

**INFLUENCE OF HEADTEACHERS' INSTRUCTIONAL
SUPERVISORY PRACTICES ON PUPILS'
PERFORMANCE AT KENYA CERTIFICATE OF
PRIMARY EDUCATION IN OLOLULUNGA DIVISION,
NAROK COUNTY**

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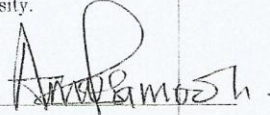
**A Research Project Submitted in Partial Fulfillment of
the Requirement for the Award of the Degree of Master of
Education in Educational Administration.**

University of Nairobi

2015

DECLARATION

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



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DEDICATION

I dedicate this work to God, to my wife Anne Soila, to my son Selwyne-Lloyd Maloi and to my daughter Euodia- Malyne Rianto.

ACKNOWLEDGEMENTS

I wish to acknowledge the help and encouragement I have received from a number of people without whom this research project would not have been in this form. My extraordinary gratitude goes to my supervisors; Dr. Rose Obae and Dr. Daisy Matula both lecturers in the department of Educational Administration and Planning, University of Nairobi. Their enabling support, guidance and constructive criticism enabled me to make progress from the beginning to the completion of this study. Special thanks to my wife Anne Soila for her great support, encouragement and inspiration throughout the course.

My appreciation goes to my classmates especially Charles and Rachael. I cannot forget Carol of Aroid Computer Services Ololulunga who typed and made amendments to the original copy of this research project. My most sincere appreciation to the Secretary Teachers Service Commission for granting me study leave to undertake this course. My sincere pleasure goes to the Area Education Officer, Ololulunga Division, the headteachers and teachers of Ololulunga Division who made this project a success. Finally I praise the Almighty God for my good health and for granting me His grace throughout this research project.

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LIST OF ABBREVIATIONS AND ACRONYMS

ATS	Approved Teacher Status
CC	County Commissioner
CDE	County Director of Education
DEO	District Education Office
EFA	Education For All
ESQAC	Education Standards and Quality Assurance Council
KCPE	Kenya Certificate of Primary Education
KNEC	Kenya National Examinations Council
MOE	Ministry of Education
MOEST	Ministry of Education Science and Technology
P1	Primary teacher certificate holder
ROK	Republic of Kenya
SMC	School Management Committee
TSC	Teachers' Service Commission
UNESCO	United Nations Education and Cultural Organization
UNDP	United Nations Development Programme

ABSTRACT

The study sought to determine the influence of headteachers' instructional supervisory role on pupils' performance in KCPE in Ololulunga Division. The objectives that guided the study were to determine the extent to which checking of professional records by headteachers influences pupils performance in KCPE, to establish the extent to which headteachers' classroom visitations influenced pupils' performance in KCPE ,to assess the extent to which provision of teaching and learning resources by headteachers influenced pupils' performance in KCPE and to examine the extent to which headteachers' checking of pupils notebooks influenced pupil's performance in KCPE in Ololulunga Division. The target population for the study was the 70 headteachers, 480 teachers and 960 pupils in all primary schools in the division totaling 1,510. The simple random sampling method was used to pick the teacher population and the purposeful sampling was used to pick headteachers. Simple random sampling was used to sample teachers and pupils for the study. The study employed the descriptive survey design. Data was collected by use of questionnaires and document analysis. The study found out that the headteachers rarely engaged in class observation visits. All the headteachers confirmed that teachers in their schools prepared lesson plans. The teachers equally confirmed that the headteachers supervised and observed the activity of lesson plan preparation in their schools. The headteachers confirmed that they assessed pupils' notebooks regularly. The responses by the headteachers showed that most of them deemed the teaching and learning materials provision for the schools as inadequate. The study thus concluded that headteachers' engagement in class observation visits was infrequent; checking of professional records; and that assessment of pupils' notebooks was done irregularly. In addition the study determined that the provision of teaching and learning materials was deemed inadequate by many headteachers. The study recommended that the headteachers should enhance classroom observation as an instructional supervisory tool, TSC should enhance headteachers' professional qualification, MOEST should make sure timely provision of teaching and learning resources to ensure good performance in the KCPE examination by the learners. The study suggested that a study with a bigger scope like a nationwide survey should be carried out to find out if the factors in Ololulunga Division are applying to other area.

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

Education in its broadest sense can be viewed as the means through which the aims of a society are passed on from one generation to the next. This occurs through any experience that has a formative effect on the way one thinks, feels or acts (Matt, Scott & Matt, 2010). In its narrow technical sense, education is the formal process by which society deliberately transmits its accumulated knowledge, skills, customs and values from one generation to another. Primary or elementary education consists of the first five to seven years of formal, structured education starting at the age of five or six, although this varies between, and sometimes within, countries (May & Aikman, 2003).

Supervision of schools is a worldwide phenomenon. Every country having its own policy on how supervision is conducted .It is seen as a democratic action aimed not only improving classroom instructions but also creating a harmonious environment through continued growth of all concerned; the child, the teacher, the supervisor, the parent and the administration (Goldhammer, 1968).

Various agencies of the United Nations Organization like the United Nations Educational Scientific and Cultural organization (UNESCO), the World Bank as well as the United Nations Development Programme (UNDP) have over the years invested in education and more especially in the poverty stricken third world countries. The United Nations have specifically identified education as tool for economic development, poverty eradication and inequality eradication (World Bank, 2002)

Today's instructional supervisory practices are borrowed from the earlier American education system in which schooling was in the hands of local authorities. Supervision was handled by laymen who included the clergy, school wardens, trustees, selectmen and citizen committees. Okumbe (1998), states that supervisory role was concerned with management of schools and the fulfillment of the curricular needs rather than the improvement of teaching and learning .

The need for supervision to check school functioning has been embraced by many countries. In France, the first public inspection services were set in the 18th century by Napoleon's programme. These services were introduced into colonies to assist in the control of the colonized population. School supervision and inspection continue to

fulfill their tasks with an authoritarian approach (Glickman & Gordon, 1990).

Inspection in Africa is as old as Western Education in Africa. In Uganda for example according to Ssekamwa (1997) and Mubarak (2000) in Ngelu (2007), the recommendations of Phelps Stokes Commission of 1924 established the Department of Education in 1925. The department had responsibility of developing the syllabi and supervised how it was being implemented in schools. During this period the inspector focused mainly on control and his major function was to make judgment about the teacher rather than teaching and pupils' learning. Education supervision in Kenya has roots in its colonial master, Britain.

In 1924 the Education Ordinance empowered the government to develop, control and supervise education in Kenya. This required that all schools be registered and be open to inspection by Director of Education Sifuna (1990). Beecher report of 1949, Binns report of 1951, Ominde report of 1964 and the National Committee on Education Objectives and Policies of 1976 all emphasized on the need for efficient and effective instructional supervision. The Directorate of Quality Assurance and Standards in the Ministry of Education in Kenya is currently undergoing restructuring under the new constitution

dispensation and was re-named as Education Standards and Quality Assurance Council (ESQAC). The new Education Bill 2012 section 62 part 2 mandates ESQAC; to ensure standards and maintain quality in institutions of basic education, administer policies and guidelines set for basic education, supervise and oversee curriculum implementation delivery, and monitor and evaluate standards and quality in basic education (Republic of Kenya, 2012).

At the school level the head teacher is the chief executive of the institution. Head teachers are uniquely placed in schools to ensure full implementation of all education policies. The Koech report argued that a head teacher must be a person with appropriate academic and professional qualifications, experience, ability, competence, integrity and initiative (Republic of Kenya, 2012).

Kinyua (2010), found that head teachers should attend in-service courses so as to perform their duties as expected. In line with their mandate head teachers must carry out amongst other duties, instructional supervision practices namely; check, approve and consent use of schemes of work and lesson plans made by teachers, ensure marking, correction and checking of learners exercise books, make classroom visits to observe teaching and learning taking place, hold

regular staff conferences to discuss standards and also provide teaching and learning resources pertaining to education. He also found that headteacher should audit syllabus coverage through use of subject panels.

In Kenya, supervision can be viewed from both pre-independent and post-independence period. Several commissions were set up by the colonial government to look into the issue of supervision in education. This came with the establishment of the then department of education in 1909 (Mutua, 2005). The post-independence period has also witnessed the setting up of various commissions and task forces to look into the issue of supervision in education. Their recommendation has noted that head teachers require relevant training in order to effectively conduct supervisory activities.

Following the declaration of Free Primary Education in 2003 by the Government of Kenya, there has been an influx of high enrolment in public primary schools. The public has consequently placed high demands to the ministry of education in terms of provision of adequate instructional materials, equipment, additional teachers and physical facilities for effective instructional supervision. The management of public primary schools is the manifest of the head teacher and must

therefore devise appropriate supervisory skills aimed at effective implementation of the school programmes. (Thiong'o,2002) argues that supervision by the ministry of education is not adequate.

Maluki (2006), observes that instructional effectiveness is directly related to student achievement such that the higher the effectiveness levels, the higher the student's achievement levels. Head teachers are the clinical supervisors in their schools. They act as a pivot around which all aspects of the school revolve including every academic and administrative detail of the running of the school.

Despite the fact that various stakeholders like the United Nations, the Government of Kenya, Development Partners as well as parents having invested heavily on education, there is still little achievement in terms of pupils' performance. Pupils' performance in National Examinations have for a long time been used as a measure for academic achievement. Poor pupils' performance has therefore posed a challenge not only to the parents but also to the entire education sector. Although some intervention measures have been put in place to address this issue, it has continued to persist thus calling for scholarly intervention inform of research to seek for a solution (Thiong'o, 2002).

Public primary schools in Ololulunga Division in Narok County have been performing poorly in Kenya certificate of primary education compared to other divisions in the district like Osupuko and Mara Division.

Table1.1 a comparison of KCPE results of Ololulunga , Osupuko and Mara Division

Division	2010	2011	2012
Ololulunga	254.49	246.86	250.59
Osupuko	251.07	254.90	260.60
Mara	258.05	255.15	264.32

Source: AEO's office Ololulunga Division 2014

Table 1.1 compares the performance of Ololulunga Division in the KCPE with other Divisions in Narok County. The Table shows that in the three consecutive years Ololulunga division had the lowest mean score in the county. This is an issue of concern since poor academic performance is an indicator of a serious impediment in any country because education is a major contributor to economic growth (Atkinson, 1987). Education is regarded in most cases as the most important instrument of socialization, development, integration and reform.

Concern Worldwide (2010), decries the lagging behind of Ololulunga Division in enrolment, participation and performance in the national examinations. The body thus recommends that measures be put in place to stimulate enrolment, survival and better achievement by pupils in this area. Such measures include Open forums between teachers and the parents, prize giving days, educational trips, provisional classrooms, playgrounds, provisional teachers' houses, water, toilets and enhancing discipline among the learners. Poor pupil performance at the K.C.P.E in public primary schools in Ololulunga Division is not well understood and is a source of concern to stake holders. As such the problem may persist if expeditious investigations are not conducted on the issue.

Research carried out in this area had mixed results. Musungu and Nasongo (2008), have revealed that instructional supervision by head teachers have a positive impact on pupil's academic performance while others reveal no impact. This study shall therefore seek to reconcile those conflicting findings by assessing the influence of head teacher's instructional supervision practices on pupils' performance at Kenya certificate of primary education in public primary schools in Ololulunga division, Narok County

1.2 Statement of the problem

Instructional supervision is a very important aspect of head teacher's role in a school. For any system to function effectively and achieve its objective keen supervision is a vital role to success. Public primary schools in Ololulunga Division in Narok County have been performing poorly at Kenya certificate of primary education compared to other divisions in the district like Osupuko and Mara Division.

Table 1.2 A comparison of KCPE results of Ololulunga, Osupuko and Mara Divisions

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Source: AEO's office Ololulunga Division 2014

Table 1.2 compares the performance of Ololulunga Division at KCPE with other Divisions in Narok County. The Table shows that in the three consecutive years, Ololulunga division had the lowest mean score in the county. This below average performance had been associated with some school as there were many schools that posted above average performance and ensured their pupils passed in national examination.

Ololulunga Division KCPE performance has not measured up to the levels of other divisions in the county. However some individual schools tend to post very good results and compete effectively with other schools in the country. It is this disparity that this study seeks to investigate and relate it to influence of headteachers instructional supervision practices on pupils KCPE performance in public primary schools in Ololulunga Division. Limited studies have been carried out on the influence of headteachers' instructional supervision practices on academic performance in public primary schools; hence this study intends to explore this area.

1.3 The purpose of the study

The purpose of the study was to investigate the influence of headteachers' instructional supervisory practices on pupils' performance at Kenya certificate of primary education in public primary schools in Ololulunga Division Narok County, Kenya.

1.4 Objectives of the study

The following objectives guided the study:

1. To determine the extent to which checking of professional records by headteachers influences pupils performance at Kenya certificate of primary education in Ololulunga Division.

2. To establish the extent to which headteachers' classroom visitations influences pupils' performance at Kenya certificate of primary education in Ololulunga Division.
3. To assess the extent to which provision of teaching and learning resources by headteachers influences pupils' performance at Kenya certificate of primary education in Ololulunga Division.
4. To examine the extent to which headteachers' checking of pupils notebooks influences pupil's performance at Kenya certificate of primary education in Ololulunga Division.

1.5 Research questions

The following research questions guided the study;

1. To what extent did checking of professional records by headteachers influence pupils' performance at Kenya certificate of primary education in Ololulunga Division in Narok County, Kenya?
2. To what extent did headteachers' classroom visitations influence pupils' performance at Kenya certificate of primary education?
3. To what extent did provision of teaching and learning resources influence pupils' performance at Kenya certificate of primary education?

4. To what extent did checking of pupils' notebooks by the headteachers influence pupil's performance at Kenya certificate of primary education?

1.6 Significance of the study

The finding of the study may provide relevant information to education policy makers of the ministry of education on supervision gaps existing in public primary schools. Head teachers may also benefit from this study by sharpening their supervision skills. At school level, the study may provide insights to causes of poor performance in KCPE in relation to instructional supervision with the aims of making amends. The study may guide future researchers undertaking similar or related studies. This will consequently contribute to extension of knowledge in terms of methodology, theory and practice thus ultimately leading to an extension of the pool of knowledge.

1.7 Limitations of the study

Some of the respondents were reluctant to participate in filling the questionnaires. However the researcher assured the respondents of their confidentiality. It was difficult to control the attitude of the respondents which affected validity and reliability of their responses. The respondents gave answers that are subjective with a view of making

them appear socially acceptable. However the researcher encouraged the respondents to provide honest and give objective responses. The above limitations were also mitigated through use of elaborate and thorough data collection instruments, a wide scope of data collection and thorough analysis and interpretation of results.

1.8 Delimitations of the study

According to Mugenda and Mugenda (2003), delimitations are boundaries of the study. This study focused on public primary school in Ololulunga Division, Narok County. The respondents included headteachers, teachers and pupils. Private primary schools were left out since their supervisory strategies are dependent on school managers or directors (Private schools manual, 2008).

1.9 Basic assumptions of the study

The study was based on the following assumptions;

1. The selected headteachers were aware of the instructional supervisory practices.
2. The respondents were expected to cooperate and provide reliable responses that will enable the researcher to come up with fruitful information.

1.10 Definition of significant terms

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

Evaluation refers to ascertainment of values. It should be based upon objectives and should either be formative or summative.

Instructional supervision refers to the process of assisting teachers in improving their instructions and skills through actual classroom visits, provision of feedback and provision of adequate facilities and resources.

Performance refers to pupils' mark in Kenya Certificate of Primary Education (KCPE) as rated by the Kenya National examinations council (KNEC) from the lowest mark, 0 to the highest mark 500.

Professional documents refer to official documents that a teacher must have to carry out teaching the include attendance register, records of work, schemes of work, lesson plan and teaching notes.

1.11 Organization of the study

The study is organized into five chapters. Chapter one comprises introduction , background to the study, statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, basic assumptions of the study, definition of significant terms and organization of the study . Chapter two is the literature review. It contains the introduction, reviewed literature driven by

the objectives, the theoretical framework and the conceptual framework. Chapter three is the research methodology. It has introduction, research design, target population, sample size and sampling procedure, research instruments, validity of the instruments and reliability of the instruments, data collection procedure, data analysis technique and ethical considerations. Chapter four entails data analysis, presentation and discussions of the findings. Chapter five contains a summary of findings, conclusion and recommendations.

CHAPTER TWO

RELATED LITERATURE REVIEWED

2.1 Introduction

This chapter deals with a review of related literature concerning influence of headteachers' instructional supervisory practices on pupils' performance at Kenya certificate of primary education. The section was sub-divided into the following sub-sections; supervisory practices in relation to KCPE performance, Headteachers' classroom visitation in relation to pupils' KCPE performance, Provision of teaching/learning resources in relation to pupils' KCPE performance, Checking of professional records in relation to pupils performance in KCPE Checking of pupils' notebooks in relation to pupils' KCPE performance, Theoretical framework and Conceptual framework.

2.2 Instructional supervisory practices and pupils' performance in KCPE

Wanjugu (2011), headteachers carry out instructional supervision to ensure quality teaching and learning. This means that, headteachers role as supervisor is making effort to improve instruction by restructuring of personnel in teaching. A headteacher is the internal supervisor of instructions of his or her school. One of their important duties is to influence teaching behavior so that pupils' KCPE performance is both

improved and enhanced. Mobagi (2012), observed that teacher related factors do influence pupils' performance in KCPE. This concurred with Lang'at (2012), findings that effective headteachers with necessary educational qualification to adopt instructional supervisory practices that enhance good KCPE performance. Headteachers are seen as the people who should steer their schools to good performance. As mentioned in the background of the study, the following were some of the supervision practices looked at in this study: Headteachers' classroom visitation in relation to pupils' KCPE performance, Provision of teaching and learning resources in relation to pupils' KCPE performance, Checking of professional records by headteacher in relation to pupils performance in KCPE Checking of pupils' notebooks in relation to pupils' KCPE performance

2.3 Headteachers' classroom visitation and pupils' performance in KCPE

According to Kimeu (2010), the headteacher should visit the classroom frequently to encourage teachers. One way to help teachers improve instruction is through clinical supervision. Glickman (1990), in his model of clinical supervision presented a cyclical sequence of events which should ideally be implemented at least twice a year, The sequence included teacher pre-conferencing to determine the method and duration of the observation .The pre-conferencing is followed by

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

Clinical supervision is the rationale and practice designed to improve the teachers' classroom performance. The principal data of clinical supervision obtained from the events which take place in the classroom are analyzed. The relationship between the teacher and the supervisor form the basis of the programme, procedure and strategies designed to improve the students learning by improving the instructional behavior. Eshiwani (1993), attributes Poor pupil performance in public primary schools can be attributed to 'armchair'' headteachers who do not know what goes on in classroom .Ineffective instructional leadership leads to delinquent behavior among some pupils and their subsequent failure in the national examinations.

Headteachers need to observe their teachers formally on regular basis, make notes in the classroom and work with a clear commitment. The headteacher should discuss classroom observation with a teacher promptly in-order to provide for in-school professional development. There is need to monitor standards being achieved by their pupil,

develop and implement strategies for systematic monitoring. Kitavi (2005), states that this is to evaluate standard to achieve curriculum strength and weakness and improve on the quality of teaching and learning. Physical observation of lesson presentation is the only way a head teacher can gain an insight into the quality of teaching in the school.

2.4 Provision of teaching and learning resources and pupils, performance in KCPE

Eshiwani (1993), argues that desks, books, instructional materials and school activities are amongst other resources that affect the quality of academic achievement. The headteacher should therefore gather all possible resources from the MOE, the community and other organizations. They should ensure that the resources are fully and effectively used.

Teaching in classroom without lockers, doors and windows, teachers experience problems with their teaching aids security. It is evident from the fore going discussion that resources availability boosts performance in all the subjects. Evidence of relationship between provision of books and achievement is clear and consistent, there are likely to be returns from investment in textbooks in developing countries. The population

council of Kenya and Ministry of Education (1997) carried out a study to establish the effects of material input with performance of students in mixed single schools. Gakuru (2002), identifies shortage of necessary materials as a factor affecting performance in public secondary schools.

Kimeu (2010), found out that schools that have best facilities are among the high achieving schools, having in mind that teachers add up to school resources. Limited public resources for education have made the Kenyan government and its related partners to depend on bilateral and multilateral donors to support major educational projects including construction of learning institutions, equipment, textbooks and support for feeding programs among others. It's generally agreed that schools physical facilities such as desks, books, classrooms have a direct bearing on good performance.

Wamahui, Opondo and Nyaga (2002), support this view in their study on the educational situations for the Kenyan girl-child. The report further noted that whereas schools were built for a specific number of pupils in mind, they were now forced to overreach the limits. Many schools in rural areas meant for 400 pupils now accommodate more than 1200 pupils squeezed in the same classroom. The over enrolment has led to many pupils being squeezed in the same classrooms, sharing

desks and pit latrines. Adequate staffing of a school, enables teachers to prepare well before attending classes such as having teaching aids for every lesson.

2.5 Checking of professional records and pupils' Performance in KCPE

Record keeping is an important component in the learning of school. Teachers are required to make and retain records i.e. schemes of work, lesson plan, records of work covered, mark book, progress record book and attendant register (Fischer, 2011). Daresh and playko (1992), in a research carried out on how supervision impacted on curriculum implementation in schools imposed on through supervision in the areas of checking the records. A positive impact was realized in academic performance of pupils.

Griffins (1994), carried out a study on school mastery, straight talk about boarding school in Kenya. He noted that administration has direct bearing of the learners. He concluded that many schools are brought down by poor management. Musungu and Nasongo (2008) carried out a study in Vihiga district in western Kenya investigating instructional role of the headteacher in the academic achievement in Kenya certificate of secondary education. They found out that 80% of the principals in high

performing schools checked lesson books, schemes of work and registers of class and school attendance.

Effective principals are perceived as those who are involved in proper tuition and revision. Through supervision of teachers and pupils' work, proper testing policies, syllabus coverage, teacher induction, in-service courses and team building enhance performance .Gachoya (2008), argues that teachers prepare and structure their lessons better when instruction in the school is regularly supervised. In essence this had direct implications on interpretation and delivery of the curriculum by the teacher and the result achievement by the learner. Administrators will know if the appropriate planning for instruction has taken place when the teacher is able to design a lesson that achieves the objective.

Bird walking is a term coined by Madeline Hunter that refers to the inability of a teacher to focus on the objective of the lesson (Gentile 2007). Instead, the teacher bird walks, pecking at interesting ideas with what seems to be worthwhile or informative digressions, distracting the students' thinking processes and leaving the students confused about the topic of the lesson. Public schools also held performance appraisal meetings every term under the chair of headteacher to evaluate the syllabus coverage which impacted positively on pupils' performance.

The researcher would like to find out the relationship between checking of professional records and pupils' K.C.P.E. performance in Ololulunga Division.

2.6 Checking of pupils note books and pupils' Performance in KCPE

Okech (2004), points out that headteachers have a duty of ensuring that learners in their schools are provided with notes to act as reference materials in the course of undertaking the learning activities. The function of ensuring timely provision of notes for reference purposes is charged with the subject teachers .Headteachers have to ensure that the learners have access to notes for each lesson in the instructional process.

Teachers have to ensure timely handing out of assignments to the learners to cover the import of the lesson. The marking of assignments is equally the duty of the subject teachers. A continuous process of evaluation by way of always checking the progress of the learners can only be assured in the event of confirming that the learners are carrying out the exercises at hand by way of checking their notebooks. This forces the learners to execute all assignments in the stipulated timeframes and it reduces instances of laxity and situations of truancy. Pupils' exercise books and lesson notes reflect the work load covered in

class by teachers. Gachoya (2008), concurs that it is the head teacher's role to regularly inspect on the pupil's exercise book/lesson notes to ensure that the school syllabus is covered appropriately and assignments are marked.

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

2.7 Summary of related literature reviewed

This section started by reviewing the concept of supervision and further looked at scholarly work related to the topic under investigation. The studies reviewed that there is significant relationship between headteachers' instructional supervisory practices and pupils' academic performance. Studies by Hallinger and Heck (1998) , Alimi and Akinfolarin (2012), Okech (2004) and Williams (2003) agree that checking of pupils exercise books has an impact on academic

performance. Gakuru and Ayoo (2002) and Obongo (2007) agrees with the fact that provision of teaching and learning resources influences KCPE performance. Kimeu (2010) and Kitavi (2005), concurs with the fact classroom visitation influences KCPE performance. Studies by Mwasindo (2012) and Firestone and Rienl (2008), disagrees with the fact that checking of teachers records of work and checking of pupils notebooks influences KCPE performance. They however concur with the fact that provision of teaching and learning resources like textbooks influences pupils' KCPE performance. Worth noting however the fact that there are other is factors that influences pupils' performance. Model teaching sessions assist teachers in changing their ways of doing things through observation. Observation plays a great role in improving pupils performance (Ayoo, 2002) .This study therefore seeks to reconcile these conflicting viewpoints.

2.8 Theoretical Framework

A theory is a well reasoned statement or statements which are supported by evidence. They explain the relationships among phenomena systematically. The study was based on the collegial theory of supervision as posited by Seahorn in 1998. The collegial theory of supervision entails mutual involvement of all the stakeholders in the function of oversight and supervision. The theory advocates for

collective responsibility on all the stakeholders in the quest of performing the supervisory function and it calls for the need to have mutual relations between all the stakeholders. The study aptly captures the input of the influence of head teachers' instructional supervisory practices on the pupils' performance in the K.C.P.E. This is because the head teacher carries the supervisory function in concert with the teachers in their respective work stations. The function of supervision on the other hand is geared towards having the schools realize the objective of positing good results reflective of the ability and performance of the teachers and the headteacher.

The function of instructional supervision entailing class observation visits need collaboration and synergy between the headteacher and the concerned teachers. The need for mutual relations, goodwill and respect carried out in a collegial environment cannot be understated. Preparation of professional documents and the ensuring for the same also calls for collective responsibility reflective of a collegial setting and mutual understanding between the head teacher and teachers.

Assessing learner's notebooks is an exercise which is sensitive and it equally calls for the collaboration between the head teacher and teachers. It calls for mutual relations and association in the quest to give

room for clarifications and authentication of any issues at hand. Provision of teaching and learning materials equally calls for the joint efforts between the headteacher and the individual subject teachers. There is always need to agree on the books to be bought and associated teaching aids with the individual subject teachers in a collegial manner allowing for forging of understanding and mutual relationships.

This collegial theory of supervision has a weakness of depending on plurality of all the stakeholders in the accomplishment of the task, the need to embrace an elaborate communication channel to bridge the gap between all the stakeholders, mutual understanding, goodwill and respect should be carried out in a collegial environment. However, the plurality advocated by this collective responsibility on all the stakeholders in the quest of performing the supervisory function and the need to have mutual relations between all the stakeholders often yields good fruits in terms of increased pupils academic performance. The aspect of posting an increased pupils performance advocated by Seahorn's theory of collegial of supervision gives it credit to aptly fit in this project.

2.9 Conceptual framework

According to Orodho (2005), a conceptual framework is a form of representation whereby a researcher represents the relationship between variables in the study and depicts them diagrammatically.

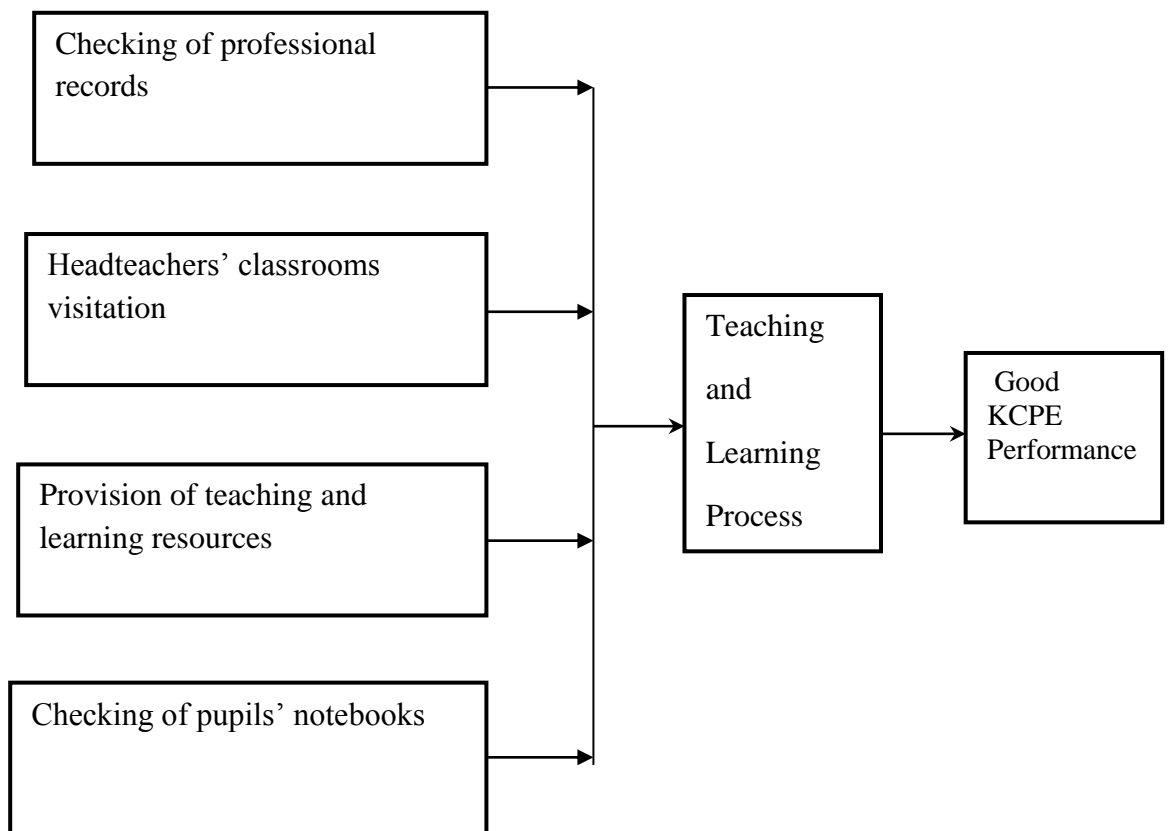


Figure 2.1 Interrelationship between instructional supervisory practices and pupils' KCPE performance

This study was conceptualized on the premise that headteachers' instructional supervisory practices leads to effective teaching and learning resulting in high KCPE performance by pupils. This is shown diagrammatically in Figure 2.1:

The headteacher is considered as the instructional leader of the school program. He/she is expected to possess superior knowledge about curriculum and instruction and to provide expert knowledge in all areas of the school program. He/she helps individual teachers achieve organizational goals by showing them how to get the job done with the least amount of wasted effort. He/she analyses the learning environment in order to identify factors that can hinder the teaching learning process and make appropriate recommendations. He/she is a friend, an adviser and not a judge to the teacher.

In the above conceptual framework, the independent variables, headteachers supervision practices, lead to better curriculum delivery. Better curriculum delivery leads to improved pupils performance at KCPE (that is the dependent variable). It also leads to motivated pupils, and whereas, motivated pupils are ready and eager to learn subsequently motivates teachers to deliver better. Motivated pupils learn well and hence perform better at KCPE. Classroom observation is an integral part

of the instructional supervision process and it is undertaken by head teachers.

Preparation of the professional documents is done by the teachers but has to be supervised and confirmed by the head teachers. This becomes the guiding benchmark of classroom activities. Notebooks assessment is the function of the headteachers and has a big impact on the influence of the academic performance by ensuring that the learners take notes in class.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

The research methodology covers research design, target population, sample size and sampling techniques, research instruments, validity of instruments, instruments reliability, data collection procedures and data analysis technique.

3.2 Research design

The study used descriptive survey design. Its purpose was to study the relationship that existed, practices that prevailed, beliefs and attitudes held, processes that were going on, effects that are being felt or trends that are developing Best and Khan (2006). The design explored and evaluated in depth the relationship between the independent variable- headteachers' instructional supervisory practices and the dependent variable – pupil's performance in Kenya certificate of primary education thus aptly fitted this study.

3.3 Target population

The target population for the study included all headteachers, teachers and pupils in Ololulunga Division. According to the DEO Narok South

2014, there are 70 public primary schools in the division hence 70 head teachers, 480 primary school teachers and 960 pupils who are spread across the three zones of Melelo, Lemek and Ololulunga in Ololulunga Division.

Table 3.1 Target population

Zone	No. of schs	No. of pupils	No. of H/trs.	No. of trs
Melelo	25	320	25	160
Lemek	14	280	14	110
Ololulunga	31	360	31	210
Total	70	960	70	480

Source: AEO's office Ololulunga Division 2014

3.4 Sample size and sampling procedure

The study used simple random sampling was used to sample 14 primary schools. According to Mugenda and Mugenda (2003), a representative sample is one that represents at least 10 % -30% of the total population. Simple random sampling. 14 headteachers were purposefully sampled representing 20% and 56 teachers representing 11% of the target population, which are four teachers per school. Simple random sampling was used to sample 96 pupils representing 10% of the pupils target population which are 7 pupils per school.

Table: 3.2 Sample size

Category	Population	Sample Size
Headteachers	70	14
Teachers	480	48
Pupils	960	96
Total	1510	158

Source: AEO's office Ololulunga Division 2014

3.5 Research instruments

This study used questionnaires and document analysis guide in data collection instruments. Mugenda and Mugenda (2008) say that a questionnaire is commonly used to obtain important information about a population and each item in a questionnaire addresses a specific objective of the study. Questionnaires were used because they enable the researcher to collect data from the respondents within a short period of time and they are easy to administer. Three sets of questionnaires were used; headteachers', teachers' and pupils' questionnaires. The questionnaires contained two sections; Section A contained structured questions requesting for personal demographic data and section B contained responses on supervisory practices. Document analysis guide was also be used confirm various documents available at school.

3.5.1 Validity of instruments

Validity is the degree to which a test measures what it purports to be measuring. Validity can also be said to be the degree to which results obtained from analysis of data actually represent the phenomenon under investigation (Orodho, 2005). The researcher tested face and content validity of the questionnaire. Face validity was checked by way of employing the pre-testing method. Content validity refers to the capacity of the instrument to provide adequate coverage of a topic. Adequate preparation of the instruments under the guidance of the supervisors, expert opinion and pre-testing of the open-ended questions helped establish content validity. Prior to embarking on data collection, the researcher pre-tested the questionnaires using two primary schools with target population of 120 pupils (class 5-8), 2 headteachers and 16 teachers in Mara Division which had similar socio-demographic features with Ololulunga Division. Supervisors' recommendations were also be inco-operated in the final questionnaires.

3.5.2 Reliability of the instruments

Reliability is a measure of the degree to which a research instrument yields consistent results or data after repeated trials (Mugenda & Mugenda 2003). The researcher used test-retest to estimate the degree at which the same results would be obtained with a repeated measure of

accuracy of the same concept in order to determine the reliability of the instruments. The reliability coefficient was computed using Pearson's product-moment Correlation Coefficient represented by the formula;

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

Where:

- r - Pearson product-moment correlation coefficient
- X- Results from the first test
- Y- Results from the second test
- N- Number of observation

Two schools in Mara Division (outside the selected sample) were selected for piloting. On these two, the researcher used test-retest method at an interval of two weeks to find out if the instrument yielded similar results. A correlation coefficient of the scores was worked out for each category of respondents using Pearson's product moment. Orodho (2004), indicates a correlation co-efficient of about 0.8 should be considered high enough to judge the instrument as reliable for a study. The Pearson product correlation moment was used to establish the relationship between influence of headteachers' supervisory practices and pupils' KCPE performance. The two scores were regressed using the Pearson's' product moment correlation coefficient formula (r).

3.6 Data collection procedure

A permit that authorizes data collection was applied for and obtained from the National Council for Science, Technology and Innovation (NACOSTI). A copy of the permit shall be given to the Deputy County Commissioner- Narok South District, District Education Officer (DEO) - Narok South District and the Area Education Officer- Ololulunga Division. The researcher then booked an appointment with the headteacher and teachers. The researcher administered questionnaires personally to the respondents. The questionnaires were dropped and picked the same day.

3.7 Data analysis technique

Data was edited in the completed research instruments for identifying and minimizing errors. Coding was done by assigning numerals so that responses can be put into limited number of categories. Research questions generated both quantitative and qualitative data. Quantitative research questions were analyzed using Statistical Package for Social Sciences (SPSS) version 20. The results were presented on pie charts, frequency tables and histograms. Qualitative research questions were discussed thematically.

3.8 Ethical considerations

The researcher observed ethical considerations throughout the study particularly during the process of data collection to ensure data originality in content and design. The researcher sought written permission from the relevant authorities before embarking on data collection. The researcher sought a research permit from NACOSTI. A copy of the research permit was given to the County Commissioner- Narok County, County Director of Education –Narok County, District Education Officer (DEO) - Narok South District and the Area Education Officer- Ololulunga Division. The researcher then booked an appointment with the headteachers. Data for the study was sought from headteachers, teachers and pupils. The researcher informed all respondents of their choice of participation in the study. The researcher assured all the respondents of their confidentiality and that of all the information used. The researcher shall administer the questionnaires personally.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND DISCUSSION

4.1 Introduction

This chapter covers data analysis, presentation and discussion of findings. The study sought to determine the influence of headteachers' instructional supervisory practices on pupils' performance at KCPE in Ololulunga Division. The objectives that guided the study were to determine the extent to which checking of professional records by headteachers influence pupils' performance at KCPE, to establish the extent to which headteachers' classroom visitations influence pupils' performance at KCPE, to assess the extent to which provision of teaching and learning resources influence pupils' performance at KCPE and to examine the extent to which headteachers' checking of pupils' notebooks influence pupils' performance at KCPE in Ololulunga Division.

4.2 Questionnaire return rate

The questionnaire return rate is the proportion of the questionnaire returned after they have been issued to the respondents. The researcher targeted 14 public primary school head teachers, 56 teachers and 96 pupils. Therefore, 166 questionnaires were administered. All 14 questionnaires from headteachers (100%) were returned, 56

questionnaires for teachers (100%) were returned and 96 questionnaires (100) hence a total of 166 (100%) questionnaires were returned.

Table 4.1: Questionnaire return rate

Category	Sample targeted	No. collected	Percent return rate (%)
Headteachers	14	14	100
Teachers	56	56	100
Pupils	96	96	100
Total	166	166	100

The data in Table 4.1 indicate that the instrument return rate was 100 percent thus considered satisfactory for the purpose of the study. According to Sekaran (2006), a response rate of thirty percent (30%) is regarded as acceptable for most research purposes. This good response rate was attributed to the inter alia where the participants were informed well in advance of the purpose and objectives of the research.

4.3 Demographic data of the respondents

4.3.1 Demographic data of the headteachers

The demographic data of the headteachers was based on their gender, age, professional qualification and duration they had been in their current stations.

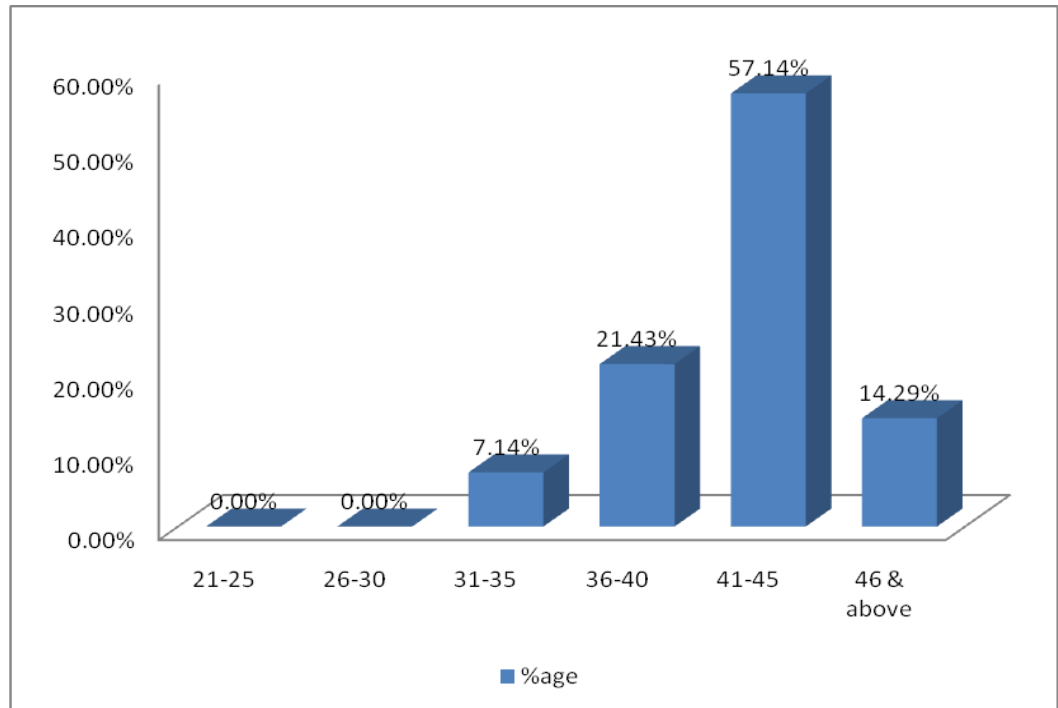
The headteachers were asked to indicate their gender and the results are shown in Table 4.2

Table 4.2 Distribution of headteachers by gender

Gender	F	%
Male	11	79
Female	3	21
Total	14	100

The results in Table 4.2 indicate that majority of headteachers were male. This implies that there were more male headteachers than female headteachers who participated in the study. From the study findings the response presents a true fact on the ground in the division where most headteachers are male as shown in table 4.2. These results indicate that the study took into consideration the gender representation, hence the responses represent views of both gender. Age is a factor that has been observed to affect the performance of teachers. Hence the older the teacher the more experienced thus the more effective they are in implementation duties. The headteachers were asked to indicate their age and the results are shown in Figure 4.1

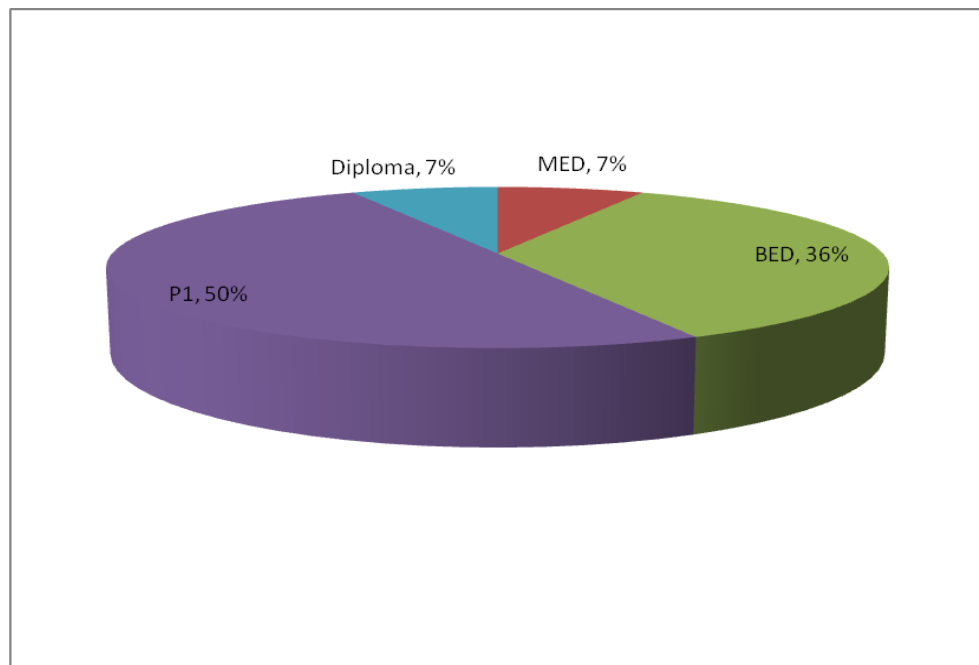
Figure 4.1 Distribution of headteachers by age



The data in Figure 4.1 indicate that majority of headteachers were between the age bracket of 41-45. This shows a good dispersion of the headteachers in terms of age among the sampled respondents. This means that the respondents were mature with adequate teaching experience to provide analytical opinion on the influence of instructional supervisory practices on pupil performance. These findings triggered the researcher to find out if academic and professional qualification also affected appointments into leadership. Professional academic qualification is deemed to determine leadership effectiveness

thus improved academic performance. In order to determine whether professional qualification influences headteachers' instructional supervisory practices, headteachers were asked to indicate their professional qualifications and the findings are shown in Figure 4.2.

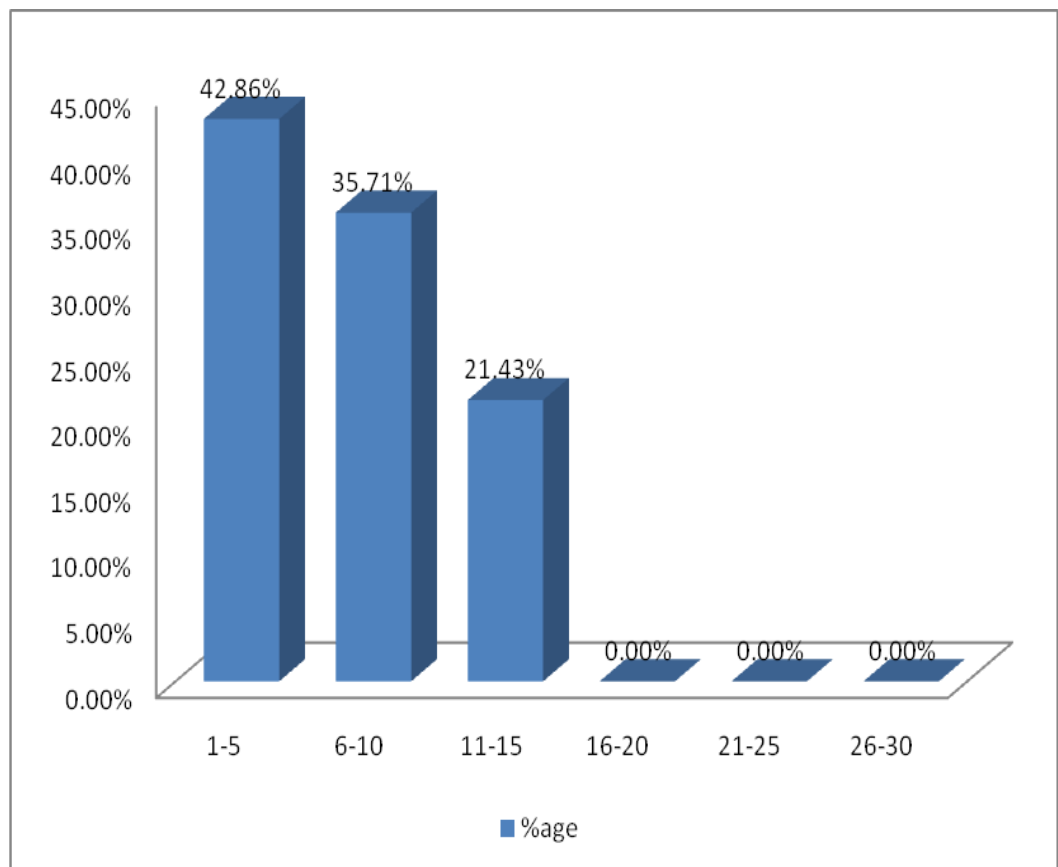
Figure 4.2 Distribution of headteachers by professional qualification



The findings in Figure 4.2 indicate that half of headteachers had P1 grade as their professional qualification. This was a reflective of headteachers who had not invested in personal self-development in the name advancing their studies driven by the fact that most of the teachers

enter the profession at the certificate level. In order to determine whether headteachers' working experience influences their instructional supervisory practices, headteachers were asked to indicate their level of working experience and the results are shown in Figure 4.3.

Figure 4.3 Distribution of headteachers by working experience



The results in Figure 4.3 indicate that most of headteachers had a working experience of 1 and 5 years. This showed presence of varying time spans in terms of experience thus a reflection of different times of appointment to the headteachers' position. This means that the respondents had an adequate teaching experience necessary to provide analytical opinion on the influence of instructional supervisory practices on pupils' KCPE performance.

4.3.2 Demographic data of teachers

The demographic data of the teachers was based on their gender, age and professional qualification. To establish their gender, teachers were asked to indicate their gender and the results are shown in Table 4.3.

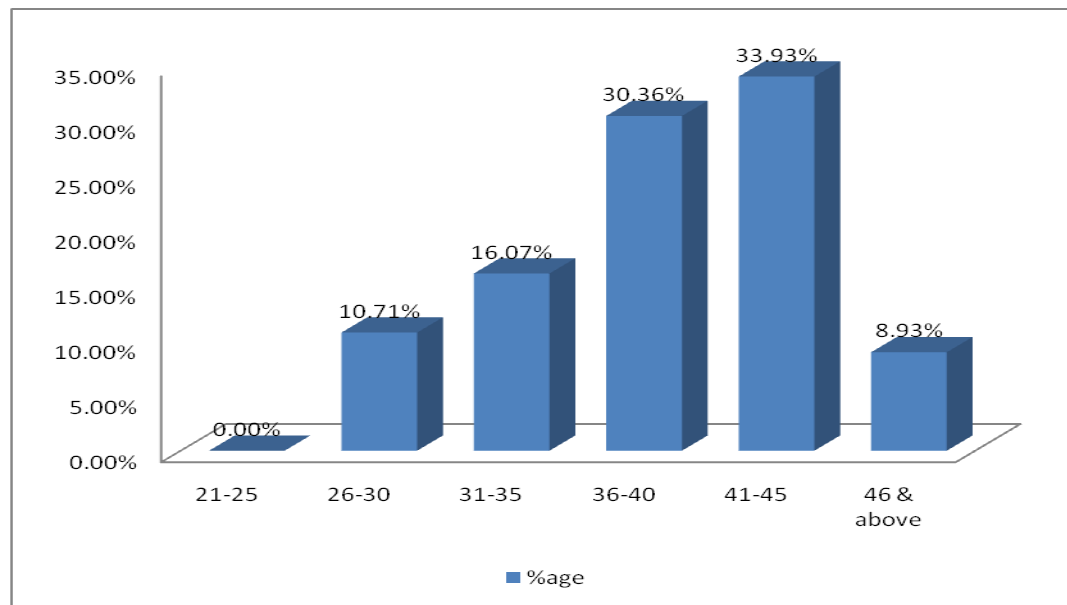
Table 4.3 Distribution of teachers by gender

Gender	F	%
Male	33	59
Female	23	41
Total	56	100

The data in Table 4.3 shows that majority of teachers are males. This implies that there are more male teachers than female teachers who participated in the study. These results indicate that the study took into

consideration the gender representation, hence the responses represent views of both gender. Age is a factor that has been observed to affect the performance of teachers. Hence the older the teacher the more experienced and effective they are in implementation duties. To determine the age of teachers they were asked to indicate their age and the results are shown in Figure 4.4.

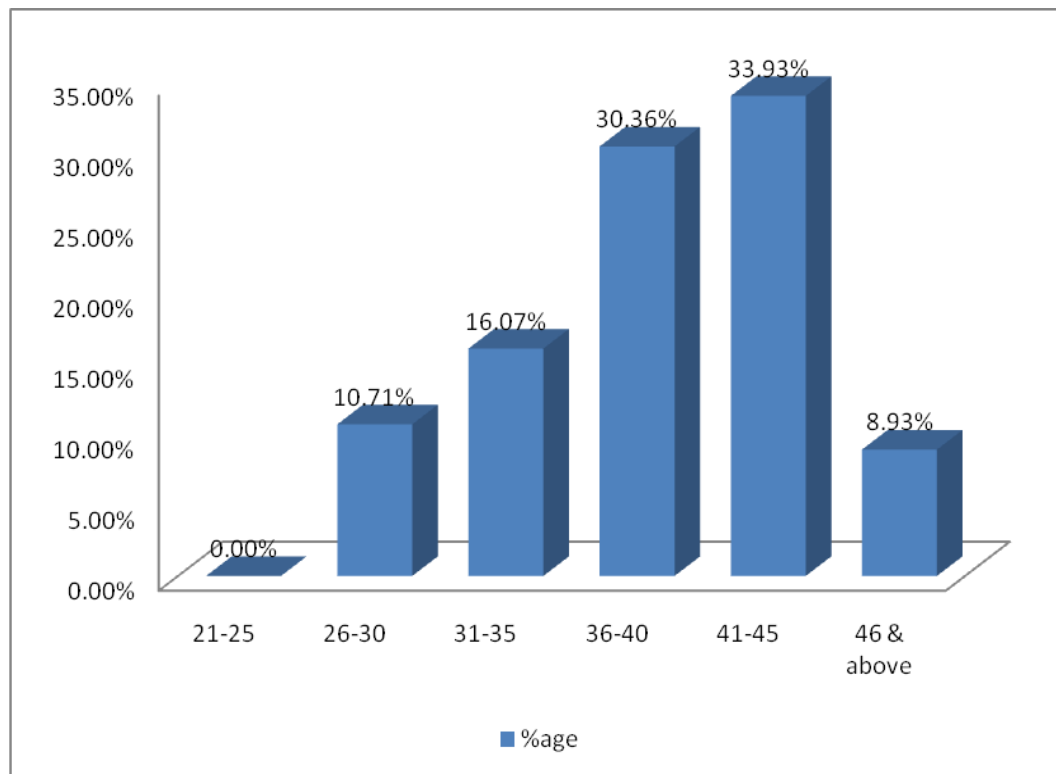
Figure 4.4 Distribution of teachers by age



The finding in Figure 4.4 shows that most of teachers lie between the age of 41 and 45. This implies that the sampled respondents spread across all ages with most of them being mature enough to understand instructional supervisory practices. Teachers were asked to indicate their

level of professional qualification and the results are shown in Figure 4.5.

Figure 4.5 Distribution of teachers by professional qualification



The data in Figure 4.5 indicates that most of the teachers had a working experience of 41 and 45 years. This shows a varying experience among the teachers. It also means that the respondents were mature with adequate teaching experience to provide analytical opinion on the

influence of instructional supervisory practices on pupils' KCPE performance.

3.4 Demographic data of pupils

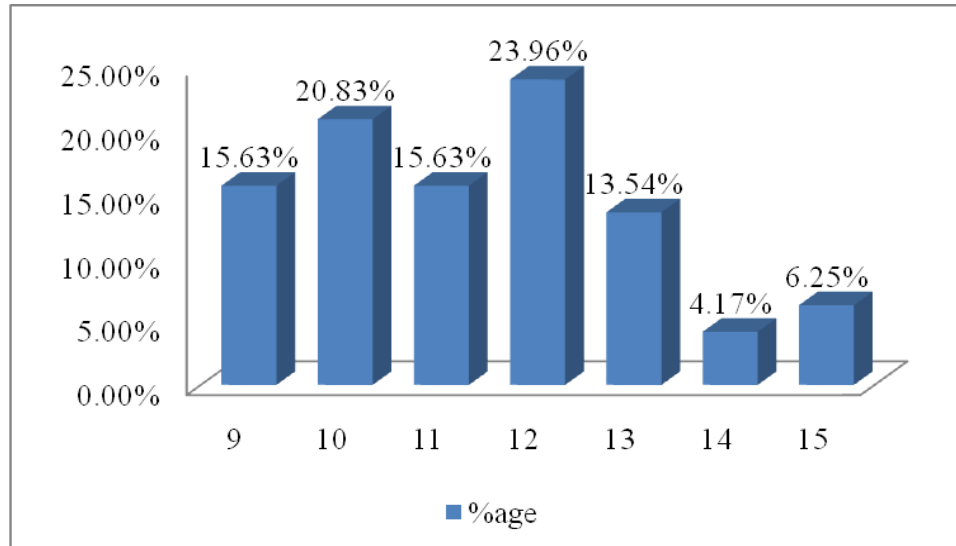
Pupils were asked to indicate their gender and their results are shown in Table

Table 4.4 Distribution of pupils by gender

Gender	F	%
Boys	56	58
Girls	40	42
Total	96	100

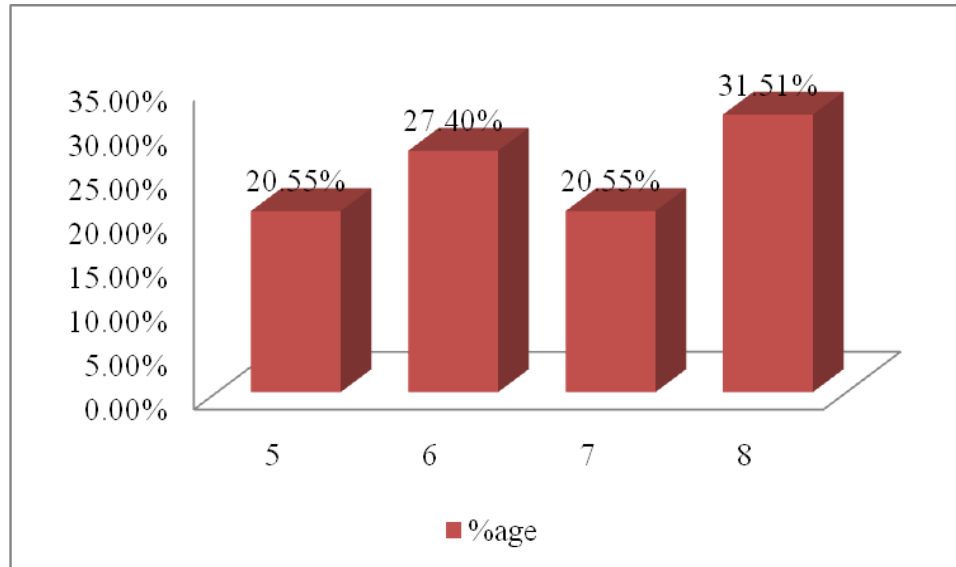
The data in Table 4.4 shows that there were more boys than girls. The finding is a true indicator on the ground where most pupils in the sampled schools are boys. To determine the age of pupils, they were asked to indicate their age and the results are shown in Figure 4.6.

Figure 4.6 Distribution of pupils by age



The data in Figure 4.6 shows that most of pupils were aged 12 years. This means that the respondents were mature enough to provide appropriate responses to the questionnaires. Pupils were also asked to indicate their classes and their results are shown in figure 4.7.

Figure 4.7 Distribution of pupils by class

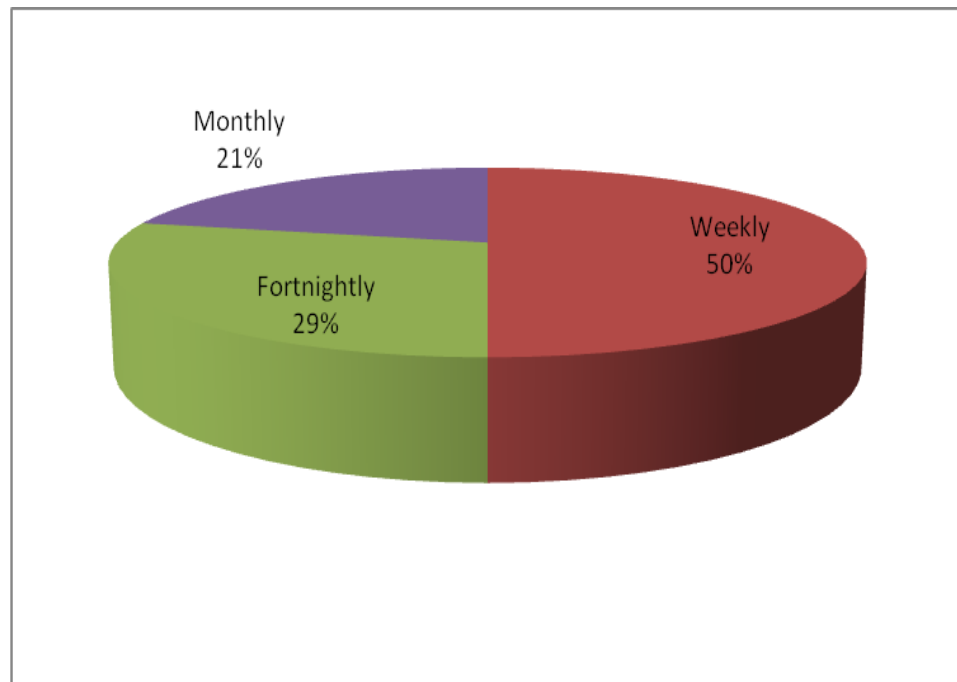


The data in Figure 4.7 shows that most pupils were in class 8 while 21 percent were in class 5. This data shows that the respondents were from varying levels in class thus the sample picked was representative enough to be used to assess the influence of head teachers' instructional supervisory practices on pupils KCPE performance.

4.4 Influence of checking professional records in relation to KCPE performance.

Research objective one sought to establish the extent to which headteachers' checking of professional records influence pupils' KCPE performance. To address this objective, headteachers were asked to indicate the frequency at which they checked teachers' professional records and the results are shown in Figure 4.8.

Figure 4.8 Headteachers' response on checking of professional records



The data in Figure 4.8 shows that half of headteachers checked teachers' professional records weekly while no headteacher responded that they checked teachers' professional records daily. This implies that headteachers did not check and approve teachers schemes of work hence could affect pupils performance. The finding is also in line with the study by Gachoya (2008), in Nyeri District that instructional supervision significantly impacted on performance.

The same question was posed to teachers and their responses were recorded as; daily, weekly, fortnightly and monthly and their results are shown in Table 4.5.

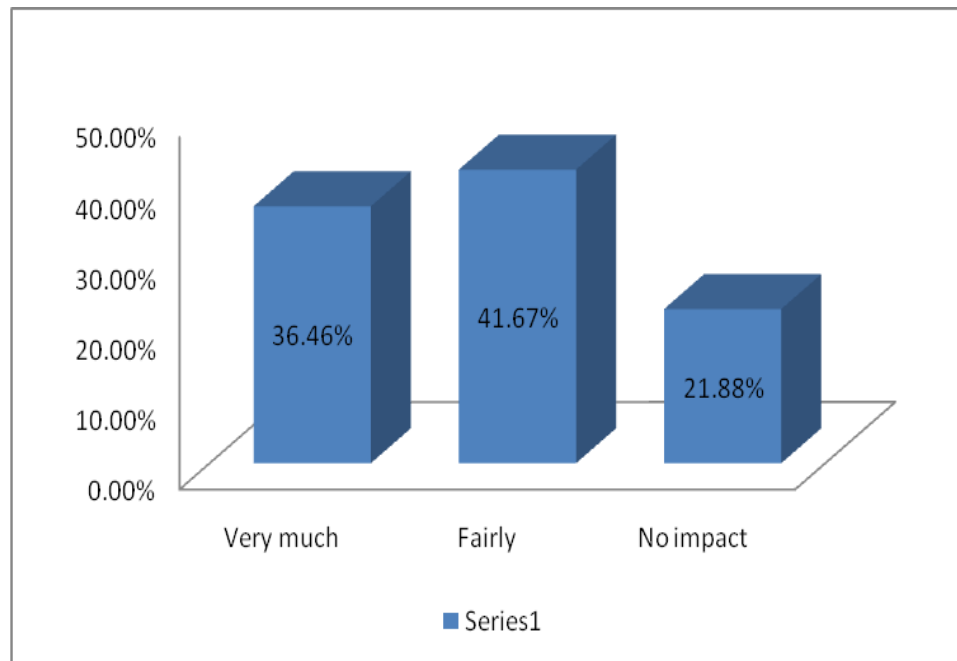
Table 4.5 Teachers’ response on checking of professional records.

Category	F	%
Daily	2	4
Weekly	28	50
Fortnightly	19	34
Monthly	7	12
Total	96	100

The findings in Table 4.4 shows that half of the headteachers checked teachers’ professional records weekly while only a few headteachers checked their teachers’ professional records daily. This implies that headteachers did not check and approve teachers schemes of work hence could affect pupils performance. The study findings showed that headteachers were not consistent in checking teachers’ professional records. The head teachers are supposed to regularly check these documents to ensure that teachers are prepared to conduct an instruction process. Daresh and Plank (1992), in a research carried out on how supervision impacted on curriculum implementation in schools imposed on through supervision in the areas of checking the records. A positive

impact was realized in academic performance of pupils. Pupils were asked how checking of teachers' professional records affected their KCPE performance and their results are shown in Figure 4.9

Figure 4.9 Pupils' response on headteachers' checking of professional records.



The data in Figure 4.9 shows that majority of pupils responded that checking of professional records by headteachers influenced their KCPE performance fairly while 22 percent of the pupils responded that checking of professional records by headteachers did not influence their KCPE performance.

4.5 Checking of pupils' note books in relation to pupils' KCPE

Performance

Research objective two sought to establish the extent to which headteachers' checking of pupils' notebooks influence pupils' KCPE performance. To address this, headteachers were asked to indicate the frequency at which they checked pupils' notebooks. The results are shown in Table 4.6.

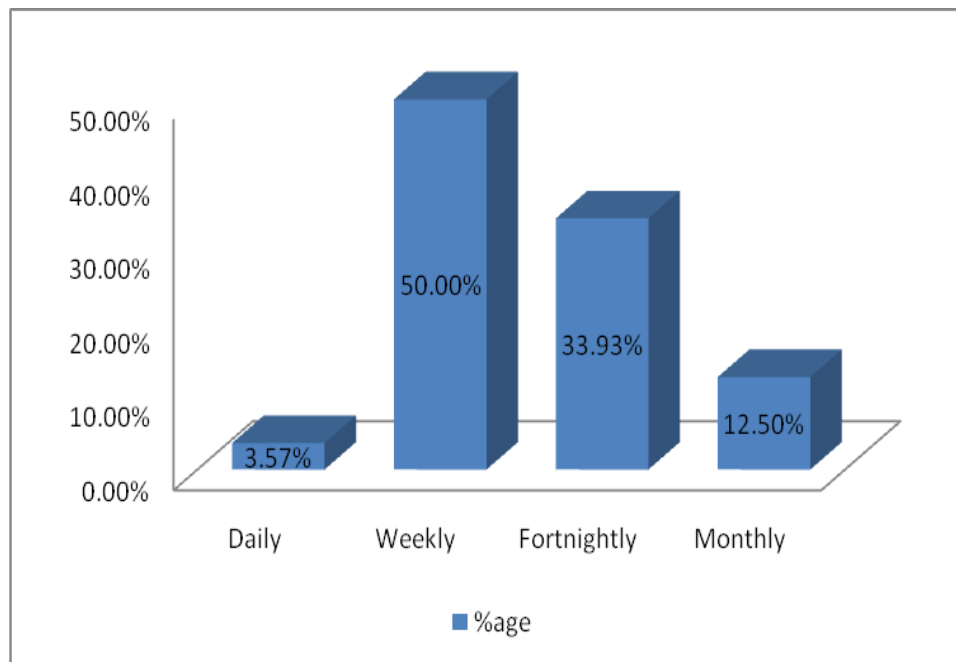
Table 4.6 Headteachers' response on checking of pupils' notebooks

Category	F	%
Always	5	36
Sometimes	9	64
Never	0	0
Total	96	100

The findings in Table 4.6 shows that majority of headteachers checked their pupils' notebooks sometimes. The data shows that headteachers did not effectively check their pupils' notebooks which could be a cause of poor KCPE performance. Checking of students' books and assignment ensures that the head teacher follows on the progress and participation of pupils in class. This could boost performance since regular follow up on the pupils note and assignments would lead to high

performance. Teachers were asked to indicate the frequency of checking pupils' notebooks by their headteachers and their results are shown in Figure 4.10.

Figure 4.10 Teachers' response on checking of pupils' notebooks



The finding in Figure 4.11 shows that half of the teachers responded that their headteachers checked pupils' notebooks weekly. As shown in Figure 4.10, the checking of pupils' notebooks by headteachers, significantly affected KCPE performance in public primary schools, supporting the research findings by Daresh and Playko (1992), in Boston that through supervision in the areas of checking of pupils' notebooks, a positive impact was realized in academic performance of

pupils. Pupils were asked how often their head teachers checked their notebooks. The results are shown in Table 4.7.

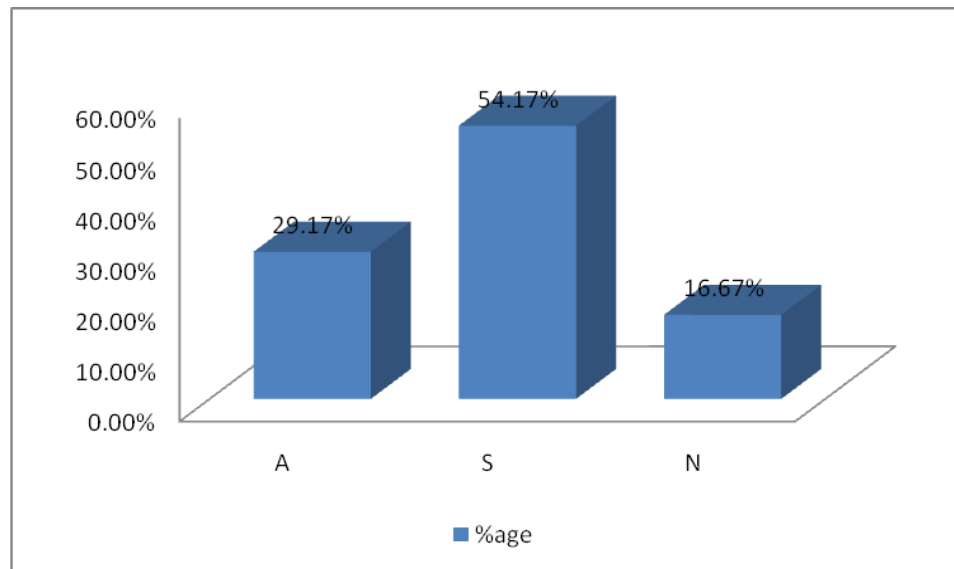
Table 4.7 Pupils’ response on checking of pupils’ notebooks

Category	F	%
Daily	8	8
Weekly	27	28
Fortnightly	33	34
Monthly	28	30
Total	96	100

The data in Table 4.7 indicate that headteachers did not check pupils’ notebooks. This could have a negative impact on pupils’ performance in Kenya certificate of primary education.

Pupils were asked to indicate the frequency of checking their notebooks by their headteachers and their results are shown in Figure 4.12.

Figure 4.12 Pupils' response on frequency of checking their notebooks by headteachers

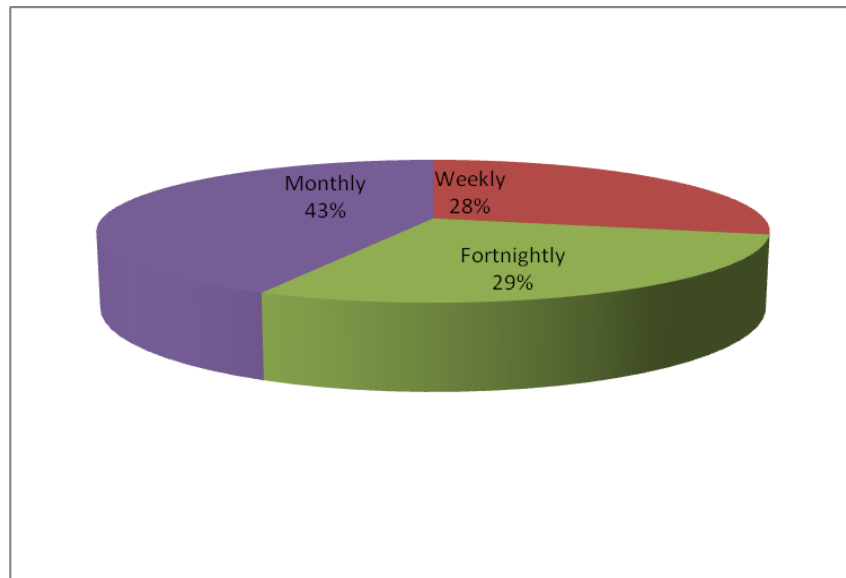


The results in Figure 4.12 shows that majority of the headteachers neglected their function of assessing learner's notebooks as a way of supervision. This concurs with sentiments expressed by (Okwiri 2006), who argued that a continuous process of evaluation by way of always checking the progress of the learners can only be assured in the event of confirming that the learners are carrying out the exercises at hand by way of checking their notebooks. This forces the learners to execute all assignments in the stipulated timeframes and it reduces instances of laxity and situations of truancy. This had a major effect of having learners stick to the regimes demanded by the academic programmes and ensuring system success.

4.6 Influence of headteachers' classroom visitation in relation to pupils' KCPE performance

Research objective three sought to establish the extent to which headteachers' classroom visitations influence pupils' KCPE performance. To address this, headteachers were asked to indicate the frequency at which they visited teachers in the classrooms to see how they were teaching. The results are shown in Figure in Figure 4.13.

Figure 4.13 Headteachers' response on classroom visitation.



The findings in Figure 4.13 show that most of the head teachers (43 percent) visited classrooms as teaching and learning was going monthly.

This implies that headteachers did not bother to understand what goes on in classes. This could have influenced the poor pupils KCPE performance. This finding is in agreement with Gachoya (2008) who observed that, the supervisors who made these visits were able to have an insight into the actual instructional practices through quality benchmarks and performance. Teachers were asked to indicate the frequency of their headteachers sitting in class while teaching and learning was going on and the results are shown in Table 4.8.

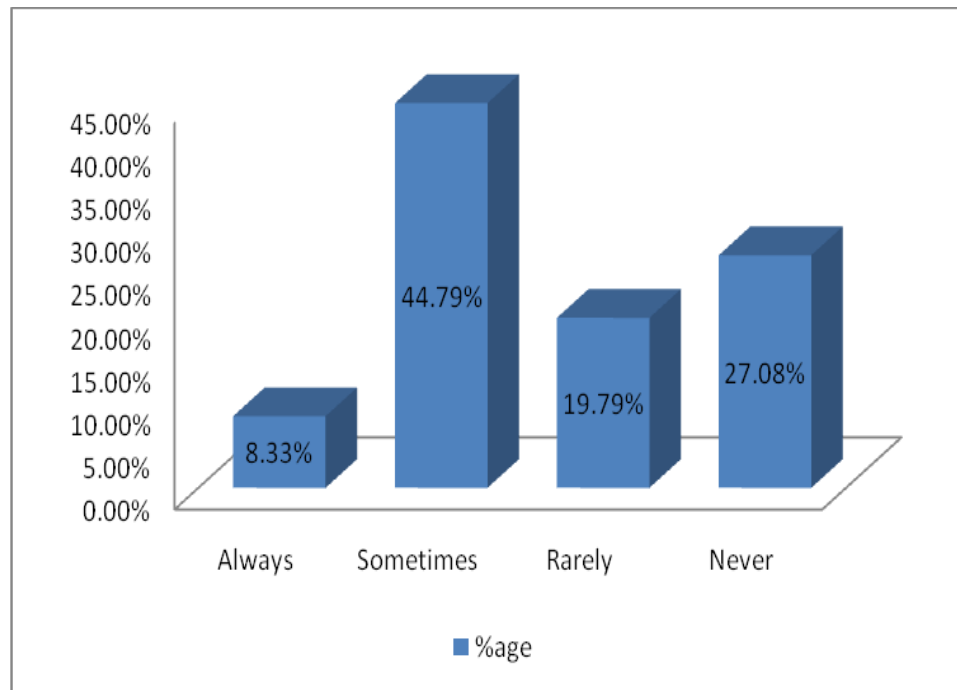
Table 4.8 Teachers’ response on headteachers’ classroom visitation

Category	F	%
Daily	2	4
Weekly	10	18
Fortnightly	23	41
Monthly	21	37
Total	56	100

The results in Table 4.8 show that most headteachers did not visit classrooms while teaching and learning was going on. The findings show that performance of pupils at KCPE could have been affected by headteachers’ lack of classroom visitation. Pupils were asked to indicate

how often their headteachers sat in class when teaching and learning was going on and the results are shown in Figure 4.14.

Figure 4.14 Pupils' response on headteachers' classroom visitation



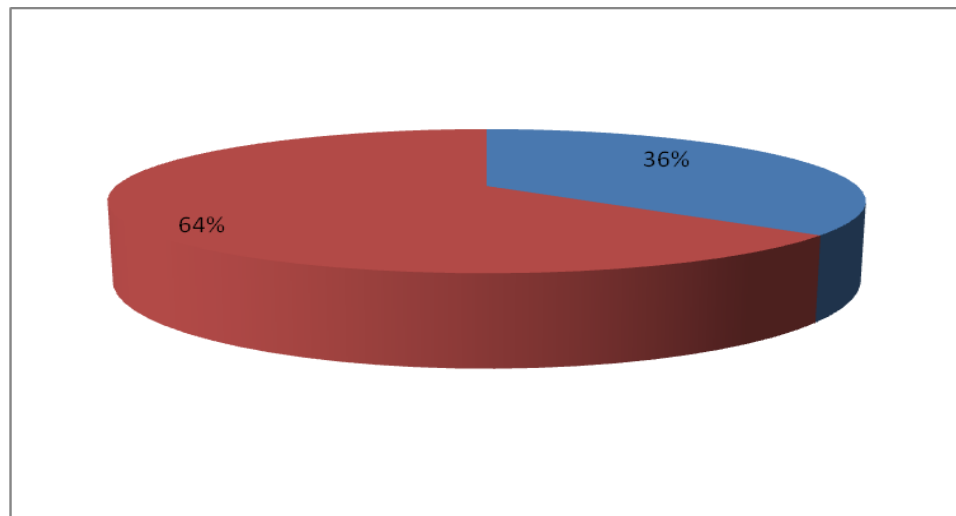
The finding in Figure 4.14 shows that most of pupils responded that they did not visit their classrooms while teaching and learning was going on. This results shows that a significant number of pupils indicated that their headteachers did not visit their classrooms while teaching and learning was going on regularly which could lead to pupils' poor KCPE performance. Through attending classroom visits, the findings imply that, the headteachers are able to identify problem

areas, suggest alternatives, develop a plan and are already and willing to grow professionally without much support, supporting the recommendations by Kamindo (2008).

4.7 Influence of provision of teaching and learning resources in relation to pupils' KCPE performance

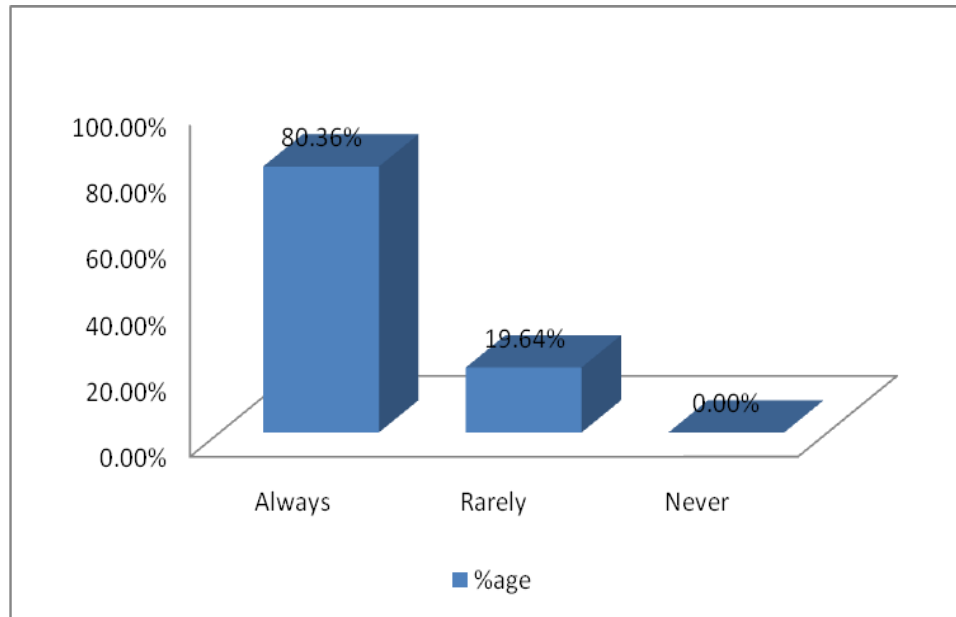
Research objective four sought to assess the extent to which headteachers' Provision of teaching and learning resources influence pupils' KCPE performance. To address this, headteachers were asked to indicate the frequency of providing adequate teaching and learning resources and the results are shown in Figure 4.15.

Figure 4.15 Headteachers' response on provision of teaching and learning resources



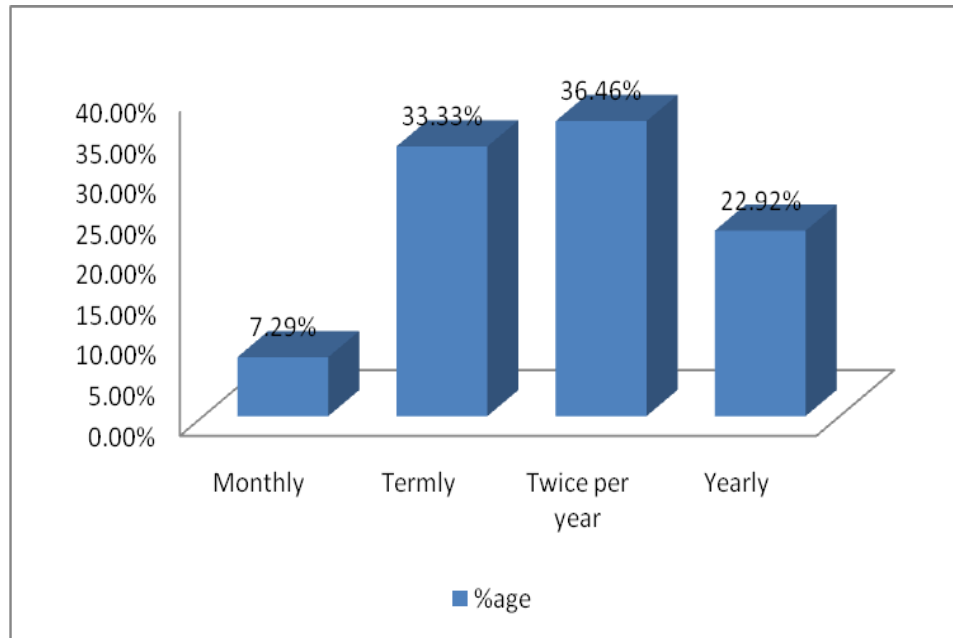
The finding in Figure 4.15 shows that most of headteachers did not provide teaching and learning resources. The results shows that provision of teaching and learning resources was not regular and was faced with very serious shortages. This was depicted by the headteachers' response as majority of them indicated that they sometimes provided the resources. This response was in line with Wanjungu (2011), who argued that since the introduction of FPE, funds to buy resources were late to get to the stations and was not enough to cater for all the needs. Provision of instructional resources and materials is a role of the headteachers. Teachers were asked to indicate their headteachers' frequency of providing adequate teaching and learning resources and the results are shown in Figure 4.16.

Figure 4.16 Teachers' response on provision of teaching and learning resources



The finding in Figure 4.16 shows that majority of teachers responded that their headteachers provided teaching and learning resources. This implies that constant provision of teaching and learning resources could have affected pupils' KCPE performance. Shipman (1992), in his study contended that resource management and allocation was one of the most challenging tasks of a manager and as such a headteacher needed to identify special and core school needs and evolve, develop and make financial projections and plans that meet them. Pupils were asked to indicate the frequency of providing teaching and learning resources by their headteachers and the results are shown in Figure 4.17.

Figure 4.17 pupils’ response on provision of teaching and learning resources



The finding in Figure 4.18 shows that most of the pupils responded that their headteachers provided teaching and learning resources twice per year while only a few pupils responded that their headteachers provided teaching and learning resources monthly. This implies that lack of constant provision of teaching and learning resources could have affected the pupils’ KCPE performance. Provision of instructional resources and materials is a role of the headteachers. Eshiwani (2003), points out that schools that have best facilities are among the high achieving schools, having in mind that teachers add up to school resources.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter comprises of the summary of the study, conclusions, recommendations and suggestions for further study.

5.2 Summary of the study

The purpose of this study was to investigate the influence of headteachers' instructional supervisory practices on pupils' performance at KCPE in public primary schools in Ololulunga Division. Four research objectives guided the study. Research objective one sought to determine the extent to which checking of professional records by headteachers influences pupils' performance at KCPE in public primary schools in Ololulunga Division. Research objective two sought to establish the extent to which headteachers' classroom visitation influences pupils' performance at KCPE in public primary schools in Ololulunga Division. Research objective three sought to assess the extent to which provision of teaching and learning resources by headteachers influences pupils' performance at KCPE in public primary schools in Ololulunga Division. Research objective four aimed at examining the extent to which headteachers' checking of pupils'

notebooks influences pupils' performance at KCPE in public primary schools in Ololulunga Division.

The study adopted a descriptive survey design to investigate influence of headteachers' supervisory practices on pupils' performance at Kenya Certificate of Primary Education in Ololulunga Division. The sample size of the study comprised of 14 head teachers, 56 teachers and 96 pupils. Data were collected by use of questionnaires and document analysis. The results were analyzed by use of qualitative and quantitative techniques.

The first objective of the study sought to determine the extent to which checking of professional records by headteachers influences pupils' performance at KCPE. There was a statistical significant effect of the headteachers' frequency of checking of teachers' records of work. The study findings showed that headteachers were not consistent in checking teachers' professional records. Only 4 percent of teachers admitted that headteachers checked and approved professional records thus impacting negatively on pupils' performance at KCPE. The headteachers are supposed to regularly check these documents to ensure that teachers are prepared to conduct an instructional process.

Findings on the second research questions indicated that headteachers' classroom visitation affected pupils' performance at KCPE. For example, majority of headteachers rarely visited teachers in the classrooms to see how they were teaching. Only 4 percent of teachers responded that their headteachers visited classrooms while teaching and learning was going daily. This clearly shows that head teachers did not pay classroom visits while teaching and learning was going on. The finding shows that performance of pupils could be affected by headteachers' lack of classroom visitation.

Findings on the third research question which sought to assess the extent to which provision of adequate teaching and learning resources influences pupils' performance at KCPE revealed that resources were available but inadequate for the sustainability of the enrolled pupils in schools. The study findings show that the available resources were inadequate for effective teaching and learning process. The findings also indicated that headteachers' frequency of provision of adequate teaching and learning resources significantly affected pupils' performance at KCPE in public primary schools. The results show that pupils' performance could be affected by headteachers' lack of provision of adequate teaching and learning resources.

The fourth research question sought to examine the extent to which headteachers' checking of pupils' notebooks influence pupils' performance at KCPE. Most of the headteachers confirmed that they assessed pupils' notebooks regularly. They equally confirmed that the assessment of pupils' notebooks affected the quality of notes provided by the teachers. The teachers confirmed that assessment of pupils' notebooks motivated them to work hard, prepare well for class. Headteachers' checking of pupils' notebooks also made the learners to be more active in class, reduced absenteeism and ensured adequate syllabus coverage. The headteachers equally confirmed that assessment of pupils' notebooks influenced pupils' performance at KCPE to a great extent. One of the roles of the headteacher as an instructional supervisor is making sure that teachers give assignments to pupils and also mark them. Headteachers are also supposed to make sure that teachers mark pupils' exercise books.

5.3 Conclusions

Based on the findings of the study, the following conclusions were drawn:

The study concluded that headteachers' classroom visitation significantly influenced pupils' performance at KCPE. The study concluded that the frequency of headteachers' classroom visitation

significantly affected pupils' performance at KCPE, concurring with Gachoya (2008), that when the head teacher makes classroom visits, he/she is able to have an insight into the actual instructional practices through quality benchmarks hence influencing pupils' performances. In terms of checking of teachers' professional records of work by headteacher, the study concluded that head teachers who consistently checked records significantly imparted on pupil's KCPE performance.

The Head teacher's frequency of checking of pupils exercise books, gave the headteacher opportunity to have a foresight of pupils' performance for early intervention thus concluding that it significantly affects KCPE performance in public primary schools.

The study also revealed that the teachers' attitude towards their headteachers and knowledge were great hindrances on their supervisory practices. Majority of the head teachers felt that schools were understaffed thus the teacher workload was unbearable lowering performance. They suggested that employment of more teaching staff would boost pupils' academic performance. The above findings are indications that head teachers did not do so as required which could result to poor performance.

Provision of adequate teaching and learning materials assured the schools an environment conducive for learning and academic instruction. Access to teaching and learning materials ensured that the teachers had access to reference books to guide their preparation. Learners equally had the benefit of a ready access to teaching aids and accessories geared towards ensuring good performance.

To sum up, the study concluded that: headteachers' classrooms visitation, checking of teachers' professional records of work, checking of pupils' notebooks and provision of adequate textbooks for pupils significantly influenced pupils' KCPE performance in public primary schools in Ololulunga Division.

5.4 Recommendations

The Ministry of Education (MOEST) should strive to reduce the workload of the headteachers to ensure that they have adequate time to carry out their supervisory function. It should bridge the staffing shortfalls to assure schools of the requisite numbers of teachers at any given time and equally deploy personnel under the charge of the school management committees to help perform the many managerial functions. This will free the headteachers from many responsibilities and ensure that they can effectively visit classrooms for observation

purposes and liaise with teachers in a greater manner to ensure better results for the schools.

The Kenya Education Management Institute (KEMI) should create awareness to training teachers on the importance of instructional supervision on their career development. Educationalists should organize seminars and workshops to create awareness to headteachers on positive ways of conducting instructional supervisory practices. Community participation in school programmes, for instance, involvement in recreation activities, environmental conservation activities and developmental activities.

The Teachers Service Commission (TSC) and other relevant stakeholders should devise strategies or scheme towards headteachers` professional training and academic development to enhance headteachers` professional qualifications for sustained influence on pupils` performance.

The quality assurance officers should equally make more frequent inspection visits to supervise and coordinate the preparation of professional documents. This will always assure the schools of a greater impetus to achieve the realized target and clarity of focus on the part of

the teachers as they engage to achieve the target objectives of their work plans. This may influence a positive improvement on the academic performance.

The headteachers should enforce the preparation of professional documents by teachers. This will have the net effect of adequate planning, organization and execution of obligations. It will ensure that the schools have yardsticks to observe progress in terms of work plans and the schemes of work. The headteachers should ensure that the assessment of pupils' notebooks is done regularly. This will always ensure that the teachers prepare well for the lessons and provide notes assignments and get to mark them well in the knowledge that the work will be verified by way of the conduct of physical checks. The assessment of pupils' notebooks by headteachers may heavily reduce the occurrences and instances of absenteeism from school by learners and this may have an impact on the overall performance on the learners.

The teachers should be sensitized on the importance of instructional supervision in their career development this will guide on teachers how to carry out duties. Teachers should also cultivate positive perception towards supervision.

5.5 Suggestions for Further Study

The study suggested that a similar study with a bigger scope like a nationwide survey could be carried out to determine if the circumstances in Ololulunga Division apply to other parts of the country.

The study equally suggested that a study on the role of headteachers in ensuring effective supervisory functions in public primary schools could be carried out. This is with a view of finding out how the headteachers ensure the effective supervision of the schools that they head.

A study could be carried out to investigate the influence of instructional supervision on the relationship between teachers and headteachers.

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APPENDICES

APPENDIX I: INTRODUCTION LETTER

Tamooch Amos Sankale
Department of Administration & Planning
University of Nairobi,
P.O.Box 30197,
Nairobi

The headteacher,

Dear sir/madam,

RE: PARTICIPATION IN RESEARCH

I am a master's student at the university of Nairobi department of educational administration and planning. I am carrying out a research on the **“influence of headteachers’ instructional supervisory practices on pupils’ performance at Kenya certificate of primary education in Ololulunga Division Narok County, Kenya”**. The aim of this study is purely an academic purpose. The respondents will be assured of their confidentiality by neither indicating their names nor those of their schools. In this regard I wish to kindly request for your permission and support in carrying out this study in your school. Thank you.

Yours faithfully

Tamooch Amos Sankale

APPENDIX II: HEADTEACHERS' QUESTIONNAIRE.

The purpose of this study is to collect information on influence of the headteachers' instructional supervisory practice on pupils' performance at K.C.P.E in Ololulunga Division. Kindly complete each section by providing the information requested for.

Instructions: Do not write your name or that your school.

Section A: Demographic data

Please tick (✓) as appropriate

1). Indicate your gender, male [], female []?

2). what is your age bracket?

21-25 years () 26-30 years () 31-35 years ()

36-40 years () 41-45 years () 46 and above ()

3). what is your highest professional qualification? PhD (),

M. ED (), Bed ()

Any other (specify).....

4). for how long have you been a head teacher in your current station?

1-5 years () 6-10 years () 11-15years ()

16-20 years () 21-25 years () 26-30 years ()

Section B: Instructional supervisory practice

5). How often do you check your teachers professional records?

Daily () Weekly () Fortnightly () Monthly ()

6). what is your teachers attitude towards your role in instructional supervision.....
.....

7). How often do you sit in class as teaching/learning is going on?

Daily () Weekly () Fortnightly () Monthly ()

8). what is your opinion on teachers marking pupils note books?
.....

9). Do your teachers keep record of work?

Yes () No ()

10). If no, explain
why.....
.....

11). If yes, which ones?

Schemes of work () Lesson note ()
Progress record () Lesson plan ()

12). Please indicate the frequency of the performing the following instructional practices in your school. Indicate (A) if always, (S) if sometimes, (N) if never

Activity	A	S	N
Supervise teachers schemes of work			
Check teachers lesson plans			
Check pupils note books			
Holding classroom visitation			
Discuss lessons observations with teachers			
Provide adequate teaching and learning resources			

13). a). In your opinion what are the challenges faced by the head teacher in carrying out instructional supervisory practice that affect K.C.P.E performance.....

B). suggest ways of overcoming the challenges in (a) above.

.....

Thank you .

APPENDIX III: TEACHERS' QUESTIONNAIRE

The purpose of this study is to collect information on influence of the headteachers' instructional supervisory practice on pupils' performance at K.C.P.E in Ololulunga Division. Kindly complete each section by providing the information requested for.

Instructions: Do not write your name or that your school.

Section A: Demographic information.

Please tick (✓) as appropriate

1. Indicate your gender Male () Female ()

2. What is your age bracket?

21-25 years () 26-30 years () 31- 35 years ()

36-40 years () 41-45 years () 46 years and above

3. What is your highest academic qualification?

M.Ed. () P1 () Bed () Diploma ()

Section B: Instructional supervisory practices

5. How often does your head teacher sit in class while teaching/learning

is going on? Daily () Weekly () Fortnightly ()

Monthly ()

6. How often does your head teacher check pupils' notebooks?

Daily () Weekly () Fortnightly () Monthly ()

7. How often does your head teacher check professional records?

Daily () Weekly () Fortnightly () Monthly ()

9. Please indicate the frequency of performing the following instructional practices in your school by your head teacher. Using the following likert scale (A) for if always, (R) rarely and (N) if never

Practice	A	R	N
Classroom visitation to observe teachers as they teach			
Checking schemes of work and lesson plans			
Checking pupils' notebooks			
Providing teaching/learning resources			

9. a). In your opinion what are the challenges faced by head teachers in carrying out instructional supervision which affects KCPE performance
.....

b). Suggest possible ways of overcoming the challenges in (a) above.....

Thank you.

APPENDIX IV: PUPILS' QUESTIONNAIRE.

The purpose of this study is to collect information on influence of headteachers' instructional supervisory practice on pupils' performance at K.C.P.E in Ololulunga Division. Kindly complete each section by providing the information requested for.

Instructions: Do not write your name or that your school.

Section A: Demographic data

Please tick (✓) as appropriate

1. Indicate your gender Boy [] Girl []

2. How old are you?

.....

3. What is your current class

.....

4. How many pupils are there in your class.....

Section B: Instructional supervisory practices

5. How often does your head teacher check your notebook?

Daily () Weekly () Fortnightly () Monthly ()

6. What is your opinion on the checking of your notebooks by your head

teacher.....

7. How often does your head teacher sit in your class when teaching is going on? Always () Sometimes () Rarely ()
Never ()

8. Has the assessment of teachers' records of work affected your KCPE performance?

Very much () Fairly () No impact ()

9. How regularly does your head teacher provide teaching and learning resources like textbooks in you school?

Monthly () Termly () Twice per year () Yearly ()

4. Please indicate the frequency of the performing the following instructional practices in your school by your head teacher by rating using a scale; (A) if always, (S) if sometimes, (N) if never

Activity	A	S	N
Supervise teachers schemes of work			
Check teachers lesson plans			
Check pupils note books			
Holding classroom visitation			
Provide adequate teaching/learning resources			

Thank you.

APPENDIX V: DOCUMENT ANALYSIS GUIDE

The researcher carried out an analysis of various documents. This analysis was in form of;

1. An analysis of the K.C.P.E results of the schools in the county.
2. A verification of professional documents like schemes of work, lesson plans, lesson notes and record of work covered prepared by teachers.
3. A physical check of teaching and learning resources like charts displayed on the walls of classes.
4. A confirmation of records from the head teachers detailing schemes of work, lesson plans, lesson notes, time tables and other allied professional documents.
5. A physical check of the pupils' notebooks to confirm the writing down of notes by learners in the visited schools
6. A confirmation of the presence of records for the acquisition of teaching and learning materials for the school.
7. A physical check of the schools inventories for the confirmation of receipt of samples and accessories for the purpose of teaching and learning.

8. A physical check of teaching and learning resources like textbooks in pupils' possession.

APPENDIX VI: LETTER OF RESEARCH AUTHORIZATION



NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

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

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

Ref: No.

19th Date: June, 2015

NACOSTI/P/15/7155/6287

Amos Sankale Tamooch
University of Nairobi
P.O Box 30197-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *“Influence of head teachers’ instructional supervisory practices on pupils’ performance in Kenya Certificate of Primary Education in Ololulunga Division, Narok County,”* I am pleased to inform you that you have been authorized to undertake research in Narok County for a period ending 6th November, 2015.

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

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


SAID HUSSEIN
FOR: DIRECTOR-GENERAL/CEO

Copy to

The County Commissioner
Narok County.


The County Director of Education
Narok County.




APPENDIX VII: PERMIT

CONDITIONS

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


REPUBLIC OF KENYA


NACOSTI
National Commission for Science, Technology and Innovation

RESEARCH CLEARANCE PERMIT

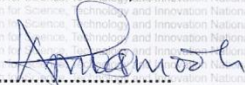
Serial No. A 5440


CONDITIONS: see back page

THIS IS TO CERTIFY THAT:
MR. AMOS SANKALE TAMOOH
of UNIVERSITY OF NAIROBI, 18-20503
OLOLULUNGA, has been permitted to
conduct research in Narok County

on the topic: 'INFLUENCE OF HEAD
TEACHERS' INSTRUCTIONAL
SUPERVISORY PRACTICES ON PUPILS'
PERFORMANCE IN KENYA CERTIFICATE
OF PRIMARY EDUCATION IN
OLOLULUNGA DIVISION, NAROK COUNTY

for the period ending:
6th November, 2015


Applicant's
Signature


Director General
National Commission for Science,
Technology & Innovation

Permit No : NACOSTI/P/15/7155/6287
Date Of Issue : 19th June, 2015
Fee Received :Ksh 1,000