils' academic performance.

**Figure 4.19: Headteachers Ensuring Setting and Administration of CATs and Examinations**

Figure 4.19 below present information relating to rate at which headteachers ensure setting and administration of CATs and examinations.



According to Figure 4.19, 13% of the headteachers rarely ensure setting and administration of CATs and examinations. Figure 4.19 also indicate that 47% always ensure setting and administration of CATs and examinations. This means that the highest number of headteachers always ensures that CATs and examinations are set and administered to the students.

**Table: 4.5: Academic Performance From 2011 - 2013**

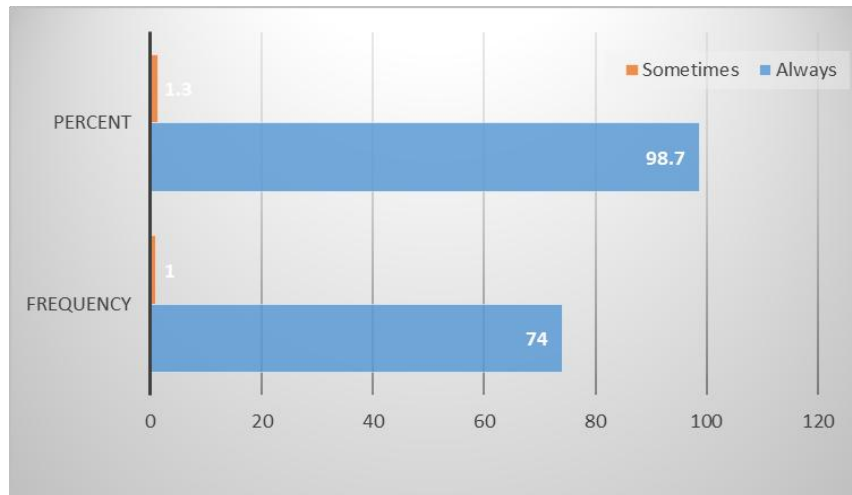
The Table 4.5 below presents data relating to academic performance of public primary schools in Thika West Sub-county between the year 2011 and the year 2013. The head teachers provided this information by indicating the KCPE mean scores obtained by their schools for the last 3 years.

	<b>Mean</b>	<b>Std. Deviation</b>
<b>KCPE_Mean_2011</b>	7.9905	1.36565
<b>KCPE_Mean_2012</b>	8.3525	1.19675
<b>KCPE_Mean_2013</b>	8.7409	1.37973

According to table 4.5, the mean in K.C.P.E examination in the year 2011 was 7.9905. The Table also indicates that the mean in K.C.P.E examination increased from 7.9905 in the year 2011 to 8.3525 in the year 2012. According to Table 4.5, the mean further increased from 8.3525 in the year 2012 to 8.7409 in the year 2013. This means that the performance in Public Primary Schools in Thika West Sub-County has been increasing from the year 2011 to the year 2013.

**Figure 4.20: Rate at Which Teachers Ensure Testing of CATs**

The Figure 4.20 above present data relating to the rate at which teachers ensure testing of CATs.



According to Figure 4.20, 1.3% of the teachers sometimes ensure testing of CATs. The figure also indicate that 98.7% of the teachers ensure testing of CATs. This means that almost all teachers always ensure testing of CATs.

There was an increase of students’ performance at KCPE from a mean score of 7.9905 in the year 2011 to 8.7409 in the year 2013. This increase in students’ performance at KCPE can be associated by ensuring of testing of CATs.

Considering the fact that the finding indicates that majority of teachers, 98.7%, ensure testing of CATs, it means that testing of CATs positively influence the pupils academic performance at KCPE.

## **CHAPTER FIVE**

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

#### **5.1 Introduction**

This chapter outlines summary, conclusions and recommendations. The chapter also gives suggestion for further studies.

#### **5.2 Summary of the Study**

The purpose of the study was to investigate the influence of headteachers' instructional supervision on pupils' academic performance in public primary schools in Thika West Sub-county. The research objectives focused on establishing the influence of headteachers' classroom lesson observation on pupils' academic performance, influence of headteachers' engagement in conferences with teachers on pupils' academic performance, influence of headteachers' evaluation of teachers' lesson plans on pupils' academic performance, influence of headteachers' evaluation of teachers' records of work on pupils' academic performance, and the influence of syllabus coverage on pupils' academic performance in Thika West Sub-county. The main assumptions of the study were that headteachers in Thika West primary school are involved in supervisory activities, and participants would give truthful, genuine, and authentic responses to the questionnaire.

The study focused on literature review relating to concept of instructional supervision, classroom visitation, evaluation of record of work, evaluation of record of work, headteachers' holding conferences with teacher, evaluation of

pupils' exercise books, and evaluation of teachers' lesson preparation. The reviewed literature was useful in discussion to help in answering the research questions. Conceptual framework was various used to indicate various headteachers' supervision practices, including classroom visitation, holding conferences, evaluation of teachers' lesson plan, evaluation of record of work, evaluation of pupils' exercise books, which influence teaching and learning process in school.

The study employed a descriptive survey design to target 329 teachers and 27 headteachers from 27 public primary schools in Thika West Sub-County. Simple random sampling method was used to select 15 schools. Fifteen headteachers, from all selected schools, were involved in the study. Simple random sampling method was used to select four teachers from each school to come up with a total of 60 teachers. This study employed questionnaires as data collection instruments. There were two sets of questionnaires used to collect data from headteachers and teachers. The questionnaire for head teachers was used to collect data from headteacher on the supervision activities. The questionnaire for teachers was used to collect data relating to supervisory practices used by headteachers. Both qualitative and quantitative techniques were used to analyse the data obtained. The process of data analysis required the use of a computer spreadsheet, and for this reason the Statistical Package for Social Sciences (SPSS) was used.



In relation to the study objectives, the researcher established that headteachers' classroom lesson observation affects on pupils' academic performance. The study revealed that the mean of K.C.P.E in public primary school in Thika sub-county increased from increased from 7.9905 to 8.7409. This can be associated with the headteachers' classroom lesson observation. The findings of the study indicate that 53.3% of headteachers sometimes go round the classrooms observing teaching, and 14.7% always round the classrooms observing teaching. The findings also indicate that 45% of the total headteachers in completely manage classroom routines and procedures effectively without loss of instructional time,

In relation to collected data, the study findings indicate that headteachers' engagement in conferences with teachers positively influences pupils' academic performance. The finding indicates that 18% of headteachers always sponsor teachers while 49% of the headteachers sometimes sponsor teachers for seminars and workshops. The findings also indicate that 46.7% of the total number of headteachers sometimes grants study leave and 26.7% of the total number of headteachers always grant study leave to teacher to pursue further training. Improved performance as indicated by the increase in mean score from 8.3525 in the year 2012 to 8.7409 in the year 2013 indicates that the action of headteachers to allow teachers to attend seminars and workshops affects the student's performance at KCPE.

In relation to the study objectives, the study findings indicate that headteachers' evaluation of teachers' lesson plans influences pupils' academic performance. The findings indicate that 33% of headteachers sometimes ensure preparation of lesson plan, and 49% of headteachers always ensure preparation of lesson plans. The findings also indicate that 29% of the headteachers to some extent prepare schemes of work, 39% of headteachers to a great extent prepare schemes of work, and 18% of teacher completely prepare schemes of work. This means that 86% of the headteachers prepare schemes of work. The results also indicate that 93% of the teachers always prepare lesson plan.

The study established that 37% of the headteachers sometimes ensure that schemes of work are prepared, and 47% of the headteachers always ensure that schemes of work are prepared. The findings also indicate that 46% of headteachers always ensure preparation of record of work. According to the findings, 20% of the headmasters to some extent maintain accurate record, 29.3% of headmasters to a great extent maintain accurate record. According to the study findings 46.7% of headmasters public primary schools in Thika West Sub-county completely maintain accurate records.

The study findings also indicate that 92% of teachers always prepare the schemes of work. This means that almost every teacher always prepare the schemes of work. Additionally, the study findings indicate that 90.7% of the teachers always prepare record of work. Additionally, the study findings indicate that syllabus coverage affects pupils' academic performance at KCPE.

The study findings indicate that of 54.7% the headteachers sometimes ensure completion of syllabus, and 29.3% of headteachers ensure completion of syllabus. The study finding also indicated that mean of K.C.P.E examination increased from 7.9905 to 8.7409. This means coverage of syllabus help improving pupils' academic performance.

The findings of the study indicated that headteachers' engagement in conferences, headteachers' evaluation of teachers' lesson plans, and syllabus coverage affects pupils' academic performance at KCPE. Thus, it is recommended for the ministry of education to increase budgetary allocation to public primary schools to help schools acquire materials and equipment's required in preparation of lesson plans and records of work. It is also recommended for the ministry of education in the county to increase financial support to public primary schools to ensure headteachers get adequate facilities required in undertaking supervision practices.

### **5.3 Conclusion**

From the study findings summarized above, the following conclusions were made:-

- i. Headteachers' instructional supervision practices affects pupils' performance in KCPE in public primary school in Thika sub-county
- ii. Headteachers' classroom lesson observation affects pupils' academic performance. Through classroom lesson observation, the headteacher ensures that teachers employ the right teaching methodology. This also

ensures that teachers select the appropriate teaching tool. As a result, pupils' academic performance is improved.

- iii. Headteachers' Engagement in conferences with teachers affect pupils' academic performance. Through conferences, teachers understand school policies and strategies. Teachers also learn how to improve their teaching skill. This in turns helps in improving
- iv. Headteachers' evaluation of teachers' lesson plans helps improving pupils' academic pupils' performance at KCPE. Through headteachers' evaluation of teachers' lesson plans, teachers are motivated to always prepare lesson plans. This in turns help in improving teaching process which help in improving pupils' academic performance.
- v. Headteachers' evaluation of teachers' records of work improves pupils' performance at KCPE. By evaluation of teachers' records of work, headteachers ensure that teachers always maintain accurate records of work. This in turns contribute in improving pupils' academic performance.

#### **5.4 Recommendations of the Study**

In relation to the study findings, the following suggestions were made

- i. The national government, through ministry of education, should increase budgetary allocation to public primary schools. This would help these schools in acquiring materials and equipment's required in preparation of lesson plans and records of work. This would ensures

that teaching process is improved, and as a result help in improving pupils' academic performance.

- ii. The county of Kiambu, through the ministry of education in the county, should increase financial support to public primary schools. This would ensure that headteachers has adequate facilities required undertaking supervision practices.
- iii. The headteachers in public primary schools should ensure that all teachers get study leaves to attend workshops, seminars, and conferences. This would help in increasing teachers understanding in relation to school policies, plans and strategies.

### **5.5 Suggestions for Further Research**

- i. The current study only focused on headteachers' instructional supervision practices on pupils' performance in KCPE in public primary school in Thika sub-county. There is therefore a need to find out how other factors such as school, teaching methodologies influence pupils' academic performance in public primary school in Thika sub-county.
- ii. Since the study was undertaken in public primary school in Thika sub-county only, the findings of the study may not be generalized in the whole Kiambu county and the country as a whole; as such a similar study should be carried out in other sub-counties in Kiambu and other counties in order to ascertain whether similar findings would be obtained.

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## **APPENDIX A: LETTER OF INTRODUCTION**

Peter Mburu Gitau,

P.O Box

Thika

Dear Sir/Madam,

**REF: Influence of Headteachers' Instructional Supervision Practices on Pupils' Performance in KCPE in Public Primary Schools in Thika West Sub-County, Kenya**

I am a post graduate student pursuing a Masters Degree in Education at the University of Nairobi. I hereby kindly request you to allow me in your school to enable me obtain important information for my research.

The identity of respondent will be treated with the utmost confidentiality and will not be unduly disclosed. The information will only be used for academic purposes only.

Your assistance and cooperation will be greatly appreciated.

Yours faithfully

Peter Mburu.

**Signature**\_\_\_\_\_

## APPENDIX B: QUESTIONNAIRE FOR TEACHERS

You are kindly requested to provide answers to these questions as honestly and precisely as possible. Responses to these questions will be treated as confidential.

Please tick [] where appropriate or fill in the required information on the spaces provided.

### Section I: Personal Data

1. In which age bracket are you?

- |                |                          |               |                          |
|----------------|--------------------------|---------------|--------------------------|
| Below 25 years | <input type="checkbox"/> | 26-30 years   | <input type="checkbox"/> |
| 31-35 years    | <input type="checkbox"/> | 36-40 years   | <input type="checkbox"/> |
| 41-45 years    | <input type="checkbox"/> | Over 45 years | <input type="checkbox"/> |

2. What is your gender? Male  Female

3. What are your years of teaching experience

- |               |                          |               |                          |             |                          |
|---------------|--------------------------|---------------|--------------------------|-------------|--------------------------|
| Below 5 years | <input type="checkbox"/> | 6-10 years    | <input type="checkbox"/> | 11-15 years | <input type="checkbox"/> |
| 16-20 years   | <input type="checkbox"/> | Over 21 years | <input type="checkbox"/> |             |                          |

4. For how long have you been teaching at your present school?

- |               |                          |               |                          |             |                          |
|---------------|--------------------------|---------------|--------------------------|-------------|--------------------------|
| Below 5 years | <input type="checkbox"/> | 6-10 years    | <input type="checkbox"/> | 11-15 years | <input type="checkbox"/> |
| 16-20 years   | <input type="checkbox"/> | Over 21 years | <input type="checkbox"/> |             |                          |

5. How do you rate the academic performance of your school as compared to other schools in the country?

- |           |                          |      |                          |      |                          |           |                          |
|-----------|--------------------------|------|--------------------------|------|--------------------------|-----------|--------------------------|
| Very Good | <input type="checkbox"/> | Good | <input type="checkbox"/> | Poor | <input type="checkbox"/> | Very Poor | <input type="checkbox"/> |
|-----------|--------------------------|------|--------------------------|------|--------------------------|-----------|--------------------------|

### Section II: Supervisory practices used by headteachers

1. This section is designed to gather information on the supervisory practices used by the headteacher in your school. Using the Table below, rate the extent to which your headteacher engages in each of the instructional supervisory practices listed.

<b>Supervision in Curriculum Implementation</b>	<b>Always</b>	<b>Sometim es</b>	<b>Rarel y</b>	<b>Never</b>
Going round the classrooms observing teaching activities				
Make sure that all the lessons are taught				
Ensuring the preparation of the schemes of work				
Ensuring the preparation of the records of work				
Ensuring the preparation of the lesson plans				
Making sure that the syllabus is completed				
Ensuring that teacher are employing the right teaching methods				
Ensuring that learners are continuously evaluated				
<b>Supervision in Curriculum Evaluation</b>				
Checking students' homework books				
Discussing exam results with staff members and students				
Improving on testing skills				
Ensuring setting and administration of CATs and examinations				
Involving teachers to decide on best strategies to improve teaching and learning				
<b>In the area of structured learning opportunities such as workshops, in-service activities or staff development programs.</b>				
Get involved in conferences with teacher				
Sponsoring teachers for workshops and seminars				
Granting study leave to teachers who wish to pursue further training				

### Section III: Impact of Supervisory Practices on Teaching Performance

To what extent has supervision enabled the teacher to .....

Statement	Completely	To a great extent	To some extent	Rarely	Never
Manage classroom routines and procedures efficiently without loss of instructional time					
Establish a culture for learning with clear expectations for students achievement					
Communicate clearly and accurately					
Maintain accurate records					
Grow and develop professionally					
Improve teaching methodologies					
Prepare schemes of work					
Prepare records of work					
Prepare lesson plans					
Set and administer of CATs and examinations					
Issue assignments/homework to students					
Mark assignments					
Discuss exam results with staff members and students					
Ensure syllabus completion					

## APPENDIX C: QUESTIONNAIRE FOR HEADTEACHERS

You are kindly requested to provide answers to these questions as honestly and precisely as possible. Responses to these questions will be treated as confidential.

Please tick [] where appropriate or fill in the required information on the spaces provided.

### Section I: Personal Data

1. How old are you?

Below 25 years [] 26-30 years [] 31-35 years [] 36-40 years []  
41-45 years [] Over 45 years []

2. What is your gender? Male [] Female []

3. What are your years of experience as a headteacher

Below 5 years [] 6-10 years [] 11-15 years []  
16-20years [] Over 21 years []

4. For how long have you been a headteacher at your present school?

Below 5 years [] 6-10 years [] 11-15 years []  
16-20 years [] Over 21 years []

5. Indicate the KCPE mean obtained by your school for the last 3 years

2011..... 2012..... 2013.....

### Section II: Supervisory Practices Used by Headteachers

1. This section is designed to gather information on the supervisory practices used by headteachers in primary schools. Using the Table below, rate the

extent to which you engage in each of the instructional supervisory practices listed.

<b>Supervision in Curriculum Implementation</b>	<b>Always</b>	<b>Sometimes</b>	<b>Rarely</b>	<b>never</b>
Improving teaching methodologies				
Giving guidelines on diversified curriculum				
Visiting teachers in class to supervise teaching				
Ensuring the preparation of the schemes of work, records of work and lesson plans by teachers				
Ensuring the preparation of the records of work				
Ensuring the preparation of the lesson plans				
Ensuring setting and administration of CATs and examinations				
Improving curriculum and library materials e.g. new text books, library books, magazines e.t.c.				
Selection of materials and equipment				

for curriculum implementation				
Ensuring there is effective upward and downward communication				
Demonstrating knowledge of resources				
Creating an environment of respect and rapport				
<b>Supervision in Curriculum Evaluation</b>				
Checking students homework books				
Discussing exam results with staff members and students				
Issuing assignments/homework to students				
Grading students and giving clear directions and preparing for transition in the classroom				
Improve on testing skills				
Ensuring setting and administration of CATs and examinations				
Involving teachers to decide on best strategies to improve teaching and				



learning				
<b>In the area of structured learning opportunities such as workshops, in-service activities or staff development programs.</b>				
Giving opportunities to apply and practice information or skills by direct experience during workshop or teaching situations.				
Providing access to materials and resource people to help implement a program after formal in-service presentations have been completed.				

## Appendix D: Research Permit



### NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471.  
2241349, 3310571, 2219420  
Fax: +254-20-318245, 318249  
Email: dg@nacosti.go.ke  
Website: www.nacosti.go.ke  
when replying please quote

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

Ref. No.

Date:

**NACOSTI/P/16/I7165/9814**

**2<sup>nd</sup> May, 2016**

Peter Mburu Gitau  
University of Nairobi  
P.O. Box 30197-00100  
NAIROBI.

#### **RE: RESEARCH AUTHORIZATION**

Following your application for authority to carry out research on *“Influence of headteachers’ instructional supervision practices on pupils’ academic performance in public primary schools in Thika West Sub-County, Kenya,”* I am pleased to inform you that you have been authorized to undertake research in **Nairobi County** for the period ending **29<sup>th</sup> April, 2017**.

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

The County Director of Education  
Nairobi County.

## Appendix E: Letter of Authority to Conduct Research

### MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY

Telephone (067) 31398 / 31272 (D.L)  
FAX: (067) 31272  
When Replying please quote



SUB-COUNTY EDUCATION OFFICE

THIKA WEST DISTRICT  
P.O. BOX 262,  
THIKA.

THK/ADM/7/VOL.I/ (50)

8<sup>TH</sup> JANUARY 2016

ALL THE HEADTEACHERS

THIKA WEST

RE: RESEARCH AUTHORIZATION - PETER MBURU GITAU

This is to inform you that the above named is a student at Nairobi University and has been authorized to carry out research on **“influence of headteachers’ instructional supervision practices on pupils” academic performance in primary schools.**

**Any assistance accorded to him will be appreciated.**

SUB COUNTY DIRECTOR OF EDUCATION  
for P.O. BOX 262-0100  
THIKA WEST

A handwritten signature in blue ink, appearing to be 'Peter Mburu Gitau', is written over the typed name and address of the Sub-County Director of Education.

ANN MAINA

FOR: SUB COUNTY DIRECTOR OF EDUCATION

THIKA WEST