



Headteachers' Instructional Supervision Practices and Pupils' Academic Performance in KPSEA in Public Primary Schools in Kajiado North sub-county, Kenya

¹Kanuvi Virginia Zipporah, ²Sr. Dr. Madeleine Sophie Barat & ³Sr. Dr. Elizabeth Piliyesi

¹Postgraduate Student, The Catholic University of Eastern Africa

²Lecturer Faculty of Education, The Catholic University of Eastern Africa, Kenya

³Senior Lecturer, Faculty of Education, The Catholic University of Eastern Africa, Kenya

Email: zipmbe@gmail.com

ABSTRACT

The study sought to investigate the influence of headteachers' instructional supervision practices on pupils' academic performance in KPSEA in public primary schools in Kajiado North sub-county, Kenya. Social systems theory by Durkheim 1947 provided a theoretical underpinning for the study. The study adopted a convergent parallel mixed method research design using a cross-sectional survey for the quantitative method and phenomenological design for the qualitative method. The study targeted 14 public primary schools, 14 headteachers, 84 parents' representatives, teachers and the sub-County Director of Education. The sample included 6 headteachers, 25 parents' representatives, 96 teachers and a Sub-County Director of Education. Data were collected using questionnaires, interview guides, documented analysis guides and observation checklists. The study used content, construct, criterion and face validity to check the instrument's validity. Cronbach's Alpha Coefficient test, 0.89 was used to establish the reliability of the quantitative data. The trustworthiness of the qualitative data was established. Quantitative data were analyzed using descriptive and inferential statistics generated using SPSS version 26 and were presented in frequencies and percentages while content analysis was used to analyze qualitative data and report given in narrative form and direct quotes. Ethical considerations were strictly adhered to throughout the research process. The findings revealed a statistically significant influence by headteachers' instructional supervision practices on pupils' academic performance in KPSEA, affirmed by the value ($P=0.003$) which is less than the alpha level (0.05). Headteachers' instructional supervision practices have a great influence on pupils' performance in KAPSEA. The study recommended that the Kajiado North branch, Ministry of Education office organize in-service training for teachers, provide instructional materials and enough infrastructure in public schools; Teachers Service Commission to hire more teachers; headteachers to carry out regular classroom observations and involve all stakeholders in decision-making; Parents to work with the MOEST to better school learning environment, teachers to be motivated for good performance and that learners be motivated to work hard. Consequently, it is advised that head teachers supervise their staff members well, since this has a major beneficial impact on the way in which learners perform in their summative assessments.

Key Words: Instructional Supervision, Kenya Primary School Educational Assessment (KPSEA), Pupils' Academic Performance

1.1 Background to the Study

Administrative duties according to Zikanga et al. (2021) are tasks involved in managing the day-to-day operations of a school or any organization. Instructional supervision is described in Zikanga et al.'s study as the strategies headteachers use to improve teacher performance. It encompasses actions such as offering assistance, overseeing classroom procedures, and controlling communication. Teachers' work performance is positively impacted by effective supervisory behaviors and assistance in areas including learner engagement, discipline management, and quality of instruction. He pointed out that headteachers' leadership affects the academic growth and performance of learners.

In Indonesia, Mudawali (2017) on Instructional Supervision and Professional Development pointed out that education is critical to the development of individuals and societies and helps pave the way to a successful and productive future. Ibrahim (2017), educational administration is the management of institutions intended to foster teaching and learning. He posits that school administrators perform six main tasks: curriculum and instructional management, pupil personnel management, staffing personnel management, school community relations management, physical facilities management and financial management. Nonetheless, research has shown that most school heads lack the necessary management skills which is partially related to a dearth of in-service training programs and professional development opportunities to improve management skills and instructional supervision in schools. Bush and Oduro (2022) in South Africa, however noted that in Africa, headteachers are inadequately prepared for leadership tasks. Most of them use trial and error in performance of their administrative tasks with less knowledge on instructional supervision of teachers and learners and of how such ignorance affects school academic achievement Mkulu (2020).

Wafula (2023), in his study on 'Teachers' future professional development pointed out that headteachers instructional supervision of school activities were significant in the delivery of quality education. Mwatsuma (2012) found a significant correlation between the school mean score and the effectiveness of headteachers' staff monitoring on instruction and supervision. Kigotho (2011), headteachers' incapacity to carry out their instructional supervisory responsibilities in an efficient manner has an impact on learners' performance in Kenya as part of a study on the role of leadership in Kenyan primary school performance. Mwatsuma (2012) observed a significant correlation between the school mean score and the efficacy of staff classroom monitoring of the instructional supervision on teaching and learning conducted by headteachers. There is a link between subpar learner performance and inadequate headteacher management of schools especially when it comes to monitoring of instructional methods and materials used.

The National Report (2023) on KPSEA expressed a lack of satisfaction with the last year's KPSEA results since pupils got low grades in several subjects. According to the report, there is urgent need to improve resources for teaching and learning, retrain educators to better comprehend, interpret, and apply curriculum designs, and look into additional reasons for this below expectation performance. The report advocated for policy interventions that would ensure concerted efforts are expended to increase the proportion of learners transiting to Junior School. The report suggested that regular quality assurance visits be made to schools. Early Assessment and Resource Centers (EARCs) need to be staffed, well-equipped, and easily accessible for efficient functional assessments and educational placement of learners. Teaching resources should be made available, and schools should have well-equipped laboratories. The report recommends frequent learning monitoring to ensure that factors affecting teaching and learning in lower and upper primary levels are investigated and appropriate interventions put in place. This points to the administrative duties of school heads. Okello (2022), looked at possible drawbacks to the learners' final assessment in his study on the influence of school-based factors on the implementation of CBC in public primary schools in Kajiado North sub-county. The main drawbacks included supervision of instructional methods, learning resources, teachers' training and school infrastructure, availability of laboratories and teachers' professional development. It is against this backdrop that the current study sought to investigate the influence of headteachers' instructional supervision practices and pupils' academic performance in KPSEA in public primary schools in Kajiado North sub-county Kenya.

1.2 Statement of the Problem

The Kenya National Report (2023) expressed lack of satisfaction with KPSEA results since majority of pupils got low grades in most subjects. According to the report, there is an urgent need to improve resources for teaching and learning; there is need to retrain educators to better comprehend, interpret, and apply curriculum designs. There is also an urgent need to look into additional reasons for the below expectation performance. A study by Okello (2022) on the influence of school-based factors on the implementation of CBC in public primary schools in Kajiado North sub-county confirmed that the main drawbacks to learners' final assessment included supervision of instructional methods; learning resources, teachers' training and school infrastructure; availability of laboratories; and teachers' professional development. The study recommended that the MOEST should carry out regular quality assurance exercises in schools, have frequent monitoring of teaching and learning to ensure these factors affecting both teaching and learning in lower and upper primary are addressed. Most CBC related studies have concentrated on factors influencing the implementation of CBC, challenges facing CBC and teachers' perception influencing the implementation of CBC. There is still a dearth of literature on pupils' performance in KPSEA. The current study therefore, sought to investigate the influence of headteachers' instructional supervision practices and pupils' academic performance in KPSEA in public primary schools in Kajiado North sub-county, Kenya.

1.3 Rationale of the study

The study sought to determine the influence of headteachers' instructional supervision practices on pupils' academic performance in KPSEA in public primary schools in Kajiado North sub-county. Globally many studies have been done on instructional supervision but not particularly on KPSEA performance. KPSEA being a new method of assessment in Kenya, little has been researched, especially on the influence of instructional supervision on its performance. The purpose of this study is to establish the drawbacks that lead to poor performance in KPSEA, (2022 and 2023 KPSEA results) in connection with headteachers' instructional supervision practices (National Report 2023).

1.4 Theoretical Framework

This study was guided by social systems theory. This theory was developed by Emile Durkheim in 1947 and later improved by Herbert Spenser in 1960. According to Durkheim and Spenser systems were likened to societies, which are organisms with structures, which consist of interrelated parts each playing a function in life of a total organism (Perez, 2021). Durkheim's systems theory emphasizes the interdependence and interconnectedness of various parts within a society, Durkheim (1893). Durkheim came up with a number of principles:

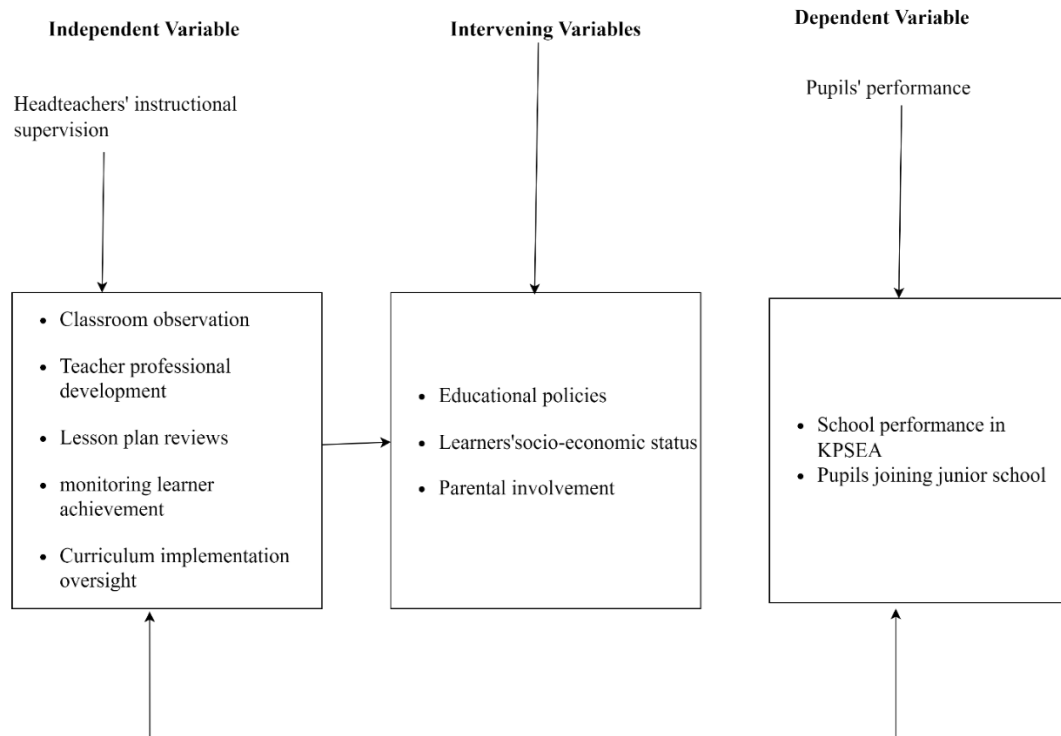
He argued that society operates as an external force exerting influence on individuals, shaping their behaviors and beliefs. He defined these external forces as social facts which exist independently of individual consciousness. According to Perez (2021), these social facts are observable and have a coercive power over individuals. Systems theory according to Perez, proposes that societies are characterized by functional differentiation, wherein different social institutions perform specialized functions to maintain social order and stability. It emphasizes the importance of each institution in contributing to the overall functioning of the society. Individuals are interconnected through a division of labor based on specialization and interdependence. This type of solidarity is essential for the cohesion of diverse individuals within a society (Perez, 2020). Despite the theory's strengths of placing significant emphasis on the importance of social integration and solidarity in maintaining social order, stability and cohesion, the theory exposes a number of limitations such as; Prioritizing social order and stability, sometimes at the expense of understanding conflict and change within society and

overlooking the capacity of individuals to actively resist or challenge societal norms and institutions among many. Application of this theory to the context on headteachers' instructional supervision on pupils' academic performance in KPSEA in public primary schools in Kajiado North, provides a comprehensive framework to the study.

1.5 Conceptual Framework

Figure 1

Conceptual Framework



Source: Kanuvi (2024)

The study applied the conceptual framework to illustrate how the variables interact in the study in relation to headteachers' instructional supervision practices and pupils' academic performance in KPSEA in public primary schools in Kajiado north sub-county Kenya

1.6 Review of Related Literature

Instructional supervision by headteachers involves overseeing and guiding teachers to ensure effective delivery of the curriculum and enhancement of teaching quality to improve pupils' learning outcomes (Mwakajitu & Lekule, 2022). A study by Panya (2020) in Thailand, on 'The supervisory preference of Thailand's in-service teacher' suggested that teachers preferred collaborative, capable, and considerate supervisors who positively impacted positively on their attitudes towards supervision process. The study employed a convergent mixed methods design with a target population of 460 teachers for quantitative strand and 384 teachers for qualitative strand. Quantitative data was gathered through closed-ended questions with analytic hierarchy process method and analyzed through mean calculations and multiple regression analysis while qualitative data was gathered through open-ended questions and analyzed through content and correlation analysis. The study recommended the notions of differentiated supervision on educational leadership be adapted to redesigning Thailand's standards for school leaders and used as guidelines to inform supervisory behaviors that are more responsive to teacher and learner motivation.

A study by Mbonyumugenzin and Mukamazimpaka (2022) in Gasabo district in Rwanda, on influence of instructional supervision practices on teachers' classroom performance pointed out that levels of growth, character traits, preferences, interests as well as teachers' incentives which are professional are very much envisioned to improved learner performance. They employed correlation research design with a target population of 289 teachers. They found that checking teaching methods, availability and use or guidance of pedagogical documents can improve teacher's classroom performance. The study found that headteachers were not trained in their supervisory roles and thus were not carrying out regular supervision to improve teacher performance and ensure effective use of instructional materials. The study recommended that the MOEST provides headteachers with instructional supervision training to improve teachers' performance. Educational planners were to make an effective set up to enhance teachers' performance and school heads to carry out regular supervision to improve teachers' performance and ensure effective use of instructional materials.

In Kenya Kiilu et al. (2023), conducted a study on 'Strategies for enhancing instructional supervision to improve education quality'. The method used was mixed convergent parallel. Targeted population was 392 schools and 3,364 teachers. The data analysis applied sequential process beginning with quantitative data then qualitative. The study findings revealed that there was a need to emphasize on fostering an environment of collaboration and idea sharing among educators to enhance collective problem-solving capacity within the school community. The study recommended timely feedback, implementation of training programs for principals to enhance their ability to provide constructive feedback and foster collaborative groups among teachers to address instructional issues.

2.1 Methodology

This study adopted the convergent parallel mixed methods research design for its holistic understanding and simultaneous collecting and integrating of quantitative and qualitative data which provides a comprehensive and balanced insight into all aspects of the school operations and environment. The study used cross-sectional survey for the quantitative method and phenomenology for the qualitative method. The target population of the study consisted of 14 primary schools, a sub-county Director of Education, 14 Headteachers, 320 Teachers and 84 Parents. A total of 419 participants were targeted for the study.

2.2 Sample Procedures and Sample Size

Sampling is carried out to improve accuracy findings, fasten data, save money and accessibility of population basics (Mgima, 2023). Probability sampling and non-probability sampling techniques was used to select the respondents for the study. Automatic inclusion was employed to select the sub-county Director of Education. Simple random sampling was used to select schools. Stratified random sampling was used to select teachers and purposive sampling was utilized to select headteachers and parents. A sample size of 30% of the population was felt adequate for making inferences into the population characteristics (Ashraf 2024). The study sample comprised of a sub-county Director of Education, 6 headteachers from the six sampled schools, 96 teachers, and 25 parents' representatives from the identified 6 schools.

2.3 Data Collection Procedures

The researcher obtained a letter of introduction to conduct the study from the Department of Post Graduate Studies in Education of the Catholic University of Eastern Africa. A research permit was obtained from the National Commission for Science, Technology and Innovation. This was followed by a visit to the office of the sub-county Director of Education –MoE and TSC to inform them of the pending research activity and to be granted authority to collect data from the public primary schools in the sub-county. The Deputy Commissioner in charge of Kajiado North sub-county was also be notified of the study.

Pre-visits to the schools in the sample was made to book appointments for the administration of the instruments. The research instrument was then administered to the respondents who were given adequate time within the appointed day to complete them. The researcher endeavored to collect all the tools administered in the school within the same day of administration. The Headteachers, SCDE and parents were interviewed on their respective days of appointment.

2.4 Data Analysis and Interpretation procedures

Data analysis refers to a closely related set of operations that involves the establishment of categories, application of these categories to raw data through coding, tabulation and finally drawing statistical inferences (Kothari 2004). Data obtained from the questionnaire were sorted, checked, cleaned and coded in line with the research questions and keyed into a computer with Statistical Package for Social Sciences (SPSS) software version 26. Qualitative data analysis involves the use of interview schedules and document analysis to translate text from information in general sense to coded data that can be summarized, compared and interpreted (Lune, Pumar and Koppel, 2010).

The basic steps of content analysis include preparing the data, reading and reflection, coding, categorization and developing themes (Ravindran, 2019). Data collected by use of interview guide, document analysis and observation checklists were organized thematically as per the research questions, coded to generate meaningful patterns, analyzed and conclusions drawn. Descriptive statistics particularly frequencies, and percentages, were used to summarize the data. Inferential statistics specifically correlation and regression analysis were used to establish the influence of headteachers' instructional supervision practices on pupils' academic performance in KPSEA. For the relationship between variables, dependent and independent, a multiple regression method was adopted.

3.1 Findings, Interpretations and Discussions

The study established that a majority of the headteachers did not conduct regular classroom observations of teaching and learning to ensure teacher content delivery is in line with recommended syllabus and its coverage for promotion of teacher efficiency and improved learner performance. It was also found out that headteachers did not give constructive feedback to teachers after classroom observation if any done. Also opportunities for professional development were not availed to teachers. Findings also have it that instructional supervision was not given priority by the headteachers administration.

Collaboration of headteachers with the teaching staff to improve learner performance was found to be of great importance though it was pointed out to be missing in Kajiado North sub-County.

3.2 Return rate or instruments

The total potential respondents for the study were 419. Data was collected from the headteachers, teachers, parents and SCDE from the public primary schools of Kajiado North sub-county. A total of 96 questionnaires were issued to teachers. Out of the 96 questionnaires issued, 90 were fully filled and returned for analysis, which formed a response of 93.8%. This means that 6 questionnaires were not returned, representing 6.2%. The research then targeted 6 headteachers, 25 parents and 1 CSDE (32) key informants for interviews out of which 5 parents never turned up for the study. This showed that 84.3% of the interviewees participated in the study while 15.7% failed to take part. Table 3 shows the return rate of research instruments used in the study.

Table 1

Return Rate of Research Instruments used in the Study

Response	Frequencies	Percentage
Questionnaires		
Returned	90	93.8%.
Not returned	6	6.2%.
Sub-total	90	100
Interviews		
Turned up	27	84.3 %
Unavailable	05	15.7%
Sub-total	32	100

Source: Field Data, 2024

Table 1 gives the overview of the response rate for each respondent group involved in the study. The response rate from the teachers' questionnaire was 93.8%. For interview guide for the headteachers, parents and Sub-County Director Education was 84.3%. The return rate indicated was equal and above 50% statistical significance as proposed by Aaron (2019). This is excellent participation, and is an acceptable response in the social sciences as approved by (Aaron, 2019).

3.3 Cronbach Reliability Test

Reliability is the consistency with which the instruments achieve the same results upon successive use (Borg and Gall 2003). The consistency may be internal or external. The instruments were checked for internal reliability. This was done through Cronbach's Alpha Coefficient which gives a measure of reliability ranging between 1.00 and 0.00. An instrument score of 0.7 is suggestive of a reliable tool while a score of less than 0.7 would call for a review of the items. The pilot test was administered to the headteachers of the two selected schools (Urban1 and Rural1), teachers and parents. According to Bryman (2008), the Cronbach alpha coefficients should be greater than 0.70 for the instruments to be fit and reliable, therefore from the findings, the Coefficient of the Instructional supervision was 0.89, greater than 0.70. The researcher concluded that the questionnaires were fit and reliable for the study. Therefore, the internal consistence of the instruments was excellent.

3.4 Influence of Headteachers' Instructional Supervision Practices and Pupils' Academic Performance in KPSEA

Table 2

Instructional Supervision (Teachers =90)

Statement	SA	A	U	D	SD
Headteacher conduct regular classroom observations	9 (10%)	18 (20%)	16 (17.8)	23 (25.5%)	24 (26.7%)
Teachers receive constructive feedback on instructional supervision from headteachers	7 (7.7%)	9 (10%)	4 (4.4%)	21 (23.3%)	50 (55%)

Headteachers review lesson plans alignment with curriculum	12 (13.3%)	15 (16.6%)	11 (12.2%)	34 (38.3%)	18 (20%)
Headteachers provide teachers with opportunities for professional development	1 (1.1%)	5 (5.5%)	6 (6.7%)	48 (53.3%)	30 (33.3%)
Instructional Supervision is priority in our school	7 (7.8%)	15 (16.7%)	5 (5.5%)	33 (36.7%)	30 (33.3%)
Headteachers collaborate with teachers	3 (2.7%)	6 (6.7%)	9 (10%)	39 (43.3%)	32 (35.5%)
Instructional Supervision practices are informed by pupils' performance priority in our school	11 (12.2%)	14 (15%)	6 (6.7%)	16 (17.8%)	43 (47.8%)

Source: Field Data, 2024

Table 2 shows that 30 % of the teachers reported having seen headteachers observe classes in action, while 52.2% of the teachers believed that headteachers did not perform routine classroom observations. This suggests that most teachers are not being closely observed when it comes to implementing the curriculum and covering the syllabus, which, when done on a regular basis, increases teacher effectiveness and boosts learner performance.

Further, 78.3% of respondents disagreed and 17.7% agreed that their head-teachers provided constructive feedback when it came to the claim that teachers receive constructive feedback during instructional supervision. A sign that the majority of headteachers either provided no feedback at all or no constructive feedback. It was also reported that 29.9% of teachers agreed with headteachers' assessment of lesson plans to make sure they were in line with curriculum objectives, while 58.3% of teachers disagreed. This suggests that most of the headteachers do not carry out evaluation of lesson plans to guarantee that the curriculum's coverage and objectives are met. In response to the researcher's question about whether headteachers gave their colleagues opportunities for professional growth, 86.6% of respondents said they did not, while 6.6% agreed to have had been facilitated in professional development. This went opposite with the SCDE advice that headteachers must make time and provide opportunities for both their own and their colleagues' professional growth.

In addition, 70% of teachers disagreed when asked if they thought leadership practices in their schools prioritized instructional supervision while 24.5% agreed that leadership in their schools prioritized instructional supervision. 78.8% of respondents disagreed with the idea that headteachers worked with teachers to identify areas for improvement, while 9.4% agreed. This suggests that there was very little collaboration. Regarding the idea that student performance data, in this case, KPSEA performance, informs instructional supervision practices, 65.6% of respondents disagreed, while 27.2% said that student performance data affected supervision practices in their schools.

In the analysis of the qualitative information provided by the Headteachers, on the aspects of instructional supervision roles and KPSEA performance in their respective schools, a number of headteachers had this to say:

"The headteachers' administrative workload sometimes prevents us from conducting curriculum supervision on a regular basis even though we constantly try monitoring the curriculum and teaching process" (Head-teacher 001, personal communication, July, 2024).

Head-teacher 002 had this to say:

"I can say, with so many pupils, teachers, and activities in public primary schools, it is impractical for headteachers to periodically conduct classroom observations. Even in cases of indiscipline, there is no time except when a follow-up is conducted. If not, educators now know what is expected of them" (Head-teacher 002, personal communication, July 2024).

These observations run counter the significance placed on teacher supervision through classroom visits, in which teachers watch each other teach and the headteacher watches a teacher in action to foster confidence in the instruction the teacher is providing and the learners are receiving. Teachers gain from the chance to have reflective conversations about their work in the classroom with the goal of raising learners' academic performance, particularly in KPSEA. The 2015 code of regulations states that teachers must evaluate their own performance and competencies, necessitating mutual affirmation through observation in the classroom.

Head-teacher 003 had this to say:

"The TSC expects me to teach, take care of school administrative tasks, and attend to other needs in line with duty. At times, I feel overwhelmed and cannot do much of classroom visitation" (Head-teacher 003, personal communication, July 2024).

This suggests that headteachers do not visit classrooms to observe instruction, which is crucial duty as supervisors to make sure teachers carry out their responsibilities as specified in the contract and improve pupils' performance. Mwatsuma (2012) also obtained such a report and complaint during her

investigation into the administrative roles in schools. Teachers' output is likely to decline as a result, which will have an impact on pupils' performance on KPSEA exams as well as regular classroom assessments.

Head-teacher 004 had this to say:

"In most cases I supervise on curriculum coverage and instructions through close follow up from Heads of Departments (HODs). I also get feedback on teachers' commitment from grade six pupils' frequent assessments and evaluation on instructional process." (Head-teacher 004, personal communication, July 2024).

This is an indication that the headteachers do not give serious attention to teacher classroom observations, checking of professional documents, provision of teaching and learning resources as well as teacher performance appraisal and how these influences pupils' performance in KPSEA.

The headteachers' responses run counter to the 2015 code of regulation for teachers, which states that headteachers should inspect teaching practices with regard to teacher-classroom activities, teaching methodologies used by teachers, records of work covered, work schemes, lesson plans, lesson notes, and records of learners' progress. This result is concurring with that of Aseka (2016), who looked into how headteachers' methods of instructional supervision affected teachers' work performance in public primary schools in the Lang'ata sub-county of Nairobi County.

Parents who participated in the study had this to say:

"Significant portion of headteachers do not conduct teacher monitoring and classroom instructional observation, which is a direct cause of the unfavorable KPSEA exam results. The headteacher in our school is never present and the teachers hardly ever take their lessons seriously. Headteachers constantly assert that they have little time and mostly attend educational meetings." (Parent 001, personal communication, July, 2024).

In addition, parent 002 affirmed that;

"The KPSEA performance doesn't bother headteachers. The parents have not been informed of why the performance was unsatisfactory or where we can make our presence known since the release of the KPSEA results. Whether or not the students transfer to junior secondary schools is unimportant to them. Parents have not received any updates regarding the challenges faced by students" (Parent 002, personal communication, July, 2024).

According to parent 003,

Even though there are pupils who completed KPSEA in our school last year who have not yet enrolled in junior schools, we have heard of 100% of them moving on to the next phase of their education. The reports that headteachers submitted to the MoE do not correspond with reality. Parents voices from the schools must be included in this report in full (Parent 003, personal communication, July, 2024).

The SCDE also gave her opinion on the instructional supervision practice as follows;

"Headteachers are required to conduct classroom observations for each teacher once a term". The officer stated that although her office believes the observation is made, there is no proof of its implementation. The officer expressed uncertainty regarding constructive feedback given by headteachers to teachers, citing their lack of presence on school premises to oversee most activities, despite receiving reports directly from the headteachers. (SCDE Kajiado North sub-county, personal communication, July, 2024).

The SCDE further commented that:

"While my office does not directly work with parents, I am aware that headteachers hold parent-teacher conferences to ensure that parents are informed of their children's' academic well-being."

3.5 Regression Analysis

Table 3

Regression Coefficient

Model		Unstandardized Coefficients		Standardized Coefficients	
		B	Std. Error	Beta	Sig.
1	(Constant)	.256	2.487		.000
	Instructional Supervision Practices	.367	.050	.117	.003

Source: Field Data, 2024

Table 3 shows the regression coefficient results where statistically there is significant influence by instructional supervision practices on pupils' performance in KPSEA. This was affirmed by the value (P=0.003) which is less than the alpha level (0.05). It was further observed that a unit increase

in the instructional supervision practices resulted to an increase to performance in KPSEA by pupils (0.367). This indicated a strong positive correlation that exists between instructional supervision practices and pupils' performance in KPSEA (Mwatsuma 2012).

4.1 Conclusion and Recommendations

The study established that a majority of the headteachers did not conduct regular classroom observations of teaching and learning to ensure teacher content delivery is in line with recommended syllabus and its coverage for promotion of teacher efficiency and improved learner performance. It was also found out that headteachers did not give constructive feedback to teachers after classroom observation if any done. Also opportunities for professional development were not availed to teachers. Findings also have it that instructional supervision was not given priority by the headteachers administration. Collaboration of headteachers with the teaching staff to improve learner performance was found to be of great importance though it was pointed out to be missing in Kajiado North sub-County. Thus, failure of headteachers to evaluate and monitor closely instructional supervision has led to low learner performance in KPSEA.

Based on the study findings, the following recommendations were made to different implementers and education practitioners with the aim of improving instructional supervision in public primary schools in Kajiado North sub-county. The Ministry of Education should put in place an in-service training policy. The MoE should also provide adequate teaching and learning materials which include textbooks, wall charts maps and modern technology appliances such as computers to improve teachers service delivery and learner performance. The government through the MoE should guarantee that the facilities in schools and other learning and teaching facilities are maintained. The MoE should provide incentives to headteachers for their exemplary work and make an effort to train those seen as potential headteachers prior to the assumption of the headship responsibilities. The SCDE in Kajiado North sub-county to ensure quality assurance and standards officers, ensure effective implementation of educational policies and standards through monitoring, evaluating, and supporting school leadership and management. The headteachers' should make regular visits to classrooms to guarantee high-quality instruction and delivery of curriculum in accordance with the suggested syllabus. To raise the performance of KPSEA students, headteachers should talk about the outcomes of their supervision to teachers and give teachers opportunities for professional growth. Teachers should take responsibility for personal professional growth. They should be committed to service delivery and improve KPSEA results. Parents should put more effort in improving the working and learning conditions by collaborating with schools to build extra classrooms, equip laboratories and improve teaching and learning facilities for better KPSEA learner performance. Learners should develop a culture of hard work for excellent performance. They should also develop a culture of reading and commitment to schoolwork.

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