

**HEADTEACHER'S INSTRUCTIONAL SUPERVISORY PRACTICES
INFLUENCE ON ACADEMIC ACHIEVEMENT IN PUBLIC
PRIMARY SCHOOLS IN KASARANI SUB-COUNTY IN NAIROBI
CITY COUNTY, KENYA**

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DECLARATION

I confirm that this research project is my original work and has not been presented in any other University or Institution for certification. The project has been complemented by referenced work duly acknowledged. Where text data, graphics, tables have been borrowed from the work including the internet, the sources are specifically accredited through referencing in accordance with anti-plagiarism regulations.

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DEDICATION

To my dear wife, who had to bear with long hours of my absence. To my two beloved sons and when you come of age may you find encouragement and follow the same path. To my parent, may the passion of education you saw in me multiply to fulfill your aspirations.

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LIST OF ACRONYMS AND ABBREVIATIONS

BoG	Board of Governors
DEO	District Education Officer
FPE	Free Primary Education
HT	Headteacher
IS	Instructional Supervision
KCPE	Kenya Certificate of Secondary Education
KESP	Kenya Education Strategic Plan
MOEST	Ministry of Education Science and Technology
QASO	Quality Assurance and Standards Officer
SMC	School Management Committee
TSC	Teachers Service Commission
UNDP	United Nations Development Programme
USA	United States of America

ABSTRACT

Education is the best tool for reforms in the socio-economic and political arena worldwide. Primary Education makes a strong foundation in education. Learners academic achievement at this level of education is very important. Instructional supervision practices by the head teachers is important in enhancing the academic achievement among learners. Based on this insight, this study aimed at investigating how the head teacher's instructional supervisory practices influence the learner's academic achievement in public primary schools in Nairobi City County, Kenya. The study was specifically guided by the following objectives: To establish how often head teachers supervise the teachers during their instructional practices, to determine head teacher classroom observation practices on academic achievement of learners in the public primary schools, to appraise the head teachers assessment of teachers' professional documents in support of learners academic achievement , to assess head teachers instructional feedback practices in support of academic achievement of learners in the public primary schools. This study was underpinned by Symbolic Interactions theory coined by Blumer (1969). The study adopted the descriptive survey design and used a cross sectional survey method of data collection. The actual data collection was done through the use of interviews and questionnaires. The study targeted primary schools in Kasarani sub-county in Nairobi City County. Eight schools were sampled purposively. The eight head teachers from the sampled schools were selected as respondents of the study. Eighty (80) teachers were selected for the study using random sampling technique. The findings of this study were: that there was inadequate supervisory practice by the head teachers in the classrooms; that most of the head teachers gave feedback after classroom observation, that majority of head teachers checked professional documents without keenness.. The study recommended that: the head teachers be given in-service on their role as instructional supervisors and be helped to embrace the classroom observation practice as an instructional supervisory practice to ensure better academic achievement by the learners; the Quality Assurance and standards and the curriculum support officers should intensify their supervision in the primary schools in order to strengthen quality instructional supervisory practices by the head teachers; the supervisors should ensure that all the required professional documents are accurate before commencement of instructions; the supervisors should improve and give immediate and effective instructional feedback to the teachers. The findings of this study were envisaged to help the education policy makers to come up with policies that would improve instructional supervision. The result of the study could also help in offering in-service courses to both the teachers and head teachers on instruction techniques and classroom management.

CHAPTER ONE

INTRODUCTION AND BACKGROUND OF THE STUDY

1.1 Background of the Study

In the twenty first century, education plays a key role in global security as well as economic sustainability (Olssen et al 2006). Universal Primary Education (UPE) especially is one of the noteworthy global educational policies. Furthermore, the upshot of education globalization today, calls for continued existence measures the world over, plus all organizations to incessantly strive for viable development as well as survival.

Education has indeed been regarded as the best tool in as far as political and social economic reforms are concerned in many nations worldwide (Machingambi, 2014). Due to this importance of education, many governments globally have provided a conducive environment for learning. The government has also funded the schools to make sure that teaching personnel and instructional materials are enough (Glickman, 2010). It is hence obvious that the intensive investment in education must go with effective instructions provision for better returns (Elacqua, 2016).

Research has proven that for any institution or organization to actually achieves its goal there must exist adequate and effectful work supervision (Armstrong, 2003). In consideration of this, Walsh and Esterhuizen (2017) advise that nations must ensure regular supervision for education objectives to be met. The scholars insist that supervision helps teachers enhance their performance. Of cause concerns arises when the expectations of the education investors as well as that of other stakeholders are not met in regard to quality instructions plus learners academic

achievement. For learners academic achievement to occur, instructional supervision is especially imperative (Mwendia 2018). According to Archibong (2010), instructional supervision refers to a set of activities carried out with the sole purpose of making learning and teaching better. Instructional supervision could also be considered as “the practice of facilitating professional development teachers, the curriculum as well as improvement of the teaching techniques in the classroom set up through democratic relations between the teacher and the supervisor” (Okendu, 2012).

The above-mentioned argument culminates to the fact that essential goals of supervision should be considered. These goals include: to make available to teachers objective feedback in relation to the current nature of their instructions, to aid teachers come up with skills in making use of instructional strategies and to diagnose and solve instructional problems (Nzabonimpa, 2011). Quality instruction supervision should improve the teacher development because teaching is viewed as a type of human behavior with structure and can as well be influenced and controlled (Okendu, 2012). Teacher supervision should embrace relationship that is mutual and is a riddled with respect for individual self-sufficiency and Self-regulated enquiry, examination, evaluation as well as analysis (Muema, 2018).

Moreover effective supervision should help in identification of areas that depict weak and strong areas among the teachers and also follow-up activities that should be used in order to improve the identified areas of weakness (Ekyaw, 2014). In essence, the main aim of carrying instructional supervision is to ensure that quality education achievement is met within the education system (Redfern, 2019). The

supervision should hence be focused on teachers' and learners in the learning process in order to improve academic achievement. To achieve this, how supervision of instruction is done by the supervisor should be a major concern.

Numerous theories have underpinned supervision. However, in the respect of instruction supervision, Symbolic Interactions theory coined by Blumer (1969), appears more relevant for it explain how the supervisor should supervise and guide the quality of its or her supervision practices. Blumer symbolic interactions believe in constructing meaning from social interactions. Instructional supervision is a process that encompasses social interaction of the head teacher (supervisor) as well as the teacher (supervisee) throughout the process, of classroom observation social interaction of the supervisor (head teacher) and the (supervisee) teacher throughout the process, of classroom observation, profession document analysis and feedback (Wanzare, 2012). It is recommended that instructional supervisors should give the correct response to teachers with the intention of achieving desirable teaching skills (Brenda, 2011). In the teaching process, the correct instructional feedback should be accompanied by constructive criticisms and this would encourage the teachers to improve their pedagogical skills, to question, reflect on their teaching process and hence improve on their current instructional practices (Covay & Carbonaro, 2010).

Globally supervision practices of teachers started long ago and it is still currently practiced in many nations world over. A research done by the World Bank (2010) Bank (2010), found out that the Korean Republic tested the teaching process by introducing a teacher evaluation system that was pilot based. At first the process of the instructional supervision practices was resisted by both the teachers themselves

and their union. Later on through the commitment of the government the unions became aware of the benefit of the supervision. In Finland, the government conversation with teachers on supervision led to advanced reflection and promoted proficiency growth of effective instructional supervision ((Tongola, 2016). In India, instructional supervision process has played an important part in the process of learning and teaching and hence helping the teacher in their professional development. The government of India has greatly emphasized on the process of instructional supervision (Tyagi, 2010). In addition, the government of the United States of America (USA), embarked in developing standards for instructional supervision destined for improvement of teaching and learning process which are improved often and are practiced to date (Fisher, 2011).

Developing countries especially in Africa have not been left behind in as far as instructional supervision is concerned. In Nigeria for instance, the process of education and instructional supervision has a special space or in other words prominent attention it deserves (Muraina and Olanrewaju (2016). Government of Uganda accentuates related to instructional supervision in regard to teachers professional practices as well as learning outcomes among learners (Bouchamma and Kalule, 2013).

The history of supervision in education in Kenya dates back to the colonial period following the passing of education role in 1924 which needed all schools to open for inspection by Education Director (Mburu, 2017). According to Ngelu (2007), the recommendation of Phelp Stoke Commission allowed colonial masters to take control plus supervise education at all levels .To date, the supervision has

continuously received special attention from the education stakeholders. In Kenya, the head teachers play the leading role as school managers in instructional supervision (Kemei, 2010). Quality instructional supervision is hence emphasised since it leads to learners' academic achievement.

In Kenya, it is the obligation of the head teacher to manage primary schools and undertake instructional supervision duties accordingly (Wanjiru, 2015; Amina (2015). In addition Birech (2011) asserted that the head teacher's supervisory practices assist the teacher and hence supports the pupil's academic achievement. The ministry of education argues that effective classroom instructional supervision results to learners getting high academic grades in examinations but irregular and few instances of supervision or lack of it lead to laxity of teacher's hence low academic achievement (Ngunjiri, 2012).

In Kenya, education quality has been always gauged in terms of passing of national examination (Wanzala, 2017). Despite the education stakeholders investment in the education and gauging the learners academic achievement based on this parameter, one can clearly tell that there is lack of satisfactory return on the investment. The poor performance in Kenya Certificate of Primary Education (KCPE) in Kasarani Sub County is of great concern to the stakeholders. Table 1.1 Presents the KCPE results in Kasarani.

Table 1.1: KCPE examination average scores in Kasarani Sub -County public schools (2016-2018)

Year	subject mean scores					
Year	English	Kiswahili	Maths	Science	SS/RE	Average
2016	53.70	47.30	45.61	44.89	47.60	239.08
2017	53.89	49.36	45.39	46.07	46.39	238.59
2018	53.33	47.82	44.41	42.69	46.62	234.88

Table 1.1 indicates the KCPE average performance for Kasarani primary Schools Nairobi County. One can argue that the performance was not to the expectation. Following the performance as indicated in Table 1.1 and basing the argument that instructional supervision that is effective as progressed in the background of this study, can be construed that instructional supervision practices by the head teacher in the primary schools deserves investigation.

1.2 Statement of the Problem

Instructional Supervision is seemingly being taken lightly by heads of public primary schools though underscored by the Ministry of Education (M.O.E) in Kenya. The KCPE result has been below expectation by the education stakeholders for several years consecutively. Lack of close supervision by the head teaches who are otherwise expected to guide the teacher's especially in preparation of academic professional documents and classroom interaction could be blamed to be the root cause of this low academic achievement.

In spite of prior studies on instructional supervision as well as their recommendations to help improve quality teaching as well as learning, the problem of low academic achievement in the schools continues to threaten the quality of

education especially in Kasarani sub-county in Nairobi. The study will therefore investigate how the head teachers' instructional supervisory practices influence the learner's academic accomplishment in Kasarani Sub County Public Primary Schools and investigate how the head teacher's instructional supervisory practices influence the learner's academic achievement in public primary schools in Nairobi City County, Kenya Nairobi City County, Kenya.

1.3 Purpose of the Study

The study purpose was to investigate how the head teachers' instructional supervisory practices influence the learner's academic achievement in public primary schools in Nairobi City County, Kenya.

1.4 Objectives of the Study

- i. To establish how often head teachers supervise the teachers during their instructional practices.
- ii. To determine head teacher classroom observation practices on academic achievement of learners in public primary schools in Nairobi City County, Kenya.
- iii. To appraise the head teachers' assessment of teachers' professional documents in support of academic achievement of learners in public primary schools in Nairobi City County, Kenya.
- iv. To assess head teacher instructional feedback practices in support of academic achievement of learners in public primary schools in Nairobi City County, Kenya.

1.5 Research Questions

- i. How often do the head teachers conduct supervision in Kasarani sub-county public schools in Nairobi City County, Kenya?
- ii. What supervision practices does the head teacher do during the classroom observation that influence academic achievement of learners in public primary schools?
- iii. How do the head teacher's instructional feedback practices influence learner's academic achievement in public primary schools in Nairobi City County, Kenya?
- iv. What do the head teachers' assessment on teachers' professional documents affect academic achievement of learners in public primary schools in Nairobi City County, Kenya.

1.6 Significance of the Study

The study findings may add to the existing literature in regard to the role of head teachers' instructional supervisory practices on learner's academic achievement in public primary schools. The study results may also be of use to the Education Ministry in developing policies that may promote improvement on head teacher's instructional supervisory practices in public primary schools and consequently academic achievement by the learners in the primary schools.

The research result may also assist the teacher's in improving their classroom practices or teaching techniques. The teacher may further benefit through motivation accruing from quality supervisory feedback. Further, the learners in primary schools might benefit from this study due to the fact that findings and

suggestions of the study will add to the teachers pedagogical skills and hence improved learner's academic achievement. The study result might lead to great interest of donors and other interested parties in education to invest in the schools. The study findings will also be an addition to the already existing literature in the arena of education particularly in the area of supervision and academic quality in primary schools.

1.7 Assumption of the Study

The study assumptions were: that instructional supervisory practice was the head teachers role in every public school in Nairobi County; the head teachers are acquitted with proper instructional supervisory practices; that the head teachers regularly observe in classroom; that the head teacher scrutinizes the teacher's professional documents; that the head teachers give instructional feedbacks to the teachers.

1.8 Limitation and Delimitation of the Study

1.8.1 Limitation of the Study

The study used descriptive survey instruments that enquired respondent personal opinions. These opinions might not be conceived as gospel truth and therefore replication and or generalization of this study result should be done with caution. Reaching Head teachers who were respondents of this study for interview was a bit difficult due to their busy schedule. However the researcher chose to interview them at their own convenient time.

1.8.2 Delimitation of the Study

The study's settings was in public primary schools in Kasarani Sub County in Nairobi. The study focus was on the influence of head teachers' instruction supervisory practices on learners' academic achievement in Kasarani Sub-County. This particular study did not cover all the areas that could affect academic achievement of learners' learners since this would have required a different approach all together.

1.9 Theoretical Framework

The research study was anchored on *Symbolic Interactionism Theory* which was coined by one Blumer (1969). Blumer strongly believed Symbolic Interaction is a technique of coming up with meaning from social interactions .As such, the theory emphasized on interactions among people. This interaction in communication uses symbols that bring about reality about oneself as constructed by others through interaction with one another. Blumers theory rest upon core premises that people react toward things as well as other human beings based on the meaning they have on them; these meanings stem from the social interaction with others; these meanings in question are managed as well as transformed through a process that is interpretive, finally the meanings propels he person to action by initiating changes..

The intention of head teachers as supervisors of instruction should bring change in the teacher's instructional behaviour. The communication between head teachers and the teachers they supervise is expected to bring about mutual understanding and hence influence the teachers rather than forcing them to utilize the pre-perceived instructional techniques. In this aspect, the head teachers should share their past supervisory experiences which they attach value and meaning to supervision. They

should share their experiences before, during and after supervision process by engaging and creating meanings (Blumer, 1969).

In this study, Blumers theory of Symbolic *Interactionism* was the most preferred since it clearly explain how major variables of this study interact in the study. The process of interaction between the supervisor and the teachers as perceived in this theory clearly indicate the beginning up to the end of the instructional supervision process. The heartaches should first engage the teachers in a free and fair discussion before the commencement of supervision, engage them in meaningful or constructive discussion during supervision and thereafter as they give feedback they engage them in smooth and motivating discussion. This brings about mutual understanding and improvement in instructional process and consequently high learners academic achievement.

1.10 Conceptual Framework

Interaction of these study variables is as demonstrated in the following conceptual framework.

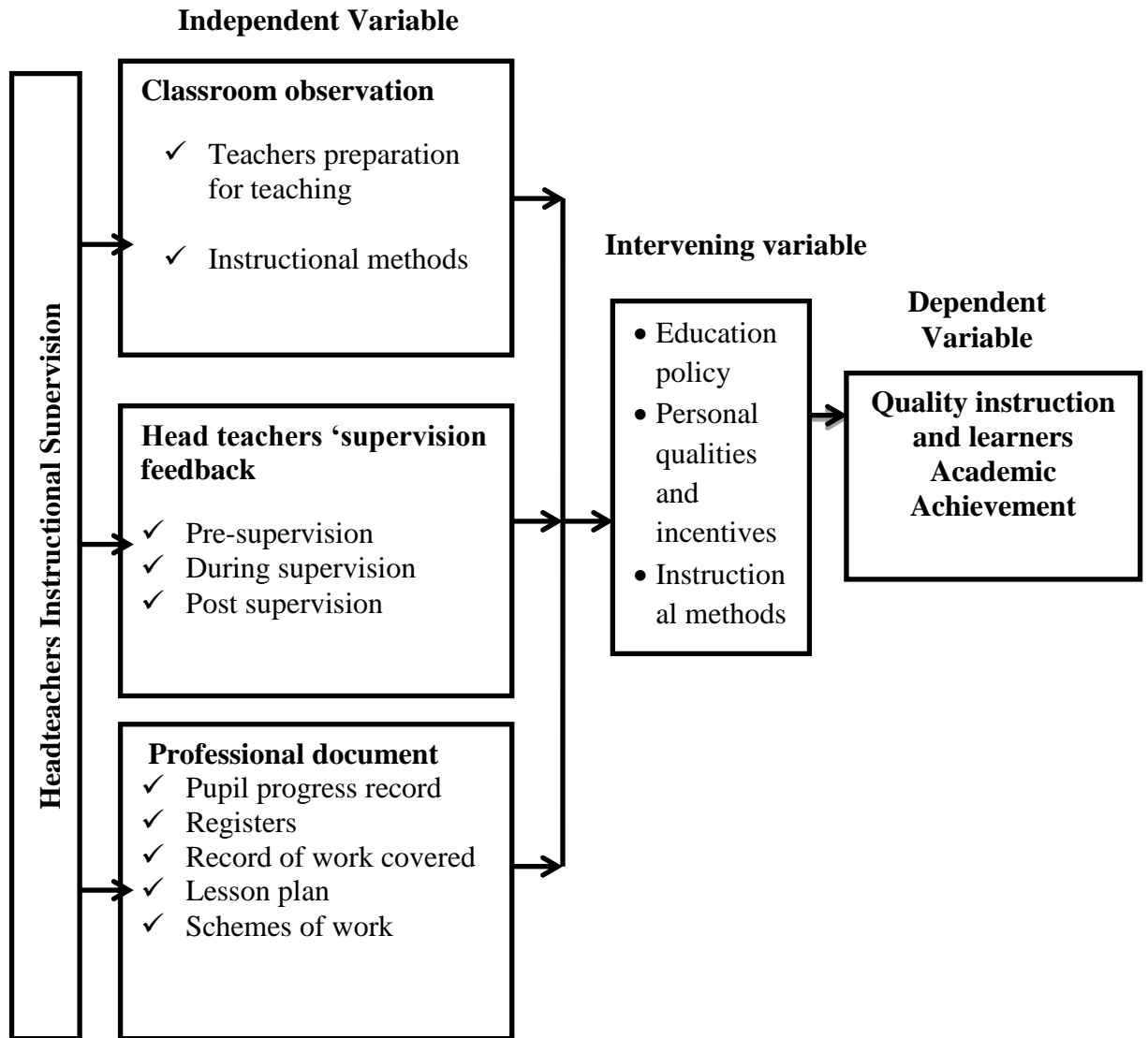


Figure 1.1: Conceptual Framework

Source: Author (2019)

The study's independent variables are head teachers instructional feedback, head teachers classroom observation as well as the teachers' professional documents. Academic achievement by learners in public primary schools of Kasarani Sub-County forms the dependent variable of this study. Intervening variable in this

particular study is education policy which help in stipulating the school learning as well as teaching environment. The output of this interaction between independent and intervening variable led to academic achievement.

1.11 Operational Definition of Terms

Academic Achievement: Ability to accomplish set goals in education in Kenya Certificate of Primary Education (KCPE).

Classroom observation: It refers to live observation of a teacher and analysing their teaching skills, personality and learner-teacher interactions in the lesson.

Feedback: Giving back or sharing the results of what was observed and analysed in a classroom situation

Head teacher: this is the person in charge of instructional supervisory practices in primary schools.

Instructional Supervision: implementation of teaching learning process which ensures that performance activities are properly set according to educational goals. Instructional supervision ensures that teachings are empowered to provide meaningful learning experiences for pupils.

Instructional supervisory practice: this refers to the constant process geared towards improving teaching as well as learning through provision of the much needed services to teachers .

Practices: Daily activities by head teachers in ensuring appropriate teaching/learning in the school.

Professional document: These are the education materials which are used by the teacher in the preparation, implementation plus evaluation of learning /teaching process.

Supervisor: This is the person charged with the responsibilities of carrying out supervisory duties in the school. In this study the supervisor refers to the head teachers of the primary schools.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

The study was concerned with primary school head teachers' supervision practices in effort to advance the quality of instruction and consequently academic achievement of learners. This chapter present literature reviewed in this field. There was no intention however to exhaustively review the literature in this area. Instead to be precise the literature is reviewed based on the study objectives using the following themes: instructional supervisory practices by head teachers, assessment of teaching professional document, classroom observation and supervision feedback, academic achievement and lastly summary of the reviewed literature and major gap of this study.

2.2 Instructional Supervision Practices

Different scholars use different terms in reference to supervision: Supervisory behavior (Glickman, 2009), supervision options (Sergiovani & Starrat, 2002), mechanisms of supervision (Beach & Reinhartz, 2000). Rino (2009) stated that supervision is a channel through which an organization demonstrates their commitment (or lack of it) to employees. In a school set up, this involves checking and overseeing the classroom instructional process. According to Ngipuo (2015) instructional supervision is the intention to coordinate, control or to ensure that the anticipated standards of academics are met. Adikinyi (2007) asserts that supervision means the interaction between two people or more people with aim of improving an activity. Kimeu (2010), states that instructional supervision is a significant act. It helps to improve and implement teaching learning process and

consequently improve the learners' academic achievement. The head teachers who act as instructional supervisors are entrusted with the work of group leaders, consultants, coordinators and most importantly they are the facilitators in the teaching learning process (Harris, Jones, Cheah, Devadason and Adams (2017). The main work of the head teacher as an instructional supervisor is to execute and fortify the teaching-learning process through professional support. He or she is also entrusted with creating a conducive environment for learning (BGREB, 2006). Instructional supervision utilizes a wide range of approaches, and methods with the aim of improving academic process.

Like any other skill, instructional supervision requires knowledge skills and experience (Pierce and Rowell, 2005). In order to acquire these aspects, one has to undergo training or mentorship. In this respect, Okumbe (2007) argues that for one to become a supervisor in education, one must be a qualified professional teacher, well equipped with pedagogical skills. The supervisor and in the case of this study the head teachers are required to identify teachers needs in as far as performance is concerned and then offer the guidance and support while consulting with the teacher in question .according to Zepeda (2003), the supervisors role is to bring about growth, development, fault free problem solving as well as commitment to capacity building in teachers. Nzambi (2012) concludes that Collaborating with the teachers is one of the greatest aspects of quality instructional supervision. Further, Eunice, (2010) asserts that supervisory practices by the head teacher bring about quality of teachings. Specifically, Zepeda (2003) asserts that the process of supervision is vibrant in improving the procedure of instructing and learning process.

To demonstrate the importance of quality of instructional supervision process, studies have been conducted in this field. For instance, Chetalam (2010) on factors affecting performance in KCPE in Kabarnet division in Kenya found out that instructional supervision is the major bustle leading to academic achievement. Another study conducted by Nasongo and Musungu (2008) regarding instructional supervisory responsibility of a head teacher in Kenya showed that the frequency of instructional supervision contributed toward better performance in KCSE. The schools which are frequently supervised posted good results compared to those which rarely carry instructional supervision. They found that principals of good performing schools regularly check teachers professional documents and pupils work Wanjiru (2017). They are expected to be very strict in their supervision and use friendly method in supervising the teachers (Wenzare, 2012).

Gordon (2005) supports that the significant reason for instructional supervision is to improve the teaching process and promoting learning and that when are helped to improve their classroom practices it is revealed in the pupils' learning. In Kenya, Kariuki (2013) states that supervision should assist teachers with providing with the most recent research discoveries on training, applicable to teaching. The major objective of instructional supervisory practices is to bring about improvement in the quality of education. It also assists teachers with learning their problems and locate the best strategy for taking care of these problems. It additionally urges the school to put forth attempt and assist the pupils with understanding themselves and their sentiments and have the option to monitor their conduct Mushaandja (2013) cited by Kariuki (2013).

Studies have been carried out in area of supervision generally and some have narrowed down to school supervision. However there is scarcity of documented literature in this field especially on how the head teachers should or conduct supervision of teachers in their schools. This issue was a concern in his research study.

2.3 Head teachers Classroom Observation and Academic Achievement

Classroom instruction is alluded to a procedure whereby the head teacher as an administrator purpose to pay a visit to a classroom with an intent of making observation on the teaching and learning process (Mattis, 2015). Suprayogi, Valcke and Godwin (2017) assert that classroom instruction is a process by which head teacher as a supervisor is paramount in helping the teacher improve on instructional skills as well as the teaching –learning.

Classroom visits is most commonly used form of teachers evaluation. They include live observation of a teacher as they teach in classroom (Panigrahi 2012). Mwinyipembe and Orodho, (2014) noted that the head teacher should make regular class visits and make observations of the lesson with the aim of identifying issues arising from the collaboration between a teacher and a learner. Fisher (2011) asserts that the instructional supervision process through class visits includes walkthrough, formal and informal class observation. A walk through is a short class observation interlude, looking at teachers' class achievement and environmental factors affecting the classroom. While informal classroom observation could be defined as a strategy where visits to the classrooms by the instructional supervisor are scheduled with learning, teaching as well as

interactions between the learners and teachers as teaching and learning process is in progress are the main focus. Unlike the formal supervision, informal supervision does not include a pre-observation conference and post observation meeting though the supervisors can make strong their relationship with the teachers by way of making communication about what was observed (Usman, (2015).

Actually, in effective carrying out of the classroom instruction supervision, the visit must be arranged. Suprayogi, Valcke and Godwin (2017) made note that teachers are usually nervous as well as fearful when expecting supervisors and therefore do not appreciate the supervision process .Owing to the fact that supervision is unavoidable, Usman, (2015) advocated successful and harmonious visitation using the strategies as follows: Having good communication between instructional supervisors and teachers in order not to perceive the former as an enemy, a prior classroom visitation schedule should be carefully crafted to make the exercise as regular as possible . Classroom visitation by the supervisory should be proceeded by a meeting in order to prepare the teachers psychologically. Instructional supervisors should be involved fully on the teaching/ learning process. Instructional supervisor should also be concerned about the pupil-teacher relationship and hence the attitude and behaviour of learners. The classroom visits should under all cost approved by the classroom teacher prior to the visit. During supervision, the supervisor should get interested in discovering the strength and weaknesses of both the teacher and learner in the learning process. These should be discussed during the conference and the credit should be given where it is deserved while dissatisfaction should never be shown openly to the teacher. The supervisors should also give complement to the teacher before leaving the classroom.

According to Wanzala (2017) the supervisor ought to have an insight the pleasant benchmarks and overall academic performance. Zepeda (2014) advises classroom supervision helps in observing the teachers performance in the classroom with the challenges they may face later in the teaching and learning process (Suprayogi, Valcke & Godwin 2017).

A study conducted by Fitchett and Heafner (2018) in Carolina in United States suggested that engaging the instructional supervisor (head teacher) is key in dismissing the teachers apprehensiveness in regard to the forth coming classroom visitations and this could also give the supervisor a chance to tell the classroom teacher his intentions so that there could be understanding during supervision. The classroom pre-visit conference should be followed by a real classroom observation period after which, post-visit classroom conference follows. The supervisor purposes to observe the lesson after which he/she analyses it with the teacher concerned. It is imperative that the supervisory data be accurate, true as well as a complete picture of what transpired in the classroom during the learning process (Sun and Van, 2015). The studies scrutinized herein investigated the effect of pre-visit observation in United States, while this sought out how effective the head teachers supervision of instruction was as well as how the supervision influenced academic achievement amongst pupils in Nairobi County.

Baffour-Awuah (2011) asserts that a study done in Ghana involving 60 schools (29 from urban and 31 from rural areas) found out that academic achievement by children from private schools were better than that of public schools because of effectiveness in instructional supervisory by the head teachers . This study was

categorical on the classroom teachers being accountable for the teaching / learning process and the instructional supervisors, in this case the head teacher, should effectively carry on the supervisory work to ensure harmony as well as effectiveness in the teaching and learning process. The major aim of classroom visitation model is to prepare teachers to be responsible to the extent that they can evaluate and analyse their own performance and at the same time allow other people, including colleague teachers to help them. In this regard, study tries to investigate the influence of head teacher classroom observation practice on learner's academic achievement.

Kimeu (2010) stated that the head teacher ought to frequently visit the classroom to embolden teachers on good teaching approaches. Gachoya (2010) states that it's through these visits that supervisors can have insights in quality benchmarks and performance during teaching / learning process. Informal observation, the head teacher should visit the classroom for an agreed period of time and notes all that takes place in class. Afolabi and Lolo (2008) stated that the head teacher should have a record on what the teachers and pupils are saying and doing.

Sebastian, Allen worth and Huang (2016) noted that instructional supervision also involves educative roles. This is the removal of ignorance in the teachers at the institutional level with the primary function of freeing teachers from unnecessary controls which may inhibit teaching and learning in institutions. Educative roles require the head-teacher to create favourable working conditions for teacher to express their ideas or opinions freely (Sebastian et al., 2016). The head-teacher should therefore treat teachers with dignity and consider them as persons with

intelligence and mature. Evaluation is another instructional supervisory role of the head-teacher. Bennett, McCarty and Carter (2019) observe that instructional supervision is incomplete without an evaluation report. The head teachers should thus always provide an evaluation report detailing the supervisory exercise.

In a study by Leina (2013) in Papua Guinea on how quality of teaching was influenced by supervision, it indicated that supervision of education had impacted positively on teaching. Varna and Koutsoulis (2006) also observes that teacher supervision can contribute to quality education and enhance academic performance. A study by Mwasindo (2013) in Kilifi District concurred that classroom observation as supervision practice by head teachers is evident in the performing schools and impacts positively on KCPE performance.

Classroom visitation is carried out to assess the curriculum status plus the experiences of learners in order to discover thoughts that are shareable, as well as institute common base for planning of the curriculum (Usman, 2015). Classroom observation enables the head teacher to determine the staff potential that may be tapped into as well as developed. Berliner and Rosenshine (2017) also points out, a lot of classroom observations need to be done to advance the quality of teachers, teaching, and achievement of learners. Altemueller and Lindquist (2017) adds that through supervisory visits, supervisors learn what is being done in the classroom, observe the materials, teaching methods and attitudes of the teachers and also the reactions of the pupils in the teaching/learning process. It is of paramount importance for the head teacher to regularly hold meetings with teachers as a part of any comprehensive supervisory plan (Altemueller & Lindquist, 2017).

Individual conferences are usually held after classroom visits or at a request of the teacher or head-teacher. Fitchett and Heafner (2018) point out that they provide for an exchange of ideas, giving an appointment of constructive suggestions about classroom techniques or materials of instruction and in identifying possible areas for curriculum study for the teachers' professional growth.

A study done by Kimeu (2010) in Kenya on impact of secondary school principals' instructional supervisory practices on KCSE overall performance in Kasikeu of District revealed that the sequence of classroom visit should begin with actual classroom observation followed by pre-conference then followed by post conferencing geared towards analyzing and discussion of the statistics gathered in the observation as well as methods of improving classroom performance by teachers. After supervision the head teacher should immediately discuss classroom observations with the concerned teacher. According to Fisher (2011), a clinical supervision conference should at least take up between 30-40 minutes at most. According to Moraa (2010) the supervisor ought to be goal oriented in as far as giving immediate feedback on lesson observation to teachers subjected to assessment in order to allow improvement on their delivery methods. The study had similar sentiments in its endeavor.

A study done in Kenya by Nasongo and Musungu(2008) investigating instructional supervisory role of head teachers on academic performance in Kenya Certificate of Secondary Education (K.C.S.E) examination in Vihiga County found out that the regularity of head teachers supervision contributed towards better examination performance. Varna and Koutsoulis (2006) made a similar observation that teacher

supervision can greatly contribute to improved teaching / learning process and hence better academic performance. According to DiPaola and Wagner (2018) the most important role of a head teacher is to assume the role of teacher of teachers. A head teacher must act as a model for the rest of the teachers. He should encourage teachers to observe him/her in the instructional process. Key of all the head teachers' role is clinical supervision where the head teacher should make a classroom visitation to observe the learning process (Onyango, 2005). Hence, the study sought to investigate the influence of the head teachers' observation on classroom practice on academic achievement of learners.

2.4 Head teachers Feedback and Academic Achievement

Head teachers supervisory classroom feedback is of essence in improving and developing quality teaching skills by the teachers in the teaching/learning process. Moreover it as well elevates the learning achievements plus performance of learners and teachers. Lochmiller (2016) asserts that feedback is a very essential tool that influences teaching/learning process positively. Wanjiru (2015) delineated feedback as a charted notion in regard to information essential in comprehension of the performance of other people, for example, executives, teachers and parent's experiences. In instructional supervision, the teacher and the supervisor should work as one (Malunda, Onen, Musaazi & Oonyu, 2016). For this method to work, the teacher and the supervisor should be willing to work together and have collegial supervision approach Usman (2015). In collegial supervision approach the teachers should be aggressively involved thus leading to improvement of education instruction Wairimu (2016).

Amina (2015) recommends a collaborative process in which feedback is given in an objective manner. Recommendations and conclusions should be carefully done after a careful observation. This is in line with Ngipuo (2015) who asserts the he of process of instructional supervision should be interactive in nature. Both the head teacher and teachers should plan the process collaboratively and in this creates ownership of the entire process (Stronge & Tucker 2017). Ngunjiri (2012) supported that this process is non-evaluative in nature and its aim is to strengthen the professional affiliation between the supervisor and the teacher.

Burns, Jacobs and Yendol-Hoppey (2016) recognized two roles of feedback: direct feedback as well as facilitative feedback where direct feedback in direction and solution giving while facilitative feedback is to give direction in assisting teachers improvement of their teaching practices on their own. Generally, feedback offers teachers clear ideas as well as reasonable thoughts (Malunda, Onen, Musaaazi and Oonyu, 2016; Khachatryan, 2015; Lindahl & Baecher, 2015).

A study done by Wahlstrom and Louis (2008), in United States on head teachers' classroom supervision emphasized on the importance of head teacher's classroom observation. The teachers in this case viewed the supervision feedback as productive and typically very helpful to the instructional process.

In a study by Akinfolani (2012) in Nigeria on the impact of instructional supervision on students' performance in senior secondary schools in Ondo state, Nigeria, observed that there is great impact of head teacher's classroom observation feedback on learner's performance. Another study in peri-urban schools in Ghana by Etsey (2005) concluded that private schools were doing better than public

schools in terms academic performance as a result enthusiastic classroom supervision and feedback by the head teachers in the private schools.

A study that was carried out by M conducted by Mavindu (2013), on impact of principals instructional supervision practices on overall students' performance in Kenta Certificate of Secondary Examination in Trans Mara West District revealed that feedback from supervisor helps the teacher to build a lot of confidence hence enhancing the product of teaching learning process. This depicts the fact that collaboration between supervisors and supervisee leads to strengthening of the teachers pedagogical skills (DiPaola & Wagner 2018). It is therefore essential for head teachers to organize round table conferences after a period of supervision as a means to communicate observation of the teacher performance. While the foregoing study focused on the importance of supervisor's feedback, this study endeavored to assess the influence of head teacher instructional feedback practice on academic achievement among learners in Nairobi County.

2.5 Teachers Professional Document and Academic Achievement

Keeping of records is a vital aspect in running a school. In the case of a school, professional documents that is: lesson plans, schemes of work, record of work covered, attendance registers and progress records are a requisite in preparation by teachers Fisher (2011). They are required to prepare and avail the documents for both instruction and inspection.

Alimiand Akinfolarin (2012) conducted a study in Ondo State, Nigeria about the effect of instructional supervision on overall student academic performance in senior secondary schools. The study divulged that there was a substantial effect on

checking of learners notes English language academic performance .Wawira (2013) asserts an enormous influence of checking of students' notes on educational performance of students in English language of secondary schools in New York. On the same note, Firestone (2008) offered a different viewpoint on that inspecting learners notes bears no direct effect on the performance of students. He argued that supervising of teachers' work record is an intervening action that influence instructional practices and lead to high academic achievement.

A study done in Netherland by Rob and Webbinks (2007) on the effects of primary school instructional supervision on test scores found out that supervision of professional documents leads to improved academic performance. Birech (2011) also asserted that there is a close link between learners' academic achievement and professional document scrutiny by supervisors. Their findings showed that supervision done on areas of record keeping, lesson planning and schemes of work led to improvement in academic achievement. While this study done in Netherlands was on impact of educational supervision on test scores, the current study seek to evaluate the impact of assessment by head teachers of teachers' professional documents in regard to academic achievement of learners of public primary schools in Nairobi County.

A research concluded by using (Sule, Eyiene, & Egbai 2015) via an ex-post facto studies design in Nigeria public secondary schools revealed that there has been advantageous connection between checking teachers' lesson notes and academic achievement by the learners. The study also made conclusion of actual performance of duties by teachers is highly dependent on the head teacher's

supervision of lesson notes .In other words, scheduled observation by the head of the school boosts overall performance by 2010.

Leina (2013) reiterates that a teacher to be fully operational on prescribed instructional duties the head teacher has to effectively assess the professional documents which are inclusive of lesson plans , schemes of work , progress records as well as other professional documents. This empower them become a more competent and independent professionally. According to Fisher (2005), supervision of professional documents assists the shaping as well as implementation of curriculum oriented programmes for pupils. Oluremi (2013) states that supervision of professional documents is the remedy of quality education as it helps teachers in class management by making incompetent teachers self-confident and develops good qualities in teaching. The study explored the impact supervision has on professional growth and improvement of abilities and attitudes towards teaching. The study sought to investigate on the head teacher's professional document supervision practices as well as its influence on academic achievement.

Brenda (2011) carried out a study on instructional supervisory and found out that professional records, positive impact of supervision was depicted in academic performance of pupils. This was supported by a similar study conducted by Nasongo and Musungu (2008) in Vihiga district, Kenya, investigating the role played by instructional position of head teachers and its effect on Kenya Certificate of Secondary Education academic performance .The study results revealed that head teachers of high performing secondary schools formed 8% of those who regularly checked professional documents of their teachers. This helped to boost

the academic achievement of the learners. Additionally, good performance was enhanced by supervision of pupils work, teachers, proper testing policies plus adequate syllabus coverage Abdinoor (2013).

Abdinoor (2013) in his study at Isiolo County found out that seventy per cent of instructional supervisors recommend teachers should prepare the professional records properly. That well done professional documents help teachers' concentration during the teaching process. He asserts that teachers who don't prepare well would have problems in teaching. Moreover, (Derrington & Campbell, 2015) argues that pupils' lesson notes and note books are a true reflection of what have been covered in the teaching/learning process. Therefore, the role of the head teachers as an instructional supervisor to check pupils subject notes and to make sure the syllabus is covered adequately and in time.

Essentially, instructional administration and practices are significant in the improvement of methodological skills and pedagogical skills. This particular study sought find out the influence of head teachers instructional supervisory practices in regard to quality of observing the teachers in a classroom, giving feedback to teachers and inspecting teachers' professional documents used in the process of instruction.

2.6 Summary of Literature Review

Chapter two is solely an overview of the related literature reviewed in regard to the influence of head teachers' academic supervisory practices on educational success amongst learners in public schools from international to local context. The literature has been reviewed in relation to the objectives of the study. The main

focus of the study was on head teacher classroom observation practice, head teacher instructional feedback practice and head teachers assessment of teachers' professional documents in endeavour to enhance academic achievement of learners. Review of the literature has demonstrated in-depth empirical studies conducted in the field of supervision in the schools generally and some studies have gone further to investigate head teachers role in as far as supervision regarding how teachers conduct classroom instruction. Some of the studies have gone further to reveal the importance of supervision of professional document prepared y the teachers to aid teaching.

However, this review of literature has specifically shown that there is scarcity of documented results of empirical studies and other academic literature on how the head teachers (supervisors) should conduct the supervision to ensure quality instruction in the classrooms and consequently high academic achievement by the learners. This was a major insight that led to this study being conducted particularly on instructional supervision practices of Kasarani Sub County in Nairobi City County, Kenya.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

The chapter contains the research design, location of study, target population, sampling techniques and sample size. Further, collection of data techniques and the methods used to ascertain validity and reliability of collection of data instruments. Analysis of data as well as ethical consideration is also part of the chapter.

3.2 Research Design

The research design refers to the plan for collection as well analysis of data collection with an aim of ensuring the research problem is taken care of (Oroho, 2014). The study employed descriptive survey research design. The design helps research to obtain correct answers to the questions like; who, what, when, where and how (Kothari, 2014). Further, Creswel, (2012) affirms that, the research design assist in collection of information in relation to the current status of phenomena as it exists. Description research design assist in data gathering which were both qualitative as well as quantitative in nature. The study used instruments particularly questionnaires and interview schedules which generated the data could be analyzed descriptively. Furthermore, the research design facilitated the researcher in collection of personal data on assertiveness and opinions on the influence of the head teachers' instructional supervision in regard to learners' academic achievement in public primary schools as they naturally appeared in Kasarani Sub County.

3.3 Study Locale

This study was conducted in public primary schools of Kasarani, Nairobi County, Kenya. The locale was selected for this study for it houses government sponsored primary schools which were rich in information for this particular study. Public schools were chosen for homogeneity which supports easy data analysis and presentation. Moreover, this location has been marred with low academic achievement by the learners a fact which is showed by KCPE results. Being in the capital city, this location is could be described as advantageous since it is easily accessible and that head teachers are expected to be highly qualified for their role and that the schools are expected to have substantive instructional resources. In this respect, the location was found appropriate for the study. Additionally the location was selected since the researcher was familiar with the area a fact that led for in-depth and accurate collection of data.

3.4 Target Population

The population targeted in this study involved all the primary schools found Nairobi County. Since the population was too large to enable the study collect in-depth data, Nairobi City County, since it represents public primary schools of various characteristics which could have helped in this study was chosen as a geographical area of interest. Nairobi County houses a large population too for any accurate collection of data for a study like this one. It has the following population unique to this study: head teachers, (275) and approximately 8250 teachers (Nairobi county educational office 2016). Table 3.1 pictorially present this population.

Table 3.1: Study population

(Nairobi Public primary schools' head teachers and teachers population)

Categories	Target population
Head teachers	275
Teachers	8250
Total	8520

The population presented in the foregoing table was drawn from 9 sub counties of Nairobi. For accuracy concerning the study this population was still large and would affect in-depth collection of data. Kasarani Sub county head teachers and teachers population was hence targeted for the study. The following table therefore present the target population of this study.

Table 3.2: Target population of the study

Categories	Target Population
Teachers	639
Head teachers	25
Total	654

The following section presents how the sampling technique and sample size of this study.

3.5 Sampling Technique and sample Size

This section present sampling techniques as well as the process that was followed to determine the size of the sample of the study.

3.5.1 Sampling Technique

Multistage technique of sampling was employed in order to ascertain the number of participating schools, teachers and head teachers. In multi-stage a large population is divided into smaller samples in various stages to make sampling more real and practical (Kothari, 2004). First, Kasarani Sub County was selected purposively out of the nine sub counties of Nairobi City County. This made 10% of the total sub counties in Nairobi County. Ten percent and above is appropriate representative sample of a given target population of a study (Kothari, 2014).

Second, the number of schools in Kasarani Sub County was selected using stratified random sampling. Kasarani is subdivided into two zones, Ruaraka and Kahawa zone. These two zones acted as strata where one of the stratum was Ruaraka which has 12 schools while Kahawa zone has 13 schools. From each stratum schools were chosen purposively on the basis of their performance. There was an intention to scrutinize the influence of head teachers instructional supervision on academic achievement from high performing schools and low performing schools. In this case, four schools (two high performing and two low performing) were selected from Ruaraka zone (33%) and the other four from Kahawa zone (33%). The best two performing and the two low performing schools in the preceding end of the term were chosen from each zone. This made a total of 8 Schools out of the total 25 schools in Kasarani which constitute 32% of the target population. The eight head teachers from the selected schools were used for the study.

Third the sampling of teachers was done using blindfolding random sampling technique. Ten teachers (12%) from each of the eight selected schools was drawn

from the target population of 639 teachers, hence a total of 80 teachers constituted the sample of this study. The following sample grid graphically present the sample size of this study.

3.5.2 Sample Size

Table 3.3: Sample size

Categories	Target population	Sample size	Percentage
Schools	25	8	32
Head Teachers	25	8	32
Teachers	639	80	12

The following sections give details of the study instruments that were used for collection data in this study.

3.6 Research Instruments

Two main instruments were used to collect data for this study; questionnaires for the teachers and interview schedules for the head teachers.

3.6.1 Questionnaires for Teachers

Questionnaires were used in this study to gather information from the teachers. Orodho (2009) supports that questionnaires are used to collect more information within a limited time frame and therefore it is most effective where a large population is involved. In this case, the questionnaire was utilized in this research study because it is easy to administer to the respondents and more time saving (Mugenda & Mugenda 2004). Close ended questions as well as open ended questions were utilized to make the questionnaire. The questionnaire had two

sections ; section A asked questions on the participants demographic data while Section B consisted of open and close ended items, whose targeted was at gathering data teachers about their uptake of their head teachers instructional supervision practices.

3.6.2 Interview Schedule for the Head teachers

A semi-structured guide for the interview was utilised for this study. The interview was fashioned to examine the practice by the head teacher's instruction supervision in the schools. Kothari (2009) stated that interviews provided in-depth data meet specific study objectives. They also shield towards confusing questions because the questions can be clarified by the interviewer hence supporting relevant responses from the respondents. Very sensitive private information is possible to be gotten from the participants thus sincere as well as honest individual interactions between the interviewer and respondents. This might otherwise not be possible by using other types of research instrument.

3.7 Pilot Study

So as to make the research instruments in this study valid and reliable, the researcher conducted a pilot study in one of the schools where the actual collection of data for this study was not done. Pilot study helped in modification and correction as well as removal of ambiguity in the items of the research instruments. According to Orodho (2014), pilot study is conducted to make the study instruments feasible. This ensures that data collected for the study are accurate.

3.7.1 Validity of the Study

To ensure validity of this study the researcher first sought expert judgment. Specialist in the area of descriptive survey; in this case supervisors were consulted. Secondly the study used more than one instrument to collect the same data (triangulation). Furthermore, the legitimacy of the study was ensured through content of the instruments by making sure that the items in the instruments were correct and conformed to the study objectives. Furthermore, the construct validity of the instrument was ensured through making sure that all ambiguous or irrelevant items in the instrument were reframed or eliminated.

3.7.2 Reliability of the Study

In this study, reliability ensured before the actual collection of data. This ensured consistency. Instrument reliability them yield results that are the same (Creswell, 2012). Test retest method was used to measure the reliability of the instruments (Mugenda and Mugenda, 1999). Teachers' questionnaires and the interview schedule for the head teachers were administered in one school which were not included in actual collection of data. Cronbach's alpha correlation coefficient was used. 0.7 coefficient level was regarded as acceptable (Kothari, 2014). Orodho, 2014 advises that 0.75 correlation co-efficient (r) is regarded as appropriate.

3.8 Data Collection Procedure

The study instruments were used by the researcher with the aim of getting correct information from the participants. Interviews for the head teachers were conducted in their schools as scheduled. He first made prior arrangements and paid visits to the schools and expressed his interest to conduct the study there. The study instruments were administered simultaneously where the questionnaires were presented to the

teachers and as they responded the head teacher was being interviewed. The teacher's questionnaires were thereafter collected with the aim of enhancing high rate of feedback. This saved time and ensured minimal inconveniences.

3.9 Data Analysis and Presentation

After collection of data it was cleaned first cleaned, categorised, labelled and organised into themes. The quantitative data was then keyed into computer for analysis. To aid in the analysis, the package for social sciences (SPSS) was utilised. The Package for Social Sciences (SPSS v22) was used to aid the analysis. Qualitative data was analyzed qualitatively. Quantitative data of the study was given in the form of frequency tables as well as charts. Further, data was presented in form of descriptions and direct quotation.

3.10 Logistic and Ethical Consideration

Before moving to the field to collect data, the researcher had to first get a letter of introductory from Kenyatta University in the school of post graduate studies. Later the researcher had to acquire a research permit from the National Commission for Science, Technology and Innovation (NACOSTI). The researcher also obtained an authorization letter to help in collection of data from the Nairobi County Commissioner and County Director of Education.

Three ethical principles were observed by the researcher. This included beneficence, justice and respect for participants. This meant that the participants would best deliver concept after the researcher had given the purpose of the study and thereafter assured of adherence to confidentiality in regard to the data accorded and explained the threat and the benefits of the study. The information that was provided by the respondents was treated with utter confidentiality.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction

This chapter presented the findings, interpretation and also discussions of this study. The chapter is organized based on various themes generated from the study objective. In essence this study sought out the answers to the following objectives:

- i. To establish how often head teachers supervise the teachers during their instructional practices.
- ii. To determine head teacher classroom observation practices on academic achievement of learners in public primary schools in Nairobi City County, Kenya.
- iii. To appraise the head teachers assessment of teachers' professional documents in support of academic achievement of learners in public primary schools in Nairobi City County, Kenya.
- iv. To assess head teacher instructional feedback practices in support of academic achievement of learners in public primary schools in Nairobi City County, Kenya.

4.2 Response Rate

This study sampled eight primary school head teachers and eighty teachers. These acted as respondents of this study. In this study, head teachers were subjected to face- to- face interviews while teachers were requested to fill in questionnaires. The number of head teachers who turned up for the interview and the number of teachers who filled in and returned the questionnaires were as presented in Table 4.1.

Table 4.1: Return rate

Respondents	Frequency		Percentage return (%)
	Distributed	Returned	
Head teachers	8	8	100
Teachers	80	66	83.3
Total	88	74	84

The data in Table 4.1 shows that all the 8 head teachers turned up for the interview while 66 teachers out of a sample of 80 teachers responded to the questionnaire. This constituted a response rate of 100% and 83.3% respectively. Kothari (2004), echoes that any response of fifty percent and above response rate is adequate for data analysis. Consequently, the response rate was an adequate representation of the target population for the study.

4.3 Demographic Information of Respondents

The research first sought out the demographic information regarding the study participants. This was necessary since it helped to learn more about the participant's characteristics. Knowledge of the respondent's characteristics was important since it determined whether the sample of the study was really a representation of the target population for the purpose of generalization of the study results. Personal characteristics of respondents in social sciences play an important role in expression as well as giving the response in regard to the study problem. (Creswell, 2014). In consideration of this, the demographic information of respondents in this study was based on age, gender, teaching experiences and professional qualification. The following section describes the demographic information based on these aspects.

4.3.1 Gender of Respondents

This gender of the participants was first sought . In many occasions in a descriptive study gender thought might not have not been initially considered in the study reveals vital aspects for the purpose of generalization for the study result (Creswell, 2012). In this respect, the gender of head teacher and those of teachers were determined and presented in table 4.2.

Table 4.2: Distribution by their gender

Respondents	Head teachers		Teachers	
	f	%	f	%
Male	5	62.5	36	55
Female	3	37.5	30	45
Total	8	100	80	100

Table 4.2 indicates that most of the head teachers were males 5 (62.5%) while females were 3 (37.5%). Additionally, 36 (55%) were male teachers while 30 (45%) were females. The age of respondents was another aspect to consider in demographic data for the study. Although it was initially not within the interest of this study to consider gender the gender characteristics of the respondent, this aspect led to some data which could vehemently contribute to the generalization of the study result. According to (Mugo, 2013), a descriptive survey that uses a sociological method of survey does not regard any response which could help in generalization of the study results off line. This is described in the following section.

4.3.2 Age of Respondents

Age of the respondents was another aspect that was considered in demographic data collection for this study. Age of the respondents could in one way or another influence the teaching experience of the respondents. In other words, age helped in understanding the respondent views and particular problems. In this study age became important in examining the response. Table 4.3 indicates the age of both the head teachers and the teachers.

Table 4.3: Distribution of teachers and head teachers by age

Respondents	Head teachers		Teachers	
	f	%	f	%
21-30 years	0	0	5	8
31-40 years	2	25	11	15
41-50 years	3	37.5	21	32
51 and above years	3	37.5	29	45
Total	8	100	66	100

Table 4.3 shows that most of the head teachers 6 (75%) were aged 41 years and beyond and majority of the teachers 50 (75%) were aged above 41 years and beyond. The youngest age bracket of head teachers was between 31 and 40 years of age and the age bracket of the teachers was between 21 to 30 years. This indicates that teachers are mature and that they had substantial experience for the purpose of the study. Academic qualification of the respondent was another characteristic of the study respondents that was considered in this study and is presented in the following section.

4.3.3 Academic Qualification

Leadership effectiveness which is a constituent aspect of a supervisor to a large extent is determined by professional academic qualification Sofo (2012). Additionally, academic qualification determines the teachers quality of instruction and hence academic achievement which was one of the main focus of this study. In essence, the level of training has a lot of influence on the delivery and receipt of appropriate instructional information. This aspect of the study respondents was therefore considered in the study. Table 4.4 presents the level of academic qualifications for the teachers and head teachers in this study.

Table 4.4: Distribution of head teachers and teachers by professional qualification

Profession Qualification	Head teachers		Teachers	
	f	%	f	%
P1 certificate	-	-	7	10
Diploma	1	12.5	13	20
B.Ed	4	50	36	55
M.ED	2	25	10	15
PhD	1	12.5	-	-
Total	8	100%	66	100%

Table 4.4 indicates that majority 7(87%) of the head teachers had Bachelor degree of Education (B.Ed) and above a good number of teachers 46 approximately (70%) had attained the level of bachelor degree and above. This shows that the head teachers and teachers had appropriate skills as well as knowledge to translate and implement the teaching process effectively. This was in correlation with findings by Babayemi (2006) who asserted that good academic qualifications were

vital in carrying out instructional supervision practices. This was also supported by Glickman (2010) who echoed that the school principal should have enough skills and knowledge to guide the teachers in the teaching learning process. There guidance is vital for teachers to improve in the classroom instructional skills and hence improve the learner’s academic achievement (Sule, Eyiene & Egbai, 2015).

4.3.4 Distribution of Head teacher and Teachers by Teaching Experience

Head teachers with working experience of over 10 years enough skills to handle administrative issues as well as the teaching-learning process. Equally, teachers with years of experience have sharper skills o handle as well as improve the learning –teaching process. Birech (2011) notes that the more experienced a teacher is, the better they are at delivering in the class room. Table 4.5 indicates the teaching experience by the head teachers as well as the teachers in Kasarani Sub-county.

Table 4.5: Distribution of respondents by teaching experience

No. of years	Head teachers		Teachers	
	f	%	f	%
1-5 years	-	-	7	10
6-10 years	2	25	13	20
11-15 years	4	50	26	40
16-20 years	2	25	20	30
Above 20	-	-	-	-
Total	8	100%	66	100%

Table 4.5 exposed that most, 46 (70%) of the teachers and six (75%) of the head teachers had served for a period of 10 years and beyond. This indicates that the head teachers possess substantial knowledge in school management and as such

they could effectively supervise instructions in their schools. The findings also imply that the teachers were exposed to instructional supervisory practices for quite long and this would enable them realize its importance to the learners academic achievement. Ruggai and Agih (2008) in their study about school management showed the relationship was positive between the number of years the principals had worked and their instructional supervisory knowledge. This could be true but training of these head teachers on what specifically they could be looking for during instructional supervision would be indispensable.

4.4 Frequency of Head teacher's Instructional Supervision

With this study's intention to investigate the quality of instructional supervision by the primary school head teachers, the first objective of the study was to determine how often the head teachers supervised the process of instructional. In this respect, the head teachers were asked to state how frequently they visited the classrooms for observation, how often they checked professional document. Also, and in this case for purpose of accurate data for this study, teachers were requested to state how often the head teachers visited their classroom during instructions for observation and were also requested to state how often the head teachers checked their professional documents. The following table presents this information.

Table 4.6: Frequency of instructional supervision

Supervisory Role	Respondent	Always		Often		Sometimes		Rarely		Never	
		F	%	F	%	F	%	F	%	F	%
Classroom visits	Head teachers	5	62	3	38	-	-	-	-	-	-
	Teachers	5	7	10	15	36	54	13	19	4	6
Professional documents analysis	Head teachers	4	50	4	50	-	-	-	-	-	-
	Teachers	8	12	25	37	20	30	8	12	5	7

In Table 4.6, majorly of the head teachers, 5, (62%) stated that they often visited the classroom during instructions for supervision. Conversely, majority, 36 (54%) of the teachers indicated that sometimes the head teachers paid a visit to their classroom for instruction observation.

On the issue of how frequently professional documents were checked, half of the head (four) said that they always scrutinized the documents while the other half reported that they habitually checked the document. On the side of the teachers, Majority of them 25 (37%) claimed that their head teachers often checked their professional documents. Only 8 (12%) of them stated that their head teachers always checked their professional documents.

From the Table, one is able to see that there is a contradiction of what the head teacher reported on the instruction supervision. While the majority of head teachers claim that they always do supervision, majority of the teachers dispute this claim. Despite most of the head teachers claiming that that they supervised their teachers

always, some of them strongly expressed their difficulties in the instructional supervision. For instance, one head teachers responded;

“I don’t think it would be true for any of us head teacher to claim that we effectively do quality instructional supervision. We have too much administrative work on our head and we also teach. Furthermore, I don’t think we are trained enough to advise our teachers accordingly”.

From this utterance, one would deduce that instructional supervision is rarely done and even when it is done, the quality of supervision is questionable. Glickman and Gordon (2012), contend that supervision is —a glue of successful school. Following this one construes that teachers are not frequently and adequately advised on the instruction techniques and this would lead to low academic achievement.

4.5 Head Teacher Classroom Observation

Objective two of this study determined head teachers classroom observation practices that would lead to academic achievement of learners in public primary schools in Nairobi City County, Kenya. The research sought to find out how the head teachers observed in the learning and teaching process. In this sense, the head teachers were interviewed based on what they look for during the instructional process. Table 4.7 shows the findings.

Table 4.7: Head teachers responses on classroom observation

Responses	Yes	%	No	%
Teacher preparation for teaching. (<i>Dress code, lesson plan, schemes of work and progress record of work covered</i>).	5	62	3	38
Introduction of the lesson (<i>Exciting start, linking lesson with the previous one</i>).	4	50	4	50
Lesson Development (<i>confidence, passion, learner's participation, classroom activities, reinforcement, class management, content mastery</i>).	3	38	5	62
Use of Learning resources (<i>appropriate use of relevant and variety of learning aids</i>)	2	25	6	75
Conclusion of the lesson (<i>learner based, assignment and telling learners what they would learn next</i>)	1	16	7	84

Table 4.7 show the results that most of the head teachers 5, (62%) were familiar with the teacher preparation for teaching and hence would give appropriate advice to the teachers in this aspect. 50% of them had experience in the lesson introduction while the other half of the head teacher would not effectively give appropriate advice to the teachers. From the result, one would conclude that most of the head teachers that is 6 (75%) would not be able to advise their teachers on lesson development, use of learning resources and conclusion of the lesson. Mburu (2017) states that head teachers are actually needed to do class observation on regular basis. Further, Zepeda (2014) asserts that classroom visitation is undertaken with the aim of evaluating the status of the education curriculum and considering the experience of pupils in learning. Number of times the head teacher visit the classroom for supervision is important. However advice the head teacher gives to the teacher on the instruction process is paramount. Mattis (2015) assert that managing classroom routines and procedures involve improving communication process in classroom activities. Employment of the right methods

of teaching and learning is important in improving content delivery and increasing pupil understanding in relation to what is taught during the lesson. Visiting the classroom by the head teachers as presented in Table 4.6 does not then reflect that the head teachers gave appropriate and effective advise are presented by Mattis.

The study also sought opinions of the head teachers on whether classroom observation influenced learners' academic achievement. Throughout the interview, the head teachers were probed whether in their opinion they thought classroom supervision led to academic achievement. The results were as shown in the table 4.8.

Table 4.8: Report of head teachers on influence of classroom observation on academic achievements

Responses	Frequency	Percentage
Yes	3	38
No	5	62
Total	8	100

Results in Table 4.8 show that three, (38%) of the teachers indicated that the head teachers' classroom observation practice impacts on learners academic achievement while five of them (62%) reported that classroom observation did not influence the academic achievement. Contrary to the majority of the teacher's sentiments on the influence of classroom supervision on the academic achievement, Musungu and Nasongo (2008) argues that to improve performance the head teacher must be very committed in the supervision process. When ask to give reasons for their response, majority of those who stated that the supervision

did not help in academic achievement stipulated that too much work on their side did not allow them to offer conclusive classroom supervision. What seriously caught the attention of the interviewer was one sentiment from a head teacher;

“This is just nonsense. The teacher service commission (TSC) and the ministry of education just want to see that we are fully occupied. They treat us like their slaves I supervise occasionally just to please them and keep my job save.”

The foregoing sentiment clearly shows that some head teachers had negative attitude towards, their role of instructional supervision and that they did supervision as cover-up for safety of their jobs. Nzabonimpa, (2011), in his study on instructional supervision in secondary classroom in Uganda, found out that majority of the head teachers rarely supervised their teachers and when they did so they did not do it with the enthusiasm it deserves. The research concluded that the head teachers were supposed to undergo intensive training in order to effectively carry this role.

Classroom supervision involves not only visiting the classroom during the teaching and learning process but a serious preparation of a conducive environment which enables effective teaching and learning (Nzabonimpa, (ibid), asserts that as a routine the head teacher should manage the learning environment by walking around (MBWA) to ensure that the classrooms have all what it takes for effective teaching and learning. In consideration of this, the head teachers during the interviews were requested to describe their routine in this matter. The results are as presented in Table 4.9.

Table 4.9: Head teachers' routine of classroom observation

Activities	Always		Some times		Rarely		Never	
	f	%	f	%	f	%	f	%
Head teacher move around the classrooms observing teaching activities	4	50	2	25	2	25	-	-
Head teacher ensures classes are attended on time	5	62	1	12	1	12	1	12
Head teacher ensure classrooms are conducive for learning	2	25	3	37	3	37	-	-
Head teachers check professional documents	5	62	2	25	1	12	-	-

The results in Table 4.9 indicates that 4(50%) of head teachers often move around the classrooms observing teaching the classroom environment, 2(25%) sometimes move around, 2(25%) rarely move around and none of them failed to follow the routine. Additionally, 5, (62%) reported that they always ensured that classes were attended on time. The rest four (50%) stated that they followed the supervision routine sometimes and rarely consecutively. When asked about a conducive physical classroom environment, only two (25%) of the head teacher always observed. The other six divided themselves into two where some of them stated that they sometime did so while the others said that they rarely followed the routine. From the Table, majority of the head teachers 5, (62%) always checked professional documents. Two (25%) sometimes did so while one (12%) rarely checked.

Managing classroom routines and procedures enhances communication process for classroom teaching and learning process. This supports the finding of Harris, Jones, Cheah, Devadason and Adams (2017) who found out that head teachers management of classroom routine helps the teacher to improve teaching process.

In addition to the information given by the head teachers during the interview, teachers were asked to tell how they benefited from their head teachers routine classroom instructional supervision. To the contrary, the participants reported that there was no input from the head teachers relating to classroom observation instruction. The result show that little effort has been put to the classroom observation by the head teachers and that the head teachers themselves apart from lacking enough knowledge on what and how to supervise have negative attitude towards the supervision. This no wonder could have led to low academic achievement among the learners in Kasarani Sub-county of Nairobi.

4.6 Head Teacher Instructional Feedback Practices

The third objective was to assess the influence of head teacher instructional feedback practice on academic achievement of learners in public primary schools in Nairobi City County, Kenya. The Findings are presented in Table 4.10.

Table 4.10: Teachers’ response on feedback after classroom observation

Response	Frequency	Percentage
Yes	40	61
No	16	39
Total	66	100

In Table 4.10, 40 (61%) of the teachers agreed that feedback is given after every instructional observation as a follow up activity while 16 (39%) that there was no feedback given by the head teacher after classroom observation. To improve the quality of education, supervision should be taken into consideration and that it is important for both the teacher and the head teachers to discuss the lesson observed

after every observation. Lochmiller, (2016) assert that feedback forms an intergral part in designing teaching .The practice is geared towards reviewing of the instructional process in order to highlight the weaknesses as well as the strength of the educator.

4.6.1 Frequency of Head Teachers Feedback Meetings with Teachers

The research study pursued to assess the regularity of head teachers meetings to discuss issues concerning classroom observation with teachers. The findings are as presented in Figure 4.1.

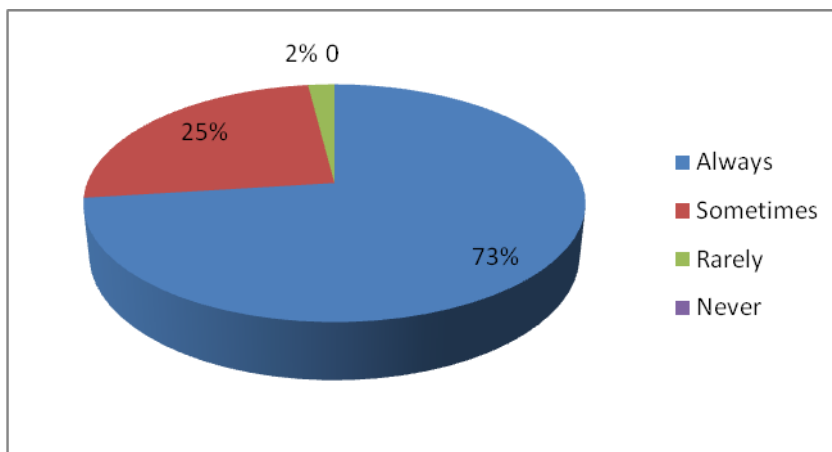


Figure 4.1: Frequency of head teachers holding feedback meetings with teachers

According to the findings in Figure 4.1, the teachers agreed that they mostly 48 (73%) held discussions with the head teachers after classroom observation session while only two percent of the teachers did not hold the discussion on the feedback. This clearly showed that most of the head teachers and teachers were concerned about the performance of learners. According to Wairimu (2016), supervision is a significant tool in monitoring as well as improvement of the quality of education and after every lesson observed, it is vital for both the teacher and the head teacher

to have a discussion about the lesson .the practice is designed to review the process of instruction in order to bring out the strength as well as the weaknesses of the teacher.

One of the head teachers noted that;

“Feedback process is effective instructional supervision practices; however, I only give feedback once in a year due to heavy administrative workload.

During the meeting, they were able to analyze teaching strengths and weaknesses and became aware of areas where they failed. This also gave the teachers motivation to keep going and looking for the way forward to improve the general performance of learners. Fischer (2011) noted that supervisor an immediate feedback ought to be given by the supervisor after the observation. The feedback should be objective in nature with a well thought out summary that will make it possible for the teacher to capture the key issues deliberated on.

4.7 Assessment of teachers’ professional documents

The study’s fourth objective evaluated the impact of head teachers’ assessment of teachers’ professional documents on academic achievement of learners in public primary schools in Nairobi City County, Kenya. First, the respondents were requested to indicate whether head teachers usually check teachers’ professional documents.

Table 4.11: Response on extent to which head teachers checked teachers' professional documents

Response by teachers	f	%
Yes	49	75
No	17	25
Total	66	100

The findings in Table 4.11 revealed that majority 49 (75%) of the teachers acknowledged that head teachers checked the teachers' professional document. This means they assessed their teaching methods through classroom observation but also the professional documents. Only 17(25%) of the teachers acknowledge that the head teacher did not attempt to check their professional documents. The head teachers have the responsibilities of making sure the teachers have prepared their professional documents adequately before the delivery of instructions. According to Noor (2012) its critical for teachers to plan for class work for it has great effect on learners' academic achievement.

Moreover, the study also wanted to determine the regularity of the head teachers check professional documents. Table 4.12 shows the findings.

Table 4.12: Responses on frequency of checking professional document

Instruction aactivities	O		S		N	
	f	%	f	%	f	%
Checking learners attendance register	46	71.4	20	28.6	-	-
Assessment of schemes of work	34	53.6	23	35.7	9	10.7
Inspection of records of work by the head teacher	37	57.1	21	32.1	8	10.8
Inspection of lesson plans	39	60.7	13	21.4	5	17.9
Checking of syllabus coverage	34	53.6	23	35.7	9	10.8

Key: *O (often), S (sometimes), N (never)*

Table 4.12 indicates that majority 46 (71.4%) of the teachers agreed that the head teacher oftenly checked the learners attendance register and none of the head teachers failed to check the register.

Majority 34(53.6%), 37(57.1%), 39(60.7%) and 34(53.6%) of the teachers concurred that the head teachers assessed the professional documents. This clearly indicated that most of the head teachers performed their work of assessing the professional documents often. This is in agreement with a study done by Nasongo and Musungu (2008) conducted a study in vihiga on the role of the head teachers in the academic achievement of KCSE and found out that 80% of the principals in performing schools did their duties diligently of conducting instructional supervisory regularly. Although the results shows that majority of the head teachers always checked the records described herein, this might not have led to the academic achievement by the learners. Actually what matters most is not how often the head teachers check the documents but the quality of their scrutiny of the document and feedback to the teachers. One of the head teachers had this to say;

“We have to check on these documents to keep safe. You know quality control officers when they come to school, the first thing they ask for are these documents and they check whether we have marked and signed them”.

From this statement, one deduces that the head teachers do the checking of the professional document for the purpose of their job safety but for purpose of improving the quality instruction. Wanjiru (2017) maintains that in primary schools where the head teachers evaluated schemes of work, lesson notes and

registers of class attendance for their teachers and provided quick and effective feedback apparently registered good performance than schools where this was not carried out. However, from the interview schedule, another head teacher stated that;

“The administrative workload is too much and therefore there is very little time to check the lesson plan, schemes of work, learner’s attendance register and teacher’s record of work. But I agree that the teachers need guidance on teaching so as to boost academic performance”.

This statement further indicates that the head teachers though they during the interview majorly of them said that they check these documents they did not do it keenly. Akinfolarin (2012), in his study on the impact of instructional supervision on students’ academic performance in senior secondary schools in Ondo State, Nigeria, found out that there is significant impact on keenly checking professional documents and effectively giving feedback to the teachers on academic achievement.

Based on the findings and discussion of data presented in this chapter, the following chapter present summary of the study, conclusion accruing from the findings, recommendation on improvement of instructional supervision in schools and suggestion of further studies in this area that could help in improvement of academic achievement in the schools.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

Chapter five represent the study summary, conclusions, recommendations and hence suggestion for further research.

5.2 Summary of the Research Findings

The study investigated the influence of head teacher's instructional supervisory practices on academic achievement of learners in public primary schools in Kasarani, Nairobi County. The first objective of the study sought to find out how often the head teachers conducted instructional supervision in their schools. This study established that majority of the primary head teachers do not carry out frequent instructional supervision in their schools.

The Second objective was aimed at finding out how the classroom observation was effectively done. It was discovered that there was inadequate supervisory practice by the head teachers in the classrooms.

The third objective was to assess the influence of head teacher instructional feedback practice on academic achievement of learners in public primary schools in Nairobi City County, Kenya. The study established that most of the head teachers gave feedback after classroom observation. This means that the head teachers mostly held post observation discussion with the teachers after classroom observations. Since there were very few classroom observation sessions by the

head teacher consequently there was inadequate and ineffective feedback by the head teachers on the classrooms observation.

The fourth objective evaluated the impact of head teachers' assessment of teachers' professional documents on academic achievement of learners in public primary schools in Nairobi City County, Kenya. The study showed that several head teachers checked the teachers' professional documents. Further, the study established that several head teachers signed the attendance registers and inspected the teachers' professional documents. However this could not have enough impact since some head teachers confessed that their schedule was very busy due to administrative duties and very little time to check the professional documents and some of them disclosed that they checked the document for the sake of their job.

5.3 Conclusions

From the study findings, it was established that head teachers observed teachers in classrooms rarely. To improve performance the head teacher must be very committed in the supervision process by ensuring that the teachers employ the right teaching methods. This also ensures that teachers select the appropriate teaching resources too and also ensure that learners participate effectively in the learning process. The feedback given by the head teachers were inadequate leading to low academic achievement. The head teachers were supposed to hold a conference to give adequate and appropriate feedback on instructional process. This would inform the teachers and correct them on teaching learning methods in order to improve on the learner's academic achievements. This instructional supervisory practice is also meant to improve the process of instruction and

highlight on the strengths and weaknesses of the teaching learning process. The assessment of the professional documents was also inadequate and not effectively done leading to low academic achievement.

5.4 Recommendations of the Study

The study recommendations based on the findings were as follows:

- The head teachers should be given in-service on their role as instructional supervisors and be helped to embrace the classroom observation practice as an instructional supervisory practice to ensure better academic achievement by the learners.
- The Quality Assurance and standards and the curriculum support officers should intensify their supervision in the primary schools in order to strengthen quality instructional supervisory practices by the head teachers.
- The supervisors should ensure that all the required professional documents are of high accurately done before commencement of instruction.
- The supervisor should improve and give immediate and effective instructional feedback to the teachers.

5.5 Suggestions for Further Research

This study suggested the following for further studies;

- i. A study of this nature should be conducted on the instructional interaction between the teachers and the learners and the influence this has on the academic achievement.

- ii. A study should be conducted on the learner's characteristics and the influence it has on academic achievements by the learners in public primary schools.
- iii. A study should be conducted on the psychosocial school environments and its influence on the learners academic achievement.
- iv. A study of this nature can be conducted in private schools to establish the influence of instructional supervision on the learner's academic achievement.

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APPENDICES

APPENDIX I: INTERVIEW SCHEDULE FOR HEADTEACHERS

This study aimed at investigating how the head teacher's instructional supervisory practices influence the learner's academic achievement in public primary schools in Nairobi City County, Kenya. This interview schedule is constructed based on the study objectives.

1. Gender
2. Age
3. Highest level of education
4. Years of experience as a head teacher
5. Level of training as an instructional supervisor
6. Do you observe class room teaching?
 - (i) If no why?
 - (ii) How often?
7. What do you check in professional documents from your teachers?
 - (i) Class register
 - (ii) Schemes of work
 - (iii) Lesson plans
 - (iv) Records of work covered
 - (v) Pupils progress records
8. What do you check from the teachers' during the classroom observation?
 - (i) Preparation for teaching
 - (ii) During introduction of the lesson
 - (iii) During lesson development
 - (iv) Use of learning resources in the class
 - (v) In the conclusion of the lesson
9. How long do you take to give feedback to your teachers?

APPENDIX II: TEACHERS' QUESTIONNAIRE

This study aims at investigating how the head teacher's instructional supervisory practices influence the learner's academic achievement in public primary schools in Nairobi City County, Kenya. You are selected as one of the study respondent. Kindly feel free to give your response. The information you give will only be used for the purpose of this study and will not be disclosed without your consent. The information will be treated with utter confidentiality. Kindly you are requested to provide answers to these questions as honestly and precisely as possible. Please tick where appropriate or fill in the required information on the spaces provided. Do not indicate your name anywhere on the questionnaires.

SECTION A: Demographic Information

1. Please indicate your gender.

Male [] Female []

2. What is your age bracket?

21-25 years [] 26-30 years []

31-35 years [] 36-40 years []

41-45 years [] 46 and above []

3. What is your highest academic qualification?

PhD []

M.Ed. []

B.Ed. []

Diploma []

Certificate []

4. Any other (specify)

5. For how long have you been a teacher?

Less than 1 year []

2-5 years []

6-10 years []

Above 10 years []

SECTION B: HEAD TEACHER CLASSROOM OBSERVATION PRACTICE

6. Do head teacher observe you in the teaching process?

Yes [] No []

If “Yes” how often does he do so?

Always [] Often [] Sometimes []

Rarely [] Never []

7. a) Briefly explain how the head teacher instructional supervisors improve your teaching skills.

b) In your opinion does the head teacher classroom observation influence academic achievements of learners?

Yes [] No []

Please give reason for your answer.....

8. What feedback does your head teacher give to you after instructional supervision? Please explain.....

9. Please indicate with a tick (✓) how frequently head teacher visit you classroom for instructional supervision.

Key. A) always, (S) Sometimes, (R) Rarely, (N) Never

Activities	A	S	R	N
Head teacher move around the classrooms observing teaching activities				
Head teacher ensures all the lessons are taught				
Head teacher give guidance during classroom observation				

SECTION C: HEAD TEACHER INSTRUCTIONAL FEEDBACK PRACTICES

10. Does the head teacher give feedback after classroom observation?

Yes [] No []

11. How often? a) always, (b) Often (c) Sometimes, (d) Rarely, (e) Never

12. How often does the head teachers hold meetings to discuss issues concerning classroom observation.

Always [] Often [] Sometimes []
Rarely [] Never []

13. Using a (✓) Please indicate the frequency of head teachers performing the following instructional activities in your school. Key: Indicate: (A) Always, (O) Often (S) if Sometimes, (R) if Rarely, (N) if Never

Activities	A	S	O	R	N
Communicates with the teachers about instructional concern					
Provides timely constructive and objective feedback after classroom observation					
Hold meeting with teachers and give post-conferences without discussing each teacher.					

SECTION D: ASSESSMENT OF TEACHERS' PROFESSIONAL DOCUMENTS

14. How often does the head teacher check your professional documents?.....

15. How often does the head teacher check learners' note books?

Weekly [] Monthly [] Termly []
 Yearly []

16. Please, indicate the frequency of performing the following instructional activities in your school. Indicate with a tick.

Key (A) Always, (O) Often (S) Sometimes (R) Rarely, (N) Never

Activity	A	S	O	R	N
Signing attendance register					
Assessment of schemes of work					
Marking student attendance					
Inspection of work records by the head teacher					
Inspection of lesson plans					
Provision of feedback after class observation					
Checking of students work					

**APPENDIX III: RESEARCH AUTHORIZATION LETTER
FROM NACOSTI**



**NATIONAL COMMISSION FOR SCIENCE,
TECHNOLOGY AND INNOVATION**

Telephone: 020 400 7000,
0713 788787, 0733404245
Fax: +254-20-318245, 318249
Email: dg@nacosti.go.ke
Website: www.nacosti.go.ke
When replying please quote

NACOSTI, Upper Kahere
Off Waiyaki Way
P.O. Box 20623-00100
NAIROBI-KENYA

Ref. no. **NACOSTI/P/17/32527/19860**

Date: **8th December, 2017**

David Njogu Gakuya
Kenyatta University
P.O Box 43844-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *“Influence of instructional supervision and practices on academic achievement in public primary schools, Nairobi County, Kenya”* I am pleased to inform you that you have been authorized to undertake research in **Nairobi County** for the period ending **7th December, 2018**.

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

Kindly note that, as an applicant who has been licensed under the Science, Technology and Innovation Act, 2013 to conduct research in Kenya, you shall deposit a **copy** of the final research report to the Commission within **one year** of completion. The soft copy of the same should be submitted through the Online Research Information System.


GODFREY P. KALERWA MSc., MBA, MKIM
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
Nairobi County.

COUNTY COMMISSIONER
NAIROBI COUNTY
P. O. Box 30124-00100, NRI
TEL: 341666

The County Director of Education
Nairobi County.

APPENDIX IV: RESEARCH AUTHORIZATION LETTER
FROM REGIONAL COORDINATOR OF EDUCATION



Republic of Kenya
MINISTRY OF EDUCATION
STATE DEPARTMENT OF BASIC EDUCATION

Telegrams: "SCHOOLING", Nairobi
Telephone: Nairobi 020 2453699
E-mail: rcenairobi@gmail.com
cdenairobi@gmail.com

REGIONAL COORDINATOR OF EDUCATION
NAIROBI REGION
NYAYO HOUSE
P.O. Box 74629 - 00200
NAIROBI

When replying please quote

Ref: **RCE/NRB/GEN/1 VOL. I**

DATE: **20th December, 2017**

David Njogu Gakuya
Kenyatta University
P O Box 43844-00100
NAIROBI

RE: RESEARCH AUTHORIZATION

We are in receipt of a letter from the National Commission for Science, Technology and Innovation regarding research authorization in Nairobi County on "**Influence of instructional supervision and practices on academic achievement in public primary schools**".

This office has no objection and authority is hereby granted for a period ending **7th December, 2018** as indicated in the request letter.

Kindly inform the Sub County Director of Education of the Sub County you intend to visit.



RHODA MWEI
FOR: REGIONAL COORDINATOR OF EDUCATION
NAIROBI

C.C

Director General/CEO
Nation Commission for Science, Technology and Innovation
NAIROBI

APPENDIX V: RESEARCH PERMIT

THIS IS TO CERTIFY THAT:
MR. DAVID NJOGU GAKUYA
of KENYATTA UNIVERSITY , 30272-100
NAIROBI, has been permitted to conduct
research in Nairobi County

Permit No : NACOSTI/P/17/32527/19860
Date Of Issue : 8th December,2017
Fee Received :Ksh 1000

on the topic: INFLUENCE OF
INSTRUCTIONAL SUPERVISION AND
PRACTICES ON ACADEMIC ACHIEVEMENT
IN PUBLIC PRIMARY SCHOOLS, NAIROBI
COUNTY, KENYA.

for the period ending:
7th December,2018


.....
Applicant's
Signature


.....
S. J. Kalerwa
Director General
National Commission for Science,
Technology & Innovation

CONDITIONS

1. The License is valid for the proposed research, research site specified period.
2. Both the Licence and any rights thereunder are non-transferable.
3. Upon request of the Commission, the Licensee shall submit a progress report.
4. The Licensee shall report to the County Director of Education and County Governor in the area of research before commencement of the research.
5. Excavation, filming and collection of specimens are subject to further permissions from relevant Government agencies.
6. This Licence does not give authority to transfer research materials.
7. The Licensee shall submit two (2) hard copies and upload a soft copy of their final report.
8. The Commission reserves the right to modify the conditions of this Licence including its cancellation without prior notice.


REPUBLIC OF KENYA


National Commission for Science,
Technology and Innovation

RESEARCH CLEARANCE
PERMIT

Serial No.A 16893
CONDITIONS: see back page