

**INFLUENCE OF HEADTEACHERS' INSTRUCTIONAL SUPERVISION
PRACTICES ON PUPILS' PERFORMANCE IN KENYA CERTIFICATE
OF PRIMARY EDUCATION IN MULOT DIVISION, NAROK SOUTH,
KENYA.**

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the Award of Degree of Master of Education in Educational Administration.**

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DECLARATION

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

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To my mother, Veronicah Likwop and in memory of my father, David Likwop ,to my wife Jacqueline Yegon and beloved children Brenda, Ian and Carson.

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ABBREVIATIONS AND ACRONYMS

EFA	Education For All
KCPE	Kenya Certificate of Primary education
KCSE	Kenya Certificate of Secondary Education
KEMI	Kenya Education Management Institute
KEPSHA	Kenya Primary School Heads Association
KESSP	Kenya Education Sector Support Programme
MDG	Millennium Development Goals
MOEST	Ministry of Education Science and Technology
NACOSTI	National Commission for Science, Technology and Innovation
TMOEVT	Tanzania Ministry of Education and Vocational Training
UNDP	United Nations Development Programme
UNESCO	United Nations Educational Scientific and Cultural organisation
QASO	Quality Assurance and Standards officer

ABSTRACT

The purpose of the study was to investigate the influence of the headteachers' instructional supervision practices on pupils performance in Kenya Certificate of Primary Education in public primary schools in Mulot Division ,Narok South Sub-county,Kenya.The study sought to determine the extent to which head teachers classroom observation visits, checking of teachers records of work, checking of pupils' exercise books and post observation conference influenced pupils' KCPE performance in Mulot Division, Narok South Sub-county. The study used descriptive survey design. The target population was all the 60 public primary schools in Mulot division with 432 teachers and 60 headteachers. The study sampled 30 schools with equal number of head teachers and 80 teachers. A total of 110 respondents took part in the study .Two sets of questionnaires were administered, one for teachers and another for headteachers. The data collected were both qualitative and quantitative .The researcher used descriptive statistics to analyse quantitative data using percentages and frequencies. Qualitative data were thematically analysed and presented in form of graphs,charts and tables.The study showed that 76.6percent of the headteachers conducted classroom observation visit once per term,50percent of the headteachers checked teachers professional records once in a month,76.4percent of them rarely checked pupils lesson notes and 62.5percent do not conduct post observation conference with teachers to discuss the outcome of classroom observation visit and provide remedies to challenges found. The findings of the study shows that the frequencies of carrying out clinical supervision practices by the headteachers was extremely insufficient and significantly influenced pupils' poor performance in KCPE The researcher recommended that headteachers should increase the number of times they carry out the instructional supervision practices in their schools. The researcher also recommended that similar studies be carried out in secondary schools in the Sub County. A study also on impact of KEMI training on instructional supervision.

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

Globally education is recognized as a human right by United Nations (UN) through universal declaration of human rights (UNESCO, 2006). There are many international commitment on provision of education for all; The universal declaration of Human Rights adopted in 1948, World Declaration on Education for All adopted in 1990 and Dakar Conference of 2000. In a conference in Addis Ababa in 2008 on achievement of Millennium Development Goals (MDG)and Education for All (EFA) the main issues were ensuring of quality and relevant education in Africa. The conference states that unless education quality is improved in Africa the effort towards MDG purpose will not be met (Woldefesae 2008). Darling (2007) points out that teachers are the fulcrum that determines whether any school initiative tips towards success or failure and quality education informs every aspect of school reform which includes the creation of more challenging curriculum, the use of ambitious assessments and implementation of decentralized management.

According to Glickman (1998) supervision is the glue to a successful school. The headteacher brings together all the elements needed for effective instruction in school which will result in good students' achievements. According to Fisher (2005) supervision helps in the organization and implementation of curriculum programmes for learners. This view is shared with Acheson and Smith (2011)

that an instructional leader should emphasize the process of instruction and facilitates interaction of teachers, pupils and curriculum.

Dakar Framework for Action (2000) states that it is through teaching and learning process that brings the curriculum to life and determines what happens in the classroom and subsequently the quality of the learning outcomes. According to Kamindo (2006) in his study on improving instruction supervision for effective curriculum implementation in public primary schools in Kenya, for any organization to work effectively and achieve desired objectives, a system directed towards guidance and assistance of all those concerned with realisation of the set objectives must be put in place. Graliwe (2001) states that supervision is a key tool to ensure that all education staff respects the same rules and regulation followed as similar programmes.

In the United Kingdom (UK), there is a long history of inspection thoroughly documented, (Taylor, 1996), Her majesty's inspectors (HMI) were employed as masters in their fields to inspect school without 'fear or favour' and they reported to the education minister. However, the inspections were few and far between and in 1993 HMI were re-deployed in the offices of standards in education. These offices were headed by a part time chief who was to inspect in four teams headed by trained registered Inspectors including lay members (Taylor, 1996). , inspection in England focused on the teacher and its immediate purpose was to teach him/her how to teach others. In France, schools supervision continued to fulfil their task with an authoritative approach. A highly structured form of instruction and centralized system of supervision existed. Such structure

enabled the minister of education to be aware of what teachers are doing at a particular time of the year in terms of syllabus coverage (Glickman & Gordon ,1990).

A study in Nigeria by Oghuvbu (2011) established that the role of supervisors as effective school inspectors of instruction should have regular workshops to enable them discharge their instruction supervision duties. Quality control practices in Nigerian education are based essentially in school inspection, monitoring and control. School inspection has been cited for its inadequacy to assist classroom teachers to improve their performance Tuonyo (1999) cited by Oluremi, (2013). In their study on quality assurance in Nigeria posits that universal education is a huger enterprise which needs effective monitoring and evaluation for successful implementation of the scheme. In their paper they suggested strategies, for quality control as periodic supervision of students, teachers and environment. According to Etsey (2004) in a study in pre-urban schools in Ghana, he found that academic performance was better in private schools than public schools because of effective supervision of work in private schools.

In Tanzania, the Ministry of Education and Vocational Training has the responsibility of managing the education through headteachers' supervision skills and practices. The headteachers are responsible for supervising teachers towards achieving quality education (Tanzania Ministry of Education and Vocational Training, 2005). In Kenya, according to Sifuna (1990) the history of educational supervision dates back to the colonial period following the passing of education ordinance in 1924 which required all schools to open for inspection by Education

Director. According to Ngelu (2007), the recommendation of Phelps Stoke Commission empowered the colonial government to develop, control and supervise education at all levels.

Okumbe,(1999) states that the history of supervision goes back to 1910 when colonial government appointed the first director of education for the protectorate. The duties of the director were to organise, inspect and supervise all the protectorate schools. The post independent period saw the setting up of more commission and task forces to look into issues of quality in education. The Ndegwa Commission of 1970 recommended for an overhaul of inspectorial system to enhance effectiveness. Makotsi (2003) asserts that an increasing number of countries have attempted to reform supervision because of ineffectiveness.

Musungu and Nasongo (2008) found out that the headteachers frequency of instructional supervision contributed towards better examination performance. In their study school performed better in those frequently supervised by the headteacher. Varna and Koutsoulis (2006) makes similar observation that teacher supervision can contribute to quality education and enhance academic performance. According to Dipaola and Hoy (2008), the most important role of a head teacher is to assume the role of teacher of teachers. A headteacher must act as a model to the rest of the teachers. He should encourage teachers to observe him/her in the instructional process. Key of all the headteachers' role is clinical supervision where the headteacher should make a classroom visitation to observe learning process. Onyango (2005) observes that classroom visitation and post observation conferences greatly influence performance. Post observation

conference is aimed at discussing the data collected in the classroom observation visit and ways of improving teachers' classroom performance.

According to Gall (2010), supervision acts as another set of eyes holding up a mirror of practice and corrections suggested in post observation conference. Eshiwani (1993) states that the key role of instructional supervision is the checking of teachers' professional records like schemes of work, records of work covered, lesson plans and both pupils and staff registers. These documents acts as a mirror reflecting what the teacher is doing in curriculum implementation

In Kenya, education quality has been always gauged in terms of passing of national examination Eshwani (1993). The poor performance in KCPE in schools in Mulot division as compared to the other divisions of Narok South District has been of grave concern to all stakeholders. In the last five consecutive years Mulot Division has recorded a downward trend in the national examinations. This has necessitated for a research to explore if the instructional supervision practices by headteachers could be the cause of the poor performance.

Table 1.1: KCPE division ranking 2011-2014

Division	Mean Score of the year			
	2011	2012	2013	2014
Mau	251.62	250.38	253.47	256.47
Osupuko	249.17	251.72	248.16	261.21
Ololunga	248.19	252.17	249.71	258.13
Mulot	245.74	244.82	235.17	237.72

Source: DEO's office Narok South 2015

From Table 1.1 Narok South has four divisions: Mara, Osupuko, Ololulunga and Mulot .Out of all the divisions Mulot Division has for the last four years trailed the other division and has portrayed a downward trend year after year.

1.2 Statement of the problem

In Kenya the success of a school is largely measured in terms of learners' performance in the national examination. The Sessional Paper No.1 (2005) and Kenya Education Sector Programme (KESSP 2005) both attributed good performance to effective supervision by the headteacher. Public primary schools in Mulot Division, Narok County have been performing poorly in KCPE examinations for four consecutive years. A study by Gachure (2013) in Kipipiri District revealed a lot of gaps in the supervisory roles of headteachers and suggested for further studies in other districts. It is important to carry out studies to find out if the cause of the dismal performance is as a result of loopholes in headteachers' instructional supervision.The Study therefore sought out to determine the influence of headteachers' instructional supervisory practices on KCPE performance in public primary schools in Mulot Division, Narok South District.

1.3 Purpose of the study

The purpose of the study was to investigate the influence of the headteachers' instructional supervision practices on KCPE performance in public primary schools in Mulot division, Narok south Sub-county

1.4 Objectives of the study

The study was guided by the following objectives:

- i) To determine whether headteachers' classroom observation visits influences pupils' performance on Kenya Certificate of Primary Education in public primary schools in Mulot Division, Narok South Sub-county
- ii) To determine the extent to which checking of teachers' records of work by the headteacher influences pupils' performance of Kenya Certificate of Primary Education in Mulot Division, Narok South Sub-county
- iii) To establish the extent to which checking of pupils' exercise books by the headteacher influences pupils performance in Kenya Certificate of Primary Education in public primary schools in Mulot Division Narok South Sub-county.
- iv) To establish whether headteachers post observation conference influence pupils' performance in Kenya Certificate of Primary Education in public primary school in Mulot Division, Narok South.

1.5 Research questions

- (i) How do headteachers' classroom observation visits influence pupils' performance in KCPE in Mulot Division?
- (ii) To what extent does checking of teachers' records of work by the headteacher influences pupils' performance of Kenya Certificate of Primary Education in Mulot Division?

- (iii) To what extent does checking of pupils' exercise books by the headteachers influence pupils performance on Kenya Certificate of Primary Education in public primary schools in Mulot Division Narok south Sub-county?
- (iv) To what extent do headteachers' post observation conference influence pupils' performance in Kenya Certificate of Primary Education in public primary school in Mulot Division, NarokSouth Sub-county

1.6 Significance of the study

The findings of the study may act as a guide to headteachers on good supervisory practices that lead to improved performance of pupils in Mulot division. It will be useful also to headteachers on enhancing their abilities to handle challenges emanating from instructional supervision in schools. It could also be useful to primary school teachers in improving their classroom teaching. The QASO may also benefit from the findings of the study since they may identify weaknesses in supervisory tools and hence improve on them. It will also form a basis for further studies in the related area.

1.7 Limitation of the study

Best and Kahn (2008) view limitations as the condition beyond the control of a researcher that places restriction on the conclusion of the study and their application to other situations. There may be a deliberate distortion of the information by the respondent in fear of victimization. The respondent may also

share information, as they fill the questionnaire but the researcher should request them to be frank and independent.

1.8 Delimitation of the study

Delimitation according to Mugenda and Mugenda (2003) are boundaries of the study. This study only focussed on public primary schools in Mulot Division; the private schools who post better results were not included. The study also took headteachers' instructional practices omitting other factors influencing performance like staffing level, parents' roles and motivation.

1.9 Basic assumptions

The study was based on the following assumptions:

- i) The mean scores of a school in KCPE is an adequate indicator of instructional supervision
- ii) All the headteachers are aware of their instructional supervision roles.

1.10 Definition of significant terms.

Administration refers to a process of acquiring and allocating resources for achievement of school's goals.

Division refers education area under an area officer.

Headteacher refers to an administrative head of a primary school in Kenya.

Instructional supervision refers to intervention by the headteacher to improve classroom teaching/learning.

Inspection refers to the process of critically examining one of the many aspects of a school.

Performance refers to the pupils marks attained after sitting for KCPE examination in Kenya.

Practices refers to activities such as classroom visits, checking of pupils exercise books and teachers professional records and post observation conference.

Professional documents refer to the official documents that a teacher must have to carry out teaching. Such documents are scheme of work, lesson plans, records of work covered and registers.

1.11 Organization of the study

This study is organized into five chapters. Chapter one consist of background of the study, statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, limitation of the study, delimitation of the study, definition and significance of terms, organization of the study. Chapter two consist of literature review which is divided into subsections as follows: concept of supervision, purpose of supervision, classroom visit and pupils academic achievement, checking of teachers records of work and pupils academic achievement, checking of pupils exercise books and academic achievement, headteachers post observation conference and academic achievement, theoretical framework and conceptual framework. Chapter three consists of research methodology which includes research design, target population, sample size and sampling procedure, research instruments, validity

and reliability of research instruments, data collection procedures and data analysis technique. Chapter four presents the analysis and interpretation of the findings. Chapter five provides summary, conclusion, recommendations, and suggestions for further research.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

The section contains a review of related literature on headteachers' instructional supervisory practices. The literature review has the following sections; concept of supervision, purpose of instructional supervision headteachers' class observation visits, checking of teachers records and supervision, checking of pupils exercise books and supervision, post observation conference and supervision, summary of literature review, theoretical framework, conceptual framework.

2.2 The concept of supervision

Different scholars use different terms in reference to supervision: Supervisory behaviour (Glickman,2009), supervision options (Sergiovani&Starrat,2002), mechanisms of supervision (Beach&Reinhartz,2000).Rino(2009) states that supervision is a conduit through which an organization demonstrates their commitment (or lack of it) to employees. It is a practice of monitoring and overseeing the school staff noting the beneficial and non-beneficial techniques in education activities. According to Igwe (2001) to supervise means to direct, oversee, guide or to make sure that the expected standards are met. According to Adikinyi (2007), supervision is an interaction between atleast two people for improvement of an activity. Kimeu (2010)states that supervision is essentially the

practice of monitoring the performance of the school staff, school supervision is then a vital process and combination of activities which is concerned with the teaching and improvement of teaching. So supervision is a key process in ensuring the quality of teaching and learning in school.

2.3 Purpose of instructional supervision

According to Rob and Webbinks (2007) in studies carried out in Netherlands on effects of primary school instructional supervision on test scores. The findings showed that supervision leads to an improved performance. (Daresh and Playko, 1992) cited by Birech (2011) showed that there is a close link between students' performance and instructional supervision. Their findings showed that supervision done on areas of record keeping, lesson planning and schemes of work led to improvement in performance.

According to Blase and Blases (2000) in a study on effective instructional leadership involving 800 American teachers. The findings showed that successful instructional leadership involves talking with teachers to promote reflection and professional growth, and making purposeful and appropriate, non-threatening suggestions serves to improve quality of teaching and learning. Williams (2003) states that there is a significant impact in checking students' notes on academic performance in English language in the United States of America. In a study by Akinfolani (2012) on the impact of instructional supervision on students' performance in senior secondary schools in Ondo state, Nigeria, the findings

showed that there is an impact of instructional supervision on checking pupils' work on academic performance in English language.

In a study in peri-urban schools in Ghana, Etsey (2004) found that private schools are doing much better than public schools because of effective supervision work in private schools by the managers. According to Chetalam (2010) in a study of factors affecting performance in KCPE in Kabarnet division, several factors were mentioned and lack of enough supervision was one of them. The studies acknowledge that supervision had a positive effect on KCPE performance. Musungu and Nasongo (2008) in a study in Vihiga on instructional role of the headteacher, the findings showed that the frequency of instructional supervisors contributed toward better performance in KCSE. The schools which are frequently supervised posted good results compared to those which rarely carry instructional supervision. They found that principals of high performing schools regularly check lesson books, schemes of work, class registers and pupils work.

According to Gordon (2005) the major purpose of instructional supervision is the improvement of teaching through which learning is promoted in this respect the assumption is that when teachers are helped to improve their classroom practices it is reflected in the pupils' learning. Kariuki (2013) states that supervision should help teachers supply with the latest research findings on education, relevant to teaching. The ultimate goal of instructional supervision is to achieve an improvement in the quality of learning. Supervision helps teachers to learn their problems and seek the best method of solving them, encourages the school to make a systematic effort to help pupils understand themselves and their feelings

and be able to monitor their behaviour, (Magbodile, 1995) cited by Kariuki (2013).

Leina (2013) states that clinical supervision enhances professional growth and development of skills and attitudes toward teaching. A teacher is made to operate on prescribed timelines and made to fully use schemes of work, lesson plans, progress records and other professional documents. This will empower a teacher in becoming a more competent and independent professional. According to Fisher (2005) supervision assists in the organization and implementation of curriculum programmes for the learners. Supervision helps in the clarification of government policies and provides interpretation. Oluremi (2013) states that supervision is the panacea of quality education as it helps teachers in class management by making incompetent teachers confident and enhances good qualities in teaching.

2.4 Classroom observation and pupils' academic performance.

The headteacher should make regular class visits and make observations of the lesson with an aim of identifying issues arising from the interaction between a teacher and a learner in the teaching and learning process. According to Fisher (2011) instructional supervision through class visits may include a walk through, informal class observation and formal class observation. A walk through is a short class observation interlude, looking at teachers' class performance and class environmental factors.

According to Kimeu (2010) the headteacher should visit the classroom frequently to encourage teachers on good teaching approaches. Gachoya (2008) states that its

through these visits that a supervisor can have insight into quality benchmarks and performance. In formal observation the headteacher should visit the class room for an agreed period of time and notes all that takes place in class. Afolabi and Lolo (2008) states that during observation the headteacher records what the teacher and pupils are saying and doing.

In a study by (Annunziata, 1997) cited by Leina (2013) in Papua Guinea on how supervision influenced the quality of teaching, indicated that supervision of education had impacted positively on teaching. Varna and Koutsoulis (2006) observes that teacher supervision can contribute to quality education and enhance academic performance. In a study by Mwasindo (2013) in Kilifi District, classroom observation as supervision practice by headteachers is evident in the performing schools. Classroom observation impacts positively on KCPE performance. This finding agrees with Kariuki (2013).

Glickman (1990) cited by Kariuki (2013) states that the sequence of classroom visit begins with the pre-conference then followed by actual classroom observation and ends finally in post conferencing aimed at discussing the data collected in the observation and ways to improve teachers classroom performance. The headteacher in clinical supervision should promptly discuss what was observed in the classroom with the teacher. Fisher (2011) states that a good conference in clinical supervision should last for 30 to 40 minutes. According to Moraa (2010) a supervisor should be objective on lesson observation by giving immediate and fair feedback to teachers assessed to enable them improve on delivery methods. The study will investigate the extent to which

classroom observation visits influence the pupils' performance in KCPE in Mulot division, Narok South district.

2.5 Checking pupils' exercise books/lesson notes and academic performance

Pupils' lesson notes and exercise books reflect the work which has been covered in class by teachers. It is the head teacher's role to inspect pupils' exercise books/lesson notes to ensure that the school syllabus is covered in time and class work is marked. In a study conducted by Alimiand Akinfolarin (2012), on the impact of instructional supervision on students' academic performance in senior secondary schools in Ondo State, Nigeria. Their study 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. Williams (2003), asserts by stating that there is a significant impact of checking of students' notes on students' academic performance in English language in secondary schools in New York City. Firestone (2008), had different view that checking of students' notes does not produce a direct effect on students' performance. They argued that checking of students' record of work is a mediating influence on teachers, instructional community and school organization that lead to high performance.

2.6 Teachers' records of work and pupils' academic performance

Keeping of records is an important aspect in the running of a school. Teachers are required to prepare professional records i.e. schemes of work, lesson plan, records

of work, progress records book and attendance registers Fisher (2011). Teachers are required to prepare and avail the documents for both instruction and inspection. Daresh and playko (1992), in a research carried out on how supervision impacted on curriculum implementation in schools imposed through supervision in the areas of checking the records. A positive impact was realized in academic performance of pupils. Musungu and Nasongo (2008), carried out a study in Vihiga district in western Kenya investigating instructional role of the head teacher in the academic achievement in KCSE. They found out that 8percent of the principals in high performing schools checked lesson books, schemes of work and class registers and teachers' attendance registers. Through supervision of teachers and pupils' work, proper testing policies, syllabus coverage enhanced hence good performance.

2.7 Headteachers Post observation conference and pupils academic performance

Osterman (1999) in London recommends a collaborative process in which feedback is given in an objective manner. Recommendations and conclusions should be carefully done after a careful observation. This is in line with Okumbe(1998)who asserts that instructional supervision process is interactive in nature. The parties plan the process collaboratively, in this way rapport is created and ownership of the entire process is achieved, Ngunjiri (2012) states that the process is non-evaluative in nature and is aimed at strengthening professional relationship between the teacher and the supervisor.

Feedback got through interactive analysis helps both the teacher and supervisor in terms of shared information incorporated in both parties' suggestions. According to Murithi (2012) it is necessary for headteachers to organise roundtable conference throughout the year as a means of communicate the observation of teachers. Performance because if headteachers do not carry out clinical supervision then they cannot give out feedback.

Fisher(2011)observes that deliberation of the conference based upon the data collected by the supervisor through observation and review of documents that relate to supervision of teachers. The conference offers the teacher the opportunity to expand his/her knowledge and a means to change unsatisfactory options for enhancement of performance .Okumbe (1998)asserts that a good conference should last 30_40mins.longer session become an ordeal for both the teacher and the supervisor. Adikinyi(2007)states that the supervisor should incorporate teachers suggestions as this build the teachers confidence hence enhancing learning process. He/she should recognize and provide alternative approaches and application of a variety of skills as will strengthen the teachers' pedagogical skills. According to Okumbe (1998)the supervisor should provide an immediate feedback after observation which should be objective and concluded with a well a well thought out summary to enable the teacher to remember the key issues discussed.

2.8 Summary of literature review

This section started with a review on concept of supervision as looked at by different scholars. The studies reviewed showed that there is a significant relationship between headteachers' instructional supervisory practices and pupils academic performance. Kimeu, (2010) and Mwasindo, (2013) concurs that classroom visit impacts positively on pupils performance), Alimi and Akinfolarin (2012) agrees with Williams(2003)that checking of pupils exercise books influences pupils performance. A study by Musungu and Nasongo(2008)concurs with Fisher(2011) that checking teachers professional records like schemes of work, lesson plans and records of work covered impacts positively on performance. Kimosop, (2002) in a study on roles of the headteacher on instructional supervision in Baringo observed that the level of instructional supervision practices was low contributing to poor performance. However there is need to carry out a similar study in Narok South Sub-county.

2.9Theoretical Framework

This study will be based on systems theory which was developed by Bertanaffly(1972). System theory is a set of objects or entities that interrelate with one another to form a whole. System theory is thus about relationships and structures interrelated to give whole functions (stated goals). Systems theory views a school as a social system consisting of individuals who work together, draw resources and finance from the environment and putting back into the environment their products.

The school exists as a form of an open system because it receives its inputs from the society and also empties its output back to the society. Managers should focus on the role played by each part of the organisation (school) rather than deal separately with the parts Hanagan(2002). The systems theory views the school as existing with many entities; headteacher, teachers, pupils, parents and education officers. The systems theory approach is concerned with both interpersonal and group behavioural aspects leading to cooperation of systems. Plomp (1993) noted that educational system is a complex one comprising of several subsystems of different levels; Macro (state) Meso (school) and micro (classroom and students).The outcome of a learning process is a concerted effort of all subsystems making up the larger system. All the parties in the larger system each plays a distinct role aimed at a common goal.

According to the theory, components of a system are linked together in such a way that actions taken by one produces far reaching effects on others. For instance, if the school head teacher does not supervise instructional process, teachers may relax hence compromising performance in the national examination. The headteachers is both an administrator and supervisor. He is a supervisor when he makes class visitation, checks teacher's records of work, and checks pupil's exercise books and makes post observation conferencing.

2.10 Conceptual framework

The study will be conceptualized on the fact head teachers instructional supervisory practices leads to effective teaching which finally produces good results

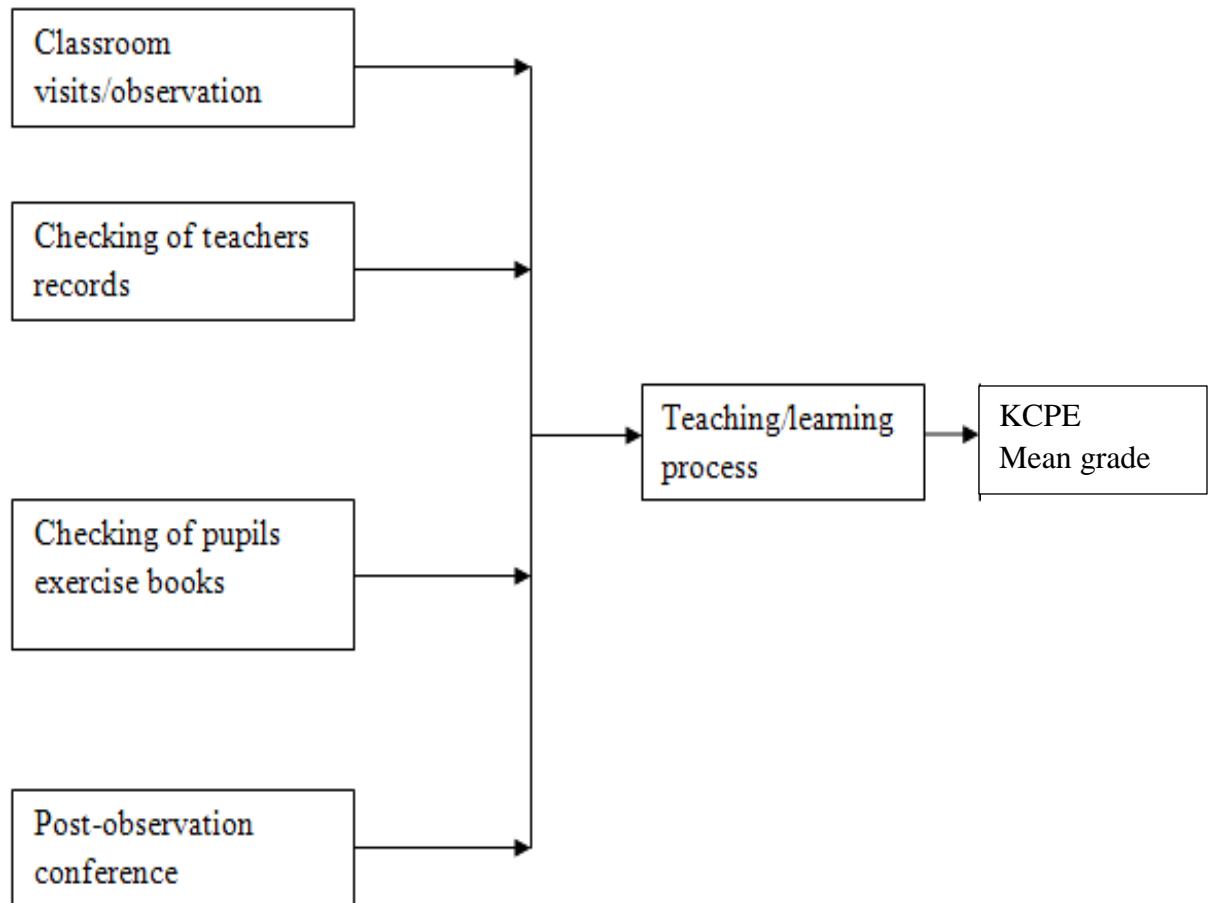


Figure 2.1 : Headteachers instructional supervision practices and their influence on KCPE performance

Instructional supervision is all about classroom instruction and its great purpose is to strengthen instructional skills and improve performance. For good results to be realised the headteacher has to carry out the following supervisory practices: make class visitation to observe teaching process, check teachers records of work, check pupils exercise books and make post observation conferencing.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This section covers research methodology which is organized under the following subsections; research design, target population, sample size and sampling techniques, research instruments, validity of instruments and reliability of research instruments, data collection procedures and analysis technique.

3.2 Research design

The study adopted a descriptive survey design. This is a method of collecting information by interviewing or administering a questionnaire to a sample of individuals (Orodho, 2009). It can be used when collecting information about people's attitudes, opinions, habits or any other variety of social issues (Orodho&Kombo, 2002).The descriptive survey design was more suitable as the researcher was interested in getting information based on factors on headteachers' supervisory practices influencing pupils' performance in KCPE by looking at the relationship, attitudes practices and beliefs that exist. The researcher administered questionnaires to both the headteachers and teachers.

3.3 Target population

According to Best and Kahn (2006) target population is a group of individuals who have one or more characteristics in common that is of interest to the researcher. Borg and Gall (1983) have defined target population as being all

members of the real or hypothetical set of people, events or objectives to which the researcher wishes to generalize the results of the study. In this study the researcher targeted all the 62 public primary schools in Mulot Division, Narok South Sub-county, with 62 headteachers and 406 teachers.

3.4 Sample size and sampling procedure

According to Cooper and Schindler (2003) sampling is part of statistical practice concerned with selection of individual observation within a population of individuals intended to yield some knowledge about population of concern, especially for the purpose of making prediction based on statistical inference. The study sampled 30 schools and same numbers of headteachers, 80 teachers were used from the sampled schools. Mugenda and Mugenda (2003), suggests that 10 to 30 percent of population is adequate though the larger the sample size the better.

Piloting was done in five schools outside the sampled. This aims at gauging clarity and the relevance of instruments. So that those items found to be inadequate for measuring variables were modified. Simple random method was used to pick the respondents from a sampled school. The total numbers of respondents were 110 where 30 were headteachers and 80 were teachers.

3.5 Research instruments

The study used a questionnaire for both the headteachers and the teachers. Questionnaire is a research instrument that gathers data over a large sample (Kombo & Tromp, 2006). So it is appropriate for gathering data over a large

sample and also ensured anonymity hence candid answers. This instrument was used to collect opinions on headteachers supervisory practices and how it influences pupils' performance in KCPE.

The questionnaire was made up of three parts: Part A had personal demographic information; Part B had questions based on objectives. Part C consisted of the headteachers and teachers opinions on headteachers supervisory practices that influence pupils KCPE performance.

3.6 Validity of data collection instruments

Validity is the degree to which results obtained from the analysis of the data actually represents the phenomena under study. Borg and Gall (1989) states that validity is the degree to which a test measures what it purports to measure.

The questionnaire content validity will be ascertained by giving two experts from the department of educational administration and planning to check whether the instrument reflect research questions. Pilot project was carried out in five schools which were not part of the ones sampled for study so that the areas of language clarity and time was be checked.

3.7 Reliability of the data collection instruments

Reliability refers to the degree to which a measuring instruments use in research. According to Mugenda and Mugenda (1999) reliability is a measure of the degree to which questionnaire yield consistent results after repeated trials. The research in this study used test and retest method for both the headteacher and teachers

questionnaire. After the two tests the scores from the two tests will be correlated to get reliability coefficient. Pearson product moment correlation was used to determine reliability

The formula to be used is

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

Where

N –number of respondents

x = scores from the first test

y = is the scores from the second test

And if the coefficient is completed to be + - 0.5 the instrument is reliable.

3.8 Data collection procedure

The researcher sought for a permit from the National Commission for Science Technology and Innovation (NACOSTI). Then paid a courtesy call to Deputy County Commissioner and the DEO Narok South Sub-county to inform them of the intended research and requested for permission. Thereafter visited the headteachers of the schools which were under study informing them of the research and requested for permission. Lastly, the researcher administered the questionnaires to both headteachers and teachers having briefed them on need to give accurate information and assured confidentiality.

3.9 Data analysis techniques

After the collection of the data cross examination was done to ascertain the accuracy and identification of items wrongly responded to, spelling mistakes and check for blank spaces. Quantitative data were entered into the computer for analysis. The Statistical Package for Social Sciences version (SPSS) software was used in the analysis. Tables, pie charts and bar graphs were used to present the data. Descriptive statistics such as percentages and frequencies were used to answer research questions. Qualitative data were analysed thematically using descriptive narratives.

3.10 Ethical Considerations

The source of information for data obtained was treated with utmost confidentiality; individual anonymity was highly upheld to safe guard the respondents from any form of incrimination. The respondent was also recruited by voluntary basis.

CHAPTER FOUR

DATA ANALYSIS, INTERPRETATION AND DISCUSSION

4.1 Introduction

This chapter presents the research findings from the study attained by the use of descriptive survey research design. The study aimed at finding out the influence of headteachers' instructional supervision practices on pupils' performance in public primary schools in Mulot Division, Narok South Sub-county. The study targeted a total of 30 headteachers from thirty public primary schools with 80 teachers in Mulot Division. The sample was collected through purposeful and random sampling technique where a sample of 30 headteachers participated in the study and a sample of 80 teachers, giving a total sample size of 110 respondents. A total of 110 questionnaires were administered and all were collected as shown in Table 4.1. The findings are presented using descriptive statistics and thematic narratives in relation to the research objectives. The main sections are as follows: Demographic information of the respondents, Instructional supervision practices carried out by headteachers in Mulot Division, Narok South Sub County

Table 4.1 Questionnaire return rate

Category	Target respondents	Number collected	Percentage returned
Headteachers	30	30	100
Teachers	80	80	100

From the table 4.1 shown above, a hundred percent response rate was obtained from the headteachers and a similar percentage also from the teachers and this was a good response rate for a study. This good response rate was attributed to proper briefing where participants were informed well in advance of the purpose of the study. The researcher administered the instruments in person and collected them immediately to avoid incidences of misplace.

4.2 Demographic information of the respondents.

This section helped to understand the respondents as agents of education in the schools in Mulot Division since their background information could influence instructional supervision. Background information on gender, ages, academic qualification, and experience of the headteachers and teachers were analyzed and the results presented in tables, graphs and charts.

4.3 distribution by gender

Gender representation in schools provide level ground for gauging gender in academic achievement. It is an important aspect as it could influence supervision hence performance of the learners. This study analyzed gender representation of respondents and the findings were as shown in figure 4.1 below.

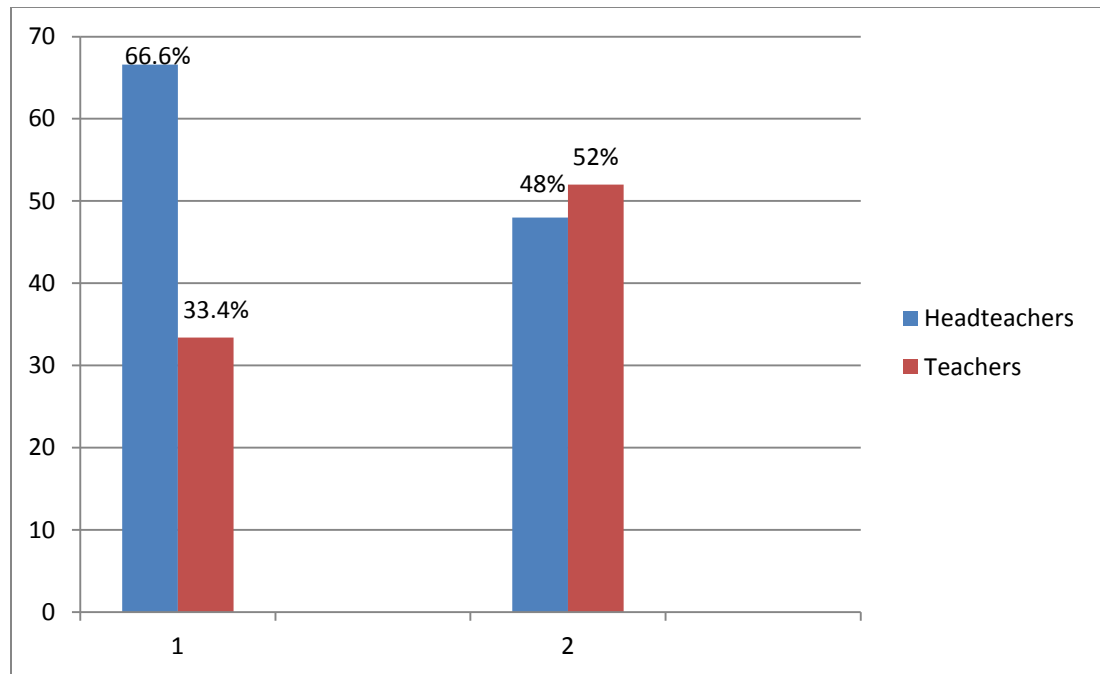


Figure 4.1 Distribution of the head teachers and teachers by gender

From figure 4.1 above we are shown that most male teachers are in leadership positions in primary schools in Mulot Division, Narok south Sub County. This could be as a result of poor perception by the larger community of female teachers' ability to lead coupled with some cultural shortcomings or unwillingness by female teachers to head schools. A different observation was made when gender representation in teachers was analyzed as there were more female teachers as compared to males. The results indicate that the study took into consideration the gender representation hence responses represent views of both genders. The researchers sought to find out respondent's age brackets and presented the findings in the table below

Table 4.2 Headteachers' and teachers' ages

Age	Headteachers		Teachers	
	F	%	F	%
Below 25	00	00	3	3.75
26-30	00	00	12	15
31-35	2	6.6	13	16.25
36-40	4	13.3	22	27.5
41-60	24	82	30	37.5
Total	30	100	80	100

Table 4.2 shows that a vast majority of the head teachers 82percent are above 41 years of age. The findings also show that no headteacher is below 30 years. This implies that schools are managed by mature people who also have long teaching experience and well versed on education matters. On the side of teachers, 65 percent of them were 36years and above showing that most teachers are mature and provide reliable information. The study sought to establish the academic qualifications of the respondents. This was important because academics provide a benchmark for their ability to handle the research instrument. The figure 4.2 below clearly depicts this.

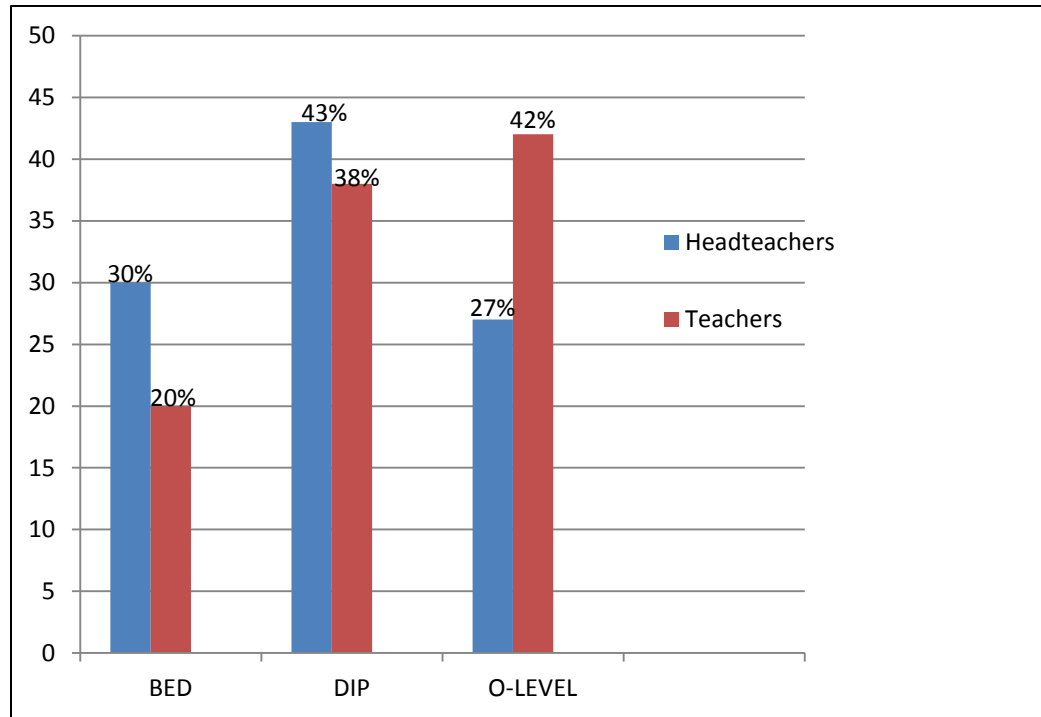


Figure 4.2 distributions of head teachers and teachers by their academic qualification.

Figure 4.2 indicates that majority of the Head teachers, have higher qualifications necessary for translating and implementing the Ministries' policies and guidelines key among them being instructional supervisor. Most of teachers have academic qualifications above form four examinations this means they understand their responsibilities well and ready to discharge their duties as expected by the ministry which demands that appointment of school heads be people with appropriate qualifications .They should on top of entry qualification be trained

further in a number of in service courses. The statistics indicate that all the teachers have the prerequisite training required in the teaching profession and are therefore expected to understand the instructional supervision process and the activities that the process entails and in turn enhance academic performance. This implies that the respondents had the necessary qualification to provide information on instructional supervision.

4.4 Distribution of headteachers and teachers by experience.

The researcher sought to find out whether the experience a headteacher has in handling a school has any influence on instructional supervision practices and on performance. The study also sought to establish if teachers' experience influences performance. The findings are represented below in figure 4.3

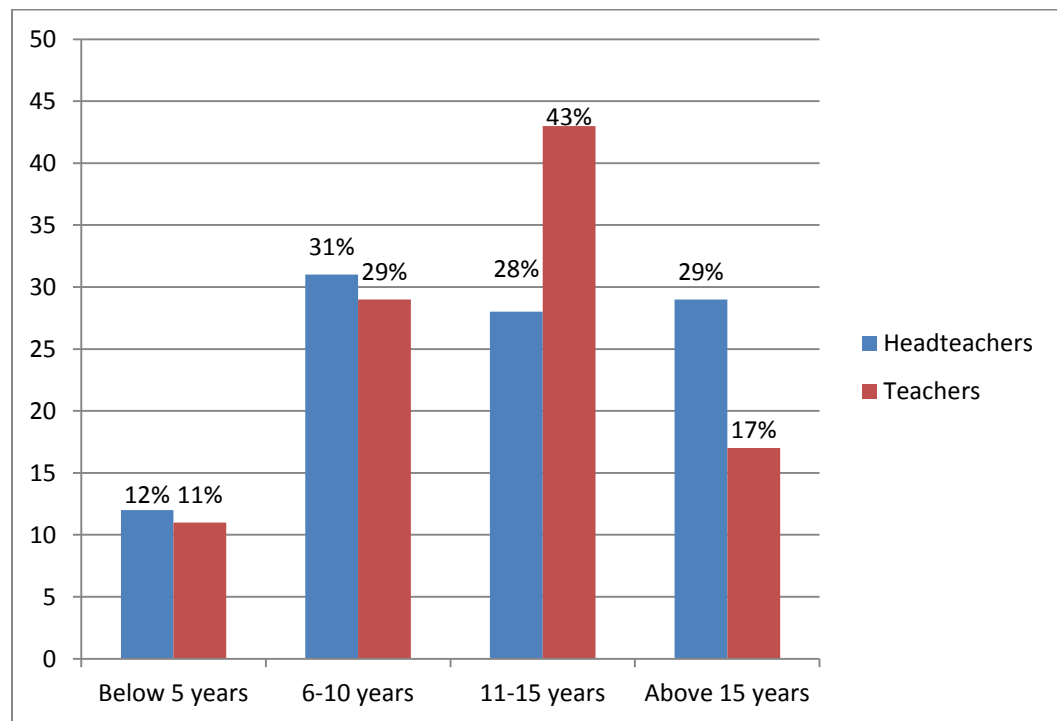


Figure 4.3 Distribution of headteachers and teachers by experience.

From the above figure it is clear that majority of headteachers have an experience of leadership of between six years and ten years and a minority have an experience of below five years. It can therefore be seen that all the headteachers have exposure in leadership and are therefore expected to understand the instructional supervision process and practices as expected of them to enhance performance. This is in line with the assertion by Mgbodille (1996) that the period of exposure to administrative policies and guidelines impact on institutional performance.

According to Eshiwani (1993), the length of service exposes the individual to the practices of the profession. The finding indicates that 89 percent of the teachers had a teaching experience above five years. Its only 11percent of all the teachers who indicated that they have a teaching experience of less than 5years The teachers were therefore able to understand and participate in the practices related to instructional supervision. This shows that majority of the teachers could give an objective assessment of instructional supervision practices of headteachers in Mulot Division Narok South Sub-county. The study sought to find the professional level of the headteachers and teachers. The findings were as shown in table 4.3 below

Table 4.3 Distribution of headteachers and teachers by professional qualifications

Professional level	Headteachers		Teachers	
	F	%	F	%
Graduate	5	16.7	8	10
ATS I	2	6.7	5	6.25
ATS II	3	10	7	8.75
ATS III	12	40	14	17.5
ATS IV	6	20	18	22.5
P1	2	6.7	28	35
TOTAL	30	100	80	100

The purpose of seeking the information on the level of professional qualification is to find out if head teachers are professionally qualified to handle instructional supervision in their schools and also find out if teachers have the relevant professional qualifications required of a teacher. The findings shown in the above table indicate that 16.7 percent of head teachers are graduates and 76.7 percent are holding various levels of approved teachers. Its only a small percentage who are in the P1 category. This tends to portray that more qualified teachers are appointed to leadership positions. So generally all the headteachers are qualified professionally. On teachers qualification from the above table, 19 percent are graduates and 54.7 percent are approved teachers in various levels leaving only 35percent in the p1 category

this also shows that all teachers are professionals with the required qualification for curriculum implementations in schools. This agrees with Eshiwani (1993) who asserts that teachers' academic and professional qualifications has significant influence on pupils' performance

The researcher sought to determine whether headteachers in Mulot Division had attended any in service training in educational management with institutions such as KEMI, MOE, KEPSHA, or any other. This was important because headteachers need to keep abreast with innovation and change. The findings are represented in figure 4.4 below.

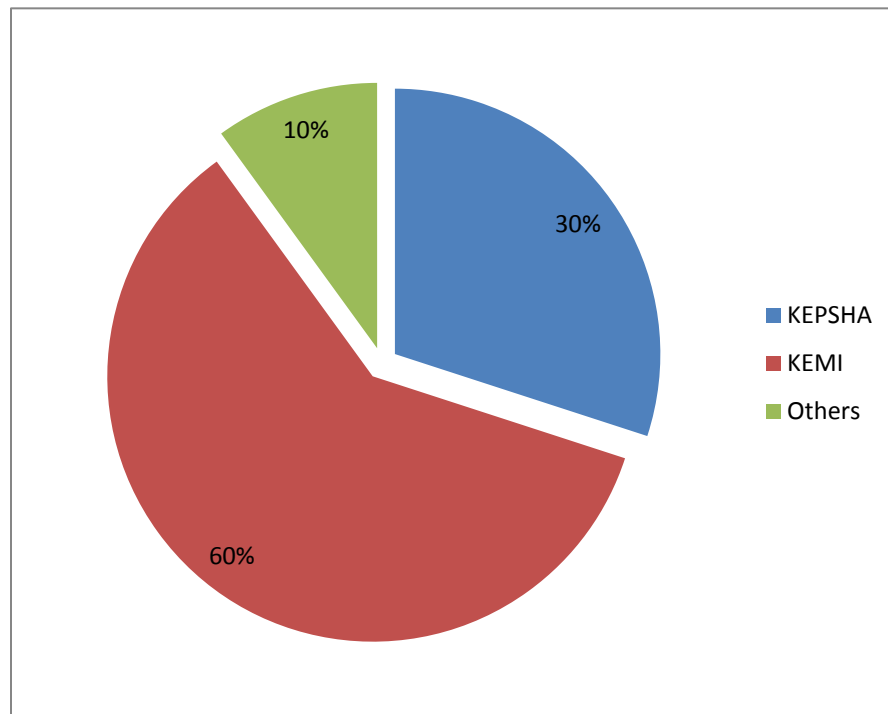


Figure 4.4 Agencies involved in educational management training in Mulot Division Narok South district.

The majority of the headteachers had acquired administrative skills through in-service training while others sponsored themselves to undertake education administration courses at the local universities as well as attended KEPSHA conferences. From the above analysis most of the headteachers had attended KEMI diploma courses in education management. The others have attended KEPSHA conferences and other inservice training agencies aimed at boosting education management. This implies that the headteachers have the knowledge required in administration of which instructional supervision is part of. These findings concur with the recommendations of the Sessional Paper No. 1 of 2005 that sees in-service training as an aspect of enhancing supervision hence guarantee quality. Most of the headteachers felt that such training boost their ability of carrying out instructional supervision practices thus reflecting in pupils KCPE performance. They understood their responsibilities better and thus discharge their duties as required. The study sought to find out if headteachers are supervising teachers. The findings are represented in the figure 4.5 below

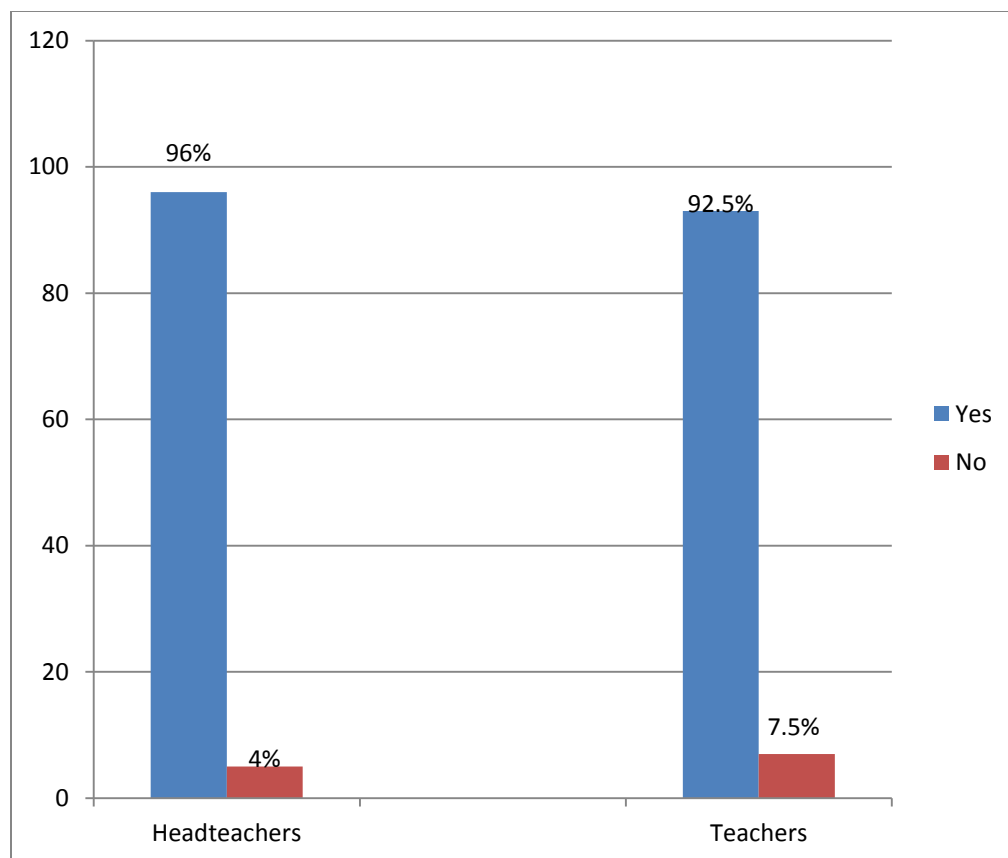


Figure 4.5 Headteachers' supervision of teachers.

From figure 4.5 above, most of the headteachers affirm to be carrying out teachers' supervision. This was in agreement with teachers' response where 92.5 percent indicated that their headteachers have been carrying out supervision. This implies that headteachers are aware of their supervisory roles in school. This is in line with Kitavi (2005) observation that stringent supervision of teachers minimises absenteeism hence proper curriculum implementation. The study then sought to establish the frequency of the headteachers supervision of teachers. The finding will assist in checking the efficiency of an individual headteachers in supervision of teachers resulting in pupils' good performance. The findings are presented in the figure below

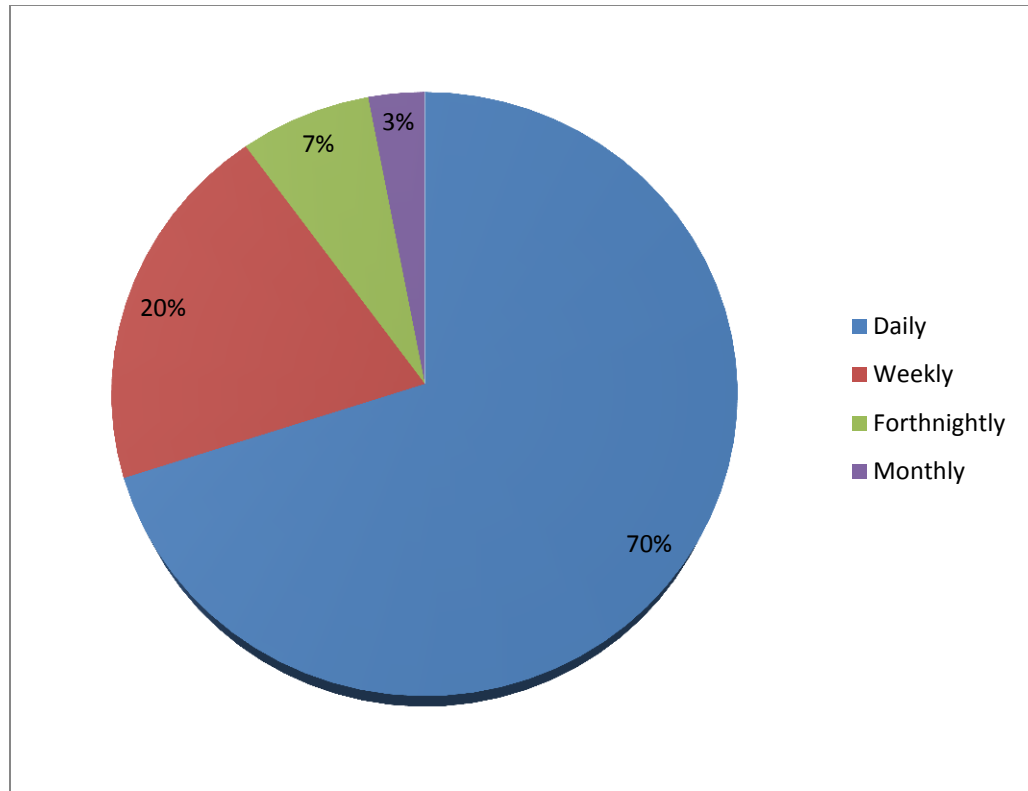


Figure 4.6 Headteachers' response on frequency of teachers' supervision.

The findings of the study shows that a high percentage of headteachers carry out their supervisory work on daily basis. A higher number of the headteachers indicated to be doing on daily basis. This was in agreement with teachers' responses which indicated at 61 percent. The findings concurs with Kitavi(2005) stating that stringent supervision is necessary for improving performance. Less supervision creates room for rampant absenteeism in schools resulting in poor performance due to poor syllabus coverage and laxity among teachers. The below figure shows teachers' response on the frequency of headteachers' supervision.

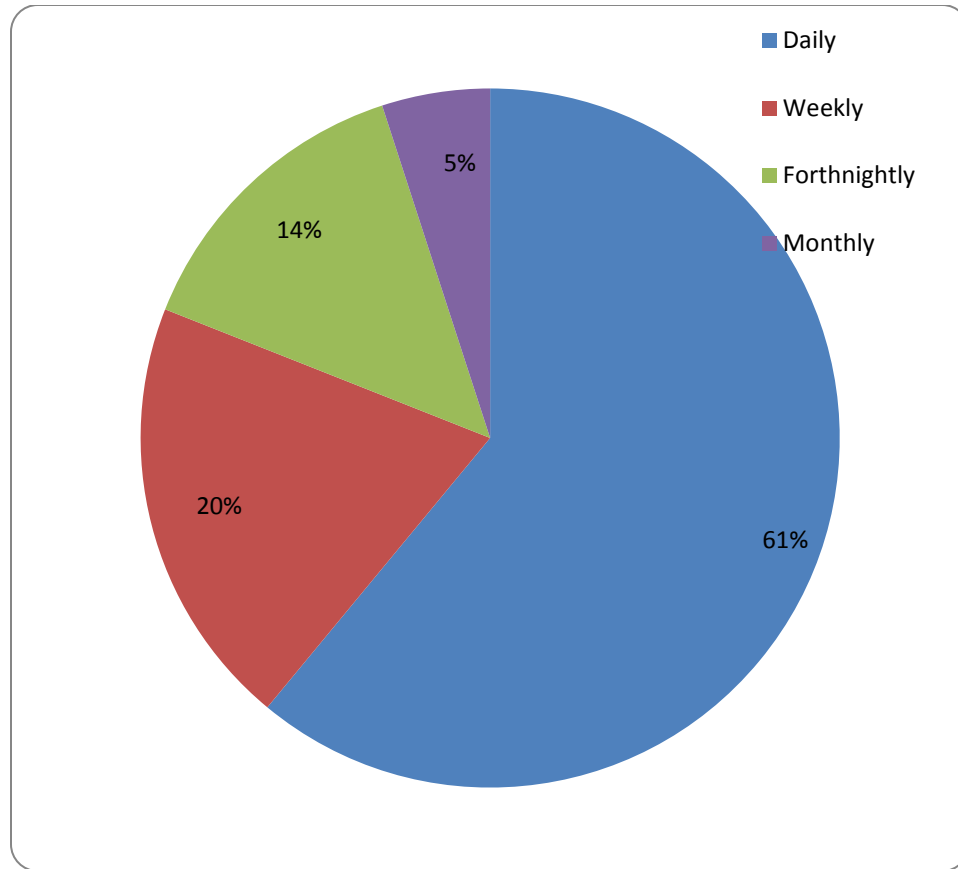


Figure 4.7 Teacher's response on the headteachers' frequency of supervision.

The findings show majority of the teachers indicated that headteachers are carrying out supervision on daily basis. 20 percent and 14 percent indicated the headteachers carry out supervision on weekly and fortnightly basis respectively. This is in line with Ngujiri (2012) that frequent supervision makes teachers become thorough in their work leading to better performance. However this could not clearly assure of good results since indept studied was required as other factors may be influencing performance.

The researcher sought to establish the relationship between the frequencies of supervision and pupils KCPE performance. The findings were as shown in the table below.

Table 4.4 Relationship between the frequency of supervision and pupils KCPE performance

Frequency	Percentage	KCPE mean score
Daily	61	243.82
Weekly	20	240.61
Fortnight	14	238.65
Monthly	5	230.46

From the table it is evident that the frequency of headteacher supervision influences pupils performance in KCPE

The researcher sought to establish whether teachers understand the instructional supervision role of the headteachers. This is important as it will act as a sign that the response was not bias and information given from an objective point of view.

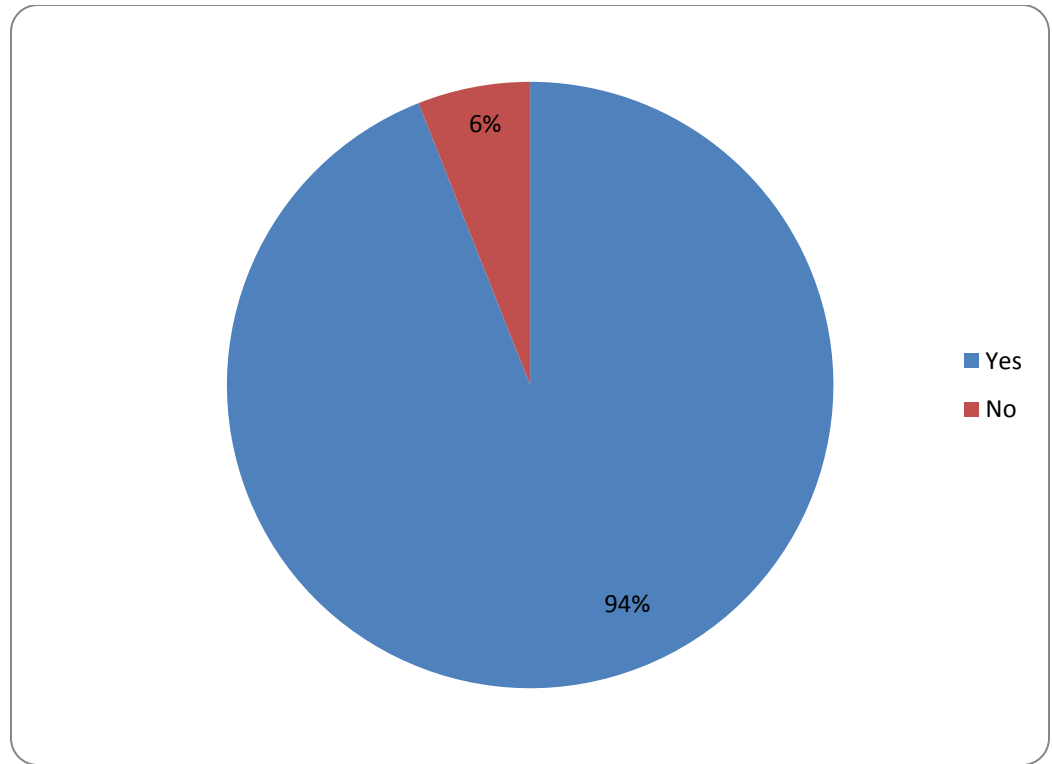


Figure 4.8 Teacher's awareness of head teachers' instructional supervision.

From the findings above majority of the teacher indicated that they are aware that headteachers are expected to supervise them. It is a paltry 6 percent who indicated that they are not aware that headteachers are expected to supervise them. Given this response of the teachers can be summed as reliable and versed with the expectation of the teaching profession.

4.5 Influence of headteachers classroom visits on pupils' performance

The researcher sought to find out whether headteachers classroom observation visit influenced pupils performance. The findings of the study are represented in figure 4.9 below.

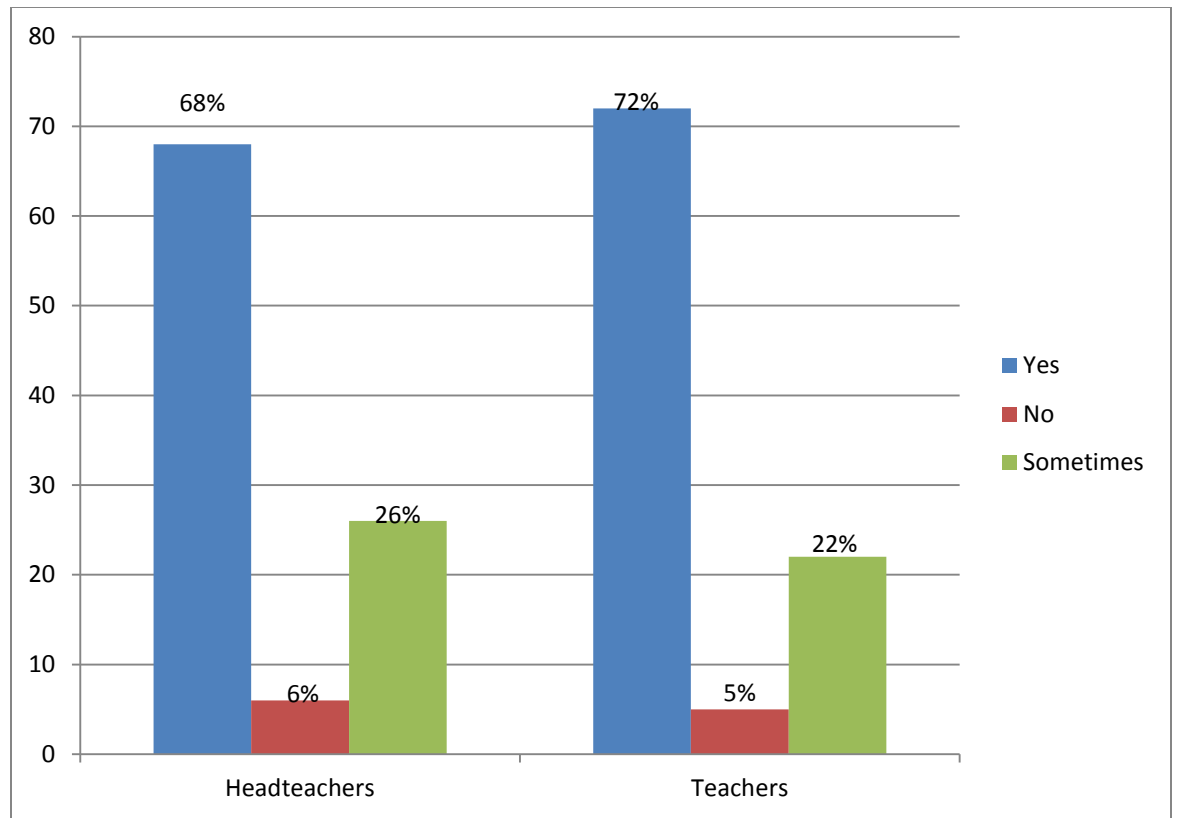


Figure 4.9 Headteachers classroom observation visits

From the study findings majority of the headteachers indicated that they visit classrooms during teaching to observe the teaching process. This finding implies that most headteachers are aware of their role of classroom observation visits in order to find out what is actually going on in the classrooms. However, the frequency of carrying out the visits may be the problem. This was in agreement also with the teachers response where a big percentage indicated that headteachers make classroom observation visits.

The researcher then sought to find out how often headteachers conduct classroom visits and influence on KCPE pupils performance the findings were as in the below table.

Table 4.5 Frequency of the headteachers' classroom observations visits

No. of times	Head teacher		teachers		KCPE mean score
	F	%	F	%	
Weekly	3	10	6	7.5	250.10
Monthly	7	23.3	22	27.5	234.82
Termly	23	76.6	52	65	231.42
Yearly	-	-	-	-	-
Total	30	100	80	100	

From the above table a vast majority of the head teachers indicated that they make classroom visit once in a term and this was in agreement with majority of teachers who also indicated that headteachers' visit the classroom for observation once in a term. The schools that saw their headteachers make frequent classroom observation visits posted better results. Bad results were posted in school where the headteacher made classroom visits once in a term. Classroom observation visits is important in finding the kind of interaction in classroom during teaching and learning process. The findings imply that head teachers are not keen on this supervision practice. This concurs with Eshiwani(1993) who attributed pupils' poor performance to 'armchair head teachers who do not make classroom visits to find out what is going on. Gachoya(2008) observed that supervisors who made classroom visits were able to have an insight into the actual instructional process and failure affect academic performance adversely.

4.6 Influence of headteachers' teachers records checking on students' performance

To establish whether checking of teachers professional records influence pupils performance. The researcher first sought to find out whether head teachers check teachers records of work, figure 4.10 presents the findings.

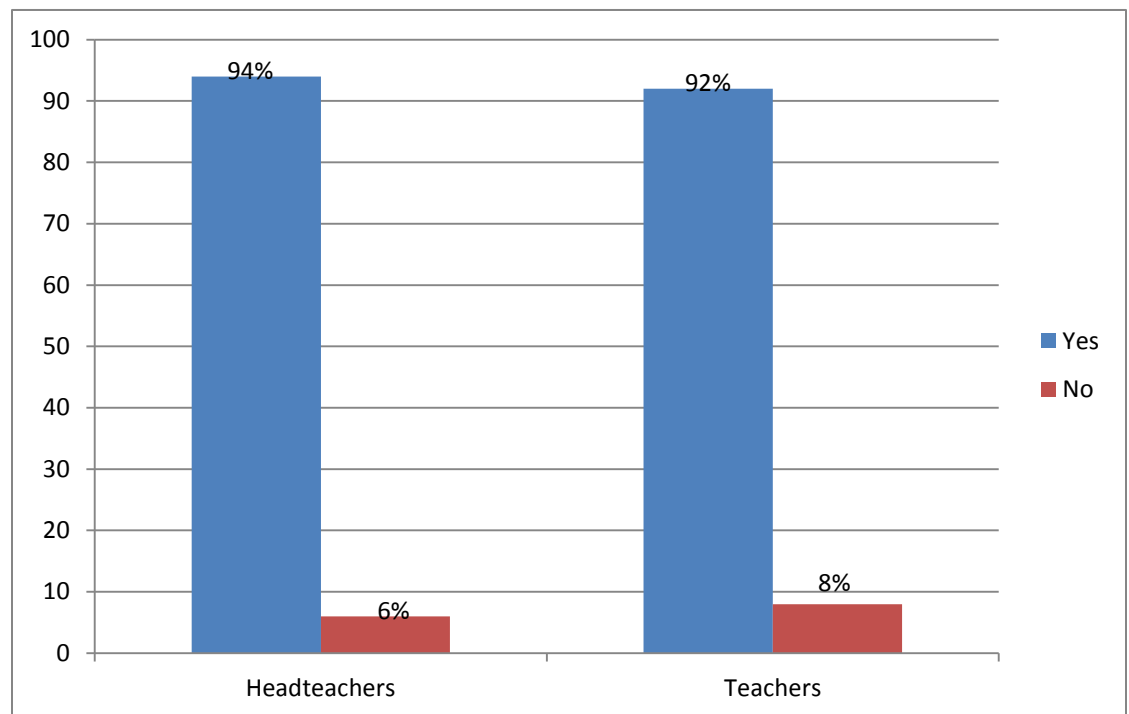


Figure 4.10 Headteachers' checking of teachers records of work.

From the above findings, majority of the head teachers indicated that they check teachers' professional records and a similar observation was made with the teacher's response where 92.4 percent of them indicated that their headteacher checked teacher's records. The researcher then sought to find out how often the headteachers checked teacher's records of work and presented the findings in the table below

Table 4.6 Headteachers’ response on frequency of checking teachers’ records of work

Frequency	F	%	KCPE Mean Score
Weekly	2	6.6	250.18
Monthly	15	50	239.26
Termly	13	43.3	228.16
Yearly	-	-	-
TOTAL	30	100	

Table 4.6 shows that majority of the headteachers and of the teachers indicated that teachers’ records of work are checked once in a month. Another 43.3 percent of headteachers indicated that they check once in a term. The table shows a close relationship between checking of teachers’ records of work and pupils KCPE performance. School where the headteachers check teachers’ records of work posted better results as compared to those where records of work are checked on monthly and termly basis. The study had similar observation of relationship from the response as presented in table 4.7 below.

Table 4.7 Teachers' response on frequency of checking teachers' records of work.

Frequency	f	%	KCPE Score	Mean
Weekly	12	15	249.78	
Monthly	41	51	238.56	
Termly	27	33.75	234.68	
Total	80	100		

From the above table 33.75 Percent of teachers indicated that professional records are checked once in a term. by the headteachers. However these frequencies of checking the teacher's records is not enough as they should be checked more oftenly than termly and monthly. This findings agrees with Musungu and Nasongo (2008)who attributed poor performance to failure by headteachers to check teacher's records often

The study then sought to establish the frequency of checking the various records of work if they are up to date. The findings were analysed in table 4.6 presented in a three point scale where O=oftenly, R=rarely and N=never.

Table 4.8 Headteachers' response on checking of various records of work

Records	O		R		N	
	f	%	f	%	f	%
Schemes of work	28	93.3	2	6.7	-	-
Records of work covered	14	13.3	26	8.6	-	-
Lesson plans	6	20	24	80	-	-
Lesson notes	6	20	22	73.3	2	6.7
Progress records	7	23.3	21	70	1	3.33
Pupil registers	10	33.3	20	66.6	-	-

Table 4.8 shows that majority of the headteachers indicated that they checked schemes of work oftenly, teachers response showed that 74.4 percent indicated that schemes of work are oftenly checked. The lesson notes and lesson plans are indicated at 73 percent and 80 percent respectively of headteachers to be rarely checking. Progress records and records of work covered are indicated by a bigger percentage respectively of headteachers that they are rarely checked .This shows that there is a lot of laxity in checking teacher's other records of work except schemes of work only which shows to be getting more attention. Table 4.6 shows teachers' response.

Table 4.9 Teachers' response on frequency of supervision of various records of work

Table 4.7 Teachers' response on frequency of supervision of various records.

Records	O		R		N	
	F	%	F	%	F	per
Schemes of work	26	86.6	4	13.3	-	-
Records of work covered	4	13.3	24	80	-	-
Lesson Plan	2	6.7	26	86	-	-
Lesson notes	1	3.35	28	93.3	-	-
Progress records	2	6.7	28	93.3	-	-
Pupils register	-	-	22	73.3	7	23.3

From the above table 86.6 percent of teachers indicate that schemes of work are oftenly checked. This agrees with headteachers that schemes are better checked of all the other records. Records of work covered, lesson notes and lesson plans are indicated by teachers at 80 percent, 86.6percent and 93.3percent respectively as being checked rarely. This is an indication that headteachers do not pay attention on the other records apart from schemes of work. Similar observation was made on both progress records and pupils' registers which was indicated at 93.3percent and 73.3percent respectively. This was a clear show that most records are not checked by most headteachers. The study then sought to establish whether teachers preparation of records influence the performance of pupils. The findings are presented in the below figures

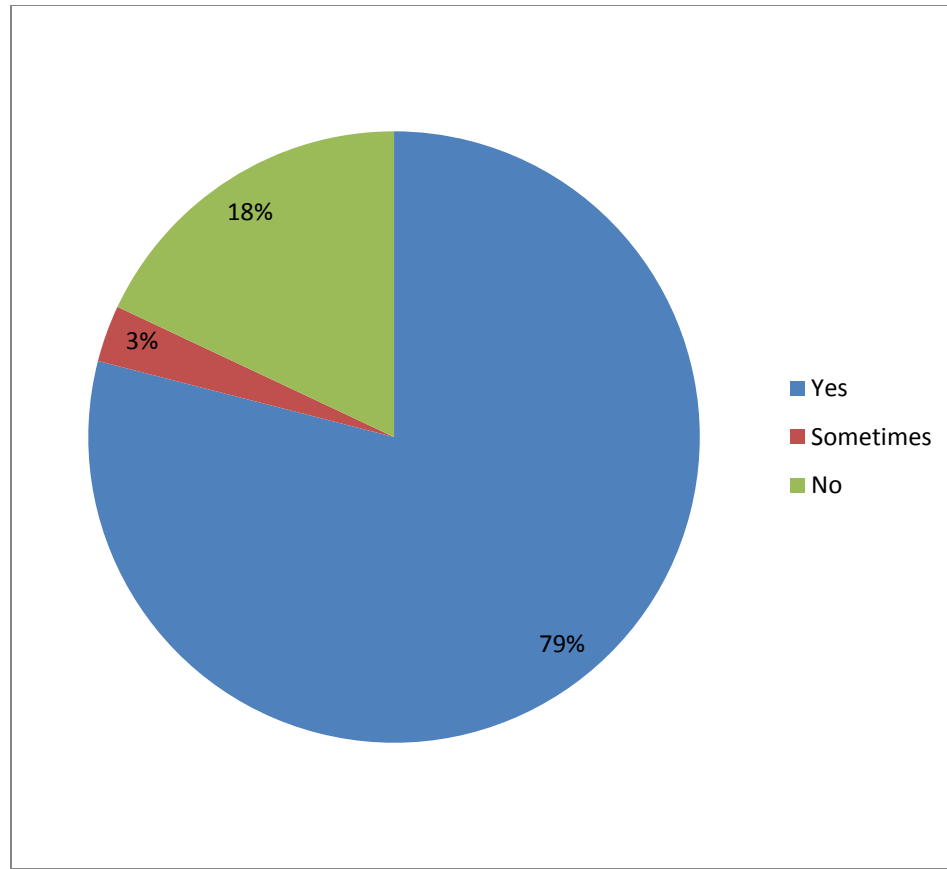


Figure 4.11 Headteachers’ response on effects of preparation of records on performance

The study findings show that a majority of the headteachers agreed that teachers' records of work influence pupils' performance. These findings show that there is a belief that with the availing of schemes of work by teachers, there is an outright improved performance. The indication by headteachers is in agreement with the teachers' response in figure 4.8 where most of them indicated the same. In headteachers' response, 18 percent indicated that records preparation do not influence the performance.

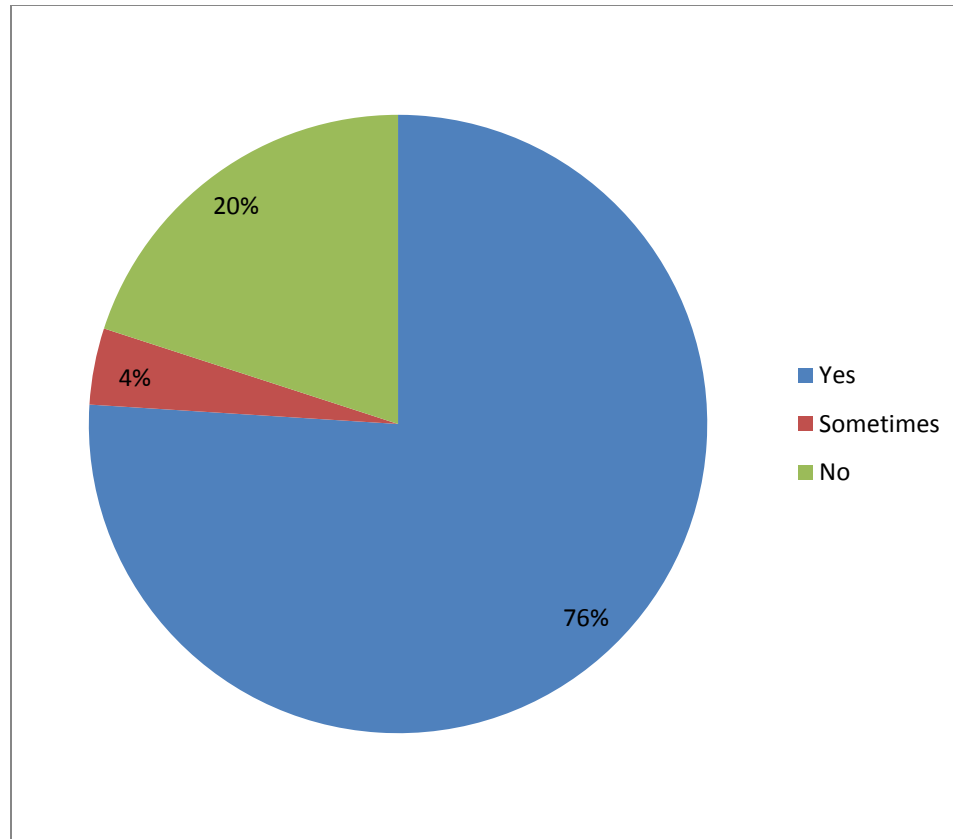


Figure 4.12 Teachers’ response on effects of preparation of records on performance

The responses of both headteachers and teachers agree that good performance is determined by teachers preparing, keeping and using of the required professional records. In the above findings, 76 percent of teachers agree that records preparation influence pupils performance. Brandit (1987) states that effective headteachers are perceived as those who carry out thorough supervision of teachers and students work. The records should be prepared by a teacher oftenly and the headteachers should be ensuring they are up to date. Teachers should avoid recycling old records like schemes of work. This concurs with Daresh and

Playko(1992)that thorough supervision in areas of checking teacher's records has positive effect on academic performance.

4.7 Checking pupils' exercise books and pupils' performance

To establish whether checking pupils' exercise books influences pupils' performance, the study sought to find out whether headteachers check pupils' exercise books .The findings were analysed and presented in figure 4.13 below

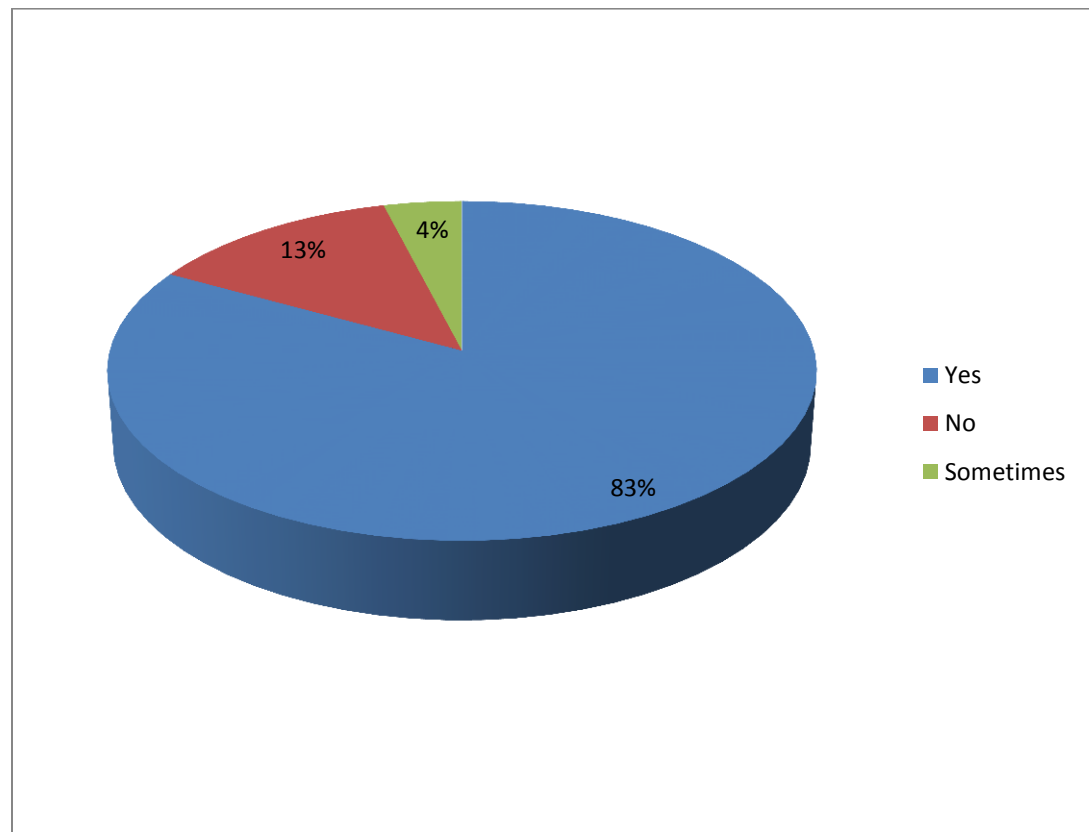


Figure 4.13 Headteachers' response on checking of pupils work.

In figure 4.13 above majority of the headteachers indicated that they check pupils lesson notes with 15.7 percent of them indicating they do not check pupils work and a paltry 1 percent indicated that it is sometimes done. Similar observation is

made through teachers responses depicted in figure 4.14 below. The researcher then sought to establish the relation between checking pupils work and pupils KCPE performance from the headteachers response. The result are presented in the below table

Table 4.10 headteachers’ response a checking of pupils’ exercise books.

Response	f	%	KCPE mean score
Yes	25	83.3	246.46
Some times	4	13.3	236.79
No	1	3.4	231.26
Total	30	100	

From the above table the headteacher checking of pupils’ exercise books shows some slight relationship. This relationship agrees with Musungu and Nasongo (2008) that principals of high performing schools checked students lesson notes. This slight relationship could be as a result of other factors at play influencing the performance. On teachers’ response, majority of the teachers indicated that headteachers check pupils’ lesson notes and 14.25 percent indicated that pupils’ lesson note are not checked by their headteachers.

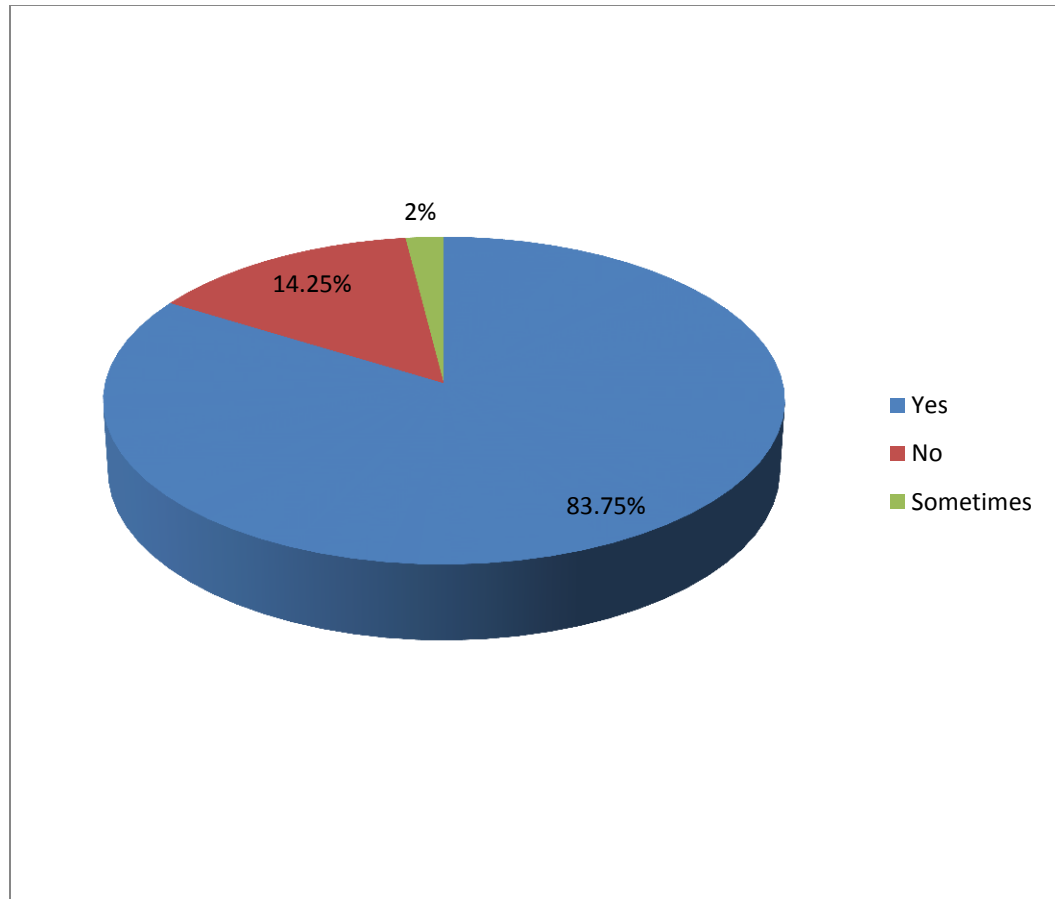


Figure 4.14 Teachers’ response on headteachers’ checking of pupils exercise books

The above responses implies that headteachers are in a position to monitor what the pupils are being taught in the classes thus enhancing performance. However, the observation made above does not exactly portray the frequency of checking the pupils lesson notes as the frequency may not be sufficient in ensuring proper curriculum delivery hence good performance in national examinations. The study then sought to find out how often headteachers check pupils lesson notes. The findings are presented in table below

Table 4.11 Headteachers' and Teachers' responses on frequency of checking pupils' exercise books.

No. of Times	Headteachers		Teachers		KCSE Mean Score
	F	%	F	%	
Weekly	3	10	6	7.5	252.28
Monthly	7	23.3	22	27.5	246.82
Termly	23	76.6	52	65	228.78
Total	30	100	80	100	

From the study findings majority of the headteachers' indicated that they rarely check pupils lesson notes. This implies that there is a lot of laxity by the headteachers' in carrying out this supervisory practice which should be done more oftenly. There is a close relationship between the headteachers' frequency of checking lesson notes and pupils' KCPE performance. Schools where pupils' lesson notes are checked on weekly basis, posted better results in KCPE than those checking on monthly and termly basis. Lesson notes shows a clear picture of what is taught in class. This findings concurs with Williams (2003)who states that there is significant impact of checking students lesson notes on academic performance in English language in secondary schools in New York City.

4.7 Headteacher-teacher post observation conference and pupils' Performance

To establish whether headteachers - teachers post observation conference influences pupils' performance. The researcher sought to find out whether headteachers convenes post observation conference, the findings are represented in figure 4.15 below

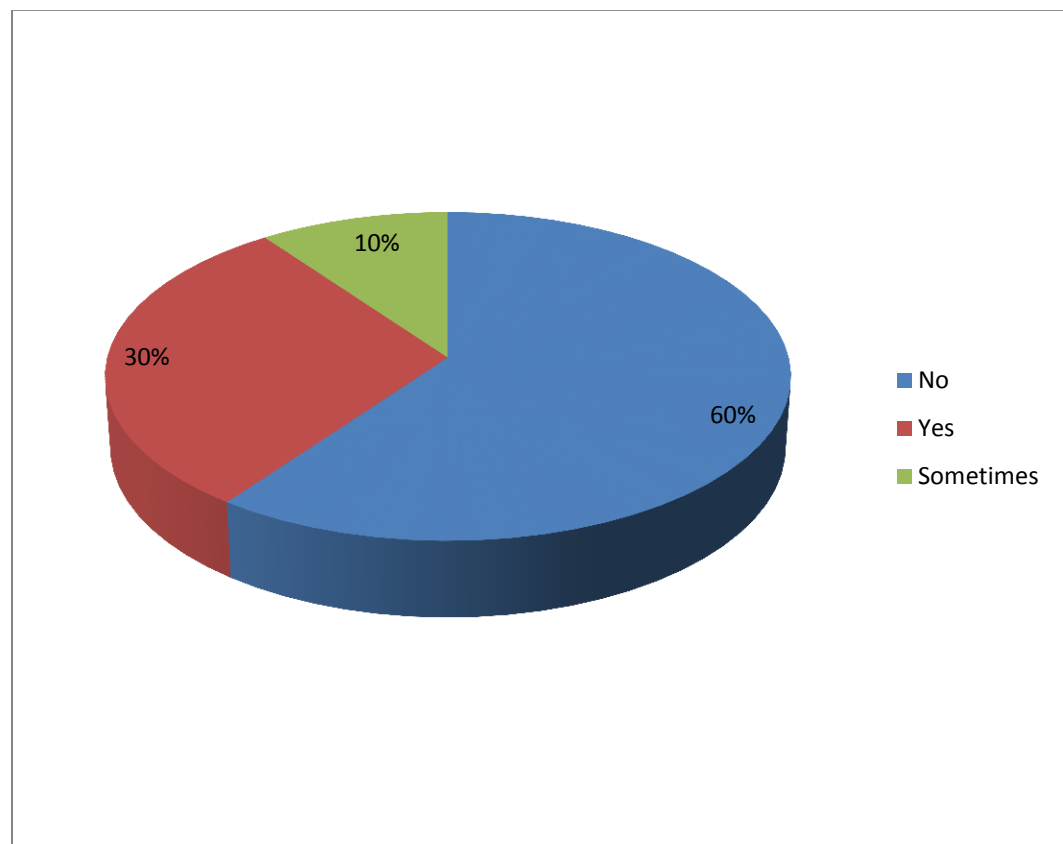


Figure4.15 Headteachers' response on conduct of post observation conference

From the above findings of the study majority of the headteachers (60percent) indicated not to be holding post observation conference after observation. Another 10 percent of the headteachers indicated that they do it sometimes and this shows

lack of programme and seriousness in doing. 30 percent be holding post observation conference and discussing the outcome of classroom observation visits. This is indicative of an instructional supervision practice that is done but does not come back to benefit the teacher and the learners. This shows that the corrections made or errors observed are not discussed with the concerned teacher with a purpose of improvement. The researcher then sought to find the relationship between the conducting of post observation conference and pupils KCPE performance. The findings were as presented in the table below

Table 4.12 headteachers’ response on conduct of post observation conference

Frequency	f	percent	KCPE Mean Score
No.	18	60	249.49
Yes	9	30	256.62
Sometimes	3	10	252.49
Total	30	100	

From the table above there is moderate relationship between carrying out post observation conference and pupils KCPE performance. This moderate relationship may be because some other factors may be contributing on the performance. Similar observation was seen in teachers’ response in figure 4.16 below.

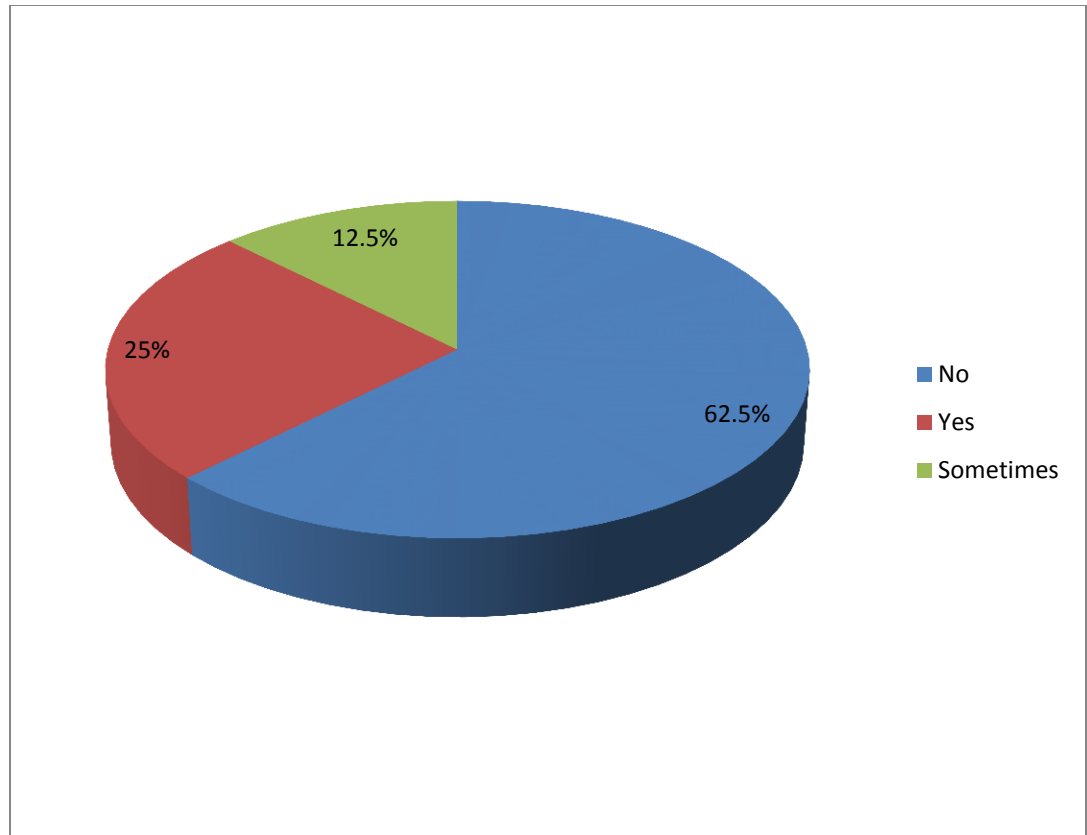


Figure 4.16 Teachers’ response on headteachers’ conduct of post observation conference.

The findings of the study shows that majority of the teachers indicates that post observation conference is not convened by the headteachers. 25 percent indicate that post observation conference is done with 12 percent indicating that it is sometimes done.

This is in agreement with 60 percent of headteachers who also indicated that they do not convene post observation conference. The researcher then sought to establish from the teachers response the relationship between post observation conference and the pupils KCPE performance and presented the findings in table 4.13 below

Table 4.13 Teachers’ response on headteachers’ conduct of post observation conference

Response	F	%	KCPE Mean Score
Yes	20	25	239.64
No	50	62.5	236.75
Sometimes	10	12.5	234.61
Total	80	100	

From the table above a class relationship was evident as schools where post observation conference showed better results as compared to those without post observation conference in place.

The researcher sought again to establish if feedback is given by the headteacher after observation of a lesson. The findings are presented in figure 4.17 below.

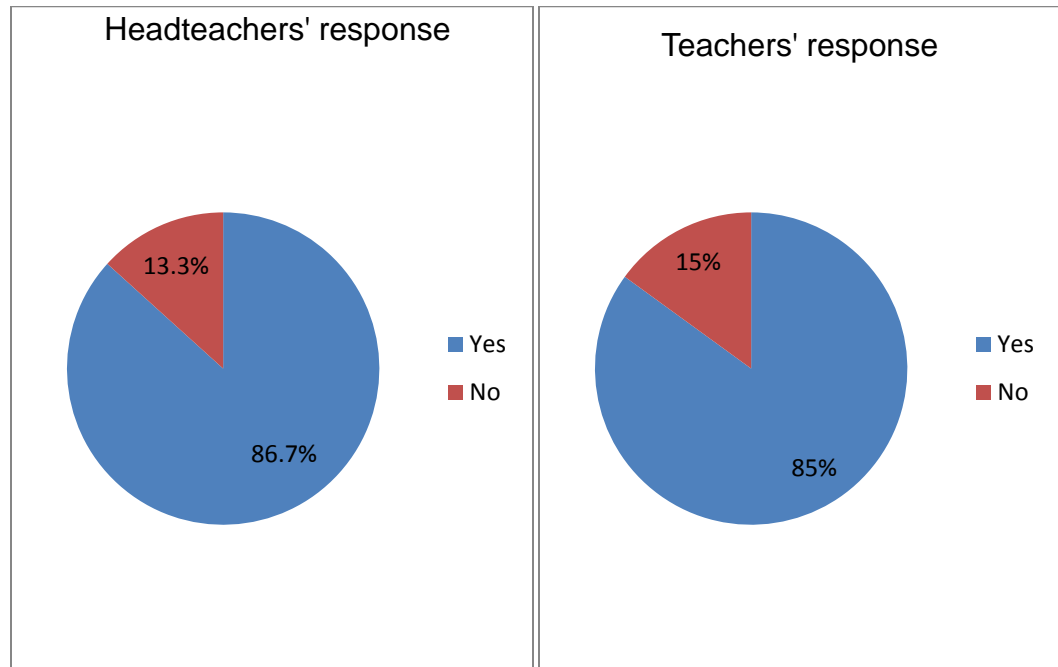


Figure4.17 Feed back after observation.

The above findings indicated that feedback is given to teachers after observation. The response from the headteachers indicated that most of them gave out feedback. On asking them to elaborate majority of the headteachers and teachers indicated that feedback is given individually. The researcher then sought to establish the challenges faced by the headteachers in carrying out their supervisory duties. The findings of most common views are presented in the below table

Table 4.14 Challenges faced by headteachers in carrying out supervision.

Views	Headteachers		Teachers	
	F	%	F	%
Lack of time by headteachers	13	43.3	31	38.75
Poor attitude by teachers	12	40	37	46.2
Poor attitude by headteachers	2	6.7	9	1.3
Laxity	3	10	3	3.75
Total	30	100	80	100

The findings of the study indicated that lack of time by the headteachers is the major reason for failure to carry out clinical supervision. This was indicated by 42 percent and 38 percent of headteachers and teachers respectively. Poor attitude by teachers came up as the second reason and challenge in supervision, the headteachers response showed 46 percent indicating that teachers have negative attitude and 46 percent of teachers indicated having bad attitude towards clinical supervision.

4.8 Pupils KCPE performance

To determine the performance of pupils in KCPE, The 2011-2014 school mean scores were studied. The Divisional means as presented in table1.1 showed that majority of the pupils are below the pass mark of 250 marks out of 500 marks.

This is a clear indication that majority of pupils are performing poorly in the Kenya certificate of primary education thus missing on getting placement into secondary schools. This one is portrayed more overtly when compared with the other divisions in Narok south district. Going to individual schools, Majority of the schools which fared well in instructional supervision practices posted better results while those found to be either carrying supervision practices rarely or not doing at all, did poorly in the Kenya certificate of primary education. This confirms that there is a significant influence of the extent of carrying out instructional supervision practices on pupils' performance.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter explains the summary, conclusions and recommendations of the study and the extent to which the research objectives were achieved. The purpose of the study was to determine whether the headteachers' instructional practices carried out in Mulot Division in Narok County had influence on KCPE performance in the public primary schools in Mulot Division, Narok South district

5.2 Summary of the findings

Classroom observation visits, post observation conferencing, checking of pupils lesson notes and checking of teachers' records significantly influence academic performance of pupils in Public Primary schools in Mulot Division have been performing poorly in Kenya Certificate of Primary Examination. The reason for the poor performance in the division can only be found with proper investigations.

There were four research objective questions guiding the study. The study used descriptive survey design. Headteachers and teachers were the respondents in the study. 30 headteachers from the 30 public primary schools that had presented candidates for national examination since 2012 up to 2014 and a sample of 80 teachers, hence 110 questionnaires were administered and all were collected back. Quantitative data were analyzed using frequencies, tables charts and percentages. Qualitative data were organized into themes that came out in the

research questions and were analyzed using descriptive narratives. The first objective of the study sought to determine the extent to which headteachers' classroom visitation influenced students' KCPE performance. The percentages analyzed established that headteachers class visitation significantly influenced pupils' performance. This finding was in line with Gachoya (2008), who stated that supervisors who made these visits were able to have an insight into the actual teaching and learning in the school. This would enhance proper curriculum implementation hence good performance. Findings on influence of teacher observation indicated that headteachers' frequency of observing teachers significantly influenced KCPE performance.

The second objective was sought to determine the extent to which checking of teachers' records by headteachers influences pupils' performance. There was significant influence of the headteachers frequency of checking teachers' professional records supporting the research finding by Daresh and Playko (1992), and Gachoya (2008) that instructional supervision strongly impacted on performance.

The third objective sought to determine whether checking of pupils lesson notes. There was a big relationship between the poor performance and failure to check pupils' lesson notes. The majority of the headteachers indicated that they rarely check pupils lesson notes. Pupils' lesson notes acts as a mirror of what is actually going on in the classrooms. The study concurs with Williams (2003) who observed that there is a great impact in checking students' lesson notes on performance in English language in New York City schools.

On the last objective the study sought to establish whether post observation conference influenced performance of pupils. The findings showed that headteachers do not convene a post observation conference. Headteachers prefer giving out the feedback on supervision to individuals without discussing with the concerned teachers on areas of strength and weakness and remedy. The findings agree with Fisher (2011) that such conferences offer the teacher the opportunity to expand his or her knowledge hence translating in good performance.

5.3 Conclusions

From the percentages, tables and charts, the study concluded that the frequency of headteachers' classroom visitation significantly influenced students' performance in KCPE concurring with Gachoya (2008) that when the headteachers makes classroom visits, he/she is able to have insights into the actual learning atmosphere hence influence performance. In terms of conducting teaching observation, the study concluded that headteachers who consistently conduct lesson observation and held post observation conference with teachers, significantly influenced teachers' performance and hence students' performance. Lastly, the study concluded that the headteachers' frequency of checking teachers' records of work gave the headteachers the opportunity to have a foresight of teachers' curriculum implementation and students' needs for early intervention through in-service or otherwise, thus it significantly influence KCPE performance in public primary schools.

5.4 Recommendations

Based on the findings and the conclusions of the study, the researcher made the following recommendations.

- i. The headteachers should increase the number of times they make classroom visitations by having a well laid down plan on how to do it and also how to spread it across all classes. Through this, the headteacher will have a big insight of what is going on in terms of teaching and learning.
- ii. School heads should ensure that they check teachers' professional documents by coming up with strategies such that teachers submit records on weekly basis so as to keep close track on instructional processes in their schools.
- iii. The headteachers should create a routine of checking pupils' exercise books more oftenly. Through thorough checking of pupils' exercise books, the headteachers will get a clear picture of what is taught in the class hence informed on areas worth corrections and deter laxity amongst teachers.
- iv. The post observation conference should be given attention by the headteachers as it is the forum for corrections and exchange of ideas. Lack of this practice makes such practices as classroom visits less productive in terms of boosting teaching and learning process. The headteachers should promote positive attitude towards this practice and instructional supervision at large.

5.5 Suggestions for further research

The study recommends the following areas for further research;

- i. The study can be replicated in secondary schools since the same supervisors are responsible for secondary school supervision.
- ii. This study can be replicated in other districts to compare the findings.
- iii. A study can be carried out on the impact of KEMI on the effectiveness of headteachers in instructional supervision.
- iv. An investigation on the attitude of teachers towards headteachers Instructional supervision can be explored.

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APPENDICES

APPENDIX I

Letter of Introduction

University of Nairobi
P.O.Box 30197,
Nairobi
Date __ 2015

The Headteacher
.....Primary School
Narok South District

Dear Sir/Madam,

REF: PERMISSION TO ADMINISTER QUESTIONNAIRE

I am a student at The University of Nairobi currently pursuing a Masters degree in Education. As part of my assessment, I am required to carry out research on Effects of head teachers' instructional supervision on pupils' academic performance of Kenya Certificate of Primary Education (KCPE) in Mulot Division Narok South District.

The purpose of this letter is to request you to allow me to carry out this study in your school. The identity of the respondents will not be revealed

Your's faithfully

Likwop Paul Kipngetich

University of Nairobi

APPENDIX II

MULOT DIVISION KCPE RANKING 2011-2014

SCHOOL NAME	YEAR		
	2012	2013	2014
Kitoloswoni	327.22	332.65	326.70
Tengecha	327.64	319.72	324.65
Mogoiyuet	316.23	315.72	320.60
T4	314.15	310.26	322.76
Naisudori	309.62	300.69	312.26
Tendwet	307.71	302.71	310.16
Sogoo	292.21	314.61	312.26
Enkaroni	291.29	306.26	307.62
Saire	288.34	282.16	284.54
Menet	287.46	280.67	279.52
Ilmotiook	286.68	282.54	282.45
Sirinik	282.19	276.46	278.74
Motony	280.21	276.52	262.83
Laluk	280.12	269.57	281.26
Kewet	279.34	272.74	275.46
Kiptenden	277.75	268.54	272.48
Emitik	276.81	273.72	278.39
Siwot	274.72	268.31	271.47
Kilusu	270.64	269.89	270.98
Bondet	268.56	266.73	264.84
Tumoiyot	266.66	268.77	262.82
Marinwak	265.78	263.91	259.04
Olchoro	263.22	258.62	261.48
Ringwa	262.29	264.72	258.75
Aganga	260.34	257.19	263.86

Asega	258.71	257.23	260.02
Kuto	255.82	250.52	245.26ss
Milimani	254.34	236.39	236.46
Oldany	252.47	250.92	235.12
Chebinyiny	250.34	250.62	234.97
Masese	248.81	225.76	240.85
Botoret	245.42	224.16	232.67
Olereut	241.49	228.24	230.17
Enenerai	239.67	224.54	232.62
Rongena	232.84	229.67	226.71
Chepkutbei	230.18	228.71	226.67
Koita Mugul	229.14	236.14	238.76
Sagamian	228.39	220.62	218.46
Ngito	225.43	221.75	218.46
Matecha	222.54	220.23	224.26
Mwangaza	219.72	271.19	226.46
Nkanai	218.33	226.65	220.48
Ekule	217.54	228.65	214.65
Sitotwet	215.25	208.91	212.19
Tumaini	215.27	213.61	211.86
Ebenezer	214.75	212.86	216.89
Kaliet	213.89	198.71	206.78
Kitoben	212.04	207.94	211.48
Tachasis	212.31	208.22	206.84
Masantare	211.43	209.32	216.67
Kaplelach	210.38	212.45	209.89
Megenyu	208.49	210.46	208.79
Harmony	206.23	216.74	202.67
Tarakwa	204.78	206.16	210.15
Chebkebit	203.64	200.17	204.79

Kapkakatet	200.52	196.67	201.13
Kichaba	199.34	186.56	190.37
Kutete	197.14	179.34	182.46
Baragorwet	182.78	208.34	162.25
Sulunye	180.93	212.45	192.85
Mean Scores	244.74	235.17	237.72

APPENDIX III

Questionnaire for headteachers

This questionnaire consists of two sections, A and B. You are required to respond either by writing in the space provided or putting a tick (✓) where required. Your candid view is required.

DO NOT write the name of your school or your name.

SECTION A: Background Information

1 What is your gender? Male () Female ()

2. What is your age?

Below 25 years []

26 – 30 years []

31 – 35 years []

36 – 40 years []

41 – 45 years []

46 and above []

3. What is your highest academic qualification?

M.Ed [] B.Ed [] A level [] O level []

Any other (specify).....

4. What is your highest level of professional qualification?

P1 [] ATS IV [] ATS III [] ATS II [] ATS I [] Graduate []

5. For how long have you been a headteacher?

5 years and below [] 6 - 10 years [] 11 – 15 years []

16 – 20 years [] 21 years and above []

6. Have you ever attended any inservice training on management as a headteachers? Yes[] No[]

If yes who was the training agency

Kemi[]. Kepsha[]. Others[]

SECTION B: Instructional Supervision activities

7. Please indicate the KCPE performance in your school in the last four years

Y e a r	2011	2012	2013	2014
K C P E M e a n S c o r e				

8. Do you supervise teachers' work?

Yes [] No []

If Yes, how often? Daily [] Weekly [] Monthly [] Termly[].

9 Do you visit teachers while teaching in the classroom?

Yes[]. No[]

10. How often do you sit and observe teachers teaching?

Weekly[]. Monthly []. Termly[]

11. Do you check teachers professional records?

Yes[]. No []

If yes how often ,weekly [] Monthly[] Termly []

12. Indicate the frequency of checking the following documents.

Documents	Oftenly	Rarely	Never
Scheme of work			
Lesson plans			
Record of work covered			
Lesson notes			
Progress records			
Pupils register			

13. How often do you make sure the teachers records of work are up to date?

Often[]. Rarely[]. Never

14. Does teachers preparation of records affect the performance of pupils?

Yes[]. No[]

15. Do you check pupils exercise books?

Yes[]. No[]sometimes []

If yes how often?

Weekly[] Monthly[]. Termly[]

16. Do you hold a conference with your teachers after observation?

Yes [] No []

17. Do you give teachers feed back after observation?

Yes [] No []

If yes you elaborate.....

18. Do you discuss a lesson after observation with your teacher guiding on pedagogy?

Yes []. No []. Sometimes []

19. a)In your view, what are some of the challenges faced by head teachers in carrying out instructional supervisory practices that influences performance in KCPE?.....

b) How can the above challenges be tackled?.....

APPENDIX IV

Teachers questionnaire

This questionnaire consists of two sections, A and B. You are required to respond either by writing in the space provided or putting a tick (✓) where required. DO NOT write the name of your school or your name.

SECTION A: Background Information

1. What is your gender?

Male [] Female []

2. What is your age?

Below 25 years [] 26 – 30 years [] 31 – 35 years []

36 – 40 years [] 41 – 45 years [] 46 and above []

3. What is your highest academic qualification?

M.Ed [] B.Ed [] A level [] O level []

4. What is your highest level of professional qualification?

P1 [] ATS IV [] ATS III [] ATS II [] ATS I [] Graduate []

5. For how long have you been a teacher?

5 years and below [] 6 - 10 years [] 11 – 15 years []

16 – 20 years [] 21 years and above []

SECTION B: Instructional supervision activities

6. a)How often do your head teacher carry out instructional supervision of your work? Weekly [] Monthly [] Termly [] Annually []

b) Are you aware of the headteachers instructional Supervision roles? Yes [] No []

7. Do your head teacher visit the class as teaching is going on? Yes [] No []

8. How often do your headteachers sit and observe teachers teaching Weekly[]. Monthly []. Termly[]

9. Do your headteachers check teachers professional records? Yes[]. No[].

If yes,how often? Weekly []. Monthly []. Termly[]

10. Indicate the frequency to which your headteacher check the following documents.

Documents	Oftenly	Rarely	Never
Scheme of work			
Lesson plans			
Record of work covered			
Lesson notes			
Progress records			
Pupils register			

11. How often do your headteacher ensure that teachers records of work are up to date?

Often[]. Rarely[]. Never[]

12. Does teachers records preparation affect performance of pupils?

Yes[]. No[]

13. Do your headteacher check pupils exercise books?

Yes[]. No[]. Sometimes []

If yes how often?

Oftenly[]. Rarely[]. Never []

14. Do you discuss with your head teacher the outcome of classroom observation?

Yes [] No []

15. Do your headteachers convenes a conference with teachers after observations

If yes,elaborate.....

16. Do your headteacher give feedback after observation?

Yes[]. No[]. Sometimes[]

17. In your own opinion which are some of the challenges faced by the headteachers as they carry out their supervision work?.....

How can the above challenges be tackled?.....

Thank you for your cooperation

APPENDIX V



NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471,
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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. **NACOSTI/P/15/85536/8605**

Date:

5th November, 2015

Likwop Paul Kipngetch
University of Nairobi
P.O. Box 30197-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *“Influence of head teachers instructional supervision practices on pupils performance in Kenya Certificate of Primary Education in Mulot Division Narok South Kenya,”* I am pleased to inform you that you have been authorized to undertake research in **Narok County** for a period ending **4th November, 2016**.

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 VI

THIS IS TO CERTIFY THAT:

MR. LIKWOP PAUL KIPNGETICH
of UNIVERSITY OF NAIROBI, 62-20424
AMALO, has been permitted to conduct
research in Narok County
on the topic: INFLUENCE OF
HEADTEACHERS INSTRUCTIONAL
SUPERVISION PRACTICES ON PUPILS
PERFORMANCE IN KENYA CERTIFICATE
OF PRIMARY EDUCATION IN MULOT
DIVISION NAROK SOUTH KENYA
for the period ending:
4th November, 2016

Permit No : NACOSTI/P/15/85536/8605
Date Of Issue : 5th November, 2015
Fee Received : Ksh 1000

Applicant's
Signature


M. Mwangi
Director General
National Commission for Science,
Technology & Innovation

