

**HEADTEACHERS' INSTRUCTIONAL SUPERVISION PRACTICES
INFLUENCING PUPILS' ACADEMIC PERFORMANCE IN PUBLIC
PRIMARY SCHOOLS IN KANGUNDO SUB COUNTY
MACHAKOS COUNTY**

PAULINE M. NGUI

**A Research Project Submitted in Partial Fulfillment of the Requirements for the
Degree of Master of Education in Educational Administration of South Eastern
Kenya University**

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DECLARATION

I understand that plagiarism is an offence and I therefore declare that this research project report is my original work and has not been presented to any other institution for any other award.

Signature _____ Date _____

Pauline M. Ngui

E55/TAL_1B/20445/2013

This research project report has been submitted for examination with our approval as University Supervisors.

Signature _____ Date _____

Dr. Janet K. Mulwa

Senior Lecturer

Department of Educational Administration and Planning

South Eastern Kenya University

Signature _____ Date _____

Dr. Rose Mwanza

Lecturer

Department of Educational Administration and Planning

South Eastern Kenya University

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DEDICATION

This research project is dedicated to my husband Joseph Kimasi and our children.

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ABBREVIATIONS AND ACRONYMS

CEBs	:	County Education Boards
DQAS	:	Directorate of Quality Assurance and Standards
ESQAC	:	Establishing Standards and Quality Assurance Council
KCPE	:	Kenya Certificate of Primary Education
KCSE	:	Kenya Certificate of Secondary Examination
MoEST	:	Ministry of Education, Science and Technology
MoNE	:	Ministry of National Education
SPSS	:	Statistical Package for Social Sciences
TSC	:	Teachers Service Commission
UNESCO	:	United Nations Educational Scientific and Cultural Organizations

DEFINITION OF SIGNIFICANT TERMS

Class size:	Refers to numbers of pupils in a teacher's class room daily for whom the teacher is responsible and accountable for.
Head teacher:	Refers to the person who is in-charge of a primary school.
Instructional supervision:	Refers to a constant process that aims at improving classroom teaching by providing needed services to the teachers.
Performance:	Refers to students' achievements and scores after a given examination by the teacher.
Professional documents:	Refer to official documents that a teacher must have to carry out teaching this include attendance register, records of work, schemes of work, lesson plan and teaching notes.
Supervision:	Refers to that dimension or phase of education administration which is between a sub-ordinate and super-ordinate and provides a common understanding between them.
Class observation:	Refers to the act of watching a teacher's performance in their classroom or learning environment.
Class visits:	Refers the act of visiting a class to oversee teacher's and learners performance in their classroom.

ABSTRACT

Instructional supervision is an educational process that ensures that educational goals of a learning institution are achieved through overseeing the implementation of learning programmes and empowering teachers to provide meaningful learning experiences to the learners. Institutional heads use instructional supervision to enhance teaching and learning by providing support to teachers and guidance after their initial teacher training. The goal of this research was to investigate the influence Headteachers' Instructional Supervision Practices Influencing pupils' academic performance in primary schools in Kangundo Sub County Machakos County. The study was guided by four research objectives which sought to; determine the influence of head teachers' checking of teachers' professional documents, head teacher's classroom visits, headteachers checking of pupils' exercise books and head teachers' monitoring of educational standards on pupils' academic performance in primary Schools in Kangundo Sub County Machakos County. The study used psychological theory of supervision. The target population comprised of 68 headteachers and 940 teachers. The study used slovins' formulae to identify a uniform sample of 289 teachers and proportionate sampling to select 144 teachers. The sub-county was stratified into 4 zones to select 32 schools and corresponding headteachers. Data was collected using questionnaires. Content Validity of research instruments was ascertained using a pilot study and expert judgment by the supervisors while reliability of instruments was ascertained using Test-Retest technique. Quantitative data was analyzed using percentages and reported using graphs, charts and frequency distribution tables. The study findings had 74.1% and 69.4% of the headteachers and teachers confirming that checking of teachers' professional documents by headteachers influenced pupils' academic performance. Likewise, equal percentage of 69.4% for both of headteachers and teachers confirmed that headteachers class visitation influenced pupils' academic performance. Similarly checking of pupils by headteachers and monitoring of academic programmes was confirmed as having influence on pupils' academic performance by 77.87%,73.5%,81.5% and 66.3% of headteachers and teachers respectively. The study concluded that headteachers instructional supervision practices influenced pupils' academic performance in public primary schools in Kangundo Sub County. Based on the study findings, the study recommended that headteachers should increase the frequency and diligence of checking of professional documents, pupils exercise books, conduct frequent class visitation and keep up monitoring of academic standards in public primary schools in Kangundo Sub-county.

CHAPTER ONE

1.0 INTRODUCTION

1.1 Background to the study

Education is the primary agent of transformation towards sustainable individual, socio - economic growth and development of the society. It increases people's capacities to transform their visions for the society into reality. The primary aim of any learning institution is to provide quality education to its learners by imparting knowledge, skills and attitudes. Education is one of the largest sectors in most countries United Nations Educational Scientific and Cultural Organizations (UNESCO, 2005). Education is at the heart of the 2030 Agenda for Sustainable Development Goals (SDG). In goal number four, the goal aims to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all (UNESCO, 2016). Most countries have committed themselves to providing quality education for all and have invested heavily in education. However, most countries are yet not achieving this commitment. Investment in quality primary education is the foundation for education in subsequent higher levels.

Tyagi (2011) points out that supervision across the globe is considered as a process of measuring the quality of education and performance of schools through internal and external appraisals. The priority of all countries, especially the developing countries, is to advance the quality of learning and the achievement of students in bid to foster attainment of quality education (Hakielimu, 2008). Across the world, research findings indicate that school head teachers are the most powerful determinants of the overall quality and the effectiveness of schools Daresh (2008). Supervision of schools is a worldwide phenomenon with many countries having policy on how supervision is conducted. It is seen as a positive democratic action aimed at not only improvement of classroom instruction but also creating a harmonious environment through continued growth of all concerned; the child, the teacher, the supervisor, the parent and the administration (Goldhammer, 2011).

The United Nations Educational Scientific and Cultural Organizations UNESCO (2000) emphasized strengthening of supervision of schools for effective teaching and learning.

Similarly, the World Bank (2010) contended that systems of supervisions and support to schools are frequent areas of reform employed by world nations to improve their education outcomes and mitigate education challenges associated with global education policies.

The term supervision is derived from the word ‘super-video’ which means to oversee (Adepoju, 2008). Supervision has been defined variously by different scholars. According to Stone (1988), supervision is an attempt through second intervention to ascertain, maintain and improve the quality of work. According to Eye, Netzer and Krey (2008) and cited by Kerio (2004), supervision is termed as that phase of administration aimed at achieving specific school goals and objectives. Acheson (2007) defined supervision as the ability to perceive desirable objectives in school and to help others contribute to the vision in accordance with the process of bringing about improvement. Supervisory management is an important tool of management. The supervisor in an organization acts as the link between the management hierarchy and the employees at large (Muraguri, 2013).

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 the teaching in the school Kimeu (2010). Supervision further denotes interaction between at least two persons for the improvement of an activity. Supervision is also a combination or integration of processes, procedures and conditions that are consciously designed to advance the work effectiveness of individuals and groups. According to Ogumsanji (2003), the ultimate aim of supervision is improving instructions for providing better education.

It is a way of stimulating, improving, refreshing, encouraging and overseeing certain groups with a hope of seeking their cooperation. Such practices are aimed at assisting supervisors in becoming successful in performing their supervisory tasks. Research show that supervision has the ability to advance classroom practices and foster to learner success through improving learning practices and activities (Baffour-Awuah, 2011; Shulman & Sullivan, 2006). Supervision is also regarded as a co-operative venture in which

supervisors and teachers engage in an interchange for the purpose of improving instruction which is basically aimed at better-quality learning and success (Carrol, 2007).

Sergiovanni and Starratt, 2002 view Instructional supervision as fundamentally concerned with supporting teachers to advance instructions through changing their behaviour. The scholars argue that Instructional supervision is a service activity that assists teachers do their job better.

The scholars further present a reflective mode of supervision where he proposes that since teachers vary in their motives and learning styles, supervision should be responsible to these differences. Supervision practices needs to be goal oriented so that they can help in directing the efforts of teacher towards the right direction. The concept of supervision and its practices in education can be traced to the early American education systems. Supervision evolved from a mere judicious nature of inspection, where inspectors made judgment about a teacher rather than the teaching or learning, to the present nature that focuses on assisting the teacher to improve their instructional effectiveness

Reepen and Barr (2010) say supervision is a dominant method of administering schools. Teachers perceive supervision as inspectional rather than a helping function (Sullivan & Glanz, 2000). Vast plan of supervision tend to be conducted in a haphazard manner in which the plans are seldom locally developed, rarely well-conceived and practically never reduced to written form (Ginsberg, 2003). On the other hand, Pawlas & Oliva, 2008 see instructional supervision as an activity that of ensure that the goals of learning institution are achieved through overseeing, preparing teachers to provide successful learning experiences for the learners. Delano & Shah (2009) notes that instructional supervision includes all activities focused towards improvement of the teaching-learning process in learning institutions. From these definitions it is evident that instructional supervision is concerned with supporting and assisting teachers improve their work.

Rino (2009) envisions supervisors as conduits through which an organization demonstrates their commitment or lack of commitment to the employees. According to this publication

supervisors are responsible for providing work related information, instructions and resources. They must also be able to give both positive and corrective feedback that is timely and fair. Okumbe (1997) considers supervision as that dimension or phase of educational administration concerned with improving instructional effectiveness. His definition concurs with Wiles and Lovel (2005) and Eye et al (2000) cited by Kerio (2004) who have defined supervision as that phase of school administration focusing primarily on the achievement of appropriate instructional expectations of education. From these definitions, it is clear that supervision is an ongoing activity that is a purposeful and often carried out towards achieving instructional effectiveness.

Supervision ensures that all staff reflect appropriate rules, routine, procedures and regulations to achieve set objectives. In a school setting the overall supervisor is the principal also referred to as head teacher. Every head teacher's dream as a supervisor is to get his school ranked among the best in national examination and discipline. According to De Grauwe (2007) an effective supervisor should be a little more informed of modern methods of administration and those of teaching. It is the supervisor who is responsible for quality and internal supervision which is a tool for attainment of quality.

Instructional supervisory role of the head teacher is key to the improvement of quality education in any school and leads to enabling students perform well in their academics. Highlight of the instructional supervision has been made by many stake holders who are increasingly holding the headteacher accountable for the results of their pupils (Zepda, 2007). Poor performance is being registered in schools and yet head teachers are in schools expected to make a difference in learners' academic performance through instructional supervision (Tyagi, 2010). Some of the activities headteachers activities headteachers include conducting and coordinating staff in-service, advising and assisting teachers as well as receiving community feedback about school programs. These instructional activities are mainly carried out to support motivate and stimulate the teachers to assist them improve their classroom instruction. When head teachers support the teachers in this way the students' academic achievement is improved. These processes help the teachers to identify teaching and learning problems and look for ways to solve them (Too, et al, 2012).

Across the world, research findings indicate that school head teachers are the most powerful determinants of the overall quality and the effectiveness of schools. The TSC code of regulations (Rok, 1996) states that a head teacher is responsible for the day-to-day assigning of duties to and supervision of teachers. A head teacher needs to supervise subjects, right from planning for instruction to classroom teaching, evaluation and reporting. According Kapfunde (2000) supervision concerns the tactic of efficient and proper management of personnel. However, Eshiwani (1983) warned that it should be for the purpose of advising and not policing.

In the developed countries, supervision of educational institutions is better organized and well-coordinated than in developing countries (Afolabi&Loto, 2008). In the United States of America (USA) for example, the main aim of supervision practiced in schools is to improve classroom instruction. This is through observation of classroom teaching, analysis of observed data and face-to-face interaction between observer and the teacher. There is state-wide control, county, city or township supervision in the United States because the government system is mainly federal. In Turkey, Inspection and supervision is organized by the Ministry of National Education through the Turkish National Education Inspectorate. District Education Directorates monitors, directs, guides and evaluates educational programs and institutions apart from the universities (Tyak, 2003).

In France, the first public inspection services were set in 18th century by Napoleon's programme. Other European countries followed out in the 19th century. These services were transplanted into the colonies to assist in the control of the subjugated population, (Maw, 2008). According to Clegg &Billington (2006) in Britain a major purpose of inspection is to collect a range of evidence to match the evidence against a given criteria and make judgments. According to a study carried out by Gregory (2011) supervision of instructions began in colonial New England as a process of external inspection. Local citizens would inspect what the teachers were doing and what students were learning, rather than the improvements of teaching or student's learning.

Instructional supervision began in colonial New England as a process of external inspection. Local citizens would inspect what the teachers were doing and what students were learning, rather than the improvements of teaching or student's learning (Gregory, 2010). Briggs (2012) on quality education in Nigeria argues that to improve the quality of teaching and learning in the schools, supervision, both internal and external is an important component. He advocates for strategies that enhance effective supervision, such as good leaders occupying principal positions, effective communication and improved curriculum. In Uganda Phelps Stokes Commission of 1924 established the department of education in 1925. The department had responsibility of developing the syllabus and supervises how it was being followed in schools. During this period the inspector focused mainly on control and his major function was to make judgment about the teacher rather than about the teaching and pupils' learning (Phelps Stokes Commission, 1924).

In most African Countries special staff for support services do exist as distinct from supervision. In Botswana, in-service officers under take this task, and in Namibia, with the creation of the advisory teachers. Zanzibar also has a group of teacher advisers while in Tanzania and Zimbabwe the inspectors or education officers, as they are called in Zimbabwe, are expected to perform both inspection and advice tasks. In Zanzibar, primary and secondary supervisors belong to the same service, based at central level. In Botswana and Zimbabwe, secondary-school supervisors operate mainly from the regional level, and are not further decentralized. This is because the number of secondary schools is smaller and also because secondary school supervisors are generally subject-specific (De Grauwe, 2007).

The history of supervision in Kenya dates back to 1910 when the colonial government appointed the first director of education for the protectorate. Among others the legal duties of the director of education were organization of supervisor and inspection of protectorate schools. In 1924, the first education ordinance was passed which required that all schools be registered and open doors to inspection by the Director of education. The Beecher Report of 1949, among other things recommended the introduction of efficient supervision

as a component of general supervision that a principal is involved in within a school. The primary function of supervision is the improvement of instruction (Sifuna, 1985).

In Kenya the Basic Education Act (2013) stresses the need for instructional supervisions by establishing Standards and Quality Assurance Council (ESQAC) whose functions is assessment of teachers and maintenance of quality standards and relevance of education in institutions of basic education. In addition to that, the Basic Education Act (2013) empowers the Cabinet Secretary for Education, Teachers Service Commission (TSC), National Education Board, national quality assurance bodies and the County Education Board (CEBs) with the mandate of maintenance of standards quality and relevance of education and training. Supervision in Kenyan schools is one of the roles of head teachers who are charged with the responsibility of supervising actual classroom instruction and other activities in the school (MOEST, 1999). The government of Kenya through education commissions, the Basic Education Act (2013) and other government reports has continued to emphasize supervisions of schools and instructional practices.

The importance of the role of school leaders is continuing to expand as schools are increasingly expected to deal with a range of social and economic issues. Effective instructional supervision is vital if the government is to achieve its objective of providing quality basic education that is relevant to its development goals. Okumbe (2001) identifies three aspects of supervision, the administrative aspects of supervision, the curricular aspect, and the aspect of instructional supervision. According to Kimosop (2002), the head teachers have the expertise to supervisory tasks, the kind of supervisory techniques they use and the nature of staff development in their schools. The role of head teachers is configured as the facilitator of a process of collaborative inquiry, problem solving, team building and school improvement. Uwazurike (2007), revealed that most primary school administrators have little or nothing in their background to prepare them as instructional supervisors.

The head teachers who are the immediate supervisors of schools are expected to conduct instructional supervision more frequently and keenly. To achieve this objective arrange

checking teachers' professional documents. These are the documents which are used by the teacher in the preparation, implementation and evaluation of teaching/learning process. They include schemes of work, lesson plans, records of work and progress records. They are meant to make teaching and learning more effective. By checking these documents headteachers are able to evaluate how far and effective the teaching has gone. The documents act as basis of evaluating learning. It gives a basis of correction and noting areas of improvement for the teachers in bid to improve learners' academic performance (Holland, 2005) On the practice of checking of professional documents and pupils academic performance, a study carried out by Eshiwani (1983) in Vihiga to investigate factors influencing performance among primary and secondary schools in Western province, Kenya, showed that, schools which had shown satisfactorily good performance had sound and effective leadership involved in organizing and directing the process of learning in schools. Musungu and Nasongo (2008) in their study found out that eight percent of the principals in high performing schools checked lesson plans, scheme of work, class registers and school attendance. Frequency of internal supervision contributes towards effective implementation of curriculum hence good performance.

Headteachers also observe classroom teaching through visits to individual teachers to assess their professional competence. Additionally, arising from this instructional supervision, it is expected that teachers improve in their content delivery which will lead to overall pupils' performance. Classroom observations, when done right: Improve a teacher's ability to teach and, as a result, improves student outcomes as well. It allows schools to investigate and/or identify potential bias in how different groups of learners are taught and treated (Zepeda, 2003). On the head teachers' classroom visits and its effect on pupils academic performance, Nguunjiri (2012), asserts that there is a significant impact of class visitations by head teachers on students' academic performance in English in secondary schools.

The principal data of clinical supervision obtained from the events which take place in the classroom are analyzed between the teacher and the supervisor, who form the basis of the programme procedure and strategies designed to improve the teacher' instructional

behavior while Kimeu (2010) found that the head teacher should visit the classroom frequently to encourage teachers. Mwangi (2014) revealed that majority of the teachers (69%) felt that classroom observation enhanced the students' performance in examinations. Gachoya (2008), observed that through these visits the supervisor can have an insight into quality benchmarks and performance. Moswela (2008), found that the environment in which instruction supervision takes place in schools is hostile and intimidating to teachers.

Headteachers also engage in checking pupils exercise books as a way of ensuring whether the right teaching is taking place. Children learn new things from their teachers every day. Checking pupils exercise books provide concrete fundamentals of the work covered in class. It provides an helpful basis to understand how and why their errors occurred, and what they need to bear in mind to prevent them from happening in future (Holland, 2004). Pupils are kept alert and concentrate in class hence improving their academic performance. On checking of pupils' exercise books by head teacher and learner's academic performance, Alimi and Akinfolarin (2012) found out that there is significant relationship between checking students note books and academic achievement in English language. Clegg and Bellingston (1994) in their findings agreed that there is significant relationship of checking of students notes on academic performance in English language in United States elementary schools.

Monitoring educational standards is a vital area of instructional supervision by headteachers. This ensures that quality standards of education are being implemented by teachers. Maintaining educational standards ensure the quality of education in provided. Ways in which head teachers ensure this include ensuring teaching is taking place, right assessment programmes, following school procedures, and ensuring adherence to school to programmes (Sullivan, 2006). On monitoring of educational standard and pupils' performance, Ngaroga (2006) states that a school head has a responsibility of monitoring the standard and the quality of education being implemented in the school. Foller (2005), and Eshiwani (2003), argue that monitoring curriculum implementation, assessment and testing policy as well as providing instructional materials amongst other resources affect the quality of academic achievement of learners.

Learners’ performance centers on academic achievement. Academic performance is the measurement of learner’s achievement across various academic subjects as determined by standardized examinations. Learners’ achievement is measured using classroom performance, graduation rates, and results from standardized tests. Academic performance in primary schools determines the pupils’ transition to secondary schools and other training opportunities. In Kenya there has been great concern of pupils’ poor performance in the summative National Examinations as measured by the Kenya Certificate of Primary Education (KCPE) in Primary schools. Examination reports held by Kenya National Examinations Council (KNEC) indicate that a large percentage of pupils who sit for KCPE do not attain good qualifying mark to transit to secondary schools (KNEC, 2022). The reason of this falling performance has not been established which appraises the need for this study. Kangundo sub-County’s performance in KCPE has not been spared by this decline. The Sub County’s performance in the Kenya Certificate of Primary Education has been below the average for a long time as shown in table 1.1.

Table 1.1 KCPE performances in Kangundo Sub County 2018 - 2022

Zone /Year	Mean score				
	2018	2019	2020	2021	2022
Kangundo Sub County Score	211.0	215.8	223.2	227.6	221.6

From table 1.1 it is evident that the Sub County’s mean score has consistently been low below the National Mean of 260.00 (KNEC 2022) KCPE Examination results of 2022. The cause for the declining performance is analytically unknown for there has not been adequate studies to explain this inclination. This research consequently would provide the needed knowledge in understanding the Head teachers’ instructional supervision practices and their influence on the pupils’ academic performance.

1.2 Statement of the Problem

One of the common strategies that can be employed for monitoring teaching and learning in school is instructional supervision. The role of the head teacher in instructional supervision in influencing teachers to carry out their instructional tasks well in line with

the objectives stipulated in the curriculum is crucial. Complaints from education stakeholders, politicians, parents and the general public in respect to the quality of teaching and learning in public primary schools has made the head teachers' role in supervision be looked into more keenly. For any system to function effectively and achieve its objective, keen supervision is a vital role to success. Primary schools in Kangundo Sub County, Machakos County have been performing poorly in KCPE as observed in Table 1.1

The blame for poor performance of pupils in KCPE is invariably placed on teachers in general and head teachers in particular in Kangundo Sub County. It was important to carry out the study to find out if the cause of poor performance is as a result of loopholes in instructional supervision. This study therefore aimed at establishing headteachers' instructional supervision practices influencing pupils' academic performance in primary schools in Kangundo Sub County Machakos County.

1.3 General Objective

The purpose of this study was to investigate head teachers' instructional supervision practices influencing pupils' academic performance in public primary schools in Kangundo Sub County Machakos County.

1.4 Specific Objectives of the Study

The study was guided by the following objectives

- i. To determine the influence of Head teachers' checking of teachers' professional documents on pupils' academic performance in public primary schools in Kangundo Sub County, Machakos County.
- ii. To establish the influence of Head teachers' class room visits on pupils' academic performance in public in primary schools in Kangundo Sub County, Machakos County.
- iii. To determine the influence of Head teachers' checking of pupils' exercise books on their' academic performance in public in primary schools in Kangundo Sub County, Machakos County.

- iv. To establish the influence of Head teachers' monitoring of educational standards on pupils' academic performance in public in primary schools in Kangundo Sub County, Machakos County.

1.5 Research questions

The following are the research questions guided the study.

- i. To what extent does checking of teachers' professional documents influence pupils' academic performance in public primary schools in Kangundo Sub County, Machakos County?
- ii. How does Headteachers' checking of pupils' exercise books influence pupils' academic performance in public primary schools in Kangundo Sub County, Machakos County?
- iii. What is the influence of head teacher's classroom visits on pupils' academic performance in public primary schools in Kangundo Sub County, Machakos County?
- iv. In what ways does monitoring of educational standards influence pupils' academic performance in public primary schools in Kangundo Sub County, Machakos County?

1.6 Significance of the study

The findings of this study may be significant in a number of ways. First the findings may assist the planners in the Directorate of Quality Assurance and Standards Officers (DQASO) in enhancing quality of learning in learning institutions. QASO officers may also benefit from the findings since they may identify weaknesses in their supervision tools and hence improve on them; like being friendly to the teachers. Instructional supervision may also be useful to primary school teachers and head teachers in improving their teaching and school management duties. This is because the study may reveal ineffective teaching methods and management among teachers and recommend effective teaching and supervisory approaches which may help to achieve the school's objectives.

Head teachers may use the findings to formulate supervisory policies.

The result of the findings may be used during workshops and seminars organized by education officers to sensitize head teachers on how to undertake instructional supervision for improvement of instructions. The Ministry of Education (MOE) may use the findings to formulate teacher education programmes which may be of great help to them. The research findings may be used by the Ministry of Education in policy formulation on supervision that may guide administrators in appointing head teachers, deputy head teachers and senior teachers in public primary schools. It might also help Directorate of Quality Assurance and Standards (DQAS) and other educational stakeholders in analyzing public primary schools instructional supervision policies and make needed interventions. The study may also form a basis for other scholars who may be interested in doing research in the same area.

1.7 Limitations of the study

According to Best and Kahn (2008), limitations are conditions beyond the control of the researcher that may place restrictions on the conclusions of the study and their application to other situations. The researcher may not have been able to control the attitudes of the respondents hence affecting the validity. The respondents may share information in the process of filling the questionnaires hence affecting the objectivity of the findings. The researcher however sensitized the respondents on the importance of filling the questionnaires independently. Data was collected only from head teachers and teachers involved in school based instructional supervision. Respondents may have given socially acceptable responses. However, to reduce this, the researcher assured them of confidentiality of their views and explained that the questionnaires were for the purpose of research only.

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 Kangundo Sub County, Kenya. The respondents only included head teachers and teachers. Data were collected from head teachers and teachers of the sampled primary schools in Kangundo Sub County only. The study was delimited to head teachers' checking of teachers' professional documents, head

teacher's classroom visits, headteachers checking of pupils' exercise books and head teachers' monitoring of educational standards in public primary schools in Kangundo Sub County.

1.9 Basic assumptions of the study

The study was based on the assumptions that all the head teachers are aware of the instructional supervision requirements by the Ministry of Education. It was also assumed that the head teachers who are the key instructional supervisors have the required competence for effective school instructional supervision. The study also assumed that information collected from the respondents was true and accurate and lastly the researcher assumed that respondents would cooperative in answering the questionnaires.

1.10 Organization of the study

The study is organized into six chapters. Chapter one consisted of introduction which deals with the background to the study statement of the problem, general study objective specific objectives of the research questions, significance of the study, limitations of the study delimitations of the assumptions of the study, definition of significant terms and organisation of the study. Chapter two is the literature review and focuses on the introduction followed by the themes as per the objectives which are the role of head teachers in instructional supervision adequacy of instructional supervision and academic performance, practice of checking of professional documents/records and academic performance, head teachers classroom visits and academic performance, checking of pupils exercise books by head teacher and academic performance, provision of teaching and learning resources and academic performance. The chapter also presents the theoretical framework and the conceptual framework. Chapter three consists of the introduction research design, target population, sample size, sampling techniques, research Instruments, validity of instruments, reliability of instruments, data collection procedures, data analysis techniques and ethical considerations. Chapter four presents results, chapter five has discussion and interpretation of research findings and chapter six has conclusion and recommendations and suggestions for further research.

CHAPTER TWO

2.0 LITERATURE REVIEW

2.1 Introduction

This chapter presented a review of related literature as per the study objectives specifically head teachers' checking of teachers' professional documents and pupils' academic performance, head teachers' class room visits and pupils' academic performance, head teachers' checking of pupils' exercise books and their' academic performance and finally head teachers' monitoring of educational standards and pupils' academic performance. The summary of the literature review was also presented in this chapter. The chapter further presented the theoretical framework used in the study. Finally, a conceptual framework showing the interrelation between the independent and dependent variables was presented.

2.2 Headteachers checking of professional documents and pupils' academic performance

Professional documents are an important component in teaching and learning process. (Kiamba, 2011). Teachers are required to make and retain records that are schemes of work, lesson plan, and records of work, mark book, progress record book and attendant register (Ficsher, 2011). Preparation of professional documents enhances teaching and learning process which ultimately impacts on performance. It is the role of the head of the school to make sure that teachers prepare such records and use them in the teaching and learning process.

From a global perspective, Bouchamma, and Basque, (2019) carried out a study on Supervision Practices of School Principals: Reflection in Action in China. Data were collected from 12 semi-structured interviews from the principals. Interviews were recorded and later analyzed by using mixed coding. The instructions were organized around knowledge, personal skills. Each principal was invited to openly explore their supervision practices, as well as the adaptation and the appropriation of their school's Teacher Evaluation Program. The findings showed that the participants underlined the importance of explaining the importance of checking professional documents to their teachers. This

study however did not focus on specific professional documents which is the gap that the current study intended to explore.

In Turkey, Ozcan (2020) did a study on Teachers' Evaluation on School Principals' Supervision in Nevşehir province of Turkey. The study aimed at analyzing school principals' supervision practices according to teachers' opinions. The study employed phenomenology research design. The participants in the present study consisted of a sample of 16 teachers working in state schools in Nevşehir province of Turkey. The participants were selected through criterion sampling method which is a purposeful sampling method. The findings revealed that school principals' conducted supervision by checking professional records of the teachers among other supervisory practices. This practice was found to influence substantially learners performance. The study by Ozcan differs from the current study in that it was on Teachers' Evaluation on School Principals' Supervision while the current study focused on specific supervision practices hence the current study fills in the gap.

Regionally, in Ghana, Ampofo, Onyango and Ogola (2019) assessed the influence of school heads' direct supervision on teacher role performance in public senior high schools in Ghana. The study adopted the embedded mixed methods design. Data were collected through questionnaires and interview guides. Quantitative data were analyzed using frequencies, means and multiple regression whereas patterns and themes were developed for the analysis of qualitative data. The study found that school heads allocated very little time for checking professional documents such as lesson planning and delivery of teachers. The study established that school heads' checking lesson planning supervision ($p= 0.043 < .05$) and lesson delivery supervision ($p= .035 < .05$) had a significant influence on academic performance. The study recommended the Ghana Education Service to dedicate a greater portion of the promotion requirement of the school heads to evidence of direct supervision of teachers and a reduction in the teaching load of Heads of Department by the school head to enable them play more instrumental roles in the instructional supervision process. This study however was conducted in Ghana while the current study is conducted in Kangundo. The study by Ampofo, Onyango and Ogola only addressed the issue of direct supervision

while the current study focusses on checking professional documents as one way of supervision.

Here in Kenya, Opicha (2016) carried out a study on investigate the influence of head teachers' instructional supervision practices on pupils' performance at KCPE in public primary schools in Khwisero Sub County, Kakamega County. Descriptive survey design was used in this study. The target population consisted of all primary school teachers in Khwisero Sub County, to include 62 head teachers and 496 teachers of Khwisero Sub County. The study used questionnaires to collect data. Statistical Package for Social Sciences (SPSS) software and Microsoft Excel were used to analyze the quantitative data.

It was established among the teachers that most of the head teacher checked professional records for example the lessons plan and schemes of work on monthly basis. On the frequency to which the schemes of work and lesson plans were updated, majority of the teachers indicated they were done very often while a third posited they were checked rarely. Most head teachers indicated that they checked them very often as opposed to those who cited never or rarely. The study revealed that headteachers' checking of teachers' professional documents influenced learner's academic performance. The study recommended that School heads should ensure that they check teachers' professional documents by coming up with strategies that teacher submit their records on weekly bases to keep close track of instructional process in their schools. The current study is similar with the study by Opicha in that their objectives were similar regarding checking on professional documents. However, the geographical area for both studies were different.

Nzambi (2012) carried out a research on the role head teachers play in instructional supervision in order to improve on students' academic achievement in Kitui District secondary school. The objectives of the study included; to determine the role played by headteachers in instructional supervision as perceived by teachers, to explore strategies that headteachers can employ to improve on their instructional supervision, to investigate the challenges faced by headteachers in instructional supervision as perceived by teachers and to examine strategies of coping with challenges faced by headteachers in their endeavour

to improve instructional supervision as perceived by teachers. Descriptive design was used to carry out the study. The target population were all the schools in the larger Kitui District. The sample consisted of 120 respondents consisting of 60 Heads of Departments and 60 class teachers who were randomly selected from 6 high performing school and 6 low performing schools. The data was collected using a questionnaire with similar items for both the HODs and teachers. Descriptive statistics such as frequencies and percentages were used to present the findings.

This was done by use of SPSS package. Her findings revealed that principals' communication, confidential reports to teachers, checking of syllabus coverage provision of necessary resources for learning, encouraging teachers to attend workshops, bringing in new ideas and supporting creativity, innovation and practice of new skills had an influence of students' academic performance. Nzambi however carried out her study in secondary schools and focused on confidential reports to teachers, checking of syllabus coverage provision of necessary resources for learning, encouraging teachers to attend workshops, bringing in new ideas and supporting creativity, innovation and practice of new skills. The current study will be carried out in primary schools and will focus on other instructional supervisory practices which are checking of teachers' professional records, classroom visits, checking of pupils' exercise books and provision of teaching and learning resources.

According to Wangui (2007), effective head teachers are perceived as those who are involved in proper tuition and revision. Supervision of teachers and students work, proper testing policy, syllabus coverage, teacher induction and team building enhance effective curriculum implementation. However, providing resources for instruction, communicating the school vision effectively and maintaining high visible presence in all parts of the school's activities are instructional practices of head teachers that boost effective curriculum implementation. Musungu and Nasongo (2008) carried out a study in Vihiga district in western Kenya investigating instructional role of head teachers in academic achievement in Kenya Certificate of Secondary Education. They found out that eight percent of the principals in high performing schools checked lesson plans, scheme of work,

class registers and school attendance. Frequency of internal supervision contributes towards effective implementation of curriculum hence good performance.

2.3 Head teachers' classroom visits and pupils' academic performance

One way of helping teachers implement curriculum effectively is through clinical supervision. Visiting classrooms is a supervision strategy that positively affects teachers (Blase & Blase, 2008; Blasé & Roberts, 2004). In this strategy, principals use informal visits to classrooms to learn what teachers are doing, to assess whether sound instruction is being delivered, and to interact with teachers (Blase, Bickman, Davis & 2005). Blase and Roberts noted that visibility was related to using new teaching strategies, considering different teaching techniques to address the needs of students, and increasing levels of instructional time on task. They believed that visibility had these effects on teachers because of increased interaction, feelings of trust, feelings of respect, and more opportunities for teachers to express themselves. Classroom visits and lesson presentation is the only way a head teacher can gain an insight into the quality of teaching and learning in the school Calaghan (2005) as cited by Kitavi (2005). Instructional supervisor can only be able to access the potential for excellent through watching the teacher present a lesson which he/she has prepared.

In Iran, Zaare (2019) carried out an investigation into the effect of classroom observation on teaching methodology in Tehran, Iran. The study was to determine the significance of visits observation in assessing teaching procedure and to suggest appropriate ways for planning and carrying out the classroom observation in such a way that desirable results can be achieved in terms of developing the teachers and using their capabilities effectively. This study was conducted over a week of visits to an Iranian institute. The observer worked with three peer observers who used the same checklist to record their observations. The participants in both classes were adults and were in Pre-intermediate level. The finding of this research indicated that the teachers learned much about how to teach by observing their qualified peers and the experiences helped them improve their self- awareness and become a more reflective teacher

Regionally in Uganda, Nzabonimpa (2018) examined the Influence of Secondary School Head Teachers' General and Instructional Supervisory Practices on Teachers' Work Performance in secondary schools in Entebbe Municipality, Wakiso District, Uganda. Qualitative and quantitative methods with a descriptive-correlational research approach were used in the study. Purposive sampling technique alongside random sampling technique was used to select the research participants from secondary schools. Self-constructed questionnaire and structured interviews were used as relevant tools to gather data from respondents. Descriptive statistics, frequency, percentage, and mean were used in analyzing data and reporting the study findings. And Pearson Correlation Coefficient was used to establish the extent of relationship between head teachers' supervisory practices and teachers' work performance.

The study findings indicated that head teachers, to a great extent in private secondary schools; do not carry out instructional supervision albeit they do some informal classroom visits. Findings indicated that 64.3% of head teachers formally and routinely conducted classroom visits a practice of teacher supervision, while 57.1% of head teachers informally visit their teachers during classroom instruction. The research findings likewise indicated a high correlation between secondary school head teachers' supervisory practices such as classroom visits students' academic performance. The relationship existed at the 0.001 level (2-tailed) with Pearson Correlation Coefficient of 0.636. And the coefficient of determination was 0.4044 or 40% indicating a moderate relationship between supervision and pupil performance. Private secondary school head teachers reported more challenges than their counterparts in government schools. The study by Nzabonimpa focused on general supervision and how it impacted teachers' work performance while this study focusses on specific supervision practices such as classroom visits hence the study fills in the gap.

In Botswana, Moswela (2008), carried out a study on evaluations of instructional supervision in Botswana secondary schools to determine how instructional supervision was carried out in schools. The study used a descriptive research design. The population of the study was teachers and headteachers. The data was collected by use of interviews and

questionnaires obtained from teachers and headteachers through a structured questionnaire and interview, suggested that instructional supervision practices such as classroom visits were rather hostile and intimidating to teachers to make any meaningful impression on the academic performance. The study concluded with the recommendation that, for instructional supervision to fully benefit schools, it needed restructuring so that the teachers and the headteachers play a more meaningful and effective role of classroom visits as a practice in instructional supervision.

In Kenya, Njogu (2020) conducted a study that aimed at investigating how the head teachers' instructional supervisory practices influence the learners' academic achievement in public primary schools in Nairobi City County, Kenya. The study was specifically guided by the following objectives: To establish how often head teachers supervised the teachers during their instructional practices, to determine head teacher classroom observation practices on academic achievement of learners in the public primary schools, to appraise the head teachers assessment of teachers' professional documents in support of learners academic achievement , to assess head teachers instructional feedback practices in support of academic achievement of learners in the public primary schools.

The actual data collection was done through the use of interviews and questionnaires. The study targeted primary schools in Kasarani sub-county in Nairobi City County. Eight schools were sampled purposively. The eight head teachers from the sampled schools were selected as respondents of the study. Eighty (80) teachers were selected for the study using random sampling technique. The findings of this study were that there was inadequate supervisory practice by the head teachers in the classrooms; that most of the head teachers gave feedback after classroom observation, that majority of head teachers checked professional documents without keenness. Although the study by Njogu (2020) is similar to the current study, the current study goes further to investigate how supervision practice such as visiting the classroom the current study was conducted in a rural setting unlike the above study that was conducted in an urban setting.

Mwangi (2014) conducted a study on the influence of secondary school principals' instructional supervision practices on students Kenya Certificate of Secondary Examination performance in Matuga district. The study used descriptive survey design in which the target population was 7,567 students, 30 headteachers and 325 teachers from 30 public secondary schools. The study sampled 20 principals, 100 teachers and 240 students using stratified random sampling and purposive sampling methods. Of the sampled respondents, 240 students, 100 teachers and 18 principals responded by either completing the questionnaire and returning or participating in an interview.

The data was collected by use of questionnaires and interview schedule. Data was analyzed using descriptive statistics such as frequency and percentages and content analysis. The study revealed that majority of the teachers (69%) the principals' target setting principals checking of the professional reports, head teachers' classroom observation enhanced the students' performance in KCSE. Mwangi conducted his study in a secondary school setting while the current study will be carried out in primary schools hence filling in the gap.

Kemunto and Marwanga (2014) carried out a research on relationship between instructional supervisory practices by principals and academic performance in public secondary schools in Nakuru Municipality, Kenya. The study sought to find out the academic and professional qualifications and training of such supervisors, the extent of their involvement in carrying out supervisory activities, adequacy, frequency and methods of carrying out clinical supervision, attendance of in-service courses and the relationship between instructional supervision and performance of public Secondary schools in national examinations.

The study employed an ex-post factor design targeting a population of nineteen Principals in public Secondary schools in Nakuru Municipality. Purposive sampling was used to get the respondents. A questionnaire with three sections of personal data, professional training, preparation, supervisory activities carried out and effect of those activities on performance in national examinations was used to collect data. The findings established that majority of principals in public Secondary schools were male, most of them had inadequate

professional training, were ill prepared for clinical supervision hence handled it poorly and inadequately. In-service courses offered were inadequate of poor quality and that instructional supervision did not have a significant influence on schools' performance in national examinations.

The study by Kemunto and Marwanga focused on supervisory practices by principals in secondary schools while the current study focuses on supervision practices in primary schools. They also did not focus on classroom visits as part of supervision practices which is also a gap that this study intends to fill. Gachoya (2008), observed that through this visit the supervisor can have an insight into quality benchmarks and performance. Supervision of instruction through classroom visits includes, walk-through, informal classrooms observations. A walk-through is an observation interlude lasting a minute or two which provides a quick look at teacher performance and environmental factors in the classroom. This is a more appropriate method since it is impromptu unlike the formal and informal which are planned and scheduled for by the supervisor and the teacher (Fisher, 2011).

According to Kimeu (2010), the head teacher should visit the classroom frequently to encourage teachers. One way to help teachers improve instruction is through clinical supervision (Glickman, 1990), in his model of clinical supervision presented a cyclical sequence of events which should ideally be implemented at least twice a year which impacted on students' performance. 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 (Kipngeno, 2014). The last stage in clinical supervision which is post conferencing is aimed at discussing results on remedial action and a critique by both the supervision and the supervisee. Clinical supervision is the rationale and practice designed to improve the teachers' classroom performance (Gregory, 2011).

2.4 Headteachers' checking of pupils' exercise books and pupils' performance

Clegg and Bellingston (2004) in their findings agreed that there is significant impact in checking of students notes on academic performance in English language in United States elementary schools. Fischer (2011), expressed a different view that checking pupils' notes does not produce a direct effect on students' performance in English notes. They concluded that mediating influence on teachers, curriculum instruction, community and school organization leading to high performance and checking of pupils' notes/work facilitates the head teacher in identifying the problem in order to assist the teacher and student in improving general academic performance.

In Saudi Arabia, Alkrdem, (2019) carried out a study on school-based instructional supervision in Saudi Arabian public secondary schools. The main aim of this study was to examine what secondary teachers perceive as effective instructional supervision and to examine the current state of school-based instructional supervisory practices and procedures in Saudi Arabian public secondary schools from the perceptions of headteachers, teachers, and district education officers. Specific research questions focused on the respondents' perceptions of and preferences for the focuses and practices of school-based instructional supervision, supervisory personnel, staff development programmes relevant to instructional supervision, and desired changes for improvement supervision practices.

A survey design was utilized for this study. Data for the study was collected through questionnaires and interviews. The questionnaires were completed by 272 teachers and in-depth interviews were conducted with 33 participants (18 teachers, 10 headteachers, and 5 district education officers), thus yielding a total of 305 participants. The findings revealed the school heads did not carry out supervisory practices such as checking of pupils' exercise books which had an impact on pupils' academic performance. The supervision was also not taken seriously by teachers. The study was conducted in Saudi Arabian public secondary schools while the current study will be conducted in Kenya. The study did not focus on the frequency of checking of pupils' exercise books and how that impacted on academic performance a gap that the current study intends to fill.

Williams (2003), asserts by stating that there is a significant impact of checking of students notes on students' academic performance in English language in secondary schools in New York City. Firestone and Rienl (2008), had different view that checking of students' notes does not produce a direct effect on pupils' performance. Williams (2003) states that there is significant impact of checking students notes for efficiency in curriculum implementation hence high students' academic performance. Head teachers have an influence on teachers' instructional practices. Principals use the following leadership strategies to change teachers' instructional practices :(a) communicating goals, supervising instruction, (c) promoting professional development (d)providing and (e) providing incentives. Pupils' exercise books and lesson notes reflect the work load covered in class by teachers.

Research studies in Africa have revealed that effective instructional supervision through direct supervision practices of heads contributes to improvement of the education sector. Panigrahi's (2012) study on implementation of instructional supervision in secondary schools in Ethiopia found that classroom visits enable head teachers to interact with teachers, determine whether teachers are issuing sound instruction and provide feedback to help teachers correct highlighted issues. In Nigeria, Alimi and Akinfolarin (2012) conducted a study on impact of instructional supervision on the pupils' academic performance in senior secondary schools in Ondo state Nigeria.

This study examined the impact of instructional supervision on secondary school students' academic performance in English Language. Descriptive method was adopted in which a questionnaire titled Instructional Supervision and Students' Academic Performance Questionnaire (ISSAPQ) was administered to obtain data from sixty teachers from the three senatorial districts in the state, while the performance of the students in English Language was obtained from the 2008 Senior Secondary School Certificate Examination (SSCE) result of the sixty randomly sampled schools . Simple random techniques were used accordingly to select the sampled teachers. Pearson product moment correlation was used to answer the question. The null hypotheses were tested at 0.05 significant level. The study showed that there were significant impacts of checking of students' notes, class visitations,

checking of teachers' punctuality and attendance and moderation of examination questions and marking scheme on students' academic performance in English Language in Senior Secondary Schools in Ondo State. The study found out that there is significant relationship on checking students note books and academic achievement in English language. The study by Alimi and Akinfolarin in Nigeria focused on performance in English which differs with this research where the concern is instructional supervision and performance in KCPE.

Dangara (2015) examined the Impact of Instructional Supervision on Academic Performance of Secondary School Students in Nasarawa State in Nigeria with reference to Senior Secondary Certificate Examination (SSCE). Five research questions were used to guide the study to a rational conclusion. Descriptive Survey method was adopted in which Instructional Supervision and Students' Academic Performance Questionnaire (ISSAPQ) were used to obtain relevant data from 92 teachers in 37 selected Senior Secondary schools using the simple random sampling techniques. Pearson product moment correlational statistics (Pearson r) and t-test at 0.05 level of significance was used to analyse the data generated and answer the research questions.

The study show that regular instructional supervision using robust supervision strategies like checking of students' notebooks, classroom visitation/inspection by school administrators, checking teachers' lesson plan/notes and inspection of teachers record keeping have significant correlation with teachers' performance and academic achievement of students in Secondary Schools. The study is similar to the current study. However the current study will be carried out in a different country and will focus on other forms of supervisions hence filling a gap.

In Kenya, Opicha (2016) carried out a study on investigate the influence of head teachers' instructional supervision practices on pupils' performance at KCPE in public primary schools in Khwisero Sub County, Kakamega County. Descriptive survey design was used in this study. The design is considered suitable because it enabled the researcher to collect information about the attitudes, opinions and habits of the respondents in order to establish the current situation. The target population for this study consisted of all primary school

teachers in Khwisero Sub County, to include 62 head teachers and 496 teachers of Khwisero Sub County. The research instrument to be used for the study was questionnaires. Statistical Package for Social Sciences (SPSS) software and Microsoft Excel were used to analyze the quantitative data. The results revealed that headteachers checked teachers marked pupils' books which enhanced pupils' academic performance. Although the study by Opicha is similar to the current study, this study goes ahead of that of Opicha in establishing other instructional practices that influence academic performance. Further the study by Opicha was carried out in a different country in Nigeria while the current study will be carried out in Kenya.

Considering the case of Kenya, findings of a study by Wanzare (2011) on instructional supervision in public secondary schools showed that school heads' direct supervision improves the quality of teachers and teaching, facilitates students' academic performance and provides the opportunity to monitor teachers' instructional work. Here in Kenya, Waweru (2003) noted that roles played by the head teacher included supervision of the approved curriculum, staff personnel, student personnel, supervision and promotion of school community relations and supervision of physical and material resource. According to the Republic of Kenya (2000), the head teacher is responsible for all matters pertaining to the smooth running of the school. Muchiri (2008) noted that instruction supervision include the timetable-organization, timetables should be child-centered to ensure maximum learning opportunities. Other factors influencing instructional supervision are availability of textbooks, facilities, teacher qualifications and motivation, school management and leadership, the presence/ absence of the pupils among others.

2.5 Head teachers' monitoring standards of education and pupils' academic performance

The main goal of monitoring educational standards in the school is to ensure that learners receive a quality education. Monitoring of academic standards allows school and public to establish whether public school are making adequate progress to meet its goals and providing the school with the assurance that it is on right track. Studies done in USA by (Sullivan, 2006) on monitoring and evaluating school academic standards showed that the

absence of strong academic standards monitoring could result to poor academic results. Monitoring educational standards bring life to learning by stimulating students to learn hence improving on their academic performance (Sullivan, 2006)

One of major way of monitoring educational standard is for the headteacher to provide sufficient teaching and learning resources. The use of instructional materials in the classroom has the potential to help the teacher explain new concepts clearly, resulting in better student understanding of the concepts being taught. In Brazil Asogwa, et al (2021) undertook a study on effect of teaching and learning resources on students' academic achievement in fishery in senior secondary schools. The population of the study was 5726, which comprised all the SS II students in senior secondary schools. It was found that teaching and learning resources had an increasing effect on student's achievement in Fishery in secondary schools. The above study is different from the current study in that it was carried out in Nigeria while the current study was carried out in Kenya.

In Ghana, Tchordie (2017) undertook a study on the role of instructional materials on academic achievement in agricultural science among senior high school students in ho municipality in the Volta Region of Ghana. The research design adopted was the survey design. The target population for this study comprised all Agricultural science students in the Ho municipality in the Volta region of Ghana. The sample size was 500 students and 30 teachers of the Agricultural science programme drawn randomly from public senior high schools in the Municipality. Two different instruments used to collect data were Agricultural Science Achievement Test (ASAT) and the Teachers' Attitude Towards Teaching Agricultural Science Questionnaire (TATTAQ). Data were analysed using the Analysis of Variance tool (ANOVA). The study found that that there was a strong relationship between availability and the use of instructional materials and the academic performance of Agricultural science students. The above study is different from the current study in that it was carried out in Ghana while the current study was carried out in Kenya. In Tanzania, Tety (2016) carried out a study on learner assessment on academic performance in community secondary schools in Rombo District in Tanzania. The research was based on the objective of exploring the views of teachers and students on the extent to

which assessment affect student performance, the study adopted a cross sectional survey design. The study population involved all community secondary schools in Rombo district. Out of 38 community secondary schools in Rombo district 5 schools were randomly selected for data collection. In each school, 5 teachers and 20 students filled semi structured questionnaire. Also heads of each school and 1 secondary district education officer were interviewed. The findings were that learner' performance heavily relied on frequency of assessment. The study by Tety (2016) is different from the current study in that Tety's (2016) study was carried out among community schools in Rombo in Tanzania while the current study was carried out in Kenya among primary schools. This current study could form a good comparison with the one done by Tety (2016).

In Kenya, Mutiso, et al, (2020) carried out a study effectiveness of curriculum implementation by principals and students' academic performance in Machakos County, Kenya. Descriptive survey design was adopted, simple random sampling and stratified sampling were used to select target population of 8 sub county QASOs, 47 principals and 395 teachers of public secondary schools within Machakos County, Kenya. Both descriptive (mean and standard deviation) and inferential statistics (independent t-test) was used in the analysis of quantitative data. Qualitative data was analyzed thematically. Questionnaires and interview guides were employed in data collection process. The study established that, any schools where principals ensured that curriculum was implemented effectively posted good academic results. The study by Mutiso et al is similar with the current study in that they both appreciate the importance of adequacy of instructional on academic performance.

Monitoring of educational standards establish whether education system is yielding the desired outputs. Monitoring education standard appraises outcomes that reflect learners' performance. Head teacher ensure that education standards are upheld by ensuring school procedures are observed. Enforcing observance of school procedures is a role of the head teachers. Shipman (2002) in his study contends that ensuring school procedures are observed is one of the most challenging tasks of a manager and as such ahead teacher needs to identify special and core school needs. Foller (2005), and Eshiwani (2003), argued

adherence of procedures that have a bearing on learning that affect the quality of academic achievement. The findings of Ngaroga (2006) states that a school head has a responsibility of enforcing the following of procedures to improve performance.

Gakuru et al (2002) in a study on instructional supervision programs and students' performance found out that failure to enforce adherence to school programmes made teachers experience problems with their teaching. The study adopted descriptive survey design. Data were collected using questionnaires for head teachers and teachers. Document analysis was used to check on the availability and use of professional documents. All 24 schools participated in the study and all their 24 head teachers participated. Simple random sampling was used to sample 77 teachers. Collected data were analyzed both qualitatively and quantitatively. The study findings showed that majority of the head teachers were lax in enforcing school programmes. They delegated this function to the deputy headteachers. It is evident from fore going discussion that adherence to school programme boosts pupil's academic performance. Evidence of relationship between adherence to school programmes and achievement is clear and consistent, there are likely to be returns from this adherence.

2.6 Summary of literature review

From the review of literature, there are a number of consistencies or inconsistencies among scholars. Bouchamma, and Basque, (2019) found that the participants underlined the importance of explaining the importance of checking professional documents to their teachers. This is consistent with Ozcan (2020), Opicha (2016) but inconsistent with Ampofo et al. Nzambi (2012). These studies are consistent with Musungu and Nasongo (2008) who revealing that eight percent of the principals in high performing schools checked lesson plans, scheme of work, class registers and school attendance.

Literature on head teachers' classroom visits and KCPE performance, Zaare (2019) study is consistent with Nzabonimpa (2018), Moswela (2008) and Njogu (2020). Alkrdem, (2019) and Alimi and Akinfolarin (2012) studies are in consistent with Dangara (2015) Opicha (2016) and Asogwa, et al (2021) that teaching and learning resources had an increasing effect on student's achievement. Tchordie (2017) agrees with Tety (2016) that

monitoring of academic standards is the key to teachers' and students' performance. The same view is shared with Mutiso, et al (2020) that principals did not provide sufficient monitoring of academic standards in the schools. This study intends to fill the gap identified and left by preceding studies.

2.7 Theoretical framework

This study adopted psychological theory of supervision explored by Planturroot (2006). According to Planturroot within an organization there's a body of people where at least one person stands out as the leader or the one who supervises the rest of the body. In order for one to have a purposeful organization, someone within should oversee the transitional processes of that organization. The supervisor is the overseer in most organizations and many times delegate duties to others within the organization in educational institutions.

According to this theory, an organization has a supervisor who oversees the processes of the organization. This supervisor uses different philosophies such as essentialism, experimentalism and existentialism in order to achieve the purpose of the organization. The strengths that essentialist brings in to supervision is the direct control of teachers to deliver tested knowledge through tested teaching methods. Teachers therefore get direct assistance from principals through clinical supervision. Experimentalism which is centered on human experience brings in the collegial approach. This human experience approach helps principals to encourage teachers not to be contented with traditional knowledge but to discover and apply new knowledge. The theory is relevant to this study because it lays the foundation of the different strategies of the head teachers' instructional supervisory roles that is used for improving classroom instruction to facilitate student's academic performance. One of the limitations of the theory is that it cannot be generalized to other areas other than supervision.

2.8 Conceptual framework

The conceptual framework for the study is presented in figure. Interrelationships among variables in the head teachers' instructional supervision practices on academic performance

in Kangundo Sub County, Machakos County, Kenya. The conceptual framework for the study is presented in Figure 2.1.

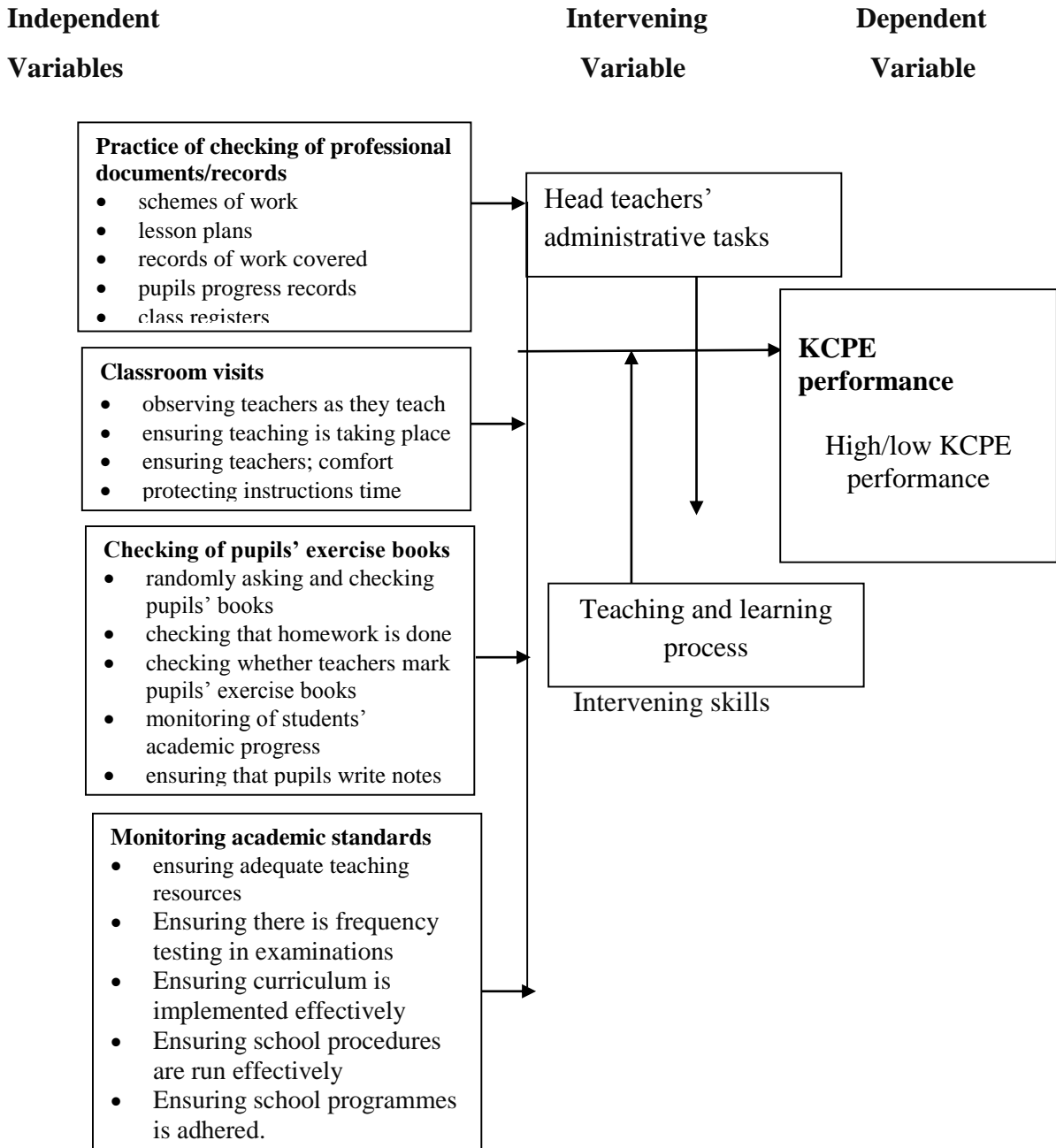


Figure 2.1 Conceptual framework

The conceptual framework shows the interrelationships among variables in the head teachers' instructional supervision practices on pupils' academic performance. The

conceptual framework of this study is based on the concept that head teachers' instructional supervisory roles influence pupils' academic performance in public primary schools. The head teacher's instructional supervision practices form the independent variable of this study and they are practice of checking of professional documents/records, classroom visits, checking of pupils' exercise books and monitoring of educational standards. Pupils' academic performance is form the dependent variable. The framework shows that through the headaches' instructional supervisory practices, teachers are helped directly which leads to improved performance. The interaction between the head teaches instructional supervision practices happens during the teaching and learning process which is the mediating or the process in the framework. The intervening variable is the headteachers' administrative tasks and the result of the interrelationship between these variables is the dependent variable which is either low or high performance in academics.

CHAPTER THREE

3.0 RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents the research design, target population, sample and sampling techniques, research instruments, validity and reliability of research instruments, data collection procedures and data analysis.

3.2 Research design

According to Kothari (2001) research design can be regarded as an arrangement of conditions for the collection and analysis of data in a manner that aims to combine relevance with research purpose. This was hinged on descriptive research design. The purpose of the survey is to describe existing conditions, identify the standards against which existing conditions can be compared, and investigate the relationships that may exist between events. (Creswell, 2003). Cohen, Manion & Morriison, (2000) explains that survey research involves collecting data to answer questions concerning the phenomenon under study and mostly uses questionnaire. The design was used to establish opinions and knowledge about how head teachers' instructional supervision practices on KCPE performance in Kangundo Sub County, Machakos County, Kenya.

3.3 Target population

A target population is defined as a group which the researcher is interested in gaining information upon which generalization and conclusions can be drawn subsequently (Creswell, 2009). According to Mbesa (2006) population is the entire group of people, events or things of interest the researcher wishes to investigate. The total target population in this study comprises of 68 primary schools which consists of all the 68 headteachers and all the 940 primary school teachers in Kangundo Sub County (Sub County Director of Education, 2023).

3.4 Sample size and sampling procedure

A sample is a group of elements or a single element from which data are obtained (Macmillan, 2004). A sample is a subset of the population the researcher wants to study.

Kerlinger 2008) defines sampling procedures as the method the researcher uses to select the sample. The study stratified Kangundo Sub County into four Zones each with its corresponding schools, headteachers and teachers. To obtain the sample size of schools and headteachers, 40% of the schools and headteachers were sampled as proposed by Wiersema (2009) who says a sample size of between 30% to 50% forms a representative sample. This gave a total of 32 schools and corresponding number of headteachers. To calculate the sample size for teachers, Slovin's (2007) formula was used to determine the number of teachers to participate in the study. This formula is preferred because it gives a fair representation of a large number of respondents as follows:

$$n = \frac{N}{1 + N(e)^2}$$

Where

n = sample size

N= Population size

e = the level of precision (sample error) where confidence level is 95% and

p= 5%.

$$N= 940 \quad n = \frac{940}{1 + 940(0.05)^2}, \quad n = \frac{940}{1 + 2.35} \quad n=289$$

The sample size for the teachers was 289.

Proportionate sampling technique was used to get the sample of teachers per zone. The sample size for the teachers was calculated using a proportion of the target population of the teachers (N =940) against (×) the sample size of the number of sampled teachers (n=289) as derived from Slovin's formula, table 1.2. Proportional sampling allocation method was applied to select teachers in each school. After slovin's formulae sample size 50% of teachers were sampled giving a sample of 144 teachers. The number of teachers in the zone was proportionally allocated to the schools in that sub county to get 36 teachers from each zone. A random sampling technique was used to sample out the schools and teachers to participate in the study taking care of gender as indicated in table 3.1. A total of 107 respondents were sampled for this study.

Table 3.1 Teachers sampled for study in Kangundo Sub County

Zone	A	B	C	D	E
	No. of Schs	Targeted Teachers	schools sampled (40%)	Teachers Sampled size (N/940) ×289 = n	50% of Teachers
Kakuyuni	14	172	6	52	26
Kawethei	11	154	4	48	24
Kangundo	30	450	12	139	69
Manyatta	13	164	5	50	25
Total	68	940	32	289	144

The number of teachers who participated in the study were 144. Using equal allocation in the 4 zones 36 teachers participated in the study in each zone. Random sampling was used to select schools in each zone. The teachers were shared proportionally in the sampled school. At school level random sampling was used to choose the teachers in the school.

3.5 Research instruments

This study used questionnaires, to collect data. It enables the researcher to collect both qualitative and quantitative data for research (Wiersema, 2009). A questionnaire is a written set of questions that are cheap to administer to respondents scattered over a large area and convenient for collecting information from a large population within a short space of time. In addition, the respondents felt free to give frank answers to sensitive or embarrassing questions especially if they are not required to disclose their identity. The questionnaire was divided into six sections. Section A was on demographic information, Section B had 5 items on head teachers' practice of checking of professional documents and pupils' academic performance, Section C had 5 items on head teachers' classroom visits and pupils' academic performance, Section D had 5 items on checking of pupils' exercise books by head teacher and pupils' academic performance while Section E had 5

items on monitoring academic performance and pupils' academic performance in while section F collected data on academic performance in Kangundo Sub County, Kenya.

3.6 Validity of research instruments

Validity is that quality of a data gathering instrument or procedure that enables it to measure what it is supposed to measure. Validity refers to the utility of a tool, data or information. Validity is the accuracy and meaningfulness of inferences that are based on research results (Wiersma, 2005). The study ensured instruments validity by checking on the responses from the questionnaires, to see if they would give the intended answers to the research questions. In checking for content validity, the researcher checked for representation of the objectives in the questionnaire (Wiersma, 2005). The research instruments were appraised by the experts in the area of study. The experts who are supervisors of the study assessed the content validity to determine whether the instruments measured what they intended to measure. Three head teachers and 6 teachers from the three schools participated in the piloting of the research instruments. Data from the pilot sample was used to modify the instruments.

3.6.1 Reliability of instruments

Reliability is the measure of the degree to which a research instrument consistently measures whatever it is measuring in repeated trials (Gay et al, 2009). Reliability therefore is the accuracy of the results obtained by use of a research instrument and not about the instrument itself. Reliability helps to determine how much error is present in the test score. A measuring instrument is said to be reliable if it provides consistent results (Macmillan, 2004). The researcher used Test Retest method of establishing reliability where she administered the questionnaires to the pilot respondents in the 3 schools within the Sub County and re-administered again after two weeks. The researcher used Cronbach α (Alpha) reliability coefficient whose formula is provided

$$\alpha = \frac{N \cdot \bar{c}}{\bar{v} + (N - 1) \cdot \bar{c}}$$

Where:

- N = the number of items.
- \bar{c} = average covariance between item-pairs.
- \bar{v} = average variance.

Larry (2013) indicates that Cronbach Coefficient is used to test internal consistencies of samples of a given population when research instrument with Likert type scale. A Cronbach α (Alpha) reliability coefficient that ranges between 0 and 1 was generated to measure the reliability. For the purposes of this study, where $\alpha < 0.7$, the research instrument would have been revised. The reliability realized an alpha of 0.831 for the head teachers and a 0.82 for teachers hence was deemed reliable.

3.7 Data collection procedures

The researcher obtained an introductory letter from the South Eastern Kenya University (SEKU) which was to enable her seek for a research permit from the National Commission of Science Technology and Innovation (NACOSTI). Permission was sought from the Deputy County Commissioner and from Kangundo Sub County Education Officer (SCEO) and thereafter the researcher wrote letters to the headteachers to be allowed to do the study in the schools. The selected schools were visited and the questionnaires administered to the respondents. The respondents were assured that strict confidentiality would be maintained in dealing with their identities. The completed questionnaires were collected immediately.

3.8 Data analysis techniques

Data analysis is "the systematic organization and synthesis of the research data and the testing of research hypotheses, using those data" (Polit & Hungler 1995). It also entails categorizing, ordering, manipulating and summarizing the data and describing them in meaningful terms (Brink 1996:178, Burns & Grove 1997). This process of analyzing data starts with examining the data collected for completeness, its accuracy and its consistency. This process is called data cleaning which is important in getting valid data. The data collected was first edited to get relevant data to address the research questions under the study. The data was analyzed quantitatively by use of Statistical Package for the Social

Sciences (SPSS) (Version 25), a computer software package version 25. Quantitative data collected from the field was corrected, coded and cleaned to remove outliers or missing values and categorized manually according to the respondents of the instruments used. Quantitative data was presented in form of frequency distribution tables. Descriptive statistics such as frequencies, percentages were used to summarize the data. The results that were obtained were used to make a research report.

3.9 Ethical considerations

Ethics in research is usually put in place to control the relationship between the researchers and participants and between the researchers and the fields they wish to study (Flick, 2006). The researcher observed and adheres to some research ethics. In adhering to the ethical issues, the researcher safeguarded against doing anything that would harm the participants in the study. The researcher also sought permission from the participants to have them participate in the study. The researcher also ensured that participants were informed about the nature of the study. It was the responsibility of the researcher to interpret the data and present evidence so that others can decide to what extent interpretation is believable. Informed consent allows the respondents to choose to participate or not (Kombo & Tromp, 2006). In this study the participants' informed consent was used when sampling the participants. The participants were given the freedom to choose to participate or not to participate in the study. The researcher ensured confidentiality of the participant's identities by asking them not to write their names on the questionnaires.

CHAPTER FOUR

4.0 RESEARCH RESULTS

4.1 Introduction

This chapter consists of presentation of the results per research objectives of the study which was to determine the influence of head teachers' checking of teachers' professional documents, head teacher's classroom visits, headteachers checking of pupils' exercise books and head teachers' monitoring of educational standards on pupils' academic performance in primary Schools in Kangundo Sub County Machakos County. The chapter also presents the questionnaire return rate, the demographic data of the respondents, namely the headteachers and teachers . Results are presented using frequency distributions and percentages.

4.2 Questionnaire return rate

According to Mugenda and Mugenda (2003), questionnaire return rate refers to the number of respondents who returned usable instruments for the study out of the total number contacted for study. The questionnaires for this study were administered on principals, teachers and students. The results of questionnaire return rate are as shown in Table 4.1.

Table 4.1: Questionnaires Return Rate

Respondents	Issued	Returned	Total
Headteachers	32	27	84.4
Teachers	144	98	68.1

From table 4.1, out of the 32 questionnaires issued to the headteachers, 84.4% questionnaires were returned. Out of the 144 questionnaires issued to teachers 68.1% were returned. The return rate became possible because the researcher personally took the questionnaires to the schools and a time limit of two weeks was given to the respondents. This was sufficient according to Mugenda and Mugenda (2003) who observed that a 50 percent response rate is adequate for analysis and reporting. A response rate of 60 percent is good and a response rate of 70 percent and over is very good. Since the response rate

was more than 60 percent, it was considered good. This would provide the required information for purposes of data analysis hence this could enhance sample representation and meaningful generalization for the response rate implies a very good representation.

4.3 Demographic data of the headteachers

The demographic data of the headteachers focused on their age, highest academic qualifications, administrative experience and the duration that they had been in the current school. The headteachers were asked to indicate their age. The responses are presented in Table 4.2

Table 4.2 Distribution of headteachers by age

Age	Frequency	Percent
31 – 40 years	11	40.7
41 – 50 years	9	33.3
51 – 60 years	7	25.9
Total	27	100.0

Data on the gender of the headteachers as presented in table 4.2 shows that 40.7% were aged between 31 and 40 years, 33.3% were aged between 41 and 50 years while 25.9% were aged between 51 and 60 years. This shows that the headteachers in the zone were relatively old and may have worked for a number of years hence were able to provide information on the influence of head teachers’ instructional supervision practices on KCPE performance.

The headteachers were further asked to indicate their highest academic qualifications. The data is presented in Table 4.3.

Table 4.3 Distribution of headteachers by highest academic qualifications

Highest academic Qualifications	Frequency	Percent
P1	15	57.7
Degree	9	33.5
Masters	3	11.5
Total	27	100.0

As presented in table 4.3, data on the headteachers highest academic qualifications shows that majority 57.7% were P1 certificate holders, 33.5% were degree holders while 11.5% were holders of a Master's degree. The data implies that apart from the P1 which in the minimum qualifications for one to teacher in primary school, some of the headteachers had attended further studies hence equipping them more with administrative experience.

The headteachers were also asked to indicate their administrative experience in years. The data is presented in Table 4.4.

Table 4.4 Distribution of headteachers by administrative experience

Administrative experience in years	Frequency	Percent
1 - 5 years	12	44.4
6 - 10 years	9	33.3
11 -15 years	3	11.1
16 years and above	3	11.1
Total	27	100.0

Data on the administrative experience of the headteachers presented in table 4.4 shows that 44.4% had an administrative experience of between 1 and 5 years, 33.3% had administrative experience of between 6 and 10 years while 11.1% had between 11 and 15 years with the same number have an administrative experience of above 16 years.

Asked to indicate how long the headteachers had been in the current school, they responded as presented in Table 4.5.

Table 4.5 Duration in the current school

Duration in the current school	Frequency	Percent
0 - 5 years	17	63.0
6 - 10 years	6	22.2
11 - 15 years	3	11.1
Over 15 years	1	3.7
Total	27	100.0

Data on the duration in the current school shows that majority, 63% had been in the current school for a duration of between 0 – 5 years, 22.2% for a duration of between 6 and 10 years, 11.1% for a duration of between 11 and 15 years and 3.7% had been in the current school for a duration of over 15 years. The data shows that majority of the headteachers were in the school for a considerable number of years adequate to explain the influence of head teachers’ instructional supervision practices on KCPE performance.

4.4 Demographic data of the teachers

The demographic data of the teachers focused on their gender, age, highest academic qualifications, administrative experience and the duration that they had been in the current school. To establish the gender of the teachers, they were asked to indicate the same. Their responses are presented in Table 4.6

Table 4.6 Gender of teachers

Gender	Frequency	Percent
Male	43	43.9
Female	55	56.1
Total	98	100.0

Data on the gender of the teachers indicated that 43.9% were male while majority 56.1% were female. The data implies that majority of the primary school teachers in the sub county were female.

They were also asked to indicate their age in years. Their responses are presented in table 4.7.

Table 4.7 Distribution of teachers by age

Age	Frequency	Percent
20 – 30 years	36	36.7
31 – 40 years	24	24.5
41 – 50 years	22	22.4
51 – 60 years	16	16.3
Total	98	100.0

Results on the age of the teachers indicated that 36.7% were aged between 20 and 30 years, 24.5% were aged between 31 and 40 years, 22.4% were aged between 41 and 50 years while 16.3% were aged between 51 and 60 years. The data shows an even distribution of teachers across age which is important in providing a balanced view in terms of age.

The teachers were also asked to indicate their highest academic qualifications. The data is presented in Table 4.8.

Table 4.8 Highest academic qualifications of teachers

Highest academic qualification	Frequency	Percent
P1	74	75.5
Degree	20	20.4
Masters	4	4.1
Total	98	100.0

Data showed that majority 75.5% were holders of P1 certificate, 20.4% had a degree, 4.1% had a Master's degree. This shows that all teachers in the sample were qualified with a number of them taking higher studies over and above the minimum qualification of P1 certificate.

The researchers sought to establish the teacher experience of teachers. The results are presented in Table 4.9.

Table 4.9 Teaching experience by teachers

Teaching experience in years	Frequency	Percent
1 - 5 years	36	36.7
6 - 10 years	14	14.3
11 -15 years	13	13.3
16 years and above	35	35.7
Total	98	100.0

Results on the teachers experience revealed that 36.7% teachers had a teaching experience of between 1 and 5 years, 14.3% had an experience of between 6 and 10 years, 13.3% had an experience of between 11 and 15 years while 35.7% had an experience of 16 years and above. The data shows that most of the teachers had adequate experience in teachers hence are able to explain influence of head teachers’ instructional supervision practices on KCPE performance.

Asked how long they had been in the current school, they responded as indicated in table 4.10.

Table 4.10 Duration of teaching in the current station

Duration in the current school	Frequency	Percent
1 - 5 years	52	53.1
6 - 10 years	24	24.5
11 - 15 years	15	15.3
Over 15 years	7	7.1
Total	98	100.0

Results on the duration that the teachers had taught in the current school showed that 53.1% had been in the current school for between 1 and 5 years, 24.5% for between 6 and 10

years, 15.3% for between 11 and 15 years while 7.1% had been teaching in the current school for a duration of 15 years and above. The data shows that most teachers had adequate experience in the current school and hence were aware of how head teachers' instructional supervision practices influence pupils' academic performance.

4.5 Influence of head teachers' practice of checking of professional documents/ records on pupils' academic performance

The first objective of the study sought to determine the influence of headteachers checking of professional documents on pupils academic performance. The information on checking of professional documents was sought from both the teachers and the headteachers. They were asked how often the checked schemes of work before commencement of teaching, lesson plans, records of work covered, pupils progress records and class registers. The responses of the headteachers and teachers are presented in the tables below.

Regarding checking of schemes of work before commencement of teaching, the headteachers were asked how of often they checked while the teachers were asked how often the headteachers checked the documents. The results from the headteachers and the teachers are presented in Table 4.11.

Table 4.11 Headteachers' and teachers' responses on frequency of checking schemes of work before commencement of teaching

The headteacher checks the schemes of work before commencement of teaching	Headteachers		Teachers	
	Frequency	Percent	Frequency	Percent
Always	5	18.5	14	14.3
Sometimes	15	55.6	45	45.9
Never	7	25.9	39	39.8
Total	27	100.0	98	100.0

Results reported in Table 4.11 show that 18.5% of the headteachers indicated that they always checked schemes of work before commencement of teaching while 55.6% indicated

that they did so sometimes and 25.9% never checked schemes of work before commencement of teaching. Results from the teacher respondents as shown in Table 4.11, 14.3% indicated that the headteachers always checked schemes of work before commencement of teaching only while 45.9% indicated that the headteacher checked the documents sometimes and 39.8% said that headteacher never checked schemes of work before commencement of teaching. The data shows that schemes of work were not checked before commencement of teaching.

When they were asked to indicate how often they checked lesson plans, the respondents reported as presented in table 4.12.

Table 4.12 Headteachers' and teachers responses on frequency of checking of lesson plans.

Checking lesson plans	Headteachers		Teachers	
	Frequency	Percent	Frequency	Percent
Always	8	29.6	15	15.3
Sometimes	10	37.0	25	25.5
Never	9	33.3	58	59.2
Total	27	100.0	98	100.0

Results presented in Table 4.12 show that 29.6% headteachers indicated that they always checked the lesson plans. Ten 37% indicated that they checked sometimes while 33.3% indicated that they never checked lesson plans. Among the teachers, 15.3% reported that they always checked the lesson plans, 25.5% indicated that they checked sometimes while 59.2% indicated that the headteachers never checked the lesson plans. From the responses of the both categories of respondents it is clear that lessons were rarely checked.

On the issue of checking the records of work covered, the respondents indicated as presented in Table 4.13.

Table 4.13 Headteachers' and teachers' responses on frequency of checking records of work covered

Checking records of work covered	Headteachers		Teachers	
	Frequency	Percent	Frequency	Percent
Always	0	00	8	8.2
Sometimes	15	55.6	38	38.8
Never	12	44.4	52	53.1
Total	27	100.0	98	100.0

Results presented in table 4.13 regarding headteachers' show that 55.6% indicated they checked the records of work covered only sometimes while 44.4% indicated that they never checked the records of work covered. The data shows that the headteachers checked the records of work covered just some times or they never did so.

Among teachers' responses on frequency of checking records of work covered only 8.2% teachers said that the head teachers always checked the records of work cover while 53.1% teachers indicated that they never checked. Majority of the teachers 53.1% indicated that the headteachers checked records of work sometimes. From the data all the respondents agreed that record of work covered were not checked.

Results on the frequency at which headteachers checked pupils progress records is presented in table 4.14.

Table 4.14 Headteachers' and teachers' responses on frequency of checking pupils progress records

Checking pupils progress records	Headteachers		Teachers	
	Frequency	Percent	Frequency	Percent
Always	4	14.8	8	8.2
Sometimes	11	40.7	32	32.7
Never	12	44.4	58	59.1
Total	27	100.0	98	100.0

Results presented in table 4.14 shows that 14.8% headteachers indicated that they always checked pupils progress records, 40.7% said they checked sometimes while 44.4% indicated never checked pupils progress records. Among the teachers 8.2% of indicated that the headteachers always checked pupils progress records, 32.7% of indicated that the headteachers checked pupils progress records sometimes while majority of the teachers 59.1% indicated that the headteachers never checked pupils progress records.

The results from the head teachers and the teachers show that they were in agreement that pupils' progress records were not checked. Finally, on the headteachers checking of professional documents, the respondents were asked to indicate how often the headteachers checked class registers. Their responses are presented in table 4.15.

Table 4.15 Headteachers' and teachers' responses on frequency of checking class registers

Checking class registers	Headteachers		Teachers	
	Frequency	Percent	Frequency	Percent
Always	5	18.5	25	25.5
Sometimes	8	29.6	38	38.8
Never	14	51.9	35	35.7
Total	27	100.0	98	100.0

Results on headteachers' and teachers' responses on frequency of checking class registers as presented in table 4.15 shows that only 18.5% of the headteachers reported that they checked class registers with 29.6% stating that they did it sometimes and a majority of them 51.9% indicating that they never checked class registers.

Results from the teachers as presented in table 4.15, 25.5% of the teachers reported that their headteachers always checked the class registers; 38.8% indicated that the headteachers checked class registers just sometimes while 35.7% teachers indicated that the headteachers never checked class registers. The data from both the headteachers and the teachers was in agreement that headteachers did not efficiently check the class registers. The respondents were also asked to indicate whether checking of teachers' professional documents was influential in determining pupils' academic performance. The results are analyzed in Table 4.16.

Table 4.16 Headteachers and Teachers' responses on whether headteachers checking of teacher's professional documents influence pupils' academic performance.

Responses	Headteachers		Teachers		Means	Std
	Frequency	Percent	Frequency	Percent		
	Very influential	20	74.1	78	80	5.70
Influential	7	15.9	20	20	4.2	0.71
Less influential	0	0	0	0	0	0
Not Influential	0	0	0	0	0	0
Total	27	100.0	98	100.0		

The research results presented in Table 4.16 revealed that head teachers' checking of teachers' professional documents influenced pupils' academic performance at varying levels. The data shows that 74.1% and 80% of the headteachers and teachers respectively said it was very influential in determining pupils' academic performance while 15.9% and 20% of the headteachers and teachers respectively felt it was influential. None of the respondents negated the statement. The mean also confirms that majority of headteachers

and teachers' agreement on influence (mean 5.70 and 4.20) while the standard deviation (SD 0.13 and 0.71) indicates convergence of views that headteachers checking of teachers' professional documents influences pupils' academic performance. From the findings it was noted that headteachers' checking of teachers' professional documents influence pupils academic performance in public primary schools in Kangundo Sub County.

4.6 Influence of head teachers' classroom visits on pupil's academic performance

The second objective in this study was to establish the influence of head teacher's classroom visits on pupils 'performance in primary schools in Kangundo Sub County. The respondents were asked to indicate how often the headteachers observed teachers while teaching, how often they went round the classes during teaching to ensure teaching is taking place, how often they ensured teachers are comfortable during teaching, how often they protect instructions time by making sure teachers observe punctuality in attending lessons and how often the headteachers ensured teachers are comfortable during teaching.

The respondents were asked to indicate how often the headteachers observed teachers while teaching was taking place, the headteachers and teachers responded as indicated in table 4.17.

Table 4.17 Headteachers' and teachers' responses on frequency of observing teachers while teaching

Observes teachers while teaching	Headteachers		Teachers	
	Frequency	Percent	Frequency	Percent
Always	3	11.1	17	17.3
Sometimes	13	48.1	42	42.9
Never	11	40.7	39	39.8
Total	27	100.0	98	100.0

Results presented in table 4.17 shows that 11.1% headteachers indicated that they always observed teachers as they taught; 48.1% said that they did so sometimes while 40.7% of them indicated that they never observed teachers as they taught.

Results from the teacher respondents, 17.3% indicated that the headteachers always observed teaching while teaching. A further 42.9% indicated teachers that the headteachers observed teachers while teachers taught only sometimes. From the responses of the headteachers and the teachers, it was clear that majority of them were of the feeling that headteachers never observed teachers while teaching was going on and those who did so just did it just some times.

The study was also concerned on how often the headteachers went round the classes during teaching to ensure teaching is taking place, the respondents responded as presented in table 4.18

Table 4.18 Headteachers’ and teachers responses on frequency of going round the classes during teaching to ensure teaching is taking place

Going round the classes during teaching to ensure teaching is taking place	Headteachers		Teachers	
	Frequency	Percent	Frequency	Percent
Always	1	3.7	9	9.2
Sometimes	10	37.0	35	35.7
Never	16	59.3	54	55.1
Total	27	100.0	98	100.0

Results of headteachers’ and teachers’ responses on frequency of going round the classes during teaching to ensure teaching is taking place as presented in Table 4.18 showed that Majority of the headteachers 59.3% never went round the classes during teaching to ensure teaching is taking place with only 37.0% who said that they did so sometimes.

Among the teachers 55.1% of them indicated that headteachers never went round the classes during teaching to ensure teaching is taking place. A further 35.7% of the teachers indicated the headteachers only went round the classes during teaching to ensure teaching is taking place sometimes. Only 9.2% teachers indicated that the headteachers always went

round the classes during teaching to ensure teaching is taking place. The data shows that both the headteacher and teachers were in agreement that headteachers did not go round the classes during teaching to ensure teaching is taking place.

The respondents were also asked to indicate how often the headteachers ensured that teachers were comfortable while teaching. The responses are presented in table 4.19.

Table 4.19 Headteachers’ and teachers’ responses on frequency of ensuring teachers are comfortable during teaching

Ensuring teachers are comfortable during teaching	Headteachers		Teachers	
	Frequency	Percent	Frequency	Percent
Always	2	7.4	10	10.2
Sometimes	8	29.6	26	26.5
Never	17	63.0	62	63.3
Total	27	100.0	98	100.0

Results on the frequency of the headteachers ensuring teachers are comfortable during teaching as presented in Table 4.19 shows that majority 63% of the headteachers indicated that the headteachers never ensured that teachers are comfortable during teaching. Eight 29.6% of the headteachers indicated that the headteachers sometimes ensured teachers are comfortable during teaching.

From the responses of the teachers, majority of them 63.3% one the other hand indicated that the headteachers never ensured that teachers are comfortable during teaching; 26.5% teachers indicated that the headteachers sometimes ensured teachers are comfortable during teaching. Only 10.2% teachers reported that the headteachers ensured that teachers are comfortable during teaching. The data shows that both the headteachers and teachers were in agreement that headteachers did not ensure that teachers were comfortable during teaching.

The headteachers and the teachers were also asked to indicate how often the headteachers protected instructions time by making sure teachers observe punctuality in attending lessons. The results are presented in table 4.20.

Table 4.20 Headteachers’ and teachers’ responses on frequency protecting instructions time

Protects instructions time by making sure teachers observe punctuality in attending lessons	Headteachers		Teachers	
	Frequency	Percent	Frequency	Percent
Always	4	14.8	18	18.4
Sometimes	15	55.6	48	49.0
Never	8	29.6	32	32.7
Total	27	100.0	98	100.0

Results of headteachers’ and teachers’ responses on frequency protects instructions time by making sure teachers observe punctuality in attending lessons indicated that majority of the headteachers 55.6% protects instructions time by making sure teachers observe punctuality in attending lessons only sometimes. Eight 29.6% headteachers never protected instructions time by making sure teachers observe punctuality in attending lessons. Only 14.8% indicated that the headteachers protected instructions time by making sure teachers observe punctuality in attending lessons.

From the teachers’ responses, 49.0% of them indicated that the headteachers protects instructions time by making sure teachers observe punctuality in attending lessons sometimes; 32.7% of the teachers indicated that the headteachers never protected instructions time by making sure teachers observe punctuality in attending lessons. Only 18.4% of the teachers indicated they always protect instructions time by making sure teachers observe punctuality in attending lessons. These results show that generally, the headteachers themselves and the teachers were of the opinion that headteachers never

protected instructions time by making sure teachers observe punctuality in attending lessons.

The respondents were also asked to indicate whether checking of teachers' professional documents was influential in determining pupil's academic performance. The results are analyzed in Table 4.21.

Table 2.21 Headteachers and Teachers' responses on whether checking of teachers' professional documents was influential in determining pupil's academic performance

Responses	Headteachers		Teachers		Means	Std
	Frequency	Percent	Frequency	Percent		
Very influential	15	55.6	68	69.4	4.70	0.74
Influential	12	54.4	30	31.6	3.80	0.87
Less influential	0	0	0	0	0	0
Not Influential	0	0	0	0	0	0
Total	27	100.0	98	100.0		

The research results presented in Table 4.21 showed that head teachers' checking of teachers' class visitation influence pupils' academic performance varying levels. The data shows that 69.4% and 54.4% of the headteachers and teachers respectively said it was very influential in determining pupils' academic performance while 69.4% and 31.6 % of the headteachers and teachers respectively felt it was influential. None of the respondents negated the statement. The mean also confirms that majority of headteachers and teachers' agreement on influence (mean 4.70 and 3.80) while the standard deviation (SD 0.74 and 0.87 indicates convergence of views that headteachers checking of teachers' professional documents influences pupils' academic performance. From the findings it was revealed that headteachers' checking class visitation influence pupils academic performance in public primary schools in Kangundo Sub-county

4.7 Influence head teachers checking of pupils' exercise books on pupils' academic performance

The study also sought to determine the influence of head teachers' checking of pupils' exercise books on their academic performance. The headteachers and teachers were also asked to indicate how often the headteachers checked pupils' exercise books. The respondents were therefore asked to indicate how often the checking that homework is done, how often they checked whether teachers mark pupils' exercise books, how often they monitored of students' academic progress and how often they ensured that pupils wrote notes. The results are presented in the following section.

The respondents were therefore asked to indicate how often the headteachers randomly asked and checked pupils' books. The data is presented in Table 4.22.

Table 4.22 Responses on headteachers randomly asking and checking pupils' books

Randomly asking and checking pupils books	Headteachers		Teachers	
	Frequency	Percent	Frequency	Percent
Always	0	00	0	00
Sometimes	6	22.2	20	20.4
Never	21	77.8	78	79.6
Total	27	100.0	98	100.0

Results on the frequency of headteachers randomly asking and checking pupils' books revealed that only 66.6% of the headteachers indicated that the checked sometimes with majority 77.8% indicated that the never did so. The results imply that headteachers never checked pupils' books and those that did so only did it sometimes which is again a small percentage. Among the teachers, 20.4% indicated that the headteachers checked pupils' books only sometimes with a majority 79.6% indicating that the headteachers never checked pupils' books. The results from the headteachers and the teachers are in agreement that headteachers in the schools did not check pupils' books.

The respondents were also asked to indicate how often the headteachers randomly asked and checked that homework is done. The data is presented in Table 4.23.

Table 4.23 Headteachers and teachers’ responses on headteachers checking that homework is done

Checking that homework is done	Headteachers		Teachers	
	Frequency	Percent	Frequency	Percent
Always	7	25.9	13	13.3
Sometimes	16	59.3	49	50.0
Never	4	14.8	36	36.7
Total	27	100.0	98	100.0

Results on the frequency at which headteachers checked that homework is done showed that majority of the headteachers 59.3% indicated that they checked whether homework is done only sometimes. Seven 25.9% of the headteachers indicated that the headteacher always checked that homework is done. Only a small percentage 25.9% indicated that they always Seven 25.9% of the headteachers indicated that the headteacher always checked that homework is done.

Results from the teachers indicated that a majority 50.5% of the teachers indicated that they checked whether homework is done only sometimes; 13.3% of teachers indicated that the headteacher always checked that homework is done. Further, 36.7% of the teachers indicated that the headteacher never checked whether homework was done. The results suggest a consensus of the headteachers and teachers that headteachers did not check whether home work was done.

Asked how often the headteacher checked whether teachers mark pupils’ exercise books, the responded as presented in table 4.24

Table 4.24 Headteachers and teachers’ responses on headteachers checking whether teachers mark pupils’ exercise books

Checking whether teachers mark pupils’ exercise books	Headteachers		Teachers	
	Frequency	Percent	Frequency	Percent
Always	1	3.7	2	2.0
Sometimes	6	22.2	19	19.4
Never	20	74.1	77	78.6
Total	27	100.0	98	100.0

Results on the frequency at which headteachers checked whether teachers mark pupils’ exercise books, as presented in Table 4.24 revealed that majority of headteachers 74.1% indicated that the headteachers never checked whether teachers marked pupils’ exercise books a further 22.2% of them indicated that they checked whether teachers marked pupils’ exercise books only sometimes. Only 3.7% headteacher indicated that the head teachers

Among the teachers responses, majority 78.6% indicated that the headteachers never checked whether teachers marked pupils’ exercise books while only 2.0% of the teachers indicated that the headteachers always checked whether teachers marked pupils’ exercise books. From the above results of the headteachers and the teachers, it implies that both agreed that headteachers never checked whether teachers marked pupils’ exercise books and the few that checked, only did it sometimes.

The respondents were also asked how often the headteachers monitored students’ academic progress. The respondents are provided in table 4.25.

Table 4.25 Headteachers and teachers' responses on headteachers' monitoring of pupils' academic progress

Monitoring of students' academic progress	Headteachers		Teachers	
	Frequency	Percent	Frequency	Percent
Always	4	14.8	17	17.3
Sometimes	7	25.9	20	20.4
Never	16	59.3	61	62.2
Total	27	100.0	98	100.0

Results on the headteachers monitoring of pupils' academic progress as shown in Table 4.26 revealed that majority of the headteachers 59.3% never monitored students' academic progress; 25.9% of the headteachers only monitored students' academic progress just sometimes while only 14.8% indicated that they always monitored students' academic progress.

Among the teacher respondents as shown in the same table, majority 62.2% of them indicated that the headteachers never monitored students' academic progress while 20.4% of them teachers said that they monitored students' academic progress only sometimes. Seventeen 17.3% of the teachers indicated that the headteachers monitored students' academic progress always. The researcher also sought to establish how often the headteachers ensured that pupils wrote notes. The data on the responses of the headteachers and teachers is presented in table 4.26.

Table 4.26 Headteachers and teachers responses on the frequency of ensuring that pupils wrote notes.

Ensuring that pupils write notes	Headteachers		Teachers	
	Frequency	Percent	Frequency	Percent
Always	5	18.5	36	36.7
Sometimes	10	37.0	28	28.6
Never	12	44.4	34	34.7
Total	27	100.0	98	100.0

Results on the frequency of ensuring that pupils wrote notes revealed that 18.5% headteachers reported that they always ensured that pupils wrote notes. 37.0% headteachers indicated that they ensured that pupils wrote notes only some times while 44.4% of them reported that they never ensured that pupils wrote notes. Among the teachers, 36.7% of said them reported that the headteachers ensured that pupils wrote notes always, while 28.6% teachers indicated that the headteachers ensured that pupils wrote notes sometimes. A further 34.7% of teachers indicated that the headteachers never ensured that pupils wrote notes. These results show some consensus that both the headteachers and the teachers were in agreement that the headteachers never ensured that pupils wrote notes or they just ensured that pupils wrote notes only sometimes.

The respondents were also asked to indicate whether checking of pupils' exercise was influential in determining pupils' academic performance. The results are analyzed in Table 4.27.

Table 4.27 Headteachers and Teachers’ responses on whether checking of pupils’ exercise books influence their academic performance

Responses	Headteachers		Teachers		Means	Std
	Frequency	Percent	Frequency	Percent		
	Very influential	22	81.5	65	66.3	7.20
Influential	5	28.5	33	33.7	4.80	0.67
Less influential	0	0	0	0	0	0
Not Influential	0	0	0	0	0	0
Total	27	100.0	98	100.0		

The research results presented in Table 2.27 indicated that head teachers’ checking of pupils ‘exercise books influence pupils’ academic performance varying levels. The data shows that 81.5% and 66.3% of the headteachers and teachers respectively said it was very influential in determining pupils’ academic performance while 28.5% and 33.7 % of the headteachers and teachers respectively felt it was influential. None of the respondents negated the statement. The mean also confirms that majority of headteachers and teachers’ agreement on influence (mean 7.20 and 4.80) while the standard deviation (SD 0.14 and 0.67) indicates convergence of views that headteachers checking of teachers’ professional documents influences pupils’ academic performance. From the findings it was found out that headteachers’ checking pupils exercise books influence pupils’ academic performance in public primary schools in Kangundo Sub County

4.8 Influence of monitoring education standard on pupils’ academic performance

The study also sought to determine the Influence of monitoring education standard on pupils’ academic performance in public primary schools in Kangundo Sub County. The headteachers and the teachers were asked to indicate the frequency at which the headteacher ensured the following monitoring of education standards is done. The results are presented in the following section. Headteachers and teachers were asked to indicate how often they ensured that there were adequate teaching resources. The results are presented in Table 4.28.

Table 4.28 Headteachers and teachers’ responses on the ensuring that there are teaching resources

Ensuring there are teaching resources	Headteachers		Teachers	
	Frequency	Percent	Frequency	Percent
Always	22	81.5	68	69.4
Sometimes	5	18.5	30	30.6
Never	0	0	0	
Total	27	100.0	98	100.0

Results on the frequency at which the headteacher ensured that there are adequate teaching resources in the school indicated that majority 81.5% of the headteachers indicated that they always ensured that there were adequate teaching resources while 18.5% of the headteachers indicated that they sometimes ensured that there were adequate teaching resources. Among the teachers 69.4% of them said that they headteachers always ensured that there were adequate teaching resources. A further 30.6% of the teachers indicated that the headteacher ensured that sometimes there were teaching and learning resources.

The headteachers and the teachers were asked to indicate the frequency of assessment in the school. The data is presented in table 4.29.

Table 4.29 Headteachers and teachers’ responses on the frequency of assessment

Ensuring frequency of assessments	Headteachers		Teachers	
	Frequency	Percent	Frequency	Percent
Always	20	74.1	62	63.3
Sometimes	7	25.9	36	26.7
Never	0	0	0	0
Total	27	100.0	98	100.0

Results on the frequency at which the headteachers ensured that there was frequency of assessment for learners showed that 74.1% of the headteachers always ensured the learners were assessed frequently while 25.9% of them ensured that learners were assessed sometimes. None of the headteacher said learners were never assessed. Among the teacher respondents, 63.3% indicated that the headteachers always ensured that there was frequent assessment of learners while 26.7% indicated that they ensured that learners were assessed sometimes. The results show that majority of headteachers agreed learners were assessed frequently which has a pointer to their academic performance.

The respondents were also asked whether the headteacher ensured the school curriculum was implemented effectively. The results are presented in table 4.30.

Table 4.30 Headteachers and teachers’ responses on the effectiveness of curriculum implementation

Ensuring implementation of school procedures	Headteachers		Teachers	
	Frequency	Percent	Frequency	Percent
Always	25	92.6	72	73.5
Sometimes	2	7.4	26	26.5
Never	0	0	0	0
Total	27	100.0	98	100.0

Data on the how often the headteachers ensured that the school curriculum was effectively implemented showed that majority of the headteachers 92.6 % ensured that the school curriculum was effectively implemented while only 7.4% of headteachers reported that curriculum was sometimes was implemented effectively. Among the teachers’ majority 73.5% indicated that the headteachers never ensured that that the school curriculum was effectively implemented. Only a small number 26.5% indicated that headteachers sometimes implemented the school curriculum effectively. The responses reveal that both headteachers and the teachers were in consensus that headteachers ensured that curriculum was effectively implemented in running of schools

Asked how frequently the headteachers ensured that school procedure was run effectively the head teachers and teachers reported as presented in Table 4.31.

Table 4.31 Headteachers and teachers’ responses on the efficiency of running school procedures

Ensuring running school procedures	Headteachers		Teachers	
	Frequency	Percent	Frequency	Percent
	Always	27	100	60
Sometimes	0	10	38	38.8
Never	0	0	0	0
Total	27	100.0	98	100.0

Results on the efficiency with which school procedures are run showed that all headteachers confirmed that they run school procedures effectively. Among the teachers, 61.2% indicated that the headteachers run the school procedures effectively while 38.8% of the teachers indicated that the headteacher sometimes run the school procedures effectively. The results are in consensus that the headteachers ensured that school procedures are run effectively to promote academic achievements of the learners.

The researcher also was interested in establishing whether the headteachers ensured that school programmes were adhered. The results are presented in table 4.32.

Table 4.32 Headteachers and teachers' responses on headteachers endurance at school programmes were adhered

Ensuring adherence of school programs	Headteachers		Teachers	
	Frequency	Percent	Frequency	Percent
Always	100	100	48	49
Sometimes	0	0	50	51
Never	0	0	0	0
Total	27	100.0	98	100.0

Data on headteachers assurance that school programmes were adhered to indicated that all headteachers confirmed that they ensured that school programmes were adhered to. Among the teachers, 49% indicated that the headteachers always ensured that school programmes are adhered to while 51% felt that headteachers ensured that school programmes are adhered to sometimes. However, there was concurrence that headteachers ensure that school programmes are adhered to.

The respondents were also asked to indicate whether monitoring education standard on pupils' academic performance was influential in determining pupils' academic performance. The results are analyzed in Table 2.33.

Table 4.33 Influence of monitoring education standard on pupils' academic performance

Responses	Headteachers		Teachers		Means	Std
	Frequency	Percent	Frequency	Percent		
Very influential	21	77.8	72	73.5	7.00	0.14
Influential	6	22.2	26	26.5	4.50	0.63
Less influential	0	0	0	0	0	0
Not Influential	0	0	0	0	0	0
Total	27	100.0	98	100.0		

The research results presented in Table 2.33 indicated that head teachers' monitoring education standards influence pupils' academic performance different levels. The data indicates that 77.8% and 73.5% of the headteachers and teachers respectively said monitoring education standard was very influential in determining pupils' academic performance while 22.8% and 26.5 % of the headteachers and teachers respectively said it was influential. None of the respondents negated the statement.

The mean also confirms that majority of headteachers and teachers were in agreement that monitoring education standards influence pupils' academic standards (mean 7.00 and 4.50) while the standard deviation (SD 0.14 and 0.63) indicates convergence of views that headteachers' monitoring education standards influences pupils' academic performance. From the findings it was revealed that headteachers' monitoring education standards influenced pupils' academic performance in public primary schools in Kangundo Sub County

4.9 Pupils Academic Performance in Kangundo Sub County

This study sought to find out on pupils' academic performance in primary schools in Kangundo Sub County. To achieve this, headteachers were asked to indicate in their questionnaires the KCPE mean scores of their schools for the period 2018 – 2022.

An analysis of KCPE mean scores for the period above was also done. Table 4.34 gives the analyzed mean scores.

Dependent variable**Table 4.34: KCPE Mean Score for the Period 2018 – 2022**

Year	Mean	Mean of Std. Deviation differences
2019	211.0	7.0 1.2485198
2020	223.2	6.9 1.1396219
2021	227.6	5.9 0.9837954
2022	221.6	7.2 0.9941476
TOTAL	883.4	4.366
MEAN	220.85	1.091

Results from Table 4.34 show that the KCPE mean score of public primary schools had been falling. For instance, the mean score sharply dropped from 227.6 in 2021 to 221.6 in 2022 a drop of index 5.00. The findings show that the overall KCPE mean score was below 250marks half the performance expected of 500 Marks. The standard deviations also showed a dip in performance. Therefore, this needed investigation and the study sought to fill this gap.

The mean of influence and standard deviation were analyzed and presented in Table 4.35

Table 4.35 Independent variable

Independent variable	Mean of influence	Std Dev
Checking teachers' professional documents	4.95	0.435
Classroom visits	4.25	0.805
Checking pupils exercise books	6.0	0.405
Monitoring Educational standards	5.9	0.41
Total	21.1	2.055
Mean Point	5.275	0.514

It was found that the mean of influence was high at 5.275 in a scale of ten while standard convergence point was meaningful at 0.514 a scale lower than one indicating little variance in the influence across the four variables. The data indicates that the independent variable had a meaningful influence on the dependent variable. It is noted from the analysis that pupils' academic performance was dependent on headteachers instructional supervisory practices.

Responses related to headteachers' instructional supervision practices were respectively combined to form one total mean index of headteachers supervision practices. Likewise, responses related to pupils' academic performance were combined to form one average index of pupils' academic performance. The headteachers instructional supervision practices were cross tabulated against pupils' academic performance. The results were presented in Table 4.36.

Table 4.36 Cross tabulated responses of headteachers' instructional supervision practices and pupils' academic performance

Dependent variable	Mean	Integrated
Independent Variable		Mean
Mean	5.275	6.75
Std. Deviation	0.514	1.091

The analysis in Table 4.36 indicated that pupils' academic performance across all schools was influenced by a mean of 6.0 in a scale of 10 implying the independent variable impacted on dependent by a scale of 60%. The convergence of standard deviation was lower than 1 implying little variation across all themes of independent variable that influenced pupils' academic performance. From this analysis headteachers instructional supervision practices accounted for 60% influence on pupils' academic performance in Kangundo Sub County. It is therefore noted that headteachers instructional supervision practices influenced pupils' academic performance in Kangundo Sub County.

CHAPTER FIVE

5.0 DISCUSSION AND INTERPRETATION OF RESEARCH FINDINGS

5.1 Introduction

This chapter presents discussion and interpretation of research findings. This study investigated the influence of head teachers' instructional supervision practices on pupils academic performance in Kangundo Sub County, Machakos County, Kenya. The study resulted to the following findings based on the objectives of the study which were to determine the influence of head teachers' checking of teachers' professional documents, head teacher's classroom visits, headteachers checking of pupils' exercise books and head teachers' monitoring of educational standards on pupils' academic performance in primary Schools in Kangundo Sub County Machakos County

5.2 Influence of head teachers' practice of checking of professional documents/ records on pupils' academic performance

The first objective of the study was to determine the influence of head teachers practice of checking of professional documents on pupils' academic performance in public primary schools in Kangundo Sub County. Record keeping is an important component in the learning of school (Kiamba, 2011). Findings revealed that majority (Table 4.11) 55.6% of the headteachers and 45.9% of teachers indicated that they checked the records sometimes with seven 25.9% of the headteachers and 39.8% indicating that they never checked schemes of work before commencement of teaching.

The findings imply that headteachers did not check of professional documents/records keenly. Lack of checking of scheme of work is likely to make teachers not prepare well for teaching and hence affect pupils' academic performance. Okumbe (2009) adds that instructional practices involve such activities as helping in the formulation and implementation of schemes of work, evaluating and overseeing modification of instructional programs and delivering instructional resources.

It was also revealed that 29.6% headteachers and 15.3% (Table 4.12) teachers reported that they always checked the lesson plans. 37.0% and 25.5% of the teachers indicated that they checked sometimes while 33.3% and majority of the teachers 59.2% indicated that the headteachers never checked the lesson plans. The findings imply that headteachers did not adequately check lesson plans. When the headteacher does not check teachers lesson plan it is likely to compromise teaching hence affecting pupils' academic performance.

It was also revealed that majority of the headteachers (Table 4.13), 55.6% indicated they checked records of work covered sometimes with 38.8% of teachers indicating that they checked sometimes, twelve 44.4% of the headteachers and 53.1% teachers indicated that the headteachers never checked the records of work covered. These findings show headteachers did not adequately check records of work covered which could affect teaching. This is in line with the study by Firestone and Rienl (2008) who noted that checking of students' record of work is a mediating influence on teachers, instructional community and school organization that lead to high performances. Data also revealed that 40.7% of the headteachers and 32.7% of teachers (Table 4.14) indicated that the headteachers checked pupils progress records sometimes. Most of the headteachers 44.4% and majority of the teachers 59.1% indicated that the headteachers never checked pupils progress records. It is evident from these findings that headteachers did not always check pupils progress records which could affect pupils academic performance.

29.6% and 38.8% of the teachers indicated that the headteachers checked class registers just sometimes while 51.9% headteachers and 35.7% teachers indicated that the headteachers never checked class registers (Table 4.15). From the findings, it can be implied that headteachers did not check class registers. If class registers are not checked, it is possible not to know which children are not coming to school which could encourage truancy which affects KCPE performance. This is in line with Musungu and Nasongo (2008) who found out that eight percent of the principals in high performing schools checked lesson plans, scheme of work, class registers and school attendance.

Gaziel (2007) found out that secondary school principals invest some of their energy and time in their instructional roles. This agrees with Kerubo (2010) who conducted a study on the frequency of head teacher's instructional supervision on Kenya Certificate of Primary Education performance in public primary schools in Dagorretti District and revealed that head teachers' approval of schemes of work and lesson plans and record of work covered could influence KCPE performance. The findings also agree with Daresh (1992) who found that supervision in the areas of checking the records had a positive impact in academic performance of pupils.

The research results revealed that head teachers' checking of teachers' professional documents influence pupils' academic performance where 74.1% and 80% of the headteachers and teachers respectively said it was very influential in determining pupils' academic performance while 15.9% and 20 % of the headteachers and teachers respectively felt it was influential (Table 4.16). From the findings it was noted that headteachers' checking of teachers' professional documents influence pupils' academic performance in public primary schools in Kangundo Sub County. The findings of this study agree with study done by Ozcan (2020) on Teachers' Evaluation on School Principals' Supervision in Nevşehir province of Turkey which revealed principals checking teachers' professional documents was key in influencing learners' academic performance. The findings of the study also concur with revelations made by Musungu and Nasongo (2008) who noted that in high performing schools principals checked lesson plans, scheme of work, class registers and school attendance. To the scholars frequency of internal supervision of checking teachers professional documents contributed towards effective implementation of curriculum hence good performance

5.3 Influence of head teachers' classroom visits on pupils academic performance

The second research objective sought to establish the effects of head teacher's classroom visits on pupils' academic performance in primary schools in Kangundo Sub County. Results showed that 48.1% of the headteachers and 42.9% of teachers indicated that the headteachers sometimes observed teachers while teaching (Table 4.18). 40.7% headteachers and 39.8% teachers indicated that the headteachers never observed teaching

while teaching was going on. The findings agree with Nguunjiri (2012) who asserts that there is a significant impact of class visitations by head teachers on students' academic performance in English in secondary schools. The results also concur with Kimeu (2010) who found out that classroom observation creates harmony in working place, good relationship between head teacher and teachers which in turn leads to effective curriculum implementation. In agreement to the findings, Griffins (1994), adds that head teachers need to observe their teachers formally on regular basis, make notes in the classroom and work with a clear commitment. The findings imply that headteachers checked teachers sometimes while they taught which implies that teachers may teach in undesired manner which may affect pupils' academic performance. According to Kimeu (2010), the head teacher should visit the classroom frequently to encourage teachers.

It was also revealed that majority of the headteachers 59.3% and 55.1% teachers indicated that headteachers never went round the classes during teaching to ensure teaching is taking place. A further 37.0% of the headteachers and 35.7% of the teachers indicated the headteachers only went round the classes during teaching to ensure teaching is taking place sometimes. The findings imply that headteachers sometimes went round the classes to observe teachers while they taught which implies that teachers may teach in inappropriate manner which may affect pupils' performance. This is in line with Blasé and Blase (1998) who found out that visibility in the school by walking around and informally visiting classrooms was related to increased use of reflectively informed behaviours and good teacher behaviour hence positively affecting pupils' academic performance. This is in line with Gachoya (2008) who observed that through this visit the supervisor can have an insight into quality benchmarks and performance.

Data also showed that majority 63% of the headteachers and 63.3% of the teachers indicated that the headteachers never ensured that teachers are comfortable during teaching. 29.6% of the headteachers and 26.5% teachers indicated that they headteachers sometimes ensured teachers are comfortable during teaching. The data implies that headteachers did not perform their role of making sure that teachers are comfortable when

teaching. When teachers are not comfortable, they are likely not to teach well hence affecting pupils' performance in academics.

Results also indicated that majority of the headteachers 5.6% and 49.0% (Table 4.20) of the teachers indicated that the headteachers protects instructions time by making sure teachers observe punctuality in attending lessons sometimes. 29.6% and 32.7% of the teachers indicated that the headteachers never protect instructions time by making sure teachers observe punctuality in attending lessons. These findings shows that headteachers did not protects instructions time by making sure teachers observe punctuality in attending which may encourage laziness on the part of the teachers and which could ultimately affect their performance.

It was also revealed that majority of the headteachers 98% and majority of teachers 63.3% indicated that the headteachers never ensured that teachers were comfortable during teaching Table 4.19). 40.7% of the headteachers and 26.5% of the teachers indicated that the headteachers ensured that teachers were comfortable when teaching. These findings shows that headteachers never made sure teachers observe punctuality in attending lessons which may encourage laziness on the part of the teachers and which could ultimately affect their performance. Sabaitu 2012) showed that there was significant impact of instructional supervision of teachers on academic performance of students' English language. The activities that were supervised included checking of students' notes, checking teachers' punctuality, attendance and moderation of examination questions and class visitation. These findings are also in line with Kemunto and Marwanga (2014) conducted their study in secondary school and focused on the extent of their involvement in carrying out supervisory activities, adequacy, frequency and methods of carrying out clinical supervision, attendance of in-service courses and the relationship between instructional supervision.

Results presented in Table 4.17 showed that head teachers' checking of teachers' class visitation influence pupils' academic performance where 69.4% and 54.4% of the headteachers and teachers respectively said headteachers' class visitation was very

influential in determining pupils' academic performance. Data also indicated that 69.4% and 31.6 % of the headteachers and teachers respectively concurred by noting headteachers teachers' class visitation influenced pupils' academic performance. The mean also confirms that majority of headteachers and teachers' agreement that headteachers class visitation influenced pupils' academic performance (mean 4.70 and 3.80) with a standard deviation of (SD 0.74 and 0.87) which indicated convergence of views. From the findings it was revealed that headteachers' class visitation influence pupil's academic performance in public primary schools in Kangundo Sub County

. These findings agree with Nzabonimpa's study (2018) on Teachers' Work Performance in secondary schools in Entebbe Municipality, Wakiso District, Uganda which examined the Influence of Secondary School Head Teachers' General and Instructional Supervisory. The research findings indicated a high correlation between secondary school head teachers' supervisory practices such as classroom visits students' academic performance.

5.4 Influence of headteachers checking of pupils' exercise books on pupils academic performance

The third research objective was to establish the Influence of head teachers checking of pupils' exercise books on pupils' academic performance in Kangundo Sub County. Data revealed that 59.3% headteachers and majority 50.5% (Table 2024) of teachers indicated that they only checked homework is done sometimes. Seven 25.9% of the headteachers and 13.3% of teachers indicated that the headteacher always checked that homework is done. Further, 36.7%) of the teachers indicated that the headteacher never checked whether homework was done. It is important to have homework checked because if it is not checked, pupils may develop laziness which could affect their performance. Williams (2003) states that there is significant impact of checking students notes for efficiency in curriculum implementation hence high students' academic performance.

It was also revealed that majority of the headteachers 74.1% and 78.6% of teachers indicated that the headteachers never monitored pupils academic progress while 22.2% of the headteachers and 19.4% (Table 4.25) of the teachers indicated that they sometimes

monitored pupils' academic progress. The findings also revealed that majority of the headteachers 59.3% and 62.2% of the teachers indicated that the headteachers never did so while 25.9% of the headteachers and 20.4% of the teachers said that they did so sometimes. The findings imply that headteachers never monitored pupils academic progress keenly. Lack of monitoring of pupils' progress makes it possible to track how pupils are performing which could lead to poor academic performance.

The results also showed that 36.7% of teachers said that the headteacher ensured that pupils wrote notes always, 37.0% of headteachers and 28.6%) teachers indicated that they ensured that pupils wrote notes sometimes while 44.4% of the headteachers and 34.7% of teachers indicated that the headteachers never ensured that pupils wrote notes (Table 4.26). The results show that the headteachers did not ensure that pupils wrote notes often which means that if in cases pupils do not write notes, it may affect their performance. When headteachers do not check pupils' exercise books, they may not be aware of how much has been covered and hence this can affect pupils performance.

The above findings are in line with Alimi and Akinfolarin (2012) who conducted a study on impact of instructional supervision on the pupils' academic performance in senior secondary schools in Ondo state Nigeria. The study found out that there is significant relationship on checking students note books and academic achievement in English language. Clegg and Bellingston (1994) in their findings agreed that there is significant impact in checking of students notes on academic performance in English language in United States elementary schools.

The research results presented in Table 4.27 showed that head teachers' checking of pupils 'exercise books influenced pupils' academic performance with 81.5% and 66.3% of the headteachers and teachers respectively confirming that head teachers checking of pupils' exercise books highly influenced pupils 'academic performance. A small number 28.5% and 33.7 % of the headteachers and teachers respectively felt that checking of pupils' exercise books by headteacher was influential in determining pupils' academic performance. The mean (7.20 and 4.80) and convergence of standard deviation (SD 0.14

and 0.67) also confirms that majority of headteachers and teachers' view that head teachers checking of pupils' exercise books influenced pupils' academic performance. The findings of this study agree with works by Opicha (2016) in a study that investigated the influence of head teachers' instructional supervision practices on pupils' performance at KCPE in public primary schools in Khwisero Sub County, Kakamega County. The results revealed that headteachers checking of pupils' marked books enhanced pupils' academic performance.

5.5 Influence of monitoring education standard on pupils' academic performance

The fourth research objective was to determine the influence of headteachers' monitoring education standard on pupils' academic performance in public primary schools in Kangundo Sub County. Results on the frequency at which the headteacher ensured that there are adequate teaching resources in the school (Table 4.28) indicated that majority 81.5% of the headteachers indicated that they always ensured that there were adequate teaching resources while 18.5% of the headteachers indicated that they sometimes ensured that there were adequate teaching resources. Among the teachers 69.4% of them said that they headteachers always ensured that there were adequate teaching resources. A further 30.6% of the teachers indicated that the headteacher ensured that sometimes there were teaching and learning resources. Lack of teaching resources in a school is possible to affect pupil's academic performance. The data agrees with sentiments by Foller (2005), and Eshiwani (2003), which argued that instructional materials and school books activities are amongst other resources that affect the quality of academic achievement.

On the frequency at which the headteachers ensured that there was frequent assessment for learners, (Table 4.29) results showed that 74.1% of the headteachers always ensured the learners were assessed frequently while 25.9 % of them ensured that learners were assessed sometimes. Teachers also confirmed the headteachers view where 63.3% indicated that the headteachers always ensured that there was frequent assessment of learners while 26.7% indicated that they ensured that learners were assessed sometimes. The results show that majority of headteachers agreed learners were assessed frequently which has a pointer

to their academic performance which concurs with findings by Tety (2016) which asserts that learner' performance heavily relied on frequency of assessment.

On the issue whether the headteachers ensured that the school curriculum was effectively implemented, majority of the headteachers 92.6 % indicated that the school curriculum was effectively implemented while only 7.4% of headteachers reported that curriculum was sometimes was implemented effectively (Table 4.30). The teachers' confirmed the view where majority 73.5% indicated that the headteachers always ensured that that the school curriculum was effectively implemented. Only a small number 26.5% indicated that headteachers sometimes implemented the school curriculum effectively. The responses reveal that both headteachers and the teachers were in consensus that headteachers ensured that curriculum was effectively implemented in running of schools. The results posted by the study concur with Mutiso's, et al, (2020) study which carried out a study effectiveness of curriculum implementation by principals and students' academic performance in Machakos County and revealed that effective curriculum implementation was a strong indicator of learners' performance.

The study also sought to determine how the headteachers ensured that school procedures were run effectively. Results showed that all headteachers confirmed that they run school procedures effectively. Among the teachers, 61.2% indicated that the headteachers run the school procedures effectively while 38.8% of the teachers indicated that the headteacher sometimes run the school procedures effectively (Table 4.31). The results were in consensus that the headteachers ensured that school procedures are run effectively to promote academic achievements of the learners. The revelations of the study mirror the findings of Ngaroga (2006) that noted that a school head has a responsibility of enforcing the following of procedures to improve performance.

The research also was interested in establishing whether the headteachers ensured that school programmes were adhered. Data on headteachers assurance that school programmes were adhered to indicated that all headteachers confirmed that they ensured that school programmes were adhered to. Among the teachers, 49% indicated that the

headteachers always ensured that school programmes are adhered to while 51% felt that headteachers ensured that school programmes are adhered to sometimes (Table 4.32). There was concurrence that headteachers ensured that school programmes were effectively run which impacted on learners' academic performance. Evidence from this research agrees with views of Gakuru (2012) that indicated that there a strong relationship between adherence to school programmes and achievement is clear and consistent, there are likely to be returns from this adherence.

The respondents further indicated that headteachers monitoring education standard on pupils' academic performance was influential in determining pupils' academic performance where 77.8% and 73.5% of the headteachers and teachers respectively said monitoring education standard was very influential in determining pupils' academic performance while 22.8% and 26.5 % of the headteachers and teachers respectively said it was influential (Table 4.33). The mean also confirms that majority of headteachers and teachers were in agreement that monitoring education standards influence pupils' academic standards (mean 7.00 and 4.50) while the standard deviation (SD 0.14 and 0.63) indicates convergence of views that headteachers' monitoring education standards influences pupils' academic performance. From the findings it was revealed that headteachers' monitoring education standards influenced pupils' academic performance in public primary schools in Kangundo Sub County. The study's revelation mirror studies done in USA by (Sullivan, 2006) on monitoring and evaluating school academic standards that found out that monitoring of educational standards bring life to learning by stimulating students to learn hence improving on their academic performance (Sullivan2006)

5.6 Influence of headteachers' instructional supervision practices on pupils' academic performance

A cross tabulation of headteachers' responses related to instructional supervision practices and responses related to pupils' academic performance revealed headteachers instructional supervisory practices influenced pupils' academic performance across all schools by a mean of 6.0 in a scale of 10 implying the independent variable impacted on dependent by a scale of 60%. The convergence of standard deviation was lower than 1 implying little

variation across all themes of independent variable that influenced pupils' academic performance. Ensuring from that analysis headteachers instructional supervision practices highly influenced pupils' performance in academics. It was therefore noted that headteachers instructional supervision practices influenced pupils' academic performance in Kangundo Sub County.

CHAPTER SIX

6.0 CONCLUSION AND RECOMMENDATIONS

6.1 Introduction

This chapter presents the conclusion, recommendations and suggestion for further research.

6.2 Conclusions of the Study

6.2.1 Influence of head teachers' practice of checking of professional documents/ records on pupils' academic performance

The study revealed that headteachers were actively involved in checking teachers' professional documents/records. Lack of checking of scheme of work, lesson plans, and records of work covered, pupils' progress records, and class registers make teachers not prepare well for teaching and hence influence pupils' academic performance. From the findings it was noted that headteachers' checking of teachers' professional documents influenced pupils' academic performance in public primary schools in Kangundo Sub County.

6.2.2 Influence of head teachers' classroom visits on pupils' academic performance

The study found out that headteachers visit to class and to teachers as they teach had a great impact pupils' academic performance. Classroom observation creates harmony in working place, good relationship between head teacher and teachers which in turn leads to effective curriculum implementation. Head teachers need to observe their teachers formally on regular basis, make notes in the classroom and work with a clear commitment. When the headteacher go round the class to check how teaching is being done, teachers teach in the desired manner which impact on learners' performance. From the findings the study concludes that headteachers' class visitation influence pupil's academic performance in public primary schools in Kangundo Sub County.

6.2.3 Influence head teachers checking of pupils' exercise books on pupils academic performance

The study revealed that the headteachers checked pupils' books. Checking of pupils' homework make them conscious and alert on teaching progress. The results from this study

led to the conclusion that headteachers checking of pupils' marked books enhanced pupils' academic performance.

6.2.4 Influence of headteachers monitoring education standard on pupils' academic performance

The results of the study showed that teachers were engaged in providing teaching and learning resources, reinforced frequency of testing and ensured that school procedures and programs are run effectively and adhered to. From the findings the study concludes that headteachers' monitoring of education standards influenced pupils' academic performance in public primary schools in Kangundo Sub County.

6.2.5 Summary of Conclusion

Cross tabulation of headteachers' instructional supervision practices and pupils' academic performance revealed headteachers instructional supervisory practices influenced pupils' academic performance across all schools in the Sub County. Ensuring from revelation the study concludes that headteachers instructional supervision practices influenced pupils' academic performance in Kangundo Sub County.

6.3 Recommendations of the Study

Based on the first objective, the study recommends that headteachers should increase the frequency and diligence of checking of professional documents. This includes checking schemes of work, lesson plans, records of work covered. This would facilitate teachers' job and hence positively influence pupils' performance.

From the second objective, the study recommends that head teachers need to increase and diligently improve clinical supervision which encompasses classroom visits while teaching is going on, visiting teachers during teaching, ensuring that their teachers are comfortable, and providing feedback after classroom observation.

From the third objective, the study recommends that headteachers should also increase the frequency of checking of pupils' exercise books. This would involve randomly asking for pupils' books, checking whether homework is done, checking whether teachers marked pupils' exercise books and monitoring pupils' academic progress.

From the fourth objective, the study recommends that heartaches should keep up monitoring of academic standard in the school to ensure that there is enhanced and quality of education offered in the schools.

6.4 Suggestions for Further Research

This study investigated the influence of head teachers' instructional supervision practices on KCPE performance in Kangundo Sub County, Machakos County, Kenya. The following were the suggestions for further research.

1. A study on other factors other than instructional supervision that affect KCPE performance should be conducted.
2. Examination of headteachers' delegation of instructional supervisory duties and pupils' academic achievement.
3. Perceptions of teachers towards headteachers' instructional supervisory role of staff development.
4. Challenges facing new strategies of instructional supervision in public primary schools.
5. Since the study was carried out in one administrative sub county, a similar study should be carried out on the influence of supervisory roles of headteachers on students' academic achievement in other sub counties.

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APPENDICES

APPENDIX I: LETTER OF INTRODUCTION TO THE RESPONDENTS

Pauline Ngui

Department of Educational Administration and Planning

South Eastern Kenya University

P.O Box 170 - Kitui

6thOct, 2021

The Head teacher

_____ Primary school

Dear Sir / Madam,

RE: PERMISSION TO COLLECT DATA

I am post-graduate student at South Eastern Kenya University. I am currently carrying out a research as part of my final year thesis project. This research is a requirement of the master's programme. My study is on "Influence of head teachers' instructional supervision practices on KCPE performance in Kangundo Sub County, Machakos County, Kenya.". Your school has been selected to participate in this study. I hereby humbly request your office to accord the study any assistance that will make the study a success.

Yours faithfully,

Pauline Ngui

APPENDIX II

QUESTIONNAIRE FOR HEADTEACHERS

The purpose of this questionnaire is to solicit information on “Influence of head teachers’ instructional supervision practices on KCPE performance in Kangundo Sub County, Machakos County, Kenya. You are asked to participate in this study by filling in the questionnaire. You are assured that your identity will be treated confidentially. Please answer all the questions provided as honestly as possible, to the best of your knowledge.

Section A: Demographic data

1. Please tick against your gender
Male Female
2. What is your age?
20 – 30 years 30 – 40 years
40 – 50 years 50 – 60 years
3. What is your highest academic qualification?
PI Diploma
Degree Masters
4. Indicate your administrative experience in years (tick one)
1 – 5 years 6 – 10 years
2 11 – 15 years 16 years and above
5. How long have you been in this school?
0 – 5 years 6 – 10 years
11- 15 years Over 15 years

Section B: Head teachers practice of checking of professional documents and Pupils academic performance

6. The following table contains items about your instructional supervisory practices. Please indicate the extent to which you perform them in your school by ticking against the item in the table below.

The following key will be useful:

Always = 1 Sometimes = 2 Never=3

	Supervisory practice	1	2	3
1	Checks the schemes of work before commencement of teaching			
2	Checking lesson plans			
3	Checking records of work covered			
4	Checking pupils progress records			
5	Checking class registers			

- (ii) In your own opinion how influential is Head teachers' checking of professional documents on pupils academic performance?

Very Influential [] Influential [] Less influential [] Not influential []

Section C: Head teachers classroom visits and Pupils academic performance

8. The following table contains items about your instructional supervisory practices. Please indicate the extent to which you perform them in your school by ticking against the item in the table below.

The following key will be useful:

Always = 1 Sometimes =2, Never = 3

	Supervisory practice	1	2	3
1	Observes teachers while teaching			
2	Going round the classes during teaching to ensure teaching is taking place			
3	Ensuring teachers are comfortable during teaching			
4	Protects instructions time by making sure teachers observe punctuality in attending lessons			
5	Provides immediate feedback after class observation			

9. In your own opinion how influential is Head teachers' classroom visits on pupils academic performance?

Very Influential [] Influential [] Less influential [] Not influential []

Section D: Checking of pupils' exercise books by head and Pupils academic performance

10. The following table contains items about your instructional supervisory practices. Please indicate the extent to which you perform them in your school by ticking against the item in the table below.

The following key will be useful:

Always = 1 Sometimes =2, Never=3

	Supervisory practice	1	2	3
1	Randomly asking and checking pupils books			
2	Checking that homework is done			
3	Checking whether teachers mark pupils' exercise books			
4	Monitoring of students' academic progress			
5	Ensuring that pupils write notes			

(ii) In your own opinion how influential is Head teachers' checking of pupils' exercise books on their' academic performance?

Very Influential [] Influential [] Less influential [] Not influential []

Section E: Monitoring academic performance and Pupils academic performance

11. The following table contains items about monitoring education standards supervisory practices. Please indicate the extent to which you perform them in your school by ticking against the item in the table below.

The following key will be useful:

Always = 1 Sometimes =2 Never = 3

	Supervisory practice	1	2	3
1	Ensuring there are teaching resources			
2	Ensuring there is frequency testing in examinations			
3	Ensuring curriculum is implemented effectively			
4	Ensuring school procedures are run effectively			
5	Ensuring school programmes is adhered			

12. In your own opinion how influential is Head teachers’ monitoring of education standards on pupils academic performance?

Very Influential [] Influential [] Less influential [] Not influential []

SECTION F: Pupils’ Academic performance in Kangundo Sub County

Indicate the performance in your school in the last 5 years

Sub county mean score	2018	2019	2020	2021	2022
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APPENDIX III
QUESTIONNAIRE FOR TEACHERS

The purpose of this questionnaire is to solicit information on “Influence of head teachers’ instructional supervision practices on KCPE performance in Kangundo Sub County, Machakos County, Kenya”. You are asked to participate in this study by filling in the questionnaire. You are assured that your identity will be treated confidentially. Please answer all the questions provided as honestly as possible, to the best of your knowledge.

Section A: Demographic data

1. Please tick against your gender Male Female
2. What is your age? 20 – 30 years 30 – 40 years 40 – 50 years 50 – 60 years
3. What is your highest academic qualification? I Diploma Degree Masters
4. Indicate your administrative experience in years (tick one) 1 – 5 years 6 – 10 years 11 – 15 years 16 years and above
5. How long have you been in this school? 0 – 5 years 6 – 10 years 11- 15 years Over 15 years

Section B: Head teachers practice of checking of professional documents and KCPE performance

6. The following table contains items about the head teachers’ instructional supervisory practices. Please indicate the extent to which you perform them in your school by ticking against the item in the table below.

The following key will be useful:

Always = 1 Sometimes =2 Never = 3

	Supervisory practice	1	2	3
1	Checks the schemes of work before commencement of teaching			
2	Checks lesson plans			
3	Checks records of work covered			
4	Checks pupils progress records			
5	Checks class registers			

(ii) In your own opinion how influential is Head teachers' checking of professional documents on pupils academic performance?

Very Influential [] Influential [] Less influential [] Not influential []

Section C: : Head teachers classroom visits and Pupils academic performance

7 The following table contains items about the head teachers' instructional supervisory practices. Please indicate the extent to which you perform them in your school by ticking against the item in the table below.

The following key will be useful:

Always = 1 Sometimes =2 Never = 3

	Supervisory practice	1	2	3
1	Lesson observation			
2	Goes round the classes during teaching to ensure teaching is taking place			
3	Ensures teachers are comfortable during teaching			
4	Protects instructions time by making sure teachers observe punctuality			
5	Provides feedback after class/lesson observation			

ii. In your own opinion how influential is Head teachers' classroom visits on pupils' academic performance?

Very Influential [] Influential [] Less influential [] Not influential []

Section D: Checking of pupils' exercise books by head and Pupils academic performance

8. The following table contains items about the head teachers' instructional supervisory practices. Please indicate the extent to which you perform them in your school by ticking against the item in the table below.

The following key will be useful:

Always = 1 Sometimes =2 Never = 3

	Supervisory practice	1	2	3
1	Randomly asks for pupils books			
2	Checks homework is done			
3	Checks teachers mark pupils' exercise books			
4	Monitors students' academic progress			
5	Ensures that pupils write notes			

ii. In your own opinion how influential is Head teachers' checking of pupils' exercise books on their' academic performance?

Very Influential [] Influential [] Less influential [] Not influential []

Section E: Monitoring academic performance and Pupils academic performance

9. The following table contains items about the head teachers' Monitoring of educational standards instructional supervisory practices. Please indicate the extent to which you perform them in your school by ticking against the item in the table below.

The following key will be useful:




Always = 1 Sometimes =2 Never = 3

	Supervisory practice	1	2	3
1	Ensuring there are teaching resources			
2	Ensuring there is frequency testing in examinations			
3	Ensuring curriculum is implemented effectively			
4	Ensuring school procedures are run effectively			
5	Ensuring school programmes is adhered			

ii In your own opinion how influential is Head teachers' monitoring of education standards on pupils' academic performance?

Very Influential [] Influential [] Less influential [] Not influential []

**APPENDIX IV
RESEARCH PERMIT**

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