EFFECTIVENESS OF HEADTEACHERS INSTRUCTIONAL SUPERVISION ON LEARNER'S ACADEMIC ACHIEVEMENT IN PRIMARY SCHOOLS IN KITUI COUNTY, KENYA

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E55/CE/24302/2013

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JULY, 2018
DECLARATION

I declare that this project report is my original work and has not been presented in any other university/institution for consideration. This research project report has been complemented by referenced sources duly acknowledged. Where text, data (including spoken words), graphics, pictures or tables have been borrowed from other sources including the internet, these are specifically accredited and references cited by anti-plagiarism regulations.

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DEDICATION

To my dear wife Faith Munee, your moral support throughout the research work and persevering with long hours of my absence was an ingredient towards success. To my children; my beloved son Gabriel Muuo and daughter Irene Stephanie Kinengo when you come of age may you find encouragement and follow the same path. I found solace in you whenever I was exhausted from the study work. To my mum, Mary Kanini may the passion for the education you sew in me multiply to fulfill your aspirations. Lastly to Rev. Fr. Dominic Nzoka wanna Nzambi, I greatly thank you.
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# LIST OF ACRONYMS AND ABBREVIATIONS

<table>
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<tr>
<th>Acronym</th>
<th>Definition</th>
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<tbody>
<tr>
<td>BOMs:</td>
<td>Board of Management</td>
</tr>
<tr>
<td>KCPE:</td>
<td>Kenya Certificate of Primary Education</td>
</tr>
<tr>
<td>KICD:</td>
<td>Kenya Institute of Curriculum Development</td>
</tr>
<tr>
<td>MoE:</td>
<td>Ministry of Education, Science, and Technology</td>
</tr>
<tr>
<td>SCDE:</td>
<td>The officer in charge of a sub-county designated by MOEST to be in-charge and oversee educational implementation in schools under his jurisdiction.</td>
</tr>
<tr>
<td>TPAD:</td>
<td>Teacher Performance, Appraisal and Development tool provided to school administrators for use in evaluation and monitoring of instruction processes.</td>
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ABSTRACT

Effective School level instructional supervision is important for its central objective to improve instruction to achieve educational goals. The major and essential objective of any learning institution is to offer a worth education to its learners by imparting relevant skills, knowledge and attitudes. To ensure access, retention and quality instruction in teaching and training in all institutions of learning, robust and effective instructional supervision is essential. The success or failure of the school is believed to rest on the effectiveness of instructional supervision at the school level. It is in this milieu that the research study was prompted. The research objectives that guided the study: i) To assess teacher perceptions on the effectiveness of school-level instructional supervision influence on learner academic achievement, ii) To ascertain the effectiveness of headteacher instructional supervision roles, iii) To determine the effectiveness of practices utilized by headteachers in instructional supervision, and iv) To assess the effectiveness of instructional supervisory approaches and their effect in enhancing the academic achievement of learners. A descriptive survey design was employed in this study. The study was carried out in public primary schools in Lower Yatta Sub County, Kitui County, Kenya. The study targeted 76 public primary schools. Questionnaires for both head teachers and teachers were used to obtain data from the respondents. Qualitative data analysis involved an explanation of information obtained from the empirical literature. The quantitative analysis involved the use of numeric measures in the scores of various responses on the effectiveness of instructional supervision influence on the academic achievement of learners. This entailed generation of descriptive statistics after data collection, the formation of data sets, estimation of population parameters from the statistics, making of inferences based on the statistical findings. This was done with the aid of SPSS v20. The output of the analysis was presented in tables, figures and charts; interpretations and discussions made based on the research objectives. The study found that there were mixed reactions on headteacher effectiveness on instructional supervision. Headteachers roles, practices and approaches were characterized with the incoherent application. It was further concluded that instructional supervision was ineffectively administered in Lower Yatta Sub-county and by extension Kitui County. This cast a negative impact on learner academic achievement. The study recommended regular head teachers retraining and sensitization on effective instructional supervision practices, roles and approaches to enhance learner academic achievement.

Key Terms: Headteacher, Effective Instructional supervision, School-based supervision, Academic achievement, Teacher, Learner, Practices, Roles, Perceptions, Leadership style, Instructional Supervisory approaches, Supervisor, Retraining, and Quality.
CHAPTER ONE
INTRODUCTION

This section entails background to study, statement of the problem, objectives, research questions, significance of the study, assumptions, limitations, theoretical framework, conceptual framework and operational definitions of terms.

1.1 Background to the Study

Effective School level instructional supervision is important for its central objective to improve instruction to achieve educational goals. This is crucial to attaining the major and essential objective of any learning institution to offer a worth of education to learners. It guides the whole process of imparting relevant skills, knowledge, and attitudes. According to Rino (2009), supervisors have a direct impact on the success of an organization through the management of employees. Moreover, supervision must be competent, supportive and demonstrate effective coaching and mentoring practices. This provides workers with clear performance expectations, consistent feedback and an opportunity for career development.

In reflection on teacher perceptions, World Bank (2010) study points out that the Republic of Korea experimented with the introduction of a teacher evaluation system on a pilot basis. This approach and the pilot expansion was met with strong opposition from the teachers’ union. It was first put on hold for some years for the teachers felt that they were unfairly blamed for poor performance. When revisited the teacher's unions strongly objected to its implementation even though the Government committed to expanding the program to all schools. The case is similar to Kenyan policy of teacher performance appraisal and development that faced fiery
criticism and objection in its wake despite being implemented in other departments of the public service.

In Finland, as advanced by J. Blase and Blasé (1999) conversation with teachers to advance reflection and promote proficiency growth are two major dimensions of effective instructional leadership as reported by teachers. Overall data generated in his study indicates that the two are major instructional leadership strategies, which strongly affect teachers emotional, cognitive, and behavioral aspects. It is also noted that headteachers who are distinct as valuable instructional leaders by teachers have a propensity to use a wide range of the strategies. Several strategies are regularly used and seemed to enhance one another.

Besides, headteachers leadership reflects a firm belief in teacher selection and discretion, non-threatening and growth-oriented relations, earnest and authentic interest. Teachers are not forced to teach in limited ways nor are they criticized by their instructional leaders. When this is put differently, findings suggest that effective instructional leader should avoid restrictive and intimidating approaches to teachers; administrative control must give way to the promotion of collegiality among teachers. More findings suggest that effective instructional leadership is embedded in school culture (Best and Khan, 2006); it is anticipated and regularly delivered.

Furthermore, effective instructional supervision integrates collaboration, peer coaching, inquiry, collegial study groups and reflective discussion into a holistic approach to promote professional dialog among teachers. In this study, these aspects were expanded to determine effectiveness with which the school level instructional supervision in Lower Yatta is undertaken together with its influence on learners’ academic achievement.
To ensure access, retention and quality instruction in education and training in all institutions of learning, strong and effective standards and quality assurance needs to be put in place. Blasé and Blasé (2004) as cited by Macharia (2012), observed that not much had been published to describe how effective instructional supervision is carried out and whether supervision influences teacher output.

Gachoya (2005) noted that instructional effectiveness hinges heavily on head teachers unwavering instructional, supervisory roles. This is in agreement with Glickman (2009) position that instructional effectiveness is directly related to pupil achievement hence implying that the higher the level of instructional effectiveness the higher the academic benefit to the learner. This study posits that effective instructional supervision as employed by the head teacher results in improved learner attainment.

With Kenya taking great pace to ensure that its citizens receive the best education effective instructional supervision is anticipatively an ingredient. High learner academic achievement is an obvious quotient of government’s enactment of a new legislative framework and policy for education that realigns human capital development needs of the new constitution (2010) to the aspirations of vision 2030 plan. The right of the child to education as mandated in the new constitution rooted in sessional paper No.1 of 2005 and the basic education act (2012) will explicitly rely on effective instructional supervision by headteachers. Instructional leader styles require a highly designated approach to determine the product in academic achievement of learners. In support of this view, Mutuku (2005) posits that democratic leadership style had an immediate and noteworthy connection with execution in the United States as teachers are included in supervision.
Transformational leadership style gives careful consideration to the subordinates’ requirements for development and accomplishment and consequently pioneers who utilize this style are proactive (Bass, 2007). Weasmer (2002) expressed that transformational administration prompted more prominent employment fulfillment although in a study by Carpenter (2004) this is negated. Then again Philosophical system leadership style alludes to the style which permits free commitments of thoughts or suppositions without obstruction by the pioneer.

Unique styles are required for various situations and every forerunner is expected to distinguish when to display a specific methodology (Rad & Yarmohammadian, 2006). Lesomo (2013) uncovered that instructional leaders did not confine to one leadership style, but the democratic style of leadership was by far perfect for most circumstances. It provides an opportunity to the leader learning aptitudes to act successfully in one circumstance yet it may not blend adequately in an alternate circumstance (Kythreotis and Pashiardis, 2006).

According to Glickman (2000) the school manager functions as the bonding in the sense that he or she influences the diverse elements of instructional supervision effectiveness which are consequently manifested through quality instruction, resulting in high levels of academic achievement.

The study endeavored to assess the effectiveness of headteacher instructional supervisory role as pointed by Musungu and Nasongo (2008). According to Musungu and Nasongo (2008) the Kenyan head teachers instructional supervisory roles encompass checking and approving professional documents, ascertaining whether the teachers follow the teaching pedagogies attained in training, monitoring
and evaluating work coverage, maintaining attendance records for teachers and pupils, basically to ensure learning takes place. The roles are further assigned to the head teacher through the Basic Education Act (2013) of the Republic of Kenya which principally places the head teacher as the instructional leader at the school level.

Fischer, (2011) upheld that acceptance and interaction of teachers with instruction supervision activities like methods, models or processes and techniques used by headteachers at school catalyze achievement academically. Instructional supervision is a collaborative process that may be influenced by the source of supervision, the supervisor and the supervisee.

To enhance learner academic output, the head teacher is responsible for giving an inducement to teachers and learners. The learner academic output takes into consideration quantity and quality of performance. On this aspect, the head teacher further assumes the steadfastness of ensuring and assuring quality instruction towards the school's educational goals. This responsibility is further echoed in the code of regulations for teachers TSC (2015). Muoka (2007) pinpoints that in African countries such as Cameroon, Ghana, and Kenya among others instructional supervisory activities are borrowed from the earlier American education system in which schooling was overseen by local authorities. The supervisory practices were concerned with the management of schools and the fulfillment of the prescribed curricular needs rather than the improvement of teaching and learning process. It is worth pointing out that all countries believe in the necessity for supervision to pattern school effective instructional process. Many countries since the 1990s have endeavored to transform supervision to fashion it more effective. It is true to argue
that supervision is a fundamental instrument to monitor and improve learner academic achievement Sergiovanni & Starrat, (2002). It is a crucial implement to ensure that all instructional staff follows the corresponding education system and regulations shadow a similar course.

According to Gachoya (2005), the head teacher can supervise classroom and co-curriculum exercises, the techniques of instruction used and promotion of staff development in the schools. The headteachers’ role is considered as a facilitator of a procedure of cooperative request, critical thinking, team building and school improvement. Moreover, Waweru (2003) notes that headteachers’ roles include supervising the implementation of approved curriculum, staff workforce, supervision and promotion of school community relations and supervision and management of the whole school plant.

Supervision, which is not at all like inspection, is a strong procedure to the point of advising the teachers while helping them to improve in teaching methods. It ought to be a cooperative experience where the supervisor and supervisee take part in dialogue and conference and ought to additionally be constantly done and arranged or asked for by the teacher. While performing instructional supervision supervisors’ viability might be influenced by specific elements. Among the components recognized by the Directorate of Quality Assurance were an inadequate school level supervisory limit, the absence of tools to gauge accomplishment, boundless shortcoming in teachers’ skills and knowledge because of the absence of INSET preparing, the absence of sufficient limit and offices of educational modules support through Radio and different channels (KESSP, 2005).
Research revealed that a great number of primary school administrators have little acquaintance or nothing in their experience to prepare them as effective instructional supervisors, (Ike-Obiona, 2007). Also, Mwiria (1995) noted that there was the absence of or restricted proficient preparation and experience among primary headteachers to clarify the administration practices while Muchiri (2008) recommended that teachers be included in the participatory initiative to diminish their sentiment distance in the school's hierarchical life.

Effective and consistent school supervision offers teachers assistance with improving their work as it empowers them to get ready frequently and satisfactorily. According to Muoka (2007) an individual’s qualities, for example, age, gender, proficient experience and the length of service have an impact on headteachers’ effectiveness on supervision. In spite of the government’s effort in guaranteeing quality education for all, Lower Yatta Sub County has been posting a dwindling trend on enrolling below average KCPE performance for five years in a row as shown in Table 1.1.

**Table 1.1: Average score of pupils’ performance in KCPE in Lower Yatta Sub County in the past five years**

<table>
<thead>
<tr>
<th>Years</th>
<th>Mean Score out of 500 marks</th>
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<tbody>
<tr>
<td>2013</td>
<td>248.01</td>
</tr>
<tr>
<td>2014</td>
<td>241.18</td>
</tr>
<tr>
<td>2015</td>
<td>242.83</td>
</tr>
<tr>
<td>2016</td>
<td>244.83</td>
</tr>
<tr>
<td>2017</td>
<td>243.80</td>
</tr>
</tbody>
</table>

*Source: SC DE’s Office Lower Yatta Sub County*
1.2 Statement of the Problem

Majority of Lower Yatta Sub County public primary schools have been performing poorly in K.C.P.E. consequently emitting a big percentage of wasted cohorts at the end of every year of primary course. This is factually not only evidenced by the data obtained from education office in the Sub County but also the verbal public criticism through the mass media about the abject results in schools. The skewed performance is in contrast with the view that education system in Kenya has largely been examination oriented and so, performance, a replica of academic achievement is very important. Currently, the K.C.P.E examination results determine the category of secondary school a student is admitted to. The success or failure of the learners is believed to rest on school-level instructional supervision effectiveness. The task of instructional supervision is important for its central objective is to improve instruction to achieve educational goals. It acts as the link between the measure of teacher accountability-supervision, professional development, and teacher evaluation and teacher effectiveness.

Five consecutive years since 2012, KCPE performance trend in Lower Yatta is deficient of improvement indication. It then prompted the researcher to query the effectiveness of instructional supervision employed by head teachers of public primary schools in the Sub County. The predominant problem is the high rate of learners not transiting to high-end secondary schools in and outside the county. The study sought to determine whether instructional supervision was effectively carried out by head teachers to enhance learner academic achievement which was greatly replicated in performance in national examinations.
1.3 General Study Objective

The broad objective of this research was to assess headteachers effectiveness in instructional supervision on learner’s academic achievement in primary schools in Kitui County, Kenya.

1.3.1 Study Objectives

The study was routed by the following objectives:

i) To assess teacher perceptions on headteacher instructional supervision and their effects on learner academic achievement in public primary schools in Lower Yatta Sub County.

ii) To ascertain the effectiveness of instructional supervision roles on learner academic achievement in public primary schools in Lower Yatta Sub County.

iii) To determine the effectiveness of instructional supervision practices on learner academic achievement in Lower Yatta Sub-county, Kitui County.

iv) To assess the influence of leader style on instructional supervisory approaches in enhancing the academic achievement of learners in Lower Yatta Sub County, Kitui County.

1.4 Research Questions

This study sought to answer the following questions:

i) What are teacher perceptions of effective school-level instructional supervision do teachers have in public primary schools Lower Yatta Sub County, Kitui County?

ii) How effective are head teachers instructional supervision roles and their influence on teachers’ performance in public primary schools Lower Yatta Sub County, Kitui County?
iii) How effective are practices adopted by head teachers in instructional supervision and their influence on learner academic achievement in public primary schools, Lower Yatta Sub County?

iv) To what extent does a headteacher leadership style influence instructional supervisory approaches in enhancing academic achievement in public primary schools in Lower Yatta Sub County, Kitui County?

### 1.5 Significance of the Study

The main drive of this study was determining the effectiveness of headteacher instructional supervision on learner academic achievement in Lower Yatta Sub County. Expectedly, the study underwrote to an enhanced understanding of the influence of the leadership styles and school level instructional supervision and its effect on the academic achievement of learners. It is also expected that the study will encourage school heads to take an interest in the study of organizational/institutional supervision and appreciate the impact it has on academic performance. The study is also expected to add to existing knowledge and stimulate further research in other aspects of school personnel management and institutional supervision. This will help to encourage teachers to perform duties effectively within the school system, thus alienating inefficiency among teachers.

Furthermore, knowledge generated on instructional supervision in Lower Yatta Sub County will help headteachers in discovering abilities and qualities possessed by teachers in their schools, evaluating class management and helping in staff development. It will further help headteachers and teachers realize that although teaching may take place without supervision, more can be achieved if guided by efficient and effective supervisors. In the end, instructional leaders will be rebooted
on the fact that effective instructional supervision does not only make the difference in the high academic achievement of learners but also constructs an effective school mounted on learning the culture.

The findings may be used in educational workshops and seminars to sensitize headteachers on effective instructional supervision for improved instructions. Moreover, the findings may additionally be utilized as a supplement in policy formulation on effective supervision that could guide administrators in the identification, selection and deployment of headteachers, deputy headteachers and senior teachers in strengthening instructional supervisory roles in public primary schools in the Sub County. The knowledge obtained will be applied in suggesting correctional measures on enhancing effective supervision of instruction within the Sub County. This, in turn, will mark the positive academic achievement of learners consequently leading to the realization of scholastic goals in the Sub County and by extent the county as a whole.

1.6 Assumptions of the Study

The research study was centered on the subsequent assumptions:

i) That instructional supervision was undertaken in schools in Lower Yatta Sub County.

ii) All respondents cooperated and gave solid, honest, and objective responses.

iii) High academic achievement of learners could be achieved through effective instructional supervision.

iv) That all the respondents fully understood the technicalities of school-level instructional supervision.
v) That KCPE would be a suitable standard measure of learner’s academic achievement.

1.7 Limitations of the Study
A limitation is an aspect of research that may negatively affect the results but over which the researcher has no control, Mugenda, and Mugenda (2003). Vastness of the geographical area under study was also treated as a limiting aspect considering the high financial viscosity and scarcity. Understaffing manifested itself, as a limiting factor for many schools did not have the expected number of teacher-pupil ratio.

1.8 Delimitations of the Study
The research targeted primary school head teachers since they are the ones that are involved with leadership and instructional supervision and were able to provide information concerning the study. The study was limited to public Primary schools that are spread across the three educational zones in the Lower Yatta Sub County. On the part of the researcher.

1.9 Theoretical Framework of the Study
The study adopted a Synthesized theoretical framework by (Fryer, 2011; Pfeffer & Sutton, 2006) analysis of school-wide system theory of Sergiovanni & Starrat (2002) to improve teachers’ instructional skills and quality of classroom life integration. The cluster of variables in school-wide system theory constituted best practices for instructional supervision was used to guide the instruments. According to this theory, shifting focus from behavior plan to behavior system implying an emphasis on thwarting problems and providing an ample, dependable approach to improve learner academic achievement. In the implementation of the theory, the head teacher
will ensure four areas work well as follows: staff is consistent in their expectations and actions, pupils comprehend and are more probable to follow rubrics and potentials, a more constructive relationship subsists amongst staff and pupils concentration is on learning. For the head teacher to fulfill this task effectively, a table to outline the systems in school, specify school-wide expectations or targets, the desired teaching-learning environment and anticipated results are necessary.

As cited by Sergiovanni & Starrat (2002) the essential systems-interactive standard of an educational institution features the continual stages of input (allocation of roles), through instructional processing, as well as output which is the resultant academic achievement. Numerous system distinctiveness includes: comprehensiveness and interdependence (the whole is more than the entirety of all parts), correlations, recognizing causes, manipulation sequence, hierarchy, supra-systems, and subsystems, self-regulation and direction, result-oriented, swapping with the set efforts or productivities, composure need or homeostasis, alteration, and adaptability.

The Headteacher has to ensure emphasized target setting and need for logically determined standards. This, if adopted ensures teachers performance improves. Supervisors (headteachers) must also link supervision with motivation through appropriate methods to enhance thorough, effective supervision hence improving academic performance. Effective head teacher’s instructional supervision should ensure proper division of labor so that every teacher contributes to the success of the learner.
1.10 The Conceptual Framework

**Teacher perception**
- Attitude
- Demotivated
- Enthusiastic
- Dissatisfied
- High morale
- Jovial

**Supervisory practices**
- Classroom observation
- Giving feedback
- Peer coaching
- Professional documents
- Reflective instruction
- Promoting professional growth

**Effectiveness in supervisory Roles**
- Resource management
- Curriculum implementation
- Quality management
- Personnel management
- performance appraisal
- Administrative role

**Effectiveness in supervisory approaches**
- Directive
- Collaborative
- Nondirective Self-help
- Explorative
- Creative supervision

**Academic Achievement**
- Poor KCPE performance
- Low teacher morale
- Low Secondary transition rate
- Stagnation in professional growth

Figure 1.1: Conceptual Framework

Conceptual Framework source: Researcher 2017
A conceptual framework is a prototypical presentation where analysts, abstracts or speaks to connections between variables in the study demonstrating relationships realistically or diagrammatically (Orodho, 2004). The above conceptual classic shows the relationship between the independent variable, which encompasses head teacher instructional supervision, and the dependent variable, which in this study will be wrapped up in academic performance. As shown in figure 1.1 the input variables include the teacher's perception of instructional supervision, the role played by the headteachers, practices adopted by headteachers and the headteacher's instructional supervision approaches about leader style. This will result in upgraded achievement in academic performance in KCPE results among the pupils. This structure model outlined the effect of head teachers’ instructional supervisory approaches and practices leading to effective supervision and consequently high academic achievement. The headteacher acts as a manager in the institution where he or she plays different instruction supervision roles such as quality management in the institution and the supervision role of the teachers. The effective supervision of teachers by the head teacher enhances achievement and meeting of educational goals.

The power of instruction supervision lies in school administration that gives the head teacher authority to perform the supervisory duties. The school administration performs different instruction duties such as the evaluation of teachers, lesson scheduling, and monitoring pupil's progress. The effective instructional supervision will enhance this among the teachers and assessment of their work. Depressing execution of instructional, supervisory role by headteachers might prompt poor academic performance, deprived expertise advancement of teachers, teacher demotivation, and poor execution in extracurricular activities.
1.11 Operational Definitions of Key Terms

**Academic Achievement:** Relevant knowledge and skills acquired in a learning institution through the effective instructional process.

**Effective Instructional supervision:** The process of bringing about improvement in instruction by creating teacher professional rapport that induces high teacher commitment towards instruction resulting in improved learners academic achievement.

**Headteacher:** Refers to the lead educator accountable for instruction in a school set up.

**Instructional supervision:** This is an aspect of educational administration which concerns guiding the instructional process of maximized teacher and learner output.

**Instructional supervisory approaches:** These are the instructional supervisory strategies at the disposal of educational administrators that are utilized to ensure and assure excellent instructional process at the school level geared towards promoting learner academic achievement.

**Leadership styles:** Means the leader style applied by head teacher in guiding instructional processes at the school level in Lower Yatta Sub County.

**Instructional supervisory Practices:** Refers to the routine activities carried out by head teachers in the instructional supervisory process.

**Quality:** Refers to the extent to which the academic achievement of learners meets the expected educational result for fitness of purpose at the school level.
Retraining: Refers to the action or process of exposing a headteachers to an occupational training program to equip them with skills in effective instructional supervision.

School-based Supervision: Refers to supervision that is conducted at school level by headteachers, vice principals, school-based supervision committee members, department heads, senior teachers and unit leaders.

Supervisor: Refers to the officer delegated by the Education ministry and school organization to oversee conduction of instructional processes and undertake staff appraisals at the school level.

Teacher Perceptions: Refers to person, general attitude and feelings of a person trained and engaged in teaching in a school towards the attributes of instructional supervisor.
CHAPTER TWO

RELATED LITERATURE REVIEW

2.1 Introduction

This section provides a review of the allied literature and is divided into various sections as per objectives of the study; headteachers’ leadership styles used in effective supervision to the learner’s academic performance and a precipitate of the review.

2.2 Overview of the Concept of Instructional Supervision

According to Akinfolarin (2017), Supervision is the process of overseeing the work of teachers with the aim of assisting them to solve their instructional problems so that students can benefit maximally from classroom activities. He further argues that quality learning depends largely on effective supervision. Instructional supervision has been characterized differently by various researchers. According to Fischer (2011), supervision is an endeavor through second mediation to learn, keep up and enhance the nature of work. As indicated by (Khanka, 2007) as referred to by Kerio (2012) supervision is termed as that period of went for accomplishing particular school objectives and targets. As Glickman (1990) points, supervision upgrades instructor conviction in a cause past oneself, advances teacher feeling of capability, teacher mindfulness of how they supplement each other in striving for common goals, stimulating teachers to assemble normal reason and activities thus energizing teachers to work harder for any achievement. Thus effective instructional supervision is the process by which some person or group of people is responsible for providing a link between individual teacher needs and organizational goals so that individuals within the school can work in harmony towards achieving maxima
in learner academic achievement. This study addressed the effectiveness of headteacher instructional supervisory practices, roles, leadership style influence on supervisory approaches in relation with learner academic achievement. The teacher perceptions on the effectiveness of headteacher instructional supervision further relayed conclusion on its influence on learner academic achievement.

2.3 Teacher Perceptions on effective Instructional Supervision

Instructional supervision directly affects the performance of teachers and ultimately the academic achievement of learners. In the school, this proficiency can be accomplished through giving teachers clear execution desires, reasonable and reliable criticism and professional improvement. This ought to be inside of a connection of a situation or society where correspondence, advancement and polished methodology are supported and natured. This induces students to demonstrate zeal to learn invariably. In light of Zepeda, Jimenez, & Lanoue (2016) in The American National Policy Board for Educational Administration(2015) supervisors have to relentlessly create positive working conditions, construct appropriate school policies and systems and engage in deep and meaningful engagements outside the classes that in return motivates and drives powerful impact of what happens inside and outside classes. Teachers ought to be motivated by the way their superiors handle them in the school environment.

Perceptions over the previous decades demonstrated that the enthusiasm and devotion of teachers to their obligation in schools are no more the qualities that define the instructing calling. Teachers have lately shown the distasteful state of mind toward realizing their obligations. They go late to class, show discourteousness to class power and exchange to the detriment of instructing.
School objectives and targets may not be accomplished when solely the head teacher does all the work. Olemba (2009) remarking on meetings, advances that with collective responsibility for the end goal, teachers should learn they should get to be included and grasp their issues as they see them. Supervisors must cause their supervisees to characterize issues, structure arrangements and use accessible assets. Njagi (2005) watched that teachers saw the atmosphere of the school to be either great or awful in light of their view of pervasive states of mind and mental characteristics of their headteachers and their relationship, particularly with the head teacher. Thiongo (2001) viewed that teacher’s perceptions of supervision might vary from one school to another as a result of the different ways headteachers execute their supervisory practices.

Karagu (2010) in his study on perceptions of teachers on headteachers supervision of instruction; discovered that teachers saw successful headteachers as those who are dedicated, have consistent information on school programmes and were keen on teachers as people. They were likewise receptive, kind, obliging and willing to exploit teacher's exceptional abilities and additionally giving them an offer in choice making in the schools.

2.4 Roles of Headteachers in Instructional Supervision

Instructional supervision is an interrelated aspect of educational administration that is a mirage of effective implementation of leadership roles. The effectiveness in instructional supervisory roles as outlined in this study help in enhancing academic achievement on the part of the learner.
2.4.1 Resource Management

In-depth review of preceding studies reveals that resource management entails productive and effective arrangement of organizational resources when they are required and are exceptionally basic to improved academic performance among learners. The study by Woodford et al. (2003), noted that resources are helpful or important ownership or nature of a nation, organization or individual. In agreeing with Sherman et al. (1996) resources accessible to the organization are human, financial, physical and educational and innovative technologies. Birimana & Orodho, 2014; Gregory, 2005) alludes to the fact that instructional supervision entails examining, deciding, and organizational action that embraces a specific end goal to make and maintain high outcomes.

Harris, 2004 noted that world over, instructive policymakers, specialists, and researchers had recognized the significance of principal leadership in the era and usage of innovations. Also (Orodho, 2013) contents that effective use of resources results in improving academic performance. In this context, the cognitive domain that accentuates greatness in examinations is essential as a major aspect of value pointers of instructive effectiveness (Adan & Orodho, 2014).

2.4.2 Curriculum Implementation

The head teacher is the principal curriculum implementer at school level which is an important component of instruction. Prose on curriculum implementation endeavoring to relate the ideas of instructing and learning resources is inexhaustible, (Coleman and Anderson 2001; Orodho, 2013; Orodho, Waweru, Ndichu and Nthinguri, 2013; Sherman, Bohlander & Nell, 1996; Woodford, Jack, Gillard, Insane, and Glennonn, 2003). In light of Orodho, Waweru, Ndichu, and Nthinguri
(2013) set up that the challenges of accessibility and adequacy of learning resources were found to adversely affect academic output. Coleman and Anderson (2001) posit that in education instruction range resources fall into two fundamental classifications: those used to bolster administrations, for example, the running expenses of the structures, organization and administration and those for the operational center of educating and learning from physical or substantial resources. Birimana and Orodho (2014) noted that school is educating and learning resource incorporate structures especially classrooms with lockable doors for storage of materials, teaching aids like textbooks, visuals aids and other scholastic materials. Birimana et al., (2014), points that at an absolute minimum level, tutoring would require a building; some arrangement for seating youngsters, drinking water, and sanitation offices, showing material; educators and arrangement for redesigning abilities of instructors. The absence of any of these would render the tutoring knowledge incapable and render administration of instructive resource and management of educational resources cumbersome (Kinyanjui & Orodho, 2014).

2.4.3 Quality Management

According to MOE 9(2010) quality is an indicator of the extent to which educational goals and objectives are achieved through implementation activities. Such objectives are normally stated in the curriculum documents. In this study quality was treated as a measure of academic achievement: high wastage level of cohorts is directly proportional to poor quality instructional process. Few researchers have perceived management as the way toward designing and maintaining any setting in which people work in groups (Adeyemi, 2012; Waweru & Orodho, 2014). Recently, quality supervision has turned into a vehicle for foundations to acknowledge
preferred practical standpoint in the nearby and worldwide field (Waweru and Orodho, 2014). Although in this manner it is doubtful that quality supervision is the procedure that the school must use to attain its goals and achieve the highest quality possible (Birimana and Orodho, 2014) it cannot be ignored. The argument that derives value from the previous era writing has been subjected to upward enthusiasm for the issue of value administration, Carr, and Littman (2006). Based on this research it is worth to concur that proper quality control improves learner academic achievement. Furthermore as of late, studies have set up that there is a solid relationship between quality and excellence taking into account administration frameworks and performance (Hendricks & Singhal, 2001) Quality seems to make an overwhelming and basic impact to long-haul organization performance. This prompts this study to recommend that school heads have to effectively employ supervision approaches taking into account quality and excellence (Waweru and Orodho, 2014)

2.4.4 Supervision of the Staff Personnel and Performance Appraisal

This study holds the view that supervision of the Staff Personnel and Performance appraisal is an important aspect of effective headteachers’ school level instructional supervision. The supervisory role of grade school Head is supervisory techniques to be used in working with teachers and pupils at the elementary school level. As indicated by Chinyere (2007) the supervisory obligation of the head teacher begins with the capacity to distribute effectively and equitably the skilled and the support personnel to play and perform. The head teacher is also responsible for informing the educational authorities of the staffing needs of the school. He is further bestowed with the responsibility of promoting performance through appraising of all the staff
under his watch. An ideal approach regarding more prominent efficiency is the supervision of the staff by the school head on the premise of capability, gained information and accomplishment recorded.

2.4.5 The Administrative Role

The administrative role of the primary school head is an important component of instructional supervision that guides the school system in building up the programs. Mackenzie in Ocho (2007) view the supervisory role of school head as assessment and executing changes in the educational modules, translating the instructive issues and projects to general society, creating programs for staff individuals, giving introduction sessions to expanding number of new teachers, creating and enlisting of instructional materials to stay informed concerning current advancement.

2.4.6 Sensitive to Professional Growth of Teachers

Researches indicate that effective professional development of teachers along with teacher input, results in improved teacher innovation/creativity, risk-taking, instructional focus, as well as effects on motivation, effectiveness, and self-esteem. Blase, and Jo Blasé (1995) must be continuous and ongoing (Mehrotra, 2005). This would be more effective if promoted from school-level where the supervisor is sensitive to teachers’ learning needs. This study will examine the strategies used by headteachers to promote teachers’ professional growth some of which include emphasizing the study of teaching and learning; provision of professional literature and implementing action research to inform instructional processes to enhance the academic achievement of learners.
2.5 Practices Adopted by Headteachers in Instructional Supervision

Teachers need instructional supervision as a service that instrumentally helps to implement and improve teaching the instructional process. Basically, it is an activity that is accomplished for the benefit of students learning achievement. In this light, effective instructional supervisors are expected to act as managers, mentors, group leaders and facilitators in teaching-learning activities. Similarly, effective instructional supervision mission is fulfilling and strengthening teaching-learning process through providing proficient support and creating a conducive situation for the improvement of students’ learning achievement (BEGREB, 2006). Effective instructional supervision can be termed as that course exploiting a wide assortment of strategies, procedures, and approaches intended at improving instruction and sponsoring educational leadership as well as change. Taking this reality in mind, practices of effective instructional supervision have genuine implications for the improvement of teachers pedagogical and practical skills. With this basement the study will narrow down to determine the effectiveness of five instructional supervision practices which include observing the teachers at work during formal lessons, giving feedback to teachers on instructional processes, regularly inspecting professional documents used in instruction, supporting peer coaching among teachers and guiding reflective teaching.

2.5.1 Observation of Teachers at Work during Lessons

According to Ondieki & Orodho (2015) in their study to examine school-based factors influencing the performance of pupils on the transition from lower to upper primary in public schools in Ekerenyo Division, Nyamira County Kenya, teachers should constantly be aware that what they do affect the three domains of their
learners: cognitive, psychomotor and attitude. Classroom observation of lessons is a valuable means to obtain actual information and experience of the classroom atmosphere. Studies show that when teachers instruct, they show low mastery of content, do not give general appraisals to pupils nor keep appropriate pupils' performance records, show negligence to requirements and instances of unethical conduct has yielded to disciplinary actions, as well as to impacting negatively to learner’s academic achievement (Isaac, 2010).

In Blasé and Jo Blasé (1999) it was found that effective principal-teacher interaction about instruction, processes such as inquiry, reflection, exploration, and experimentation result; teachers build repertoires of flexible alternatives rather than collecting rigid teaching procedures and methods. Some suggested school and lesson observation practices by headteachers are characterized by purposeful, appropriate, and non-threatening actions involving listening, sharing proficiencies, using illustrations and demos, giving teachers choice, providing professional literature, recognizing teachers' strengths and Maintaining a focus on improving instruction.

Akinfolarin (2012) in his study on the effect of choice of methods of instructional supervisory practices on pupils' scholarly execution in primary schools in Kenya uncovered that there were huge connections of checking of pupils' notes, class appearances/perception, checking of teachers' timeliness and participation and balance of examination inquiries and stamping plan on pupils' school performance. At the point when teachers are not all around administered, adequacy in guideline will be unfavorably influenced, and the instructional purposes may not be very much figured out. This might prompt low nature of direction and constantly teachers' absence of a duty to their employment (Nakpodia, 2011). The effects of these
behaviors enhance teachers' reflective behavior like using varied teaching strategies, responding to pupils’ diversity, planning more carefully, and taking more risks). Teachers are positively influenced by their motivation, satisfaction, self-esteem, efficacy, sense of security, and feelings of support.

2.5.2 Giving feedback to Teachers on Supervision

Effective headteachers “echo”, serve as “model,” and are “critical friends” who employ solicitous dialogue with teachers. Their reactions concentrate on observed classroom performance, is specific, care and interest are expressed, praises establishes a problem-solving angle addressing pupils concerns and pressures the supervisor’s availability for furtherance talks. The resultant effect of the feedback includes better teacher reflection, innovation/creativity, strategies variety, risk-taking, better preparation for instruction, and enhanced teacher morale, efficacy, sense of safety and self-regard. This contemplates cramped to the instructional, supervisory practices of headteachers as a strong variable in teachers' role viability. On the off chance that teachers are not very much regulated, viability in direction will be unfavorably influenced, and the instructional purposes may not be all around figured it out, (Berhane, 2014).

2.5.3 Regular Inspection of Instructional Documents

Constant scrutiny of professional documents is an essential routine that at long last influences academic performance greatly. Peretomode (2001) set that for teachers to perform their showing obligations viably; the head teacher should dependably check their lesson notes to find out whether the substance was successfully secured in the lesson notes. He pointed out that if principals regulated teachers' lesson presentation frequently, it would upgrade teachers' execution in the classrooms.
As expressed by Robertson (2000), professional records provide the teacher an axis to revolve on in instructing and that any individual who taught without lesson notes would be disabled in an educating learning atmosphere. Teachers were in this way expected to take sufficient consideration when composing their lesson notes while the heads teachers their immediate supervisors, should have been simultaneous in checking their lesson notes to make them more dependable to their obligations standing on one reason that in an educational system, it is the obligation of the school head to create and keep up teachers’ ability.

2.5.4 Supporting Peer Couching Among Teachers

Heads facilitative role should provide teachers with teaching and learning resources for efficient work and opportunities to exchange and reflect on ideas. Such heads provide greater access to information and alternative ideas; this promotes reflective instruction and expedites change (Blasé and Blasé 2001). Effective headteachers spot that concerted networks among teachers are necessary for the successful instructional process. They exemplify teamwork, provide time for collaborative work, and actively advocate involvement and peer observation. Teachers discuss the current state of affairs, individual student and staff needs, new programs (pros and cons), how to implement change if the change is necessary, and plan for parent/community involvement. Collaboration results in an increased teacher motivation, self-esteem, efficacy, and reflective behavior, instructional variety, and innovation/creativity.
2.5.5 Guiding Reflective Teaching

Reflection is the essence of school-level instructional supervision. It is a complementary experience whereby both teachers and heads acknowledge and use their collective expertise in teacher self-appraisal, finding gaps in teacher competencies, knowledge, and skills. Through reflective dialogue heads and teachers continue thinking, make their professional knowledge explicit, and explore complex matters deeply. Ultimately, they solve teaching problems by making sense of their thoughts and behavior. Reflection on teaching and learning process helps instructional supervisor gain a genuine understanding of the school and learners (Boud, Keogh, and Walker 1985). It diminishes focus on changing others and escalates allowing others to react through variations they make in their behavior. Teachers thus bring about their behavioral change (McEwan 2001). Ahead may deploy several methods for supporting, encouraging and guiding reflective teaching but understanding teaching and learning must be placed in the context of students. Reflective learning can assist heads and teachers to acquire the knowledge and skills needed to make better judgments in changing contexts. Through reflection, heads inflame in teachers the aptitude to notice odd and unexpected things, become curious, inquire and explore, and to be willing to adjust students’ learning experiences accordingly (Blasé and Blasé 2004). In this study, the researcher upheld the afore reviewed literature and on the same flat form tried to assess how effectively it is carried out to enhance the academic achievement of learners particularly in Lower Yatta Sub County.
2.5.6 Sensitive to Professional Growth of Teachers

Researches indicate that effective professional development results in the improved morale of teachers which in turn leads to teacher effectiveness of teachers and it must be continuous and ongoing (Mehrotra 2005). This would be more effective if promoted from school-level where the supervisor is sensitive to teachers’ learning needs. This study examined the strategies used by headteachers to promote teachers’ professional growth some of which include emphasizing the study of teaching and learning; provision of professional literature and implementing action research to inform instructional processes to enhancing the academic achievement of learners.

2.6 Headteachers’ Supervisory Approaches That Enhance Academic Achievement

In this study leadership style which is deemed to influence supervisory approach was defined as a particular behavior applied by a leader to motivate his or her subordinates to achieve the objectives of the organization (Gladys and Orotho, 2014). The literature reviewed discussed three leadership styles namely, the autocratic style, democratic style, and laissez-faire. As pointed out by Gladys and Orotho (2014) Lewin led a group of researchers to identify different styles of leadership. This early study has been very influential and established three major leadership styles. The three major styles of leadership are Autocratic or Authoritarian, Democratic (participative) and Laissez-faire which was focused during this study. A good leader uses all three styles, with one of them normally dominant while bad leaders tend to stick with one style (Oluremi, 2013). Most contemporary studies that have sought to understand the relationship between school leadership and academic performance have focused on the distributed/shared aspects
of leadership (for example Harris, 2004; Leithwood et al., 2007; Wahlstrom & Louis, 2008). However, research on this relationship gives blended results. From one perspective, there are studies which affirm the presence of a relationship between school leadership style and school performance.

Berhane (2014) in his thesis study on practices and challenges of instructional supervision of primary schools in Asossa Zones in Ethiopia identified six approaches to instructional supervision. These are directive supervision, alternative supervision, collaborative supervision, and non-directive supervision self-help-explorative and creative supervision.

In collaborative supervision, both the teacher and the supervisor actively participate and discusses together to solve the problem in the teaching-learning process. In this approach, the willingness of the teacher to work together with the supervisor is very important. It may be termed better as collegial supervision approach. Teachers are actively involved thus enhancing improvement of instruction.

In alternative supervision where the head teacher appears to apply participative leadership style, the supervisor conducts class observation. After class observation, the supervisor shows other alternatives for the teacher, considering the method used by the teacher as one alternative. Thus, the supervisor does not enforce the teacher to follow one best method; rather he/she motivates the teacher to consider other alternatives.

In directive supervision, the supervisor shows the 'best' teaching methodology for the teacher and then evaluate whether or not the teacher used this methodology in
the classroom. The drawbacks of this model are, there is no evidence that the indicated methodology is best or not; teachers remain inactive, and teachers lack self-confidence. The headteacher relies on autocratic leadership style where he poses as the best instructor.

In non-directive supervision, the supervisor becomes a listener and teacher opinion-respected. The supervisor explains ideas to the teacher and seeks reasonable justification from the teacher. This model helps avoid self-depending by teachers. While using this method for inexperienced teachers, care should be taken for it is authoritative and blends well with dictatorial characters which may affect the morale of teachers.

Furthermore, Berhane (2014) opines that creative supervision approach believes in creativeness and use of various supervision methods. This can be achieved by integrating various supervisory approaches; not limiting supervisory activities for one individual (supervisor), and using methods that are effective in other fields. In self-help-explorative supervision, the teacher and supervisor continuously work together, until the supervisor believes that the teacher achieved the intended objective. This approach tries to narrow the gap between the supervisor and the teacher. The researcher recommends further study on practices and perceptions of teachers on instructional supervision.

2.7 Chapter Summary

Briefly, the early academic studies on instructional supervision concentrated mainly on the individual role of the head teacher (Camburn, Rowan, and Taylor, 2003). Also, studies qualifying relationship between effective supervision and student
achievement have been subtle and feeble as evidenced in (Witziers, Bosker, & Kruger, 2003). There is abundant research on leadership in schools where it is progressively viewed as collaborative as opposed to an exclusively individual activity (Smylie, Conley, and Imprints, 2002). The belief that leadership matters concerning school performance is largely acknowledged in educational leadership studies (Wahlstrom & Louis, 2008), there is little agreement about how school leaders influence school performance. Besides, (Spillane et al., 2004) points out that little are known on how leadership structure inside the school level influences effective supervisory methodologies and hence school outcomes. These differentiating positions leave the question concerning the level of leadership influence on effective instructional supervisory approaches effect on students' academic achievement unanswered.

It is worthless to underscore the need to effectively supervise the instructional process in primary schools. Hinging on the same perspective majority of the school’s activities and the school programs require effective supervision. Essentially, effective supervision should focus on effectively directing the instructional process, evaluation, monitoring and guiding instructional practices that consequent desired outcome of teacher output. Abundant literature examines instructional supervisory roles, teacher perceptions and practices influence on academic performance in secondary schools leaving scanty information on how effective head teachers carry out this aspect of instructional supervision in primary schools. It is not yet established whether headteachers effectively supervise instruction in Lower Yatta Sub County hence the study aiming to fuse the gap.
Effective instructional supervision further involves planning and organization of staff improvement projects which ought to be grounded and guided by exploration and best practice. Such an establishment ought to bring about staff advancement that advances school change, favorable school atmosphere, society’s steady progress and individual compounded with institutional expert learning. Summarily the reviewed was literature wanting on whether headteachers effectively administered instructional supervision and whether their effectiveness influenced learner academic achievement in primary schools in Lower Yatta Sub-county. The aspect of headteacher effectiveness in instructional supervision has not been extensively studied in forerunning studies particularly in Lower Yatta Sub County, Kitui County. This study sought to bridge this knowledge gap.
CHAPTER THREE
RESEARCH METHODOLOGY

3.1 Introduction
This chapter defines the research design, targeted population, sample size and sampling procedures applied, employment of research instruments, instrumental validity and reliability, data collection procedure and data analysis techniques.

3.2 Research Design
A descriptive survey design was employed in this study. It was used to collect data since it is fast and enables one to ask questions personally during an interview (Orodho, 2009). The method was considered most appropriate for it enabled collection of data about attitudes and opinion on the effectiveness of headteachers’ instructional supervision influence on learners’ academic performance in public primary schools in Lower Yatta, Kitui County as they naturally appeared. In this study, the configuration additionally helped with an examination of both the subjective and quantitative information.

3.3 Location of the Study
This study was carried out in public primary schools in Lower Yatta Sub County, Kitui County, Kenya. This study locale was chosen because a greater percentage of the schools in the Sub County have been positing dwindling performance in KCPE exams for five years in a row. Also, the researcher chose the Sub County for it has severally appeared in the list of top performing sub-counties in Kitui County. This factually gave the picture of the performance indicator in the county. There existed a consistent feeling that teachers are constantly left to carry out instructional process as they felt without accounting for the outcomes on the part of learners.
3.4 Target Population

According to Orodho (2012) target population is defined as a group of the real or hypothetical set of people, object or events which research wishes to generalize the results of the study. The study targeted seventy-two public primary schools in Lower Yatta Sub County, Kitui County; the target respondents were all the seventy-two (72) head teachers drawn from each school and five hundred and four (504) teachers distributed in all primary schools in the sub-county.

3.5 Sample Size and Sampling Procedure

The sample size of this study was guided by the nature of the universe, availability of finances and type of sampling technique (Kothari, 2004). According to (Mugenda & Mugenda. 2004), a sample is smaller group attained from the targeted population that is manageable. Additionally sampling is that part of arithmetical preparation concerned with the choice of individual elements anticipated producing some familiarity about a populace of concern in a scientific study (Brook, 2013; Orodho, 2009a). It helps the researcher to identify a sub set from elements population. Orodho (2012) views that sample size is influenced by what the researcher wants to know and the available resources in matters of time and finances. He further notes that if there is no estimate available of the proportion of the target population assumed to have the characteristics of interest, 10% and above should be used as the recommended sample. The targeted population was five hundred and seventy-six (576) respondents comprising of seventy-two (72) headteachers and five hundred and four (504) teachers distributed in all public primary schools in the Sub County. To identify the study population, the schools were listed as per their K. C.P.E performance trends for the last five years. All the subject teachers were listed as per
the record. Purposive sampling was applied to sample every third element ensuing to twenty-six (26) schools. This technique was applied because the targeted population of schools was arranged orderly from best performing to poorly performing schools in KCPE. From each school identified, the head teacher was utilized as a respondent translating to (36.1%) thirty six point one percent of the target population of head teachers. Subjects teacher sample was identified from the list of performance indices. Systematic sampling was employed to sample every fifth element in the target population of the subject teachers excluding head teachers where they doubled as subject teachers. This constituted (20.4%) twenty point four percent of the teachers, yielding to one hundred and three (103) teachers. This sample size of one hundred and twenty-nine (129) yielded to twenty two point three nine percent (22.39%) of the entire target population. Therefore, it was considered suitable to be a representative sample for the study.

<table>
<thead>
<tr>
<th>Respondents</th>
<th>Targeted Population (N)</th>
<th>Sample size (n)</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headteachers</td>
<td>72</td>
<td>26</td>
<td>36.1</td>
</tr>
<tr>
<td>Teachers</td>
<td>504</td>
<td>103</td>
<td>20.4</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>576</strong></td>
<td><strong>129</strong></td>
<td><strong>22.39</strong></td>
</tr>
</tbody>
</table>

**Source:** Lower Yatta Sub-County Education office EMIS records of 2016

### 3.6 Research Instruments

Schindler (2006) recommends the use of questionnaires in research which employs descriptive studies since administering questionnaires typically costs are relatively inexpensive compared to interviews. This study utilized questionnaires to collect primary data as used in various previous research projects. The questionnaires
contained questions revolving around the independent and dependent variables outlined by the study objectives. They were simple in structure for easy understanding to help solicit natural information on the situation of the effectiveness of instructional supervision in Lower Yatta Sub County. The responses were believed to provide factual knowledge that was relied on to make conclusions because the respondents were literate enough.

3.6.1 Description of Data Collection Instruments

Questionnaires which consisted of Likert scale items, both open and close-ended questions were used to seek the required information. The instrument sought similar information thus the questions were the same on both questionnaires used. With questionnaires, there is greater uniformity hence greater compatibility in the responses. Orodho (2009) opines that a questionnaire allows measurement for or against a particular point of view. Based on the same knowledge, a questionnaire can collect a large amount of information in a reasonably short time. The questionnaire was chosen because it is easy to administer and the researcher can simultaneously collect information from the respondents hence saving time (Mugenda & Mugenda, 2004). Orodho (2009) adds that they also permit a greater response, giving a respondent an opportunity to give an insight into their feelings, hidden background, deeper motivations, interests and decisions.

3.6.2 Questionnaire for Headteachers

The researcher designed questionnaires which sought for background information in section A were employed to collect demographic data on gender, age, level of education and teaching experience of head teachers. Section B contained open-ended and closed questions on teacher perceptions of the effectiveness of
headteacher instructional supervision. Section C contained Likert scale items on the effectiveness of headteacher instructional supervisory roles in the first question, closed and open-ended questions numbered two and three. Section D comprised of a Likert scale item with short statements on headteacher effectiveness on instructional supervisory practices. Some of the practices posed were classroom observation, reflective instruction, ensuring teacher preparedness and organizing in-service training for teachers in question one and close-ended question two. Section E comprised of two questions on headteacher instructional supervisory approaches as influenced by leader style in enhancing learner academic achievement.

3.6.3 Questionnaires for Teachers

The researcher designed questionnaires which sought responses from teachers. The questionnaire was spread into five sections A, B, C, D and E. Section A was administered to collect demographic data on gender, age, level of education and teaching experience of teachers. Section B contained open-ended and closed questions on teacher perceptions of the effectiveness of headteacher instructional supervision. Section C contained Likert scale items on the effectiveness of headteacher instructional supervisory roles and its impact on learner academic achievement in the first question, closed and open-ended questions numbered two and three. Section D comprised of a Likert scale item with short statements on headteacher effectiveness on instructional supervisory practices. Some of the practices posed were classroom observation, reflective instruction, ensuring teacher preparedness and organizing in-service training for teachers in question one and close-ended question two. Section E comprised of two questions on headteacher
instructional supervisory approaches as influenced by leader style in enhancing learner academic achievement.

3.7  **Piloting of Research Instruments**

The researcher carried out a pilot study before the actual administration of the instruments. This was done to test the reliability and validity of the instruments. The pretesting was done to enable the researcher to modify, restructure and eliminate any ambiguous items. The instruments were pre-tested in two Primary schools in Lower Yatta Sub County. The two schools were systematically sampled from the listed schools on performance in Lower Yatta Sub County, Kitui County. The respondents were two head teachers and two teachers.

3.7.1  **Validity of the Research Instruments**

Validity refers to the degree of congruence between the explanations of the phenomena and the realities of the world (KIM, 2009). To answer the question of enhancing validity Schumacher (2001) argued that continuous refinement of the sampling and data collection techniques throughout the data collection process increase the validity. The validity of research instruments is achieved when they measure what they are intended for. This study relied on expert and supervisor opinion to test the content validity of the research instrument employed.

3.7.2  **Reliability of the Research Instruments**

Mugenda and Mugenda (2003) define reliability as a measure of the degree to which a research instrument yields consistent results or data after the repeated trial. The pilot study enabled the researcher to assess the clarity of the questionnaire items so that those items found to be inadequate or vague were modified to improve the
quality of the research instrument thus increasing its reliability. Split-Half technique of reliability testing was employed whereby the pilot questionnaires were divided into two halves then correlation coefficient for the two halves was computed using the Pearson correlation formula.

\[
    r = 1 - \frac{6\Sigma(D)^2}{N(N^2-1)}
\]

Where \( r \) = Correlation coefficient

\( N \) = Sample

\( \Sigma \) = Summation of scores

\( D \) = Deviation

The coefficient indicates the degree to which the two halves of the test provide the same results and hence describe the internal consistency of the test. According to Orodho (2005), a minimum correlation coefficient of 0.05 is recommended as indicating that an instrument is reliable, and therefore the coefficient equal or above this but less than one was obtained to ensure that the data obtained is reliable. This study obtained a correlation coefficient of 0.05.

### 3.8 Data Collection Procedures

After approval and endorsement of the research proposal by Kenyatta University, the researcher sought a permit to conduct the study from the National Commission for Science Technology and Innovation (NACOSTI). The letter of introduction and clearance was sought from County Commissioner and County Director of Education, Kitui County. The researcher hired a research assistant to assist in field collection of data. The assistant was trained for a week on methods of data collection. The researcher booked appointments with head teachers of the sampled schools. Questionnaires were administered to both head teachers and teachers. The
respondents were requested to enhance confidentiality when dealing with their identities. The researcher collected filled questionnaires on the same day they were administered to avoid loss.

3.9 Data Analysis Techniques

Qualitative data analysis involved an explanation of information obtained from the empirical literature and responses derived from open-ended questions in questionnaires. The quantitative analysis involved the use of numeric measures in the scores of various responses on effectiveness of instructional supervision and its impact on academic achievement of learners. This entailed generation of descriptive statistics after data collection, formation of data sets, estimation of population parameters from the statistics besides making of inferences based on the statistical findings. This was done with the aid of Statistical Package for Social Sciences (SPSS v20) program to consolidate the quantifiable data collected from respondents into understandable and controllable information. Descriptive statistics was applied in the analysis of quantitative and qualitative data obtained. The output of the analysis was presented in tables and charts. This guided the researcher to make interpretations then applied in description of findings based on research objectives.

3.10 Ethical Considerations

The researcher maintained moral obligation hence ensuring confidentially of information and data collected. The intellectual property is guaranteed through proper acknowledgment of credit contribution to the research and avoiding plagiarism. Humane treatment was superb for respondents were not exposed to any form of harassment. The study was void of the psychological humiliation of the respondents as participation in the study was voluntary.
CHAPTER FOUR

PRESENTATION OF FINDINGS, INTERPRETATIONS, AND DISCUSSION

4.1 Introduction

This chapter entails presentation, data analysis, interpretations and discussion of the study findings on the effectiveness of head teachers’ instructional supervision on learner’s academic achievement in primary schools in Lower Yatta, Kitui County, Kenya. Data were collected by administering questionnaires to 26 head teachers and 103 teachers from sampled primary schools in Kitui county Kenya. A total of 129 respondents were sampled. The presentation and discussions are in line with the objectives. The following research objectives guided this study: The study was routed by the following objectives:

i) To assess teacher perceptions on headteacher instructional supervision and their effects on learner academic achievement in public primary schools in Lower Yatta Sub County.

ii) To ascertain the effectiveness of instructional supervision roles on learner academic achievement in public primary schools in Lower Yatta Sub County.

iii) To determine the effectiveness of instructional supervision practices on learner academic achievement in Lower Yatta Sub-county, Kitui County.

iv) To assess the influence of leader style on instructional supervisory approaches in enhancing the academic achievement of learners in Lower Yatta Sub County, Kitui County.
4.1.1 Response Rate

This research project studied a representational set of 129 respondents drawn from both the administration and teaching staff. In summary, 129 respondents took part and returned the questionnaires representing 100% of the targeted sample. This was achieved by constantly keeping in communication with the targeted respondents through phone calls and frequent visitation to their schools. The researcher with the help of research assistant administered and collected the instruments on the same day of issue. The response rate was considered good enough to proceed with data analysis.

4.2 Demographic Characteristics of Sampled Respondents

This section outlines the personal attributes of the respondents in the sampled population regarding gender, age, educational level and teaching experience. The cogent of including the section in the study was to utilize it in portraying the personal characteristics of the headteachers and teachers that impact on academic achievement of the learners.

4.2.1 Gender Distribution of Sampled Respondents

Gender was important and hence the teachers and headteachers, and in this regard, consideration of their gender distribution was crucial in evaluating the effectiveness of headteachers instructional supervision on learner’s academic achievement. Figure 4.1 gives a summary of the findings on gender distribution of sample headteachers.
Based on the findings of this study, it was observed that majority (92.31%, f=24, n=26) head teachers in the sampled schools were male while only a few (7.69%, f=2, n=26) were female. The ratio of female to male among headteachers is 1/12.

These findings agree with a study conducted by Ngipuo (2015) who found that there were more men than women in administrative positions in Kakuma Primary Schools. This may be because of the biased mindset that men should take management positions while women are expected to be passive. Majority of female teachers are assumed to shy off from taking administrative responsibilities as very few attempts in interviews.

On the other hand, the study findings revealed that majority (56.31%, n=103) of teachers in the sampled schools were female while only 43.69%, (n=103) were male teachers. The high numbers of females could impact negatively on Instructional Supervision especially when female teachers have to go for maternity leave and the BOMs’ need to employ part-time teachers who may not be very effective in the teaching/learning process thus resulting to low performance of learners. The above findings indicate that though school headship in Lower Yatta was male-dominated; there were more female teachers in the sample schools.
4.2.2 Age Distribution of Sampled Respondents

Age is a factor that has been observed to affect the performance of teachers. The age of headteachers and teachers is directly related to experience in service. Experience is reliably direct proportional to high teacher output that in turn impacts on learner academic achievement. The researcher then sought to know the age of the respondents and presented the findings as in Table 4.2.

<table>
<thead>
<tr>
<th>Age</th>
<th>Frequency (f)</th>
<th>Percentage (%)</th>
<th>Frequency (f)</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>20-30</td>
<td>0</td>
<td>0</td>
<td>10</td>
<td>9.71</td>
</tr>
<tr>
<td>30-40</td>
<td>1</td>
<td>3.84</td>
<td>49</td>
<td>47.57</td>
</tr>
<tr>
<td>40-50</td>
<td>11</td>
<td>42.31</td>
<td>35</td>
<td>33.98</td>
</tr>
<tr>
<td>50-60</td>
<td>14</td>
<td>53.85</td>
<td>9</td>
<td>8.74</td>
</tr>
<tr>
<td>Total</td>
<td>26</td>
<td>100</td>
<td>103</td>
<td>100</td>
</tr>
</tbody>
</table>

According to the data presented this study observed that majority (53.85%, n=26) of the sampled headteacher were aged 51 – 60 years of age, some (42.31%, n=26) of the sampled population were aged 41 – 50 years of age, while only 3.84% (n=26) were aged 31 – 40 years of age. According to the findings of this study, it was observed that majority (55%) of the sampled headteachers were aged 51 – 60 years, some (41%) of the population was aged 41 – 50 years, while only 4% were aged 31 – 40 years.

The findings further revealed that the majority of teachers (47.57%, n=103) of the sampled respondents were aged 31 – 40 years of age, some (33.98%, n=103) were
aged 41 – 50 years while a few (9.71%, n=103) were aged 21 – 30 years and only 8.74% were aged above 51 years of age. The study found that majority of the sampled headteachers (55%) were aged 51 – 60 years, some (41%) of the population was aged 41 – 50 years, while only 4% were aged 31 – 40 years.

Conclusively pertaining age, the study enlists that 96% of the headteachers lie in 41-60 year age bracket while 80% of the teachers lie in the same age bracket in Lower Yatta Sub County. This indicates that an elderly group governs the administrative position in the sampled schools with only a small percentage being the youth. Majority of the youthful cluster of teachers are involved in classroom teaching. Notably, the respondents involved in the instructional process either as supervisors or supervisees are experienced in the field of education as they have worked for many years.

Therefore, these findings imply that teacher’s age has an influence on appointment to a leadership position. Youthful teachers need encouragement to take up leadership positions as headteachers since they have vigor and are energetic. Other studies established that younger leaders are more transformative while older leaders lean largely on transactional specter Spisak, Grabo, Arvey and van Vugt (2013).

Kadenyi (2014) in his study on the influence of teacher appraisal on the improvement of students’ academic performance in public secondary schools in Vihiga sub-county, Kenya he found that all the principals were aged between 41 and 60 years which signaled that age was a consideration for appointment to administrative positions. In this light, it is worthy to validate the fact that age is attributed to experience wrapped up with the practical and theoretical knowledge
required in effective supervision of instruction. These aspects would have a great impact on academic achievement of the learner.

4.2.3 Academic Qualification of Sampled Respondents

Professional academic qualification is deemed to determine leadership effectiveness thus improved academic performance. The educational level indicates the extent of training which has an impact on the delivery and receipt of instructional supervision. The sampled respondents were requested to indicate their level of education and the findings were as shown in Table 4.3.

![Figure 4.1: Academic Qualification of Headteachers](image)

Based on the statistics obtained, it was observed that majority at 61% of headteachers and another majority (43%) of teachers were diploma holders. It was also found that 39% lie in the category of other certificates while (27%) of headteachers had bachelor’s degree qualifications compared to 18% of the teachers.
who had the same qualification. Only 8% of headteachers held other certificates like PI certificate, Teacher Proficiency or A-Level certificates. At least 4% of the head teachers were master’s degree holders while none of the teachers had a masters training. It was worth noting that headteachers in Lower Yatta Sub County are highly academically qualified compared to their colleague classroom teachers.

Based on these revelations the implication is that majority of the headteachers had acquired relevant and basic knowledge for instructional supervision. The finding agrees with World Bank (2010) study on Finnish teachers who have among the highest pre-service qualifications in the world: all are required to have a Master’s degree as a hiring requirement. The finding also agrees with the anticipated TSC (2017) education reform policy on identification, selection, and deployment of institutional administrators for quality management of schools. The policy will require a primary school headteacher and the deputy headteacher to have at least a Bachelor’s degree.

In Finland, a range of professional development opportunities in priority areas is facilitated by the MOE. The courses which are free, although transport costs and stiped are catered for by municipalities and schools, are delivered through state training institutions and universities. This is similar for Germany teachers where after obtaining a compulsory tertiary degree, teachers undergo a competitive examination to enter pre-service teacher training of between 5.5 and 6.5 years at primary and secondary education levels OECD (2014). According to (Opudo, 2012) and as cited by Violet (2015) training guarantees efficient expansion of knowledge, prerequisite skills and attitudes necessitated for employees to perform effectively on
their tasks. This enables the employees to make a significant contribution to productivity and complete effectiveness of an organization.

In Lower Yatta the TSC policy is greatly applied in appointment to head teacher position in the Sub County where one is required to be at job group K changed to C3 in the TSC cadre of teachers TSC and KNUT CBA (2016), should have served as a deputy head teacher for at least three years, demonstrated a track record of good performance and certifying chapter six of the constitution, TSC sub-county director’s advertisement circular, (2016). It was found that education qualifications were not a mandatory requirement for appointment to administrative positions for many of the head teachers were appointed with a minimum level of pre-service certificate qualification which could be a hindrance to effective supervision of instruction.

4.2.4 Experience of Sampled Respondents

To ascertain whether work experience influenced the effectiveness of instructional supervision the respondents were asked to indicate the number of years they had worked as Headteachers or classroom teachers. Figure 4.3 presents the analyzed data.
Figure 4.2: Work Experience of Respondents

The study revealed that majority (65%) of the sampled respondents had experience of more than 20 years in the education sector. Some (19%) of the sampled respondents had acquired a working experience of 15 – 20 years in the field, a few (8%) had 10 – 15 years of experience while only 8% of the sampled respondents had a work experience of 5 – 10 years and none of the sampled headteachers had work experience below 5 years. It was further observed that majority of the sampled teacher respondents 32% had 5-10 years of teaching experience, some (26%) had work experience of 11 – 15, and a few (24%) had work experience of fewer than five years while only 18% had work experience of 15 to 20 years.

This study found that cumulatively 84% of the Headteachers had worked for above fifteen years while in sharp contrast 58% of the teachers had worked for up to fifteen years. This implies that majority of the teachers were young, energetic, freshly trained and hired in many of the schools in Lower Yatta sub-county. This finding
validates advancement by Kieleko (2015) study on instructional supervision by principals in Lower Yatta who opines that teachers are readily willing to accept instructional guidance from experienced principals. In this study definition of experience of the respondents embraced is the span of time the headteachers and teachers have served in the teaching service. Instructors and supervisors are expected to possess superior knowledge skills and attitudes acquired through training and experiences to enable them to discharge their instructional duties effectively, Olembo et al. (1992). In agreeing with studies done in Kenya by (Nyandiko, 2008 & Kirui, 2012) headteachers’ experiences, have a positive influence on the implementation of curriculum change and instructional process, Violet (2015) revealed that administrative experience affects supervision of instruction in public secondary schools.

The study findings also revealed that while (24%) of the sampled teachers had less than 5 years in teaching none of the sampled headteachers had taught for less than five years. This revelation implies that head teachers were better placed to guide instructional process effectively. According to Theory of Psychology of Supervision (Planturroot, 2006) as cited by Violet (2015) teachers highly require direct supervision at entry point than experienced teachers who take responsibility for their teaching.

4.3 Teachers Perceptions on Effectiveness of Head teachers Instructional Supervision

The study intended to assess the perceptions of teachers on the effectiveness of instructional supervision on the academic achievement of learners in primary schools in lower Yatta, Kitui County. The respondents were asked to state the
attitude of teachers on instructional supervision. The responses are shown in Figure 4.3.

4.3.1 Attitude of Teachers towards Headteachers’ Instructional Supervision

Teacher’s attitude towards head teachers’ effectiveness in instructional supervision is crucial in enhanced learner achievement. Attitude affects commitment to duty, vigor, and enthusiasm towards delivery in the instructional process an aspect that in turn influences learner achievement. Figure 4.3 gives a summary of the findings.

According to the findings of this study majority (94%) of the sample, teachers had a positive attitude toward the headteachers’ instructional supervision in the sampled schools in Lower Yatta sub-county, Kitui County. It was observed that inside the staff rooms teachers interacted in jovial moods exchanging ideas on learner achievement and improvement procedure to apply. High concern for the learners was exemplified during the interaction of teachers and learners; teachers attended to learners with a display of enthusiasm. It was a visible charm that pupils engaged their teachers to be guided on content they didn’t comprehend. Majority of the
teachers attended their learners with a show of concern for doing more for the learners to achieve more; their morale was high. They expended extra time in trying to identify and remedy individual learner weaknesses as well as appreciating and rewarding high achievers. A minority of the respondents at only 6% felt dejected and was gloomy in their appearances. Some complained of being exploited by the government through meager payments and had little morale towards instruction signaling a negative attitude towards their headteacher's instructional supervision. This implies that teachers cooperate with their headteachers, good rapport, and teamwork in the school despite some teachers demonstrating negativity to some of their headteachers’ instructional, supervisory styles. The findings concur with Glathorn (2007) that a positive instructional outcome was dependent on positive teacher attitude. It is additionally substantiated by the fact fielded by Mbiti (2007) who argued that employees of an organization must possess the right attitude to enable them to work effectively. This means that a motivated teacher embracing a positive attitude towards instructional duty has a quotient of high positive learner outcome.

World Bank (2010) observed that ineffective organization management and proper leadership, the leader (headteacher) could pinpoint individual teacher strengths and weaknesses and come up with strategies for helping them grow and improve. This creates a positive attitude among the team players and thus promotes teamwork among teachers and resulting in achieving the set goals.
4.3.2 Motivation of Teachers by headteachers’ Instructional Supervision

This study examined the effect of headteachers’ instructional styles on teacher motivation which enhances learner’s academic achievement. Figure 4.6 gives a summary of the findings.

![Figure 4.4: Teacher Motivating instruction supervision styles](image)

The findings of this study revealed that majority (86%) teachers felt motivated by their headteacher's instructional supervision style while 14% were of contrary opinion. It was evident that teachers were motivated by the supervisory styles. Teachers confessed that their head teachers gave them freedom in instructional processes: they recognized them as equal leaders, encouraged life-long learning to some extent, provided instructional materials like pupils exercise books, writing materials and reference materials like atlases, wall maps, and dictionaries. Teachers further alluded that head teachers respected teaching and non-teaching force and most importantly empathized with them in challenges. These findings agree with a study by World Bank (2010) that demonstrated that ineffective organization management and proper leadership, the leader (headteacher) could pinpoint individual teacher strengths and weaknesses then come up with strategies for
helping them grow and improve. It is further echoed in Nyakundi (2016) who opines that extrinsic motivation is propagated on job contentment, incentives, professional progression and work situational dynamics that affect teacher motivation. The finding additionally attests to Bateman (2006), Asemah (2010) and Friday Oko (2014) that teacher motivation energizes them to act in desirable academically productive manner. This induces students to demonstrate zeal to learn invariably. In light of Zepeda, Jimenez, and Lanoue (2016) in The American National Policy Board for Educational Administration (2015) supervisors have to relentlessly create positive working conditions, construct appropriate school policies and systems and engage in deep and meaningful engagements outside the classes that in return motivates and drives powerful impact of what happens inside and outside classes. Teachers ought to be motivated by the way their superiors handle them in the school environment. In return, they will inculcate a pleasurable learning culture in their learners leading to high academic output.

4.3.3 Supervisory Approaches that Motivated and their influence on learner Academic Achievement

The respondents were asked to indicate the supervisory approaches that motivated teachers and their responses were analyzed in figure 4.11.
The study found that varied supervisory approaches motivated teachers in Lower Yatta Kitui County. The majority (72%) were motivated by the creative approach of instructional supervision, some (16%) by directive supervisory strategy while a minority (12%) by the collaborative style of instructional supervision. It is worthy to note that majority of teachers in Lower Yatta are able to apply discovery method, be innovative and apply technology to solve instructional process problems. In support of this finding Knudson (2013) argues that failure of education leaders to facilitate everyone become smarter and better approved that they failed to execute their supervisory role effectively. Effective creative instructional supervision has a positive impact on teachers and classroom instruction process on top of focusing precisely on Head teachers work behavior in confirming to study findings by Sheppard (1996).
4.4 Headteachers Instructional Supervisory Roles

The study sought to views on the effectiveness of head teacher’s instructional supervisory roles.

4.4.1 Curriculum Implementation and Management

The respondents were asked to rate the frequency with which headteachers played various instructional, supervisory roles and responded as shown in Tables 4.3.

Table 4.3: Curriculum Implementation and Management

<table>
<thead>
<tr>
<th>Supervisory Roles</th>
<th>Respondent</th>
<th>Always</th>
<th>%</th>
<th>Often</th>
<th>%</th>
<th>Sometimes</th>
<th>%</th>
<th>Rarely</th>
<th>%</th>
<th>Never</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>In-service training</td>
<td>Headteachers</td>
<td>6</td>
<td>23.08</td>
<td>6</td>
<td>23.08</td>
<td>14</td>
<td>53.84</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Teachers</td>
<td>33</td>
<td>32.04</td>
<td>36</td>
<td>34.95</td>
<td>21</td>
<td>20.39</td>
<td>9</td>
<td>8.7</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Monitoring academic progress</td>
<td>Headteachers</td>
<td>14</td>
<td>53.84</td>
<td>6</td>
<td>23.08</td>
<td>6</td>
<td>23.08</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Teachers</td>
<td>54</td>
<td>54.43</td>
<td>36</td>
<td>34.95</td>
<td>13</td>
<td>12.62</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
</tbody>
</table>

The findings revealed that majority of the sample headteachers “sometimes” provided their teachers with in-service training, while 34.95% said that headteachers often provided in-service training for teachers.

Concerning student monitoring, 53.84% and 54.53% of headteachers and teachers respectively cited that the school headteacher “always” monitored students’ academic progress, some 23.08% and 34.62 of headteachers and teachers cited that headteachers “often” monitored students’ academic progress respectively.
The findings imply that most of the headteachers always induct new staff on the vision, mission and core values of the school. They are also given orientation on the culture and physical set up of the school. The new teachers are introduced to the heads of the department and the issues related to their subject area. The headteachers supervise curriculum timetabling to ensure that all the subjects are timetabled, and a correct number of lessons is observed as required by the education policy. Headteachers supervise curriculum timetabling to ensure that there are no clashes in lessons where one teacher is expected to be in two different classes in one period.

The findings further imply that Headteachers monitor students’ academic progress. They supervise the frequent testing of students through the heads of departments. They also check the spreadsheet to monitor each student performs and discuss them with the relevant teachers. At the release of the KCPE results, headteachers discuss with the teachers the analyzed results then use the analysis as a tool for future academic improvement.

Headteachers provide instructional learning materials like pupils course books, teacher’s guidebooks, reference books and equipping of the libraries in schools where they are available. This agrees with the findings of Moraa (2010) that headteachers played instructional, supervisory roles by supervising the implementation of the curriculum which involved supporting teachers in their instructional practices. The results also concur with Muoka (2007) who found out that headteachers carry out instructional roles such as inductions of staff and orientation of school program.

The motivation of teachers was done by involving them in planning for instructional supervision in school. The headteachers discussed with teachers as a team on how to
monitor students’ academic progress, observation of lessons in the classroom and the mode of giving the feedback to the teacher. The headteacher together with the teachers discussed how punctuality can be checked and improved to reinforce students’ academic achievement. However, lower ratings were given by headteachers and teachers on the provision of in-service and training of teachers. According to Tyagi (2010), in-service of teachers were found to be lacking in schools. Also, the study observed that supervision is perceived as a diagnosis and hence there was the absence of the supervisor as knowledge provider and supporter. Gaziel (2007) further confirmed this position that headteachers neglect their duty of staff-development.

4.4.2 Effectiveness Instructional Supervisory Roles of Headteachers

Table 4.4: Headteachers’ Instructional Supervision Roles

<table>
<thead>
<tr>
<th></th>
<th>Headteacher</th>
<th>Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>A</td>
<td>D</td>
</tr>
<tr>
<td></td>
<td>f</td>
<td>%</td>
</tr>
<tr>
<td>Effective Resource management</td>
<td>15</td>
<td>57.7</td>
</tr>
<tr>
<td>Quality Assurance</td>
<td>19</td>
<td>73.1</td>
</tr>
<tr>
<td>School environment</td>
<td>15</td>
<td>57.7</td>
</tr>
<tr>
<td>Staff Performance appraisal</td>
<td>13</td>
<td>50.0</td>
</tr>
<tr>
<td>Teacher Motivation</td>
<td>19</td>
<td>73.1</td>
</tr>
<tr>
<td>Prompt Communication</td>
<td>16</td>
<td>61.5</td>
</tr>
<tr>
<td>Teacher involvement</td>
<td>12</td>
<td>46.2</td>
</tr>
<tr>
<td>Transformational Culture</td>
<td>15</td>
<td>57.7</td>
</tr>
<tr>
<td>Professional Development</td>
<td>15</td>
<td>57.7</td>
</tr>
</tbody>
</table>

Key: A – Agree, D – Disagree
4.4.3 Effective Resource Management

The study established that majority (87.4%) of the sampled teachers agreed that the headteachers effectively managed physical resources like buildings, human resource, time and finance for positive academic learner outcome. Although half of the headteachers at 57.7% agreed that they effectively managed the available resources, understaffing and inadequate financing was a challenge that hindered academic achievement. Another 42.3% of headteachers and a minority (12.7%) of the teachers disagreed that the resources were effectively managed. The study found that resources in slightly above the average of the schools were effectively managed by a large extent the physical facilities like classrooms, the personnel and time. The indication is that there are mixed reactions on effective resource management in Lower Yatta sub-county. This finding is in tandem with the view of Orodho, Waweru, Ndichu and Nthinguri (2013) who opine that challenges of accessibility and adequacy of learning resources were found to adversely influence educator viability in the utilization of showing strategies and also concentrate on individual learner, hence fostering discipline and great attainment of good academic results.

The study findings further agree with Archibong (2012) who found that quality in instruction results from the interplay among a broad range of success factors which include resource management. The results are also supported by Heck et al. (1990) who found that learner achievement relied greatly on headteachers efficiency and effectiveness in the provision of necessary resources wrapped up with effective teacher utilization of the resources to support instruction.
4.4.4 Quality Management

The research revealed that 73.1% of the headteachers agreed on effective quality management. This was supported by teachers at 67% also who agreed that quality in the instruction was effectively assured by the headteachers in Lower Yatta Sub County amongst the KCPE schools. In contrast, 33% of teachers and another 26.9% of head teachers denied that quality was effectively managed. The study went out of the way to establish that majority of headteachers at school level are involved in the general management of the schools. They managed quality by expanding government grants to provide infrastructural resources, collaborating with parents associations to hire teachers to boost staffing, assuring the welfare of the learners, maintaining learners’ continuous assessment records, targets setting and providing security and sanitation. The finding summits to TSC TPAD tool (2015) that requires a frequent appraisal to maintain quality in instructional process at the school level. It also agrees with Mwinyipembe & Orodho (2014) view that school performance evidently relies on the effectiveness of Head Teachers who play a significant role in supervising teachers.

4.4.5 Prompt Confident Communication

The research found that majority of headteachers at 61.5% agreed that there were effective prompt and confident communication between their offices and their supervisee teachers; this was supported by 55.3% of teachers. In contrast, a minority of the teacher respondents at 44.7%, headteachers at 38.5% confessed that at times communication was not effective. Majority of the learners did not fully understand the English language; they conversed in vernacular a likely factor hindering achievement Majority of schools had a rental post box, a notice board in some
staffrooms where memos and circulars from various offices were posted. Headteacher mobile numbers were open to calls while learners, parents, visitors, and teachers were free to interact during school hours. Mwalili (2011) found that notice boards, class meetings, and academic clinics were suitable forms of communication at the school level. However, it was revealed communication was sometimes not prompt and effective at school level in Lower Yatta Sub-county. It was observable that very few schools had a suggestion box and an office telephone was not available.

4.4.6 Conducive School Environment

The study found that 57.7% of headteachers and three-quarters of the teachers agreed that school level supervision provided an amble teacher-pupil environment that was conducive to instruction process. In many schools learning blocks were available with spacious and permanent classrooms; the classrooms had writing boards and sitting structures for pupils were available. In most of the schools visited pit latrines with doors were available, dustbins for litter were sighted indicating that sanitation was given priority. The schools had playgrounds for the learners with many of the schools having a life, temporary or permanent fencing with a gate which guaranteed learners and teachers security.

The revelation agrees with Kimeu (2010) who found that schools that have best facilities are among the high achieving. In sharp contrast, almost half of the headteachers at 42.3% and a further 24.3% of the teachers pointed that the schools in rural and remote setups were naturally harsh leaving the headteachers with minimal supervisory influence. Some classroom walls were not plastered, floors were earthen and dusty especially for the newly build schools. It was revealed that even though
most of the school environments were conducive, learners faced vulnerability of other factors impacting negatively on learner achievement. It was found that a number of the schools in Lower were not very conducive to learning. School infrastructure, sanitation, security, water supply in a number of schools were lacking. Lower Yatta Sub County had not fully met child-friendly school environment standards and was not very conducive to learning. The finding was consistent with Kigenyi, Kakuru and Ziwa (2017) study in Uganda who opine that availability, quality and adequacy of pupils and teachers facilities, safety and security accounted for variation in performance. It is further echoed by Moore (2012) in her study on the role of school environment teacher dissatisfaction in US schools who found that school environment statistically played a significant role in teacher dissatisfaction, a likely fact hindering performance in Lower Yatta Sub-county.

4.4.7 Staff Performance Appraisal

The study established that majority of teachers at (70.9%), and another 50% of the sampled headteachers agreed that staff performance appraisal was effectively performed. While 50% of headteachers disagreed that performance appraisal was carried out only 29.1% disagreed. Staff performance appraisal role was rated at equal measure by headteachers that it was effectively carried out. This was also supported by two-thirds of the teachers while a third of the teachers felt that it was ineffectively implemented. The minority population viewed that teacher performance, and the appraisal approach was a compliance policy tool which in the long run would have a negative impact on academic output.
It was found that the TSC TPAD is a tool that can effectively help supervisors and teachers to evaluate and reflect on the instructional process, holding the supervisor (the Headteacher) and the supervisee (the teacher) accountable regarding time management, work coverage, reflective teaching and feedback information leading to improving learner achievement. This finding agrees with Duncun (2009) who posits that teacher evaluation plays an integral part in measuring teacher effectiveness. It further concurs with TSC ACT (2013) that teacher appraisal will help strengthen supervision and continuous teacher monitoring in anticipation to support teachers to improve their teaching competencies.

4.4.8 Teacher Motivation

On teacher motivation, 73.1% of headteachers opined that teacher motivation was a catalyst for maximized teacher output while 56.3% of the teachers held the same opinion. However another 43.7% of the teachers and 23.1 % of the headteachers disagreed that teachers were motivated to deliver instruction in joyous moods. This study found that teachers were on average motivated by head teachers instructional supervision. Teacher educational trips, incentives, giving bonuses on good results, complimentary remarks and appreciative actions from their supervisors were some approaches that motivated teachers to execute instructional process duty with commitment. Teachers appear to spend their after formal work time in classes revealing that they have an intrinsic push towards work. The minority of the teachers expected a better compensation for service given in extra time classes. These mixed reactions led the researcher to view that teacher motivation is not effectively applied. This finding agrees with Bennell & Akyeampong (2007) study of teacher motivation in Sub-Saharan Africa and Asian countries who point that teachers at
their schools are poorly or very poorly motivated particularly in Ghana and Zambia where motivation chronically appeared to be low. Teacher motivation strategies in Lower Yatta sub-county include incentives, reward on good performance, motivation trips for teachers, hiring of PTA teachers to reduce workload and recommendation letters from the head teachers. Although teacher motivational strategies have received little consideration in prior research Karimi & Zade (2018), teacher educational trips, incentives, giving bonuses on good results, complimentary remarks and appreciative actions from their supervisors were found to boost teacher morale in better performing schools in Lower Yatta Sub county.

4.4.9 Teacher Involvement in Decision Making

Data presented in table 4.8.1 shows majority at 53.8% of headteachers and 67.9% of teachers consenting that there was effective involvement of teachers in the decision-making process. There was however a worrying revelation that 46.2% and 32.1% was of contrary opinion. In the majority of schools in Lower Yatta Sub-county teachers hold staff meetings regularly to set targets, present choices of instructional materials that they need, review set targets and range of work coverage, share curriculum duties and plan for the term activities. In Germany decision-making for the school instruction, including grouping of pupils, choice of textbooks and assessment of pupils’ regular work, lies mainly with the schools OECD(2014). In Kenya decision making organs at school level includes boards of management, parents teacher associations and pupils councils, Basic Education Act (2013). The finding concurs with Wanjiku (2012) who avers that teachers need a joint opportunity to create an action plan, brainstorm ideas, share feedback, and determine the focus of observation and student work. Supervisors have to cause joint
participation of their supervisees in characterizing issues, validating school arrangements and utilization of available resources. It is prudent to involve teachers in all the school decisions for they control what is or not learned at the school level. Decision making spans the school and it’s not a sole function of the headteacher Zepeda (2016).

4.4.10 Professional Development Facilitator

On professional development, there were mixed reactions. The study revealed that majority of the headteacher respondents at 76.7% and teachers at 57.7% agreed that school supervision promoted and facilitated professional development of teaching staff. However, 38.5% of the teachers and 23.3% of headteachers held a contrary opinion that professional development was ineffectively supervised. The teachers opined that professional development would be more effective and leaner productive if it is school-based, sensitive to teachers’ learning needs, more regular and government-financed just as it was in the other professions. In this backdrop upward mobility of teachers, professional development and continuous teacher training may be employed to boost teacher morale and teacher quality. The finding concurs with (Opudo, 2012) as cited by Violet (2015) that training guarantees efficient expansion of knowledge, prerequisite skills and attitudes necessitated for employees to perform effectively on their tasks. The findings further resonate literature that teaching comprises sharing of knowledge between a teacher and a learner which is an exercise directly proportional to academic and professional qualifications Ampofo & Orodho (2014). The teacher should possess a mastery of relevant content and the right strategies for an effective instructional process that result in not enhanced

4.4.11 Transformative Culture in Supervision of Instruction

The study found that 67.9% of teachers disagreed that schools operated on the culture of complacency that at times detrimental to learner outcome in Lower Yatta Sub County. The headteacher respondents at 53.8% held the teacher's views that supervisors effectively applied and steered their schools on transformative culture. In contrast, 46.2% of them revealed that they applied conventional school culture seemingly ensuring there was learning. The minority amongst teacher respondents at 32% disagreed that their supervisors led their schools towards change. This finding is in contrast to what education systems in developing countries like Kenya as well as international educational goals are striving to achieve. According to McCarley et al. (2014) on transformational leadership related to school climate: A multi-level analysis (2016), transformational leadership is related to school climate. Head teachers were found to ineffectively apply transformational instructional culture in supervisory practices. They did not create a school climate that transforms ordinary performance to excellence, did have charisma and failed in inspiring motivation and stimulating the intellect among learners.

4.4.12 Headteachers’ Instructional Supervision effectiveness on learner’s Academic Achievements

The respondents were asked to indicate whether instructional, supervisory roles influenced academic achievement of the learners. Their responses are presented in figure 4.6.
The study findings observe that majority of the sampled respondents at (98%) were of the opinion that effective headteacher instructional supervision positively influences learner’s academic achievement while a minority (2%) was of different opinion. The respondents held the view that effective instructional supervision was a basic aspect of human resource management that contributed immensely to the academic achievement of the learner's output in academics. The revelation is in consonance with research finding that effective school principals contribute to academic success Mwangi (2011).

4.5 Practices Utilized by Headteachers in Instructional Supervision in Public Primary Schools

To determine the effectiveness of headteachers instructional supervision on learner’s academic achievement in primary schools Lower Yatta Sub County, it was considered essential to determine the practices utilized by headteacher in the
sampled schools. Table 4.2 gives a summary of the statistics obtained from the respondents.

<table>
<thead>
<tr>
<th>Practice</th>
<th>SA</th>
<th>A</th>
<th>D</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>f</td>
<td>%</td>
<td>f</td>
<td>%</td>
</tr>
<tr>
<td>Classroom Observation</td>
<td>19</td>
<td>15</td>
<td>95</td>
<td>74</td>
</tr>
<tr>
<td>Reflective instruction</td>
<td>10</td>
<td>8</td>
<td>89</td>
<td>69</td>
</tr>
<tr>
<td>Ensures teacher preparedness</td>
<td>0</td>
<td>0</td>
<td>89</td>
<td>69</td>
</tr>
<tr>
<td>Organizes in-service training</td>
<td>73</td>
<td>57</td>
<td>34</td>
<td>26</td>
</tr>
<tr>
<td>Adequate instructional materials</td>
<td>70</td>
<td>54</td>
<td>59</td>
<td>46</td>
</tr>
<tr>
<td>Evaluates academic progress</td>
<td>10</td>
<td>8</td>
<td>58</td>
<td>45</td>
</tr>
<tr>
<td></td>
<td>25</td>
<td>19</td>
<td>54</td>
<td>42</td>
</tr>
</tbody>
</table>

### 4.5.1 Classroom Observation

It was found that majority of teachers at (89%) of the sampled responds agreed that their headteachers effectively employed classroom observation methods as part of their instructional supervision style. In the majority of the schools, this practice is carried out by either the Headteacher or the deputy at least once in a term which is a TSC TPAD requirement. On the other hand, 11% of the respondents revealed that this practice was ineffectively utilized citing irregular or deficient class observation sessions. The head teachers mostly observed teachers by walking around a practice that likely hindered academic achievement. It was not evident whether headteachers held pre and post-observation conferences during the observation process. The
revelation was in contrast with findings of Mbogo (2017) in Murang’a South that headteachers held pre-observation and post-observation sessions. It is worthy postulating that classroom observation should be well designed, effectively utilized, more frequent and consistent, informative, collegial and guide to help teachers to improve instructional process consequent to improved learner outcomes regularly. Although the literature is abundant that repeatedly the teacher quality including content knowledge and pedagogy knowledge is factored in classroom observation Wamalwa & Burns (2018), there was no evidence of a different observation approach in conducting classroom observation of teachers in Lower Yatta Sub County. Influence of other learning factors including classroom environment, class population, learner characteristics and adequacy of learning materials was utterly ignored. Headteachers were inadequately able to indicate the number of teachers present in school but not in class at a given time, and they had little information on whether teachers were effective in instruction. It was observable that minority of schools maintained updated lesson attendance registers and classroom observation schedules. The study could not document time expended in real teaching and learning process. The finding is consistent with Bold, Filmer, Martin, Molinad & Rockmore (2017) that even with teacher presence in class teaching and learning may not necessarily be taking place.

4.5.2 Organizing In-Service Training

The study sought to establish whether headteachers in the sampled schools organized in-service training for their teacher as a strategy for effective instructional supervision. The study findings revealed that majority (83%) of the sampled respondents agreed that their schools through their headteachers regularly attended
in-service training. A minority (17%) disagreed with the statement confessing they have never attended any course of employment. Teaching knowledge demands regular refreshment through induction courses on innovative teaching strategies to sustain learner achievement. This is synonymous with Ondieki & Oodho (2015) aver to wide documentation that artistry nature of teaching calls on those who have the aptitude, expertise, knowledge, and curiosity to staircase learner academic achievement (Orodho, 2014).

4.5.3 Evaluative instructional feedback

The study found that majority (53%) of the respondents conducted evaluative instruction. It was established that teachers were guided by their supervisors (headteachers) to reflect on syllabi coverage on monthly, terminal and annual basis information obtained from lesson reflection by teachers, class visits, parental suggestions, and learner’s reports are utilized to provide teachers with guides and input to correct various deficiencies identified and reward achievement in instructional process (Archibong, 2008). This finding agrees with (Blasé and Blasé1998) findings that effective evaluative instructional feedback calls the heads to plan feedback, information, and assist teachers in professional growth and development. It further agrees with Nampa (2007) position that feedback should be genuinely administered to serve as a guide for instructional improvement but not a compliant approach.

4.5.4 Ensuring Teacher Preparedness

Analysis of data presented in table 4.5 revealed that majority of the headteachers endeavored to ensure teachers prepared before attending lessons. On the other hand, 69% of the respondents agreed that they effectively prepared for lessons. They
pegged the argument on ranking of Lower Yatta Sub County at second position in the county. However this claim was invalidated on basis that the Sub county performance was often below average score. The study found that (31%) of the respondents confessed attending lessons without schemes of work and didn’t have time to prepare lesson plans, records of work coverage and individual pupils progress records. Despite Teacher Performance, Appraisal, and Development tool (TSC Act, 2013) requiring maintaining of updated professional documents, (28%) of Headteachers did not ensure teachers prepared schemes of work, lesson plans, pupils progressive records, lesson notes and class timetables. Then it follows conclusion teacher preparation for lessons as a practice of supervision of instructional process was ineffectively administered in Lower Yata Sub County. The trend common with poor performing schools relates to low academic achievement. As cited by Ngipuo (2015), Musungu and Nasongo, (2008) in their study in Kenya, checking lesson notes, professional documents, records of work covered and attendance was an important headteacher supervisory practice. Planning the process of instruction before standing in front of pupils to develop a lesson is a catalyst for effective content delivery that affects learner outcome (Southworth, 2002).

4.5.5 Headteacher Leadership Style Influence on Instructional Supervisory Approaches

To assess leadership style influence on instructional, supervisory approaches and their effects in enhancing the academic achievement of learners in public primary in Lower Yatta Sub County the respondents were asked to tick the leader style applied by their supervisors’. The data analysis is presented in table 4.10.1.
4.5.6 Leadership Style Applied in Supervision

The respondents were asked to tick one leadership style that was utilized in instructional supervision. They responded as indicated in table 4.10.1

Table 4.6: Leadership Style Applied in Instructional Supervisory Role

<table>
<thead>
<tr>
<th>Leader style</th>
<th>Headteacher</th>
<th>Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>Democratic/Participative</td>
<td>26</td>
<td>85</td>
</tr>
<tr>
<td>Dictatorial/Authoritative</td>
<td>0</td>
<td>18</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>26</strong></td>
<td><strong>103</strong></td>
</tr>
</tbody>
</table>

Analysis of data presented on table 10.2 shows that all (100%) respondents amongst headteachers and a supermajority of teachers at 83.5% agreed that democratic or participative style of leadership was commonly applied at the school level. The study found that the same percentage of supervisors who applied directive instructional, the supervisory approach also applied dictatorial or authoritative leadership style. In sharp contrast, it was also revealed that the supervisors who applied democratic or participative leadership style also applied the creative or collaborative approach to supervision. The implication is that a leadership style influenced the approach of instructional supervision. It was revealed that a democratic leader was more likely to be collaborative in the supervision of instruction.

4.5.7 Headteacher Supervisory Approach

To assess leader style influence on instructional, supervisory approaches and their effects in enhancing the academic achievement of learners in public primary in Lower Yatta Sub County respondents were asked to tick one supervisory approach
that they adopted in the supervision of instruction. The analysis of data responses is shown in table 4.7.

### Table 4.7: Instructional Supervisory Approaches Adopted

<table>
<thead>
<tr>
<th>Approach</th>
<th>Headteacher</th>
<th>Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>f</td>
<td>%</td>
</tr>
<tr>
<td>Creative</td>
<td>19</td>
<td>73</td>
</tr>
<tr>
<td>Collaborative</td>
<td>2</td>
<td>8</td>
</tr>
<tr>
<td>Directive</td>
<td>5</td>
<td>19</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>26</td>
<td>100</td>
</tr>
</tbody>
</table>

On the favored instructional supervision approach majority of the headteachers at 73% chose the creative approach, 19% revealed they applied directive approach the least 8% preferred collaborative approach of supervision. Amongst the teachers 72% of the teachers held the view that majority of their supervisors applied creative approach, 18% agreed that the headteachers applied directive approach and further 11% of the teachers felt that their supervisors were collaborative. It was found that creative supervisory approach was majorly utilized in Lower Yatta. It was evident that teachers were free to innovate on teaching methods, improvise teaching materials and apply insight on teaching which expectedly led to enhanced teacher output. However, this appeared to have a negative impact on academic performance as highlighted by mean scores that were below average and minimal quality scores of the learners. The finding concurs with the recommendation of Mwaniki, Njuguna, and Itegi (2015) who aver instructional supervisors apply collaborative and participatory approaches in the supervision of instruction to reverse the trend of poor quality learning in secondary schools.
4.5.8  Headteacher Leader Style Influence on Supervisory Approach

Teachers were asked to state whether school-level instructional supervision influenced academic achievement in their schools positively or negatively. The responses were presented in table 4.8.

<table>
<thead>
<tr>
<th>Supervision influence</th>
<th>Headteacher</th>
<th>Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>f</td>
<td>%</td>
</tr>
<tr>
<td>Positively</td>
<td>26</td>
<td>100</td>
</tr>
<tr>
<td>Negatively</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>26</td>
<td>100</td>
</tr>
</tbody>
</table>

On how supervision of instruction influenced academic achievement and teacher attitude towards instructional supervision in schools Lower Yatta, the respondents held a positive opinion. Data presented in table 4.8 shows that 100% of headteachers and another 98% of the teachers replied that effective supervision of instruction positively influenced academic achievement of learners. Only a minority of 2% of the teachers denied this view. The respondents acclaimed that a poor, ineffective supervisor rears an academically poor performing school with learners achieving very little. This implies that the teaching fraternity in Lower Yatta is aware that effective supervision impacts positively on the academic achievement of learners. The revelation agrees with Mutuku, Njuguna & Ogola (2017) who found strong positive correlations between instructional leadership practices and the performance of students. It is further echoed by Blase (2000) who opines that effective instructional leadership encompasses conversing with teachers to stimulate reflection and promoting professional growth.
4.5.9 Suggested Correctional Measures

The respondents were asked to suggest correctional measures on negative instructional, supervisory influence on academic achievement. The data analysis was presented in table 4.9.

**Table 4.9: Suggested Correctional Measures**

<table>
<thead>
<tr>
<th>Correctional measures</th>
<th>Headteacher</th>
<th>Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>f</td>
<td>%</td>
</tr>
<tr>
<td>Refresher courses</td>
<td>8</td>
<td>31</td>
</tr>
<tr>
<td>Exposure trips</td>
<td>8</td>
<td>31</td>
</tr>
<tr>
<td>Workshops</td>
<td>6</td>
<td>23</td>
</tr>
<tr>
<td>Higher training</td>
<td>4</td>
<td>15</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>26</td>
<td>100</td>
</tr>
</tbody>
</table>

On correctional measures, 31% of the headteachers and 21% of the teachers preferred refresher courses, 35% of teachers and 23% of headteachers chose workshops. While 31% of headteachers cherry-picked exposure trips and another 26% of teachers prefer higher training, only 15% of headteachers favored the same correctional measures. It was established that although respondents complained that they could lack time to go back to school, they preferred re-training on pedagogy either through short refresher courses, workshops or even higher level training. The suggestions are in tandem with Mutuku, Njuguna & Ogola (2017) recommendations for in-service training on instructional leadership for head teachers to enhance balanced instructional leadership for better academic performance.
CHAPTER FIVE

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

5.1 Introduction
This chapter gives a summary of the study, draws conclusions and makes recommendations and suggestions for further research as guided by the study objectives.

5.2 Summary of the Study
The study delved into the background of dwindling performance trend in KCPE for five years in a row (2013-2017) in Lower Yatta Sub County. The predominant problem is the high rate of learners not transiting to high-end secondary schools in and outside the county. Literature review unearthed research was abundant on instructional supervisory roles, teacher perceptions, leadership style on supervisory approaches and practices applied. The research gap identified by this study from the literature reviewed was whether head teachers instructional supervision was effectively carried out to enhance learner academic achievement which was greatly replicated in national examinations performance. The conceptual framework treated effectiveness of headteachers instructional supervision as the independent variable while learner academic achievement guided the study as the dependent variable. Objectives were developed on which research questions revolved to test the influence of the independent variable on the dependent variable. Literature relevant to the supervision of instruction was reviewed. Research methods and instruments were applied to collect data. Out of study target population of 576 respondents drawn from the administration and teaching staff, a study sample of 129 respondents was selected for the study.
Data were collected by administering own bred questionnaires to 26 head teachers and 103 teachers from sampled primary schools in lower Yatta Sub County, Kitui county Kenya. The data presentations and discussions are in line with the study objectives. This culminated in a summary of study findings;

5.3 Summary of Study Findings

Regarding perceptions of teachers on the effectiveness of school-level instructional supervision in public primary schools in Lower Yatta Sub County, Kitui County it was established that respondents had varied perceptions. On attitude, 94% were positive effective application of instructional supervision while the minority was of the contrary view. On motivation, 87% of teachers agreed that they were motivated by supervision of instruction. Teachers high morale to teach; spending extra time to attend to individual learner needs and exchanging of ideas joyfully while in staffrooms were noted. Varied supervisory approaches motivated teachers where majority (72%) were motivated by creative approach. The respondents largely agreed that effective instructional supervision had a great influenced learner academic achievement depending on roles performed, school culture, practices implemented and the approach of supervision utilized.

The second objective was to ascertain the effectiveness of instructional supervision roles of headteachers. The study found that resources only in slightly above the average of the schools at 57% were effectively managed. By large extend the physical facilities like classrooms, the personnel and time enlisted positive judgment from respondents. On curriculum implementation, a third of the respondents differed with the view that it was effectively supervised. The study further enlisted mixed reactions on effective provision of the conducive school environment, teacher
motivation, teacher involvement in decision making and transformational culture. It is worth concluding that the headteachers had untapped potentials in carrying out their supervisory roles effectively which may be a more likely scenario resulting in below par KCPE results.

Regarding effective supervisory practices utilized by the head teachers in instructional supervision, the research found that head teachers rarely organized in-service courses for teachers. There were mixed reactions on promoting teacher professional development. The study revealed that while the majority of the head teacher respondents at 77.7% only 57.7% of the teacher respondents agreed that school supervision promoted and facilitated professional development of teaching staff. The teachers opined that professional development would be more effective and leaner productive if it is school-based, sensitive to teachers’ learning needs, more regular and government-financed just as it was in the other professions. The literature reviewed indicates that enhanced academic outcome equally demands unswerving learning teacher. The respondents further agreed that head teacher effectiveness in instructional supervision was a spine cord for enhanced academic achievement. Even though hundred percent of the headteachers guided teachers to reflect on their lessons they did not prioritize lesson observations. Neglecting classroom observation, one of the critical tools for ensuring teacher accountability proved was somewhat ineffective consequently leading to a downward trend in academic achievement of learners.

The fourth objective was to assess leader style influence on instructional, supervisory approach and their effects in enhancing the academic achievement of learners in Lower Yatta Sub County, Kitui County. It was found that majority of
teachers preferred a creative supervisory approach where they had the freedom to innovate on teaching methods, improvise teaching materials and apply insight on teaching which led to enhanced teacher output as opposed to other approaches which mostly led to slow learner output. It was established that majority of headteachers profoundly relied on one leader style and majorly on one supervisory approach. The finding is that a leader style influenced the approach of instructional supervision; a democratic or participative leader was more likely to be creative and collaborative in supervision. Further, it found that teachers and headteachers greatly yearned for refresher courses, regular workshops or seminars and educational exposure trips for knowledge and skills reboot to help improve academic performance.

5.4 Conclusions of the Study

Regarding effectiveness of headteacher instructional supervision on learners’ academic achievement, teacher perceptions varied on one headteacher to another and from one situation to another. The respondents largely agreed that effective instructional supervision influenced learner academic achievement. This revolve on the effectiveness of roles performed, practices implemented and the approach of supervision utilized. With respect to effectiveness of instructional supervisory roles, it was concluded that resources management in slightly above average of the schools was effective particularly physical facilities like classrooms, the personnel and time. In contrast it was found that head teachers had untapped potentials in carrying out their supervisory roles effectively. On effectiveness of head teacher instructional supervision practices and influence on learner academic achievement, the research concluded that classroom observation was not effectively administered: It is irregular or even totally missing in some schools. It further concluded that
evaluation of teaching, transformational culture and organizing in-service training for teachers was ineffectively attended in Lower Yatta Sub-County. The study further concluded that ensuring teacher preparedness for lessons was to some extent ineffective. All these require enhancement procedures to improve learner academic achievement subsequently. Pertaining leader style influence on supervisory approach, was rated that majority of headteachers profoundly relied on one leader style and majorly on one supervisory approach. It was revealed that leader style influenced the approach of instructional supervision; a democratic or participative leader was more likely to be creative and collaborative in supervision. Both teachers and headteachers greatly rated refresher courses, regular workshops or seminars and educational exposure trips for knowledge and skills reboot to help improve academic achievement as highly yearned for.

5.5 **Recommendations of the Study**

The results from this research have policy propositions on output in the schooling segment. Consequently, from the findings of the study the subsequent recommendations were made;

i) The ministry of education and teacher employer should put up a standardized measure of effective instructional supervision and strengthen follow up mechanisms on the roles and practices utilized by head teachers on supervision of instruction in schools.

ii) The Ministry of education should establish a standard measure of the adequacy of instructional materials in schools.

iii) That the MOEST establishes a regular National retraining programme for school leaders to bridge the gap between supervisory knowledge and competency for quality academic outcomes.
iv) That the teachers should embrace preparation for the instructional process before attending lessons.

v) That the head teachers should fully embrace effective instructional supervision to enhance learner academic achievement.

5.6 Suggestions for Further Research

Because studies explore factual information, what has been identified is not exhaustive owing to vibrant transformations in effective school supervision in the current situation of dynamic society. In view of this proposition, the subsequent suggestions for further research have been made.

i) More inclusive researches tackling a larger scope ought to be conducted to establish whether the effectiveness of headteachers instructional supervision on learner’s academic achievement in primary schools transcends to other counties.

ii) A comprehensive study on the effectiveness of parental participation ought to be conducted to determine its influence on learner’s academic achievement.

iii) Elaborate research on effective teacher motivation strategies ought to be conducted in the county and country at large to establish the influence of effective teacher motivation on learner academic achievement.
REFERENCES


Robertson (2000). The role of headteachers in instructional supervision in public primary schools Mwala division, University of Nairobi, M.Ed Thesis


APPENDICES

Appendix I: Questionnaires for Headteachers

I am currently a student at Kenyatta University. This research is a partial requirement for the award of Masters Degree in education. The research is based on the effectiveness of headteachers’ instructional supervision on learner’s academic achievement in primary schools in Lower Yatta Sub County, Kitui County. I request you to contribute to the achievement of the objectives of the study by giving honest responses. Any additional information that is relevant will be highly appreciated, and you may write it behind the questionnaire. Information so obtained shall be exclusively confidential. You do not have to write your name.

SECTION A: Background Information

Please read and answer the questions by ticking (√) within the brackets. Some questions require answers to be written down in the space provided.

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

2. Kindly indicate your age
   21-30 yrs ( )   31-40 yrs ( )
   41-50 yrs ( )   51-60 yrs ( )

3. Please indicate your level of education?
   Diploma ( )   Bachelors Degree ( )
   Masters ( )   Degree ( )
   Others (specify) .................................................................

4. What is your teaching experience in years?
   1-5 ( )   6-10 ( )   11-15 ( )
   16-20 ( )   21 and above ( )
Section B: Teacher Perception on Instructional Supervision
The following are questions about perceptions of teachers on school-level instructional supervision.

5. What is the attitude of your teachers on school level supervision?
   Positive ( ) Negative ( )
   If negative, suggest measures that may be applied to improve their attitude positively
   ........................................................................................................................................................................
   ........................................................................................................................................................................

6. Do you think teachers feel motivated by headteachers’ school-level supervision?
   Yes ( ) No ( )
   If yes, which supervisory practice motivates them to enhance academic achievement?
   Directing on teaching methods ( )
   Encouraging teachers to be creative on teaching methods ( )
   Collaborating with teachers in teaching methods ( )
   Never direct on teaching methods ( )

Section C: Roles of Headteachers on Instructional Supervision
Indicate whether the head teacher undertakes the following supervisory roles effectively.

Strongly Disagree - (SD) Disagree - (D) Agree - (A) Strongly Agree - (SA)

<table>
<thead>
<tr>
<th>Roles performed by headteachers in Instructional supervision</th>
<th>SD</th>
<th>D</th>
<th>A</th>
<th>SA</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Good Management of Resources. i.e. (financial, physical, time and human resources)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Adhere to curriculum implementation processes</td>
<td></td>
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<tr>
<td>Able to maintain Quality teaching</td>
<td></td>
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<tr>
<td>Ensures that school environment is conducive to learning</td>
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<tr>
<td>Supervises and appraises staff performance</td>
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<tr>
<td>Motivates workers/Improves the morale of teachers</td>
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<tr>
<td>Communicates confidently and promptly</td>
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<tr>
<td>Involves teachers in decision making</td>
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<tr>
<td>Creates an opportunity and culture for change</td>
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<tr>
<td>Facilitates professional development of teachers</td>
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</tbody>
</table>
7. State the influence of the above headteachers’ supervisory roles on the academic achievement of learners.

Negative         ( )  Positively     ( )

If negative, suggest correctional measures

Refresher courses  ( )  In-service Training ( )

Any other?........................................................................................................
..................................................................................................................

**Section D: Practices of School-Level Instructional Supervision**

Shown in the table are statements that may be used to describe instructional supervision practices as performed by head teacher in your school?

8. State WHETHER the head teacher in instructional supervision adopts the following practices.

   Strongly Disagree - (SD) Disagree - (D) Agree - (A) Strongly Agree - (SA)

<table>
<thead>
<tr>
<th>Practices of School-Level Instructional Supervision</th>
<th>SD</th>
<th>D</th>
<th>A</th>
<th>SA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headteacher regularly conducts walk-throughs</td>
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<tr>
<td>Headteacher encourages and guides reflective instruction</td>
<td></td>
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<tr>
<td>Headteacher ensures teachers prepare and update professional instructional documents</td>
<td></td>
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<tr>
<td>Headteacher observes teachers in class during lessons</td>
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<tr>
<td>Headteacher organizes in-service training to improve teachers performance</td>
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<tr>
<td>Headteacher demonstrates instructional methodology.</td>
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<tr>
<td>There is an adequate amount of instructional materials in your school.</td>
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<tr>
<td>The headteacher holds staff meetings to evaluate academic progress.</td>
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</tbody>
</table>
9. In your view, describe the effectiveness with which these practices are carried out to enhance academic performance.

Very good ( ) Good ( ) Average ( )
Poor ( ) Very poor ( )

Section E: Headteacher Instructional Supervisory Approaches

Named below are statements that may be used to describe approaches to instructional supervision as performed by headteachers, based on current school level. Please indicate through ticking (✓) the approaches practiced by the head teacher.

10. Please tick down one Leader style you apply to the instructional, supervisory role.

Dictatorial/Autocratic ( )
Democratic/Participative ( )
Free style (Laissez-faire) ( )

11. What instructional supervisory approach do you adopt in supervision of instruction? TICK ONE.

Directing on teaching methods ( )
Encouraging teachers to be creative on teaching methods ( )
Collaborating with teachers in teaching methods ( )
Never direct on teaching methods ( )
Appendix II: Questionnaires for Teachers

Section A: Background Information
Please read and answer the questions by putting a tick (√) within the brackets. Some questions require answers to be written down in the space provided.

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

2. Kindly indicate your age
   21-30 yrs ( ) 31-40 yrs ( ) 41-50yrs ( ) 51-60 yrs ( )

3. Please what is your level of education?
   Diploma ( ) Bachelors Degree ( ) Masters Degree ( ) Others (specify) ( )

4. What is your teaching experience in years?
   0-5 ( ) 6-10 ( ) 11-15 ( ) 16 and above ( )

Section B: Teachers Perceptions on Instructional Supervision
The questions in this section are intended to provide information regarding your past experiences with supervision and what the ideal supervision should be.

1. Describe the effectiveness of the head teacher in the supervision of teaching and learning process.
   Very Effective (V E) ( ) Effective (E) ( )
   Fairly Effective (F E) ( ) Totally ineffective (T I) ( )

2. State whether the head teacher organizes for teachers to visit other good performing schools.
   Yes ( ) No ( )

   If yes how often?
   Monthly ( ) Termly ( ) Annually ( ) Never ( )
3. How has the school –level instructional supervision influenced academic achievement in your school?  
Positively ( ) Negatively ( )

If negatively suggest correctional measures  
Refresher courses ( ) In-service training ( )
Any other? ........................................................................................................................................
...........................................................................................................................................................

4. What is your attitude towards supervision of teaching and learning process?  
Motivating ( ) Demotivating ( )

Section C: Roles of Headteachers on Instructional Supervision  
5. Indicate whether the head teacher undertakes the following supervisory roles effectively.
Strongly Disagree - (SD) Disagree - (D) Agree - (A) Strongly Agree - (SA)

<table>
<thead>
<tr>
<th>Roles performed by headteachers</th>
<th>SD</th>
<th>D</th>
<th>A</th>
<th>SA</th>
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<tr>
<td>Communicates confidently and promptly</td>
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<tr>
<td>Involvement of teachers in decision making</td>
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<tr>
<td>Creates an opportunity and culture for change</td>
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<tr>
<td>Facilitates professional development of teachers</td>
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</tbody>
</table>

6. State the influence of the above headteachers’ supervisory roles on the academic achievement of learners.  
Negative ( ) Positively ( )
If negative, suggest correctional measures
Refresher courses ( ) In-service Training ( )
Any other? ............................................................................................................................
...........................................................................................................................................
...........................................................................................................................................

Section D: Headteachers Practices on Instructional Supervision
Shown in the table are statements that may be used to describe instructional supervision practices as performed by head teacher in your school.
7. State WHETHER the head teacher undertakes these supervisory practices effectively
   Strongly Disagree - (SD) Disagree - (D) Agree - (A) Strongly Agree - (SA)

<table>
<thead>
<tr>
<th>Practices of School-Level Instructional Supervision</th>
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<th>D</th>
<th>A</th>
<th>SA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Observes teachers in class during lessons</td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td>2. Guides teachers to reflect on lessons</td>
<td></td>
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<tr>
<td>3. Regularly inspects professional documents</td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td>4. Organizes seminars to improve teachers performance</td>
<td></td>
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<tr>
<td>5. Demonstration of teaching methodology for adaptation by teachers</td>
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<tr>
<td>6. Providing teachers with adequate information on the teaching process</td>
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<tr>
<td>7. Holding teachers meeting regularly to give evaluation feedback on teaching</td>
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<td></td>
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<tr>
<td>8. Communicates timely and clearly</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>9. Involvement of teachers in decision-making</td>
<td></td>
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<td></td>
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</tr>
</tbody>
</table>
Section E: Headteacher Instructional Supervisory Approaches

Named below are statements that may be used to describe head teacher leader style and their influence on instructional supervision as performed by headteachers.

8. Please tick down one Leader style your headteacher applies in the instructional, supervisory role.
   Dictatorial/Autocratic (  )
   Democratic/Participative (  )
   Freestyle (Laissez-faire) (  )

9. What does instructional, supervisory approach your headteacher apply in the supervision of instruction? TICK ONE.
   Directing on teaching methods (  )
   Encouraging teachers to be creative on teaching methods (  )
   Collaborating with teachers in teaching methods (  )
   Never direct on teaching methods (  )
   Headteacher allows teachers to observe fellow teachers in class during lessons (  )
Appendix III: Map of Study Area
## Appendix IV: Work Plan

<table>
<thead>
<tr>
<th>Activity/Month (Jan– Dec 2017)</th>
<th>YEAR 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Week 1–3</td>
</tr>
<tr>
<td>Developing a research topic and literature review</td>
<td>🟢</td>
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<tr>
<td>Writing research proposal, developing tools for data collection and preparing for research proposal seminar</td>
<td></td>
</tr>
<tr>
<td>Fieldwork/ conducting interviews</td>
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</tr>
<tr>
<td>Data entry, interpretation, and analysis</td>
<td></td>
</tr>
<tr>
<td>Compiling final draft.</td>
<td></td>
</tr>
<tr>
<td>Presentation of findings/final draft.</td>
<td></td>
</tr>
</tbody>
</table>
## Appendix V: Budget

<table>
<thead>
<tr>
<th>Item</th>
<th>Cost/ Unit</th>
<th>Quantity</th>
<th>Total (Ksh)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Project Preparations</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Printing of draft project</td>
<td>300</td>
<td>4</td>
<td>1,200</td>
</tr>
<tr>
<td>Printing of final project</td>
<td>350</td>
<td>3</td>
<td>1,050</td>
</tr>
<tr>
<td>Internet Services</td>
<td>5,000</td>
<td>-</td>
<td>5,000</td>
</tr>
<tr>
<td>Stationery</td>
<td>4,000</td>
<td>-</td>
<td>4,000</td>
</tr>
<tr>
<td>Travelling Expenses</td>
<td>10,000</td>
<td>-</td>
<td>10,000</td>
</tr>
<tr>
<td>Assistant Researchers</td>
<td>10,000</td>
<td>1</td>
<td>10,000</td>
</tr>
<tr>
<td><strong>Purchases</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Laptop</td>
<td>35,000</td>
<td>1</td>
<td>35,000</td>
</tr>
<tr>
<td>Miscellaneous</td>
<td>-</td>
<td>-</td>
<td>15,000</td>
</tr>
<tr>
<td><strong>Grand Total</strong></td>
<td>-</td>
<td>-</td>
<td><strong>81,250</strong></td>
</tr>
</tbody>
</table>
Appendix VI: Research Authorization Letter

NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Ref: No. NACOSTI/P/17/24653/16043  Date: 27th March, 2017

Christopher Kimeu Muema
Kenyatta University
P.O. Box 43844-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on “Effectiveness of head teachers instructional supervision on learner’s academic achievement in primary schools in Kitui County Kenya,” I am pleased to inform you that you have been authorized to undertake research in Kitui County for the period ending 27th March, 2018.

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

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

DR. STEPHEN K. KIBIRU, PhD.
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
Kitui County

The County Director of Education
Kitui County.
Appendix VII: Research Permit

CONDITIONS

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

THIS IS TO CERTIFY THAT:

MR. CHRISTOPHER KIMEU MUEMA
of KENYATTA UNIVERSITY, 0-90260 KITUI, has been permitted to conduct research in Kitui County on the topic: EFFECTIVENESS OF HEAD TEACHERS INSTRUCTIONAL SUPERVISION ON LEARNER’S ACADEMIC ACHIEVEMENT IN PRIMARY SCHOOLS IN KITUI COUNTY, KENYA for the period ending: 27th March, 2018

Applicant’s Signature

DIRECTOR GENERAL
National Commission for Science, Technology & Innovation

Serial No. A13386

CONNECTIONS: see back page