

**INFLUENCE OF HEAD TEACHERS' INSTRUCTIONAL SUPERVISION ON
PUPILS' ACADEMIC PERFORMANCE IN PUBLIC PRIMARY SCHOOLS
IN KITUI WEST SUB COUNTY, KENYA**

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**A Thesis Submitted in Partial Fulfilment of the Requirements for the Award of
Degree of Master of Education in the Department of Education, School of
Humanities and Social Sciences of Africa Nazarene University**

March 2024

DECLARATION

I declare that this document and the research described are my original work and that they have not been presented in any other university for academic work.



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This research thesis was conducted under our supervision and is submitted with our approval as University supervisors.

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DEDICATION

I dedicate this thesis to my family members for their selfless support during my academic journey in Africa Nazarene University.

ACKNOWLEDGEMENT

I wish to humbly appreciate the almighty God for His Grace, guidance, and protection throughout my graduate level academic work. I wish to register much appreciation to my supervisors; Dr. Eng. Boniface Njuguna Mwangi and Dr. Lucy Kirima for their continuous support, wise guidance, encouragement, constructive criticism and keen interest in the progress of this study. I am also greatly indebted to my fellow students for their constructive criticism, moral support and encouragement during the period. Finally, I want to appreciate all the lecturers in the Africa Nazarene University Education Department for their support, and scholarly advice.

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ABSTRACT

The academic achievement of a school is appraised against its leader. Head teachers play a significant role in the determination of academic achievement in a school. The purpose of this study was to examine the influence of head teachers' instructional supervision on pupils' academic performance in public primary schools in Kitui West Sub County, Kenya. The objectives of the study were to establish the influence of head teachers' supervision of teachers' time management on pupils' academic performance, to find out the influence of head teachers' supervision of teachers' use of professional documents on pupils' academic performance, and to assess the influence of the head teachers' use of the Teachers' Performance Appraisal Development (TPAD) to motivate teachers, on pupils' academic performance in Kitui West Sub County. This study was based on systems theory. The study employed descriptive survey research design where data was collected by administering questionnaires to the respondents. The target population was 73 head teachers and 878 teachers from 73 public primary schools. The study employed purposive and simple random sampling techniques to obtain a sample size of 22 head teachers and 88 teachers. Teachers' questionnaire and the head teachers' interview schedule were employed to collect the data. Pilot testing involved two principals, and eight teachers from the neighboring Kitui Central Sub County. The research instruments content and face validity were ascertained through scrutiny by the two supervisors assigned to the researcher. The reliability of the teachers' questionnaire was estimated through the split-half technique where a coefficient of .783 was obtained. The study's three independent variables contributed 52.1 % of the variance in pupils' academic performance. The head teachers' supervision of teachers' use of professional documents was the most potent predictor of academic performance ($\beta = 0.487$, $t(77) = 2.946$, $p < 0.05$). The study recommended that the head teachers in the public primary schools in Kitui West sub-county should develop strategies to ensure timely coverage of the syllabus without compromising depth of understanding. Further, the head teachers in the public primary schools in Kitui West sub-county should establish robust systems for managing teacher absences, including protocols for substitute teachers or subject specialists to step in when necessary.

OPERATIONAL DEFINITION OF TERMS

Instructional supervision: refers to the actions that enable teachers the quality to improve instructions for students and as an act that improves relationships and meets both personal and organizational needs.

Performance: refers to mean KCPE performance for the last five years for each of the sampled schools.

Public primary school: refers to a school registered as government- owned where upon teachers are employed by the government.

Teachers' Performance Appraisal Development: refers to the measurement of the quality and effectiveness of teachers using seven (7) teaching standards, which include; professional knowledge and application; time management; Innovation and creativity in teaching; Learner protection, safety, discipline and teacher conduct; and promotion of co -curricular activities.

LIST OF ABBREVIATIONS AND ACRONYMS

BOM	Board of Management
KCPE	Kenya Certificate of Primary Education
KCSE	Kenya Certificate of Secondary Education
KEMI	Kenya Education Management Institute
KIE	Kenya Institute of Education
MOE	Ministry of Education
OECD	Organization for Economic Cooperation and Development
SPSS	Statistical Package for Social Sciences
TPAD	Teachers' Performance Appraisal Development
TSC	Teachers Service Commission
USA	United States of America

CHAPTER ONE

INTRODUCTION

1.1 Introduction

This chapter covers the background to the study, statement of the problem, purpose of the study, objectives and study hypothesis. Included also is the significance of the study, scope of the study, limitations, delimitations and the assumptions of the study. The theoretical and conceptual framework are also highlighted in this this chapter.

1.2 Background to the Study

Worldwide, the concept of instructional supervision has been of concern among heads of both primary and secondary schools. According to Akinfolarin (2017), supervision involves the practise of overseeing teachers' work so as to assist them solve instructional problems they face for maximum benefits of the students from the classroom activities. He further argues that quality learning depends largely on effective supervision. In America, so as to provide and ensure the supervisory roles of administrators and school managers, more weight has been directed on giving jobs to peer tutors- an initiative that has led to upholding of the educational standards in United States of America (USA) as well as the capability of trainers made more effective for betterment of proper maintenance of teaching programmes (Webb, Metha & Jordan, 2016). Tyagi (2017) noted that supervision of academic activities in India has led to improvement of the teaching process together with learning and the development of the teachers professionally. Provision of instructional supervision to the teachers has been of a critical concern to the authorities and the learning institutions in India.

In Africa, specifically in Uganda, instructional supervision has been emphasized due to its impact on the professionalism of teachers and educational outcomes of the students, an endeavour of investment by the Ugandan government (Byabagambi, 2018). Suffice

to say that the essentiality of instructional supervision is a global practice and not just a Kenyan issue. In Ghana the Ministry of Education, Science and Sports is a multi-portfolio government ministry responsible for the government and management of Ghana's education, science, industry and sports. It is responsible for the national education curriculum and its supervision. The effectiveness of the Ghanaian school principals in achieving quality education depends on their ability to manage inhibitive cultural values that affects the teachers' performance and pupils learning. Capacity to provide harmony between the school and the community and their ability to provide discipline (Baffour-Awuah, 2016). In addition to their capacity to provide harmony between the school and the community, Ghanaian school principals are tasked with fostering positive relationships among stakeholders. This includes not only maintaining good rapport with parents and community members but also collaborating effectively with teachers and staff to create a conducive learning environment. Moreover, principals play a pivotal role in ensuring discipline within the school premises, implementing appropriate measures to address behavioural issues among both students and staff. By promoting a culture of respect, responsibility, and accountability, principals contribute significantly to the overall well-being and success of the school community.

In Tanzania, the management of education and vocational training is through the Ministry of Education and Vocational Training. The responsibility of Ministry of Education (MOE) is to supervise, manage, inspect schools and plan and coordinate all educational matters. The effectiveness of the Tanzanian school principal in supervision aims at raising the teachers' level of commitment and time on task. The principal is expected to have high levels of transparency and accountability in dealing with teachers (Tanzania Ministry of Education and Vocational training, 2015).

In this period of educational management in Kenya, the role of instructional supervision remains a major duty of the school principals apart from being a disciplinarian and the individual in charge of record keeping (Nyamwamu, 2014). The supervision of preparation of professional documents by the head teachers' helps the clarification of lesson objectives and greatly aids the teachers in becoming productive in their work. The preparation of professional documents has a big mark as regards defining the achievable in the learning process and it may end up motivating a good performance by the learners. According to a study by Kanyingi (2014), the supervision of preparation of professional documents by the head teachers' helps the clarification of lesson objectives and greatly aids the teachers in becoming productive in their work which may end up motivating a good performance by the learners. Also, formalized procedures for the head teachers' management of appraisal of teachers' performance are viewed by educators as logical and essential for accountability, quality improvement and best practice. According to Wehmeier (2014), appraisal is the act of making sure that everything was done correctly and safely and this inevitably impacts on the performance of the pupils. In a study conducted by Kadenyi (2014), appraisal of teachers' professional responsibilities, classroom environment, and service delivery influenced improvement of students' academic performance in public secondary schools in Vihiga Sub-county.

Head-teachers' effective supervision and evaluation of teachers' performance therefore enhances the academic achievement of pupils in schools. For a long time, the performance of public primary schools in Kitui West Sub-County has remained relatively poor and actually fallen in the previous years (Kitui West Sub-County Education Office, 2020). The data available at Kitui West Sub-County Education Office was presented in Table 1.1.

Table 1.1: Kitui West Sub-County KCPE Analyses between 2015 and 2020

Year	2015	2016	2017	2018	2019
Mean	273.80	263.11	259.61	251.80	250.64
Score					

Source: Kitui West Sub-County Education Office (2020)

As presented in Table 1.1, the results in Kitui West Sub-County have generally been below average for the last five years. Schools have the necessary learning resources, adequate staffing levels, and teacher qualification. However, various factors were deficient, not solely instructional supervision. While instructional supervision plays an important role in the performance of teachers, it's not the only factor contributing to the subpar results. Other aspects such as curriculum implementation, student engagement, parental involvement, and community support may also have influenced academic outcomes. Therefore, to gain a comprehensive understanding of the challenges facing schools in the sub-county, it's imperative to analyse a range of factors influencing head teachers' instructional supervision practices. This study aims to look into these factors to provide insights for improvement. For this role to be effectively achieved, factors influencing head teachers' instructional supervision practices must be analysed hence the need to carry out the study.

1.3 Statement of the Problem

The academic achievement of a school is intrinsically tied to the leadership of its head teacher. Head teachers wield significant influence in determining academic success within their respective schools. Among the arsenal of administrative tools available to them, instructional supervision stands out as a crucial mechanism for effective

classroom management. As instructional supervisors, head teachers bear the responsibility of elevating educational standards within their schools, with the expectation that this would translate into improved academic performance.

Public primary schools in Kitui-West Sub-County have grappled with persistent underperformance in the Kenya Certificate of Primary Education (KCPE) examinations (MOE, 2021). Despite possessing the requisite learning resources and staffing levels, academic outcomes have remained below par. This discrepancy between resource provision and academic achievement underscores the presence of underlying issues that necessitate focused investigation.

A study by Wawira (2021) examined how the head teachers' characteristics influenced instructional supervision in public primary schools in Kasarani Sub-County. A similar study by Kiamba (2019) explored the obstacles to effective supervision in public primary schools in Mbooni West Sub-County. While these two studies shed some light on pertinent issues, there was a need for further elaboration on the specific findings and implications for instructional supervision practices. Therefore, it was imperative to delve deeper into the study by Kiamba (2019) and Wawira (2021) to elucidate the intricacies of obstacles to effective supervision and their implications for instructional practices. This study aimed to bridge the identified gaps by investigating the influence of head teachers' instructional supervision strategies on academic achievements in public primary schools within Kitui-West Sub-County.

1.4 Purpose of the Study

The purpose of this study was to examine the influence of head teachers' instructional supervision on pupils' academic performance in public primary schools in Kitui West Sub County, Kenya.

1.5 Objectives of the Study

- i. To establish the influence of head teachers' supervision of teachers' time management on pupils' academic performance in Kitui West Sub County.
- ii. To find out the influence of head teachers' supervision of teachers' use of professional documents on pupils' academic performance in public schools in Kitui West Sub County.
- iii. To assess the influence of the head teachers' use of teachers' performance appraisal and development to motivate teachers on pupils' academic performance in public schools in Kitui West Sub County.

1.6 Study Hypothesis

In addressing the objectives of the study, three hypotheses were formulated as follows:

H₀₁: There is no statistically significant influence of head teachers' supervision of teachers' time management on pupils' academic performance in Kitui West Sub County.

H₀₂: There is no statistically significant influence of head teachers' supervision of teachers' use of professional documents on pupils' academic performance in Kitui West Sub County.

H₀₃: Head teachers' use of TPAD to motivate teachers does not have statistically significant influence on pupils' academic performance in Kitui West Sub County.

1.7 Significance of the Study

Significance of a study shows how the research benefits or impacts others in part or whole (Simon & Goes, 2013). The findings of this study may be used by head teachers in various ways: first, it may provide an insight into the instructional supervision practices. Secondly it may serve as a point of reference for supervisory skills that would lead to improved pupil academic achievement. It may also enhance head teachers'

readiness in solving problems that emanate from lack of instructional supervision. The findings of the study may also be valuable to Kenya Institute of Curriculum Development (KICD) and Kenya Education Management Institute (KEMI) in addressing training needs for head teachers. This may help in developing and selection of training materials to equip the head teachers with comprehensive knowledge competences in instructional supervision.

1.8 Scope of the Study

The scope of the study is the geographical and methodological limits within which the study operates (Marylin & Goes, 2013). This study was conducted in Kitui West Sub-County and was carried out in public primary schools only. Other levels of education such as preschools, secondary schools and post-secondary schools were not included in the research. Also private primary schools were excluded from the study since they are different in performance and management as compared to public primary schools. The study further focused on selected instructional supervision practices and how they influence academic performance of pupils in Kitui West Sub-County since it is not practical to cover all the possible variables. Other variables that influence the academic performance of the pupils have also been over studied by previous researchers.

1.9 Delimitations of the Study

The delimitations of the study are the boundaries set by the researcher by conscious exclusionary and inclusionary decisions in regard to the subject of interest (Simon & Goes, 2013). Delimitations are within the researcher's control. There are many head teachers' supervisory practices that influenced pupil's academic performance from public primary schools in Kitui West Sub-County. However, this study only involved teachers' time management, supervision of teachers' use of professional documents and management of teachers' appraisal.

1.10 Limitations of the Study

Study limitations are the challenges that are likely to affect the research process and are not within the control of the researcher (Simon & Goes, 2013). This study was conducted in Kitui West Sub- County which was a rural area therefore the findings were not generalized to other areas. Some of the respondents may have also shown reluctance to participate in the study due to a lack of interest; however, the researcher encouraged them to participate. There was a possibility that some respondents might not have provided accurate information for fear of victimization. The researcher assured all the respondents that their identity was treated with confidentiality.

1.11 Assumptions of the Study

According to Simon (2011), assumptions are underlying ideologies that the researcher trusts or admits but that are difficult to attest in any actual way. In other words, assumptions are realistic expectations believed to be true facts necessary for the relevance of the study as they provide the basis of the development and implementation of the research. This study was based on the assumptions that respondents cooperated and gave honest and non-influential answers. Further, it is assumed that questionnaires formed adequate instruments for collecting the required information for the study. Additionally, the study assumed that the head teachers in Kitui West Sub- County conduct instructional supervision for the teachers.

1.12 Theoretical Framework

This study was based on systems theory which was developed by Bertalanffy (1972). System theory is a set of objects or entities that interrelate with one another to form a whole. System theory was thus about relationships and structures interrelated to give whole functions (stated goals). Systems theory views a school as a social system

consisting of individuals who work together, draw resources and finance from the environment and putting back into the environment their products.

The school exists as a form of an open system because it receives its inputs from the society and also empties its output back to the society. Managers should focus on the role played by each part of the organisation (school) rather than deal separately with the parts (Hanagan, 2002). The systems theory views the school as existing with many entities, head teacher, teachers, pupils, parents and education officers. The systems theory approach is concerned with both interpersonal and group behavioural aspects leading to cooperation of systems. Plomp (1993) noted that educational system is a complex one comprising of several subsystems of different levels; Macro (state) Meso (school) and micro (classroom and students). The outcome of a learning process is a concerted effort of all subsystems making up the larger system. All the parties in the larger system each plays a distinct role aimed at a common goal. According to the theory, components of a system are linked together in such a way that actions taken by one produces far reaching effects on others. For instance, if the school head teacher does not supervise instructional process, teachers may relax hence compromising performance in the national examination. The head teachers is both an administrator and supervisor. He is a supervisor when checking teacher's time management, examines his self-efficacy, and supervises the use of professional documents and management of teacher's appraisal.

1.13 Conceptual Framework

According to Orodho (2014), a conceptual framework is a model of presentation where a researcher, conceptualizes or represents the relationships between variables in the study and shows the relationship graphically or diagrammatically.

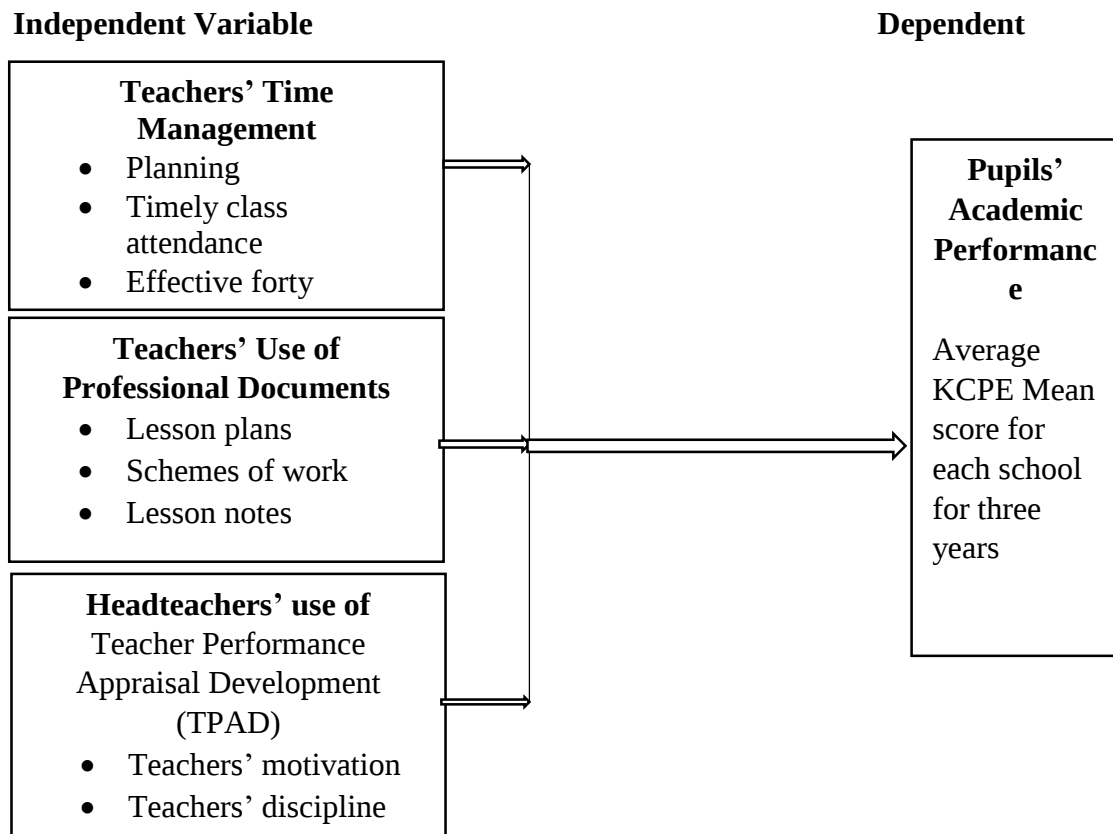


Figure 1.1: Conceptual Framework Showing relationship between Instructional Supervision and the Learners Academic Performance

Instructional supervision according to Sergiovanni and Starrat (2016) involves all activities by which, educational administrators express leadership in the improvement of teaching and learning. Conducive environment contributes a lot to academic performance of students and as a result instructional processes and supervision strive actively in a conducive environment. Head teachers' proper instructional supervision of teachers' time management, teachers' use of professional documents and use of teachers' performance appraisal development in motivation of teachers, were envisaged to bring about an improvement in KCPE academic performance.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This section reviews previous literature on the influence of head teachers' instructional supervision on pupils' academic performance in relation to the study objectives. The chapter discusses head teachers' supervision of teachers' time management, teachers' use of professional documents and management of teachers' appraisal and their influence on pupils' academic performance.

2.2 Head Teachers' Supervision of Teachers' Time Management and Pupils' Academic Performance

According to Oppong (2014), time management is the controlling of time so that you concentrate your efforts on the things that matter most. Although everybody has the same duration of time in a day, it is interesting to note that some people use it productively while others waste it. For a school to effectively carry out its programmes to a successful completion, time allocation has to be done. Proper time management will enable the teachers to set goals and to prioritize tasks and allocate time according to the nature of the task. This time management enhanced pupil's academic performance since teachers who have a calendar of activities for the whole year for their schools recorded consistently above average mean scores in KCPE in their respective schools (Shigami, 2014).

Further, Kapur (2018) highlights that time management involves making effective use of the time based on works' needs and requirements so as to employ and avoid wastage for the effective progress and success of an organization. The process includes the creation and execution of a schedule, proper subjects' distribution to the teachers, and sum of periods taken by teachers, planning of lessons and on time attendance of teachers

in the school and in class. Time management further involves planning class activities ahead, guidance/counselling of the teachers, individual students time allocation and organization as well as preparation of outside class activities for learners.

In Pakistan, Sahito, et al. (2016) did a study to compare the influence of time management of teachers on students' academic performance in government and private schools of Hyderabad, Sindh. From the analysis, the researchers established a significant relationship between the time management of the primary school teachers and the academic performance of the learners in Pakistan. The level of time management by the trainers was moderate with the students' academic performance. The study suggested that teachers should increase their skills on how they manage time in schools through consciousness about controlling their time. This study focused on both government and private schools with focus on perception of teachers on time management and how teachers managed their time. The study did not focus on the instructional supervisory role of the head teachers on the time management of the teachers and how it influences pupils' academic performance. The current study addressed this gap by investigating the influence of head teachers' instructional supervision of teachers' time management in Kitui West Sub-County, Kenya.

In another study by Didinya et al. (2018), on the effect of time management by the teachers on the academic performance of students, majority of the teachers agreed that indeed how teachers manage their time had effect on how the students performed academically. This study was conducted in Hamisi Sub-County, Vihiga County, Kenya targeting the public secondary schools. The study sought to establish the influence of application of professional knowledge of teachers on academic performance, effect of innovation and creativity among teachers on academic performance and the extent to which time management by teachers influence the academic performance of students

in public schools as the research objectives. This means the management of time by the teachers influences the students' academic performance. The principals also highlighted that teachers' time management had an impact on the students' academic performance. The findings indicated that majority of the teachers respondents rated the effect of teachers' time management on academic performance of students to be high while some rated it to be very high. This means that teachers' management of time influences the academic performance of the students. However, this study did not focus on public primary schools in Kitui West Sub-county, a gap that the current study seeks to address.

According to a study by Ngando (2016), to establish the behaviour of personnel on time management in secondary schools in Kinango District, Coast Province, in Kenya, majority of teachers and learners failed to go to school on the opening day. Additionally, a good number of teachers did the schemes of work as soon as the learning institutions opened and attended classes minus lesson plans. The study also noted that class time was consumed by long taking assemblies. However, this study did not examine the how head teachers' instructional supervision of teachers' time management impacts on students' academic performance, a gap the current study sought to address.

2.3 Head Teachers' Supervision of Teachers' Use of Professional Documents and Pupils' Academic Performance

School professional records include: the record of works for the teacher, appearance record, lesson notes, mark books, students' cumulative folders and Minutes of teachers' conferences. Other types of records included the statutory records which concerned the diaries for the syllabus, scheme and records of work and the school general timetable (Ministry of education, 2014). The importance of these records could not be

overemphasized as they were tools for the attainment of school objectives and were essential for diagnostic and remedial purposes. These records enabled teachers and parents to have a clear and complete picture of the students' progress with regard to attendance and achievement from test scores.

According to Dangara (2015), the practices of instructional supervision including scrutinizing the keeping of records by the trainers, lesson plans and notes inspection, visiting the classrooms and examination of learners' notebooks significantly correlated with the academic achievement of the students as well as the performance teachers in Nigerian secondary schools. Dangara sought to establish the impact of instructional supervision on students' academic achievement in secondary schools and consequently found a substantial positive association between them. This implies that with proper supervision of the specialised records of the teachers, the academic achievement of the pupils can be increased. This study leaves a gap by not focusing on Kenya and also concentrating on the secondary schools while ignoring the public primary learning institutions. The current study sought to address this gap by investigating instructional supervision of the professional documents of the trainers by the head teachers in Kitui West sub-County and how it impacts on pupils' performance.

A study by Gachoya(2018) in Nyeri established that seventy percent of instructional overseers evaluated and gave recommendations to the teachers on appropriate preparations and custody of proficient records which converted to decent academic performance in the region. This revelation showed how significant such records are in boosting academic performance. He further asserted that a classroom impromptu visit by the principal during teaching guarantees continuous effective learning process. Those principals who visited classrooms gained an awareness to the actual instructional process and provided quality benchmark for good performance and that if the principal

does not visit classrooms to find out about learning process he or she cannot know the classroom requirements hence negatively affecting the academic performance of the students. This study therefore indicates that head teachers who make visits gain insight to the actual learning atmosphere in the institution, thus enhancing a good reading culture among pupils leading to better performance. This study left out public primary schools, a gap being addressed by the current study by seeking to find out the influence of supervision of teachers' professional records by head teachers on the performance of pupils in government/community owned primary schools in Kitui West Sub-county.

Mugambi (2017) conducted a study with a view to establish how instructional supervision impacts on the educational achievement of secondary school learners in K.C.S.E in Tinderet Sub County public schools. The findings indicated that there was a statistically substantial impact of the principals' frequency of inspection of teachers' professional records and documents at 80%. The conclusion of the study was that head teachers' supervision of teachers' use of professional documents has a significant impact on pupils' academic performance in public schools. The current study sought to find out the influence of head teachers' supervision of teachers' use of professional documents on pupils' academic performance in public schools in Kitui West Sub County.

Mwangi (2014) investigated the influence of instructional supervision practices by secondary school principals' on the performance of learners in K.C.S.E in Matuga district. The objectives were to establish the degree to which principals' target setting, checking of professional record, organization of parents-student academic clinics and classroom observation influenced students' academic achievement in secondary schools' final national examinations in Matuga district. The study findings showed that 71%, representing a popular of the study participants stated that indeed checking the

professional reports affected the performance of the students in KCSE. The study implied that the checking of professional records accounted for 57% of the variance in the performance in KCSE. The joint effect of inspecting teachers' professional records was significant on the educational performance of students in KCSE. The implication therefore is that the principals' school initiative of reading-through the professional records of the trainers influences the performance of the learners. This study however did not focus on academic achievement in government primary learning institutions, a gap being addressed by the current study in Kitui West Sub-County.

2.4 Head Teachers' Management of Teachers' Appraisal and Pupils' Academic Performance

Teachers' appraisal, according to Zhang (2015) is a significant mechanism for enhancing the quality of education. Further, Zhang says that teachers' appraisal carries the energy that enables professional development of instructors and inspire instructional perfection. Meanwhile, in Kenyan secondary schools, the appraisal of teachers has been based on check-up which was attained occasionally through inspecting learning institutions and their educators by those who inspect schools. However, the school heads in both primary and secondary schools as well as those who head academic departments continue to play foremost roles in teachers' appraisal, a situation that is common in many developing countries.

According to Ahmed (2017), appraisal is an unending process used to recognize, measure and improve the general performance of teachers in line with strategic goals of the school. Enhancing career development for the trainers, professional education and creating a good system of feedback is part of influential aspects of teachers' appraisal for improving their performance. Schools are expected to enhance achievement as well as provide excellence informative involvement for all learners as

the most significant outcome. Evidence suggests that “teacher quality is the single most important school variable influencing student performance” (Organisation for Economic Cooperation and Development [OECD], 2015). Hence, the significant role that schooling and educators play in improving the achievement of learners was acknowledged. Given that “teacher appraisal can be a key lever for increasing the focus on teaching quality” (OECD, 2015) and that many previous improvements have been unsuccessful, a thoughtful of the several sides of fruitful teachers’ performance appraisal is critical.

In another study, Kagema and Irungu (2018) conducted an analysis on the effect of performance appraisals of the teachers on their performance in Kenyan secondary schools. The investigation found that frequent teacher appraisals influenced teacher performance and thus translated into the performance of the students. The paper concluded by suggesting that schools should apply appropriate appraisal systems to inspire teachers which was increase the academic performance of the students/pupils in the school. For the appraisal to be effective, then it has to promote professional growth and make it helpful to most trainers who are skilled in the learning rooms and should be undertaken in an objective, fair manner. This study implied that improvement of the performance of learners highly depended on how the school heads manage the appraisal of teachers. This investigation concentrated essentially on how performance appraisal influences teachers’ performance and did not investigate how this appraisal impacts the academic performance of the pupils in public primary schools. So as to address this gap, the present study seeks to examine the influence of management of teachers’ appraisal on the educational achievement of pupils in public primary schools in Kitui West Sub-County.

Omayo (2015) on the other hand explored the systems of appraising teachers that are used by head teachers and how they influence performance of teachers in secondary schools in Borabu District in Kenya. Specific objectives included seeking to find out how many times appraisals are done by head teachers, the general areas teachers are appraised, common structures of appraising teachers and how these appraisals impact on teachers' performance in Borabu District secondary schools. The study found that there were weak strategies and procedures for appraising teachers in Kenyan secondary schools and this desired an immediate address if appraisal of teachers was to a useful vehicle of enhancing the quality of schooling and teaching in the country. He recommended for official measures to advance teachers' performance appraisal so as to improve excellence schooling. Therefore, an effective teachers' performance appraisal helped increase school performance of the learners. This study left a gap to be investigated by focusing on how management of appraisal of teacher's influence school performance in government primary learning institutions, an area that the present study sought to address.

2.5 Summary of Literature Review and Research Gaps

The literature by Dangara (2015) identifies the instructional supervision practices in secondary schools in Nigeria without referencing it to public primary schools. Further, study by Gachoya (2018) in gave recommendations to the teachers on appropriate preparations and custody of proficient records but the study did not relate to pupils' academic performance. These studies were carried out in two different areas and the findings cannot be easily generalized to Kitui West Sub-County due to the different environments where they were conducted. Additionally, the reviewed literature generally identified the instructional supervision techniques that are adopted by head teachers. However, no study related the effectiveness of particular instructional

supervision technique to the student outcome. This was a gap that existed and which this study sought to fill.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

Methodology is the structure of approaches or measures used in selection and assembling the data vital for a specific research. It is also the application of the principles of data collection methods and procedures in any field of knowledge. This section describes research site, research design, target population, sampling techniques and sample size, data collection methods, piloting of research instruments, validity and reliability of research instruments, data analysis techniques and ethical considerations.

3.2 Research Design

In this study, descriptive survey research design was adopted. Orodho (2014) holds that descriptive research design is a technique of gathering facts by interrogating or giving a questionnaire to a section of persons. This study employed descriptive survey design since the study involved a large number of respondents. Data was collected by administering questionnaires to teachers and head teachers so as to determine the association of the independent variables: teachers' time management, use of professional documents, teacher's appraisal and how they influence educational performance of pupils in Kitui west Sub County in Kitui County, Kenya. The choice of this design was suitable because it helped investigate the existing condition on the field by soliciting data from respondents and explained the prevailing situation through interrogation on perceptions and attitudes of the respondents

3.3 Research Site

The study was conducted among public primary schools in Kitui West Sub County, Kitui County in Kenya. Data collection was conducted at the sampled public primary schools in Kitui West Sub- County. The findings of the study were used to determine

the influence of head teachers' instructional supervision on pupils' academic performance in public primary schools in Kitui West Sub County, Kenya.

Public primary schools in Kitui-West Sub-County have been grappling with persistent underperformance in the Kenya Certificate of Primary Education (KCPE) examinations (MOE, 2021). Despite possessing the requisite learning resources and staffing levels, academic outcomes have remained below par. This discrepancy between resource provision and academic achievement underscores the presence of underlying issues that necessitate focused investigation.

3.4 Target Population

Kombo (2016) defines target population as all people being considered in any arena of investigation. According to Kitui West Sub County Director's office (MOE, 2022), there were 73 public primary schools with 73 head teachers and 878 teachers. The study targeted all the 73 head teachers and 878 teachers in Kitui west sub-county, Kitui County.

3.5 Sampling Procedure and Sample Size

According to Cooper and Schindler (2016), sampling is part of statistical practice concerned with selection of individual observation within a population of individuals intended to yield some knowledge about population of concern, especially for the purpose of making prediction based on statistical inference. Gay, Mills & Airasian (2015) posit that a sample size of 10.0 % to 30.0 % of the population was sufficient for reliable findings. The researcher sampled 30.0 % of the 73 schools ($0.3 \times 73 = 22$ schools) to take part in the study. Further, 10.0 % of the 878 teachers ($0.1 \times 878 = 88$ teachers) were sampled. All the head teachers from the sampled schools were purposively sampled. From each of the 22 schools, four teachers were selected through

simple random sampling. A lottery method was used in which teachers were gathered in the staffroom and picked some previously marked and folded pieces of papers. The four teachers who picked papers with a tick mark were affirmed to take part in the study. To ensure representativeness in the selection of teachers from each of the zones in the sub-county, a stratified sampling approach was employed. The sub-county was divided into its respective zones based on geographical location or administrative divisions, each representing a distinct area within the larger region.

From each zone, a proportional number of teachers were sampled to participate in the study, considering the size and distribution of schools and teachers within that particular zone. This approach ensured that teachers from various zones, including urban, peri-urban, and rural areas, were adequately represented in the sample.

Furthermore, efforts were made to select teachers from a diverse range of school settings, including different school sizes, socioeconomic backgrounds, and academic performance levels. By incorporating this stratified sampling strategy, the study aimed to capture the perspectives and experiences of teachers from across the sub-county, thereby enhancing the overall representativeness and generalizability of the findings.

Table 3.2: Sample Frame

Grouping	Population	Sample	Percentage	Sampling Technique
Head teachers	73	22	30.0 %	Purposive
Teachers	878	88	10.0 %	Simple random
Total	951	110	11.5 %	

3.6 Data Collection Instruments

The study employed the teachers' questionnaire and head teachers' interview schedule to collect the data. Babbie (2014) opines that questionnaires are preferred because they are easy to administer and therefore, time and cost effective. To mitigate potential biases and enhance the validity of the findings, there was need to triangulate the gathered information from teachers by the use of the head teachers' interview schedule.

3.6.1 Teachers' Questionnaire

The teachers' questionnaire had six sections. Section A was on demographic information of the respondents, section B, C, D and E was on information concerning the teachers' time management, use of professional documents, and the teachers' performance appraisal development respectively. Section F were collected data on the measurement of the dependent variable. This instrument was used to collect data from respondents because of its ability to cover a large population within a short time (Mutai, 2006).

3.6.2 Head Teachers' Interview Schedule

Krosnick (2018) contend that interview method of collecting data is superior to other methods since it creates rapport between the respondent and the researcher. In addition, it guards against confusing the questions since the interviewer can clarify the questions thereby helping the respondent give relevant responses. The head teachers' interview guide sought to gather information regarding the teachers' time management, use of professional documents, and the use of TPAD in the teachers' motivation.

3.7 Piloting of the Data Collection Instruments

According to Creswell (2012), it is pertinent for researchers to do a validity, reliability and practicability test for research tools before using them. Piloting were done to

establish the trustworthiness of the instruments by examining clearness of language, response duration, administration procedures, length and arrangement of tools. The pilot testing for this study involved 10% of each category of respondents as recommended by Creswell (2012). Thus 2 head teachers and 8 teachers from the neighbouring Kitui Central Sub County participated. The participants were encouraged to make comments and suggestions, which used to improve the items such as rewording in the questionnaire and interview guides.

3.7.1 Validity of Data Collection Instrument

Validity refers to the correctness, meaningfulness of inferences and soundness of outcomes of conclusion, which are based on the research findings (Kothari, 2014). It is the degree to which the results obtained from the analysis of the data actually represents the phenomena under study. The instrument was rated in terms of how effectively it sampled significant aspects of the purpose of the study. The content validity of the instrument was determined whereby; the researcher discussed the items in the instrument with the supervisor, lecturers from the department and colleagues.

3.7.2 Reliability of Data Collection Instruments

Reliability of an instrument refers to the ability of that test to consistently yield the same results when repeated measurements are taken of the same individual under the same conditions (Gay et al., 2015). Basically, reliability is concerned with consistency in the production of the results and refers to the requirement that, at least in principle, another researcher, or the same researcher on another occasion, should be able to replicate the original piece of research and achieve comparable evidence or results, with similar or same study population.

To establish the reliability of the teachers' questionnaire, the split-half technique was employed yielding a coefficient of .783. According to Cooper and Schindler (2016), reliability coefficient of 0.7 and above is sufficient for a research instrument in social sciences.

3.8 Data Collection Procedures

Primary data was collected using questionnaires which was distributed to the selected respondents. The researcher obtained permit to carry out the research from the National Council of Science, Technology and Innovation and also from the Sub County Director of Education in Kitui West Sub-County. The researcher identified research assistants and trained them on data collection techniques and carrying out a pilot study. The questionnaire further reviewed according to the findings of the pilot test. The reviewed research tool was used in the final study. With the help of the research assistants, the researcher collected data from the respondents.

3.9 Data Analysis Techniques

Data analysis was facilitated by use of SPSS (Statistical Package for Social Sciences version. 22.0) Computer Package. Descriptive statistics such as frequency distribution, percentages and weighted means and standard deviation were used, while inferential statistics involving the use of multiple linear regression analysis. Qualitative data collected from interviews was analysed thematically as per the research objectives.

3.10 Ethical Consideration

Throughout this study, ethical research practices were observed. First, consent was obtained from the participants before conducting the research. Additionally, approval was obtained from NACOSTI and the SCDE office to conduct the study in compliance with regulatory requirements. This helped in eliminating any kind of conflicts that would arise from the respondents.

Secondly, the purpose of the study clearly explained to the respondents where participation was also being made voluntarily and the researcher sought informed consent from the respondents to participate in the study.

Finally, the researcher ensured anonymity and confidentiality of the respondents who participated in the study. Proper care was taken to ensure that all information from the respondents was treated with maximum confidentiality. To increase the degree of confidence among the respondents, no names or personal identification details was required for the purpose of filling in the questionnaires. The sources of data and other information for literature review was acknowledged effectively in the study.

CHAPTER FOUR

DATA ANALYSIS AND FINDINGS

4.1 Introduction

This chapter presents the analysis of the data collected in this study and interpretation of the findings. The chapter contains analysis and interpretation of demographic data as well as data collected in accordance with the three research objectives of the study. The purpose of this study was to examine the influence of head teachers' instructional supervision on pupils' academic performance in public primary schools in Kitui West Sub County, Kenya. The study objectives were to establish the influence of head teachers' supervision of teachers' time management on pupils' academic performance, to find out the influence of head teachers' supervision of teachers' use of professional

documents on pupils' academic performance, and to assess the influence of the head teachers' use of teachers' performance appraisal and development to motivate teachers on pupils' academic performance in public schools in Kitui West Sub County. Data were collected through teachers' questionnaire and head teachers' interview schedule.

4.2 Response Rate

The study sampled 88 teachers and 22 head teachers. However, the researcher managed to collect data from 78 teachers and 17 head teachers giving a response rate of 88.6 %, 77.3 % respectively. Creswell and Creswell (2017) recommend a response rate of 70% or more, and therefore, this response was considered sufficient for analysis.

4.3 Demographic Characteristics of Respondents

The researcher gathered the background information of the respondents, which formed the basis under which some of the interpretations of the study findings were made.

4.3.1 Gender of Respondents

The researcher sought to establish the gender distribution of the respondents. Table 4.1 shows the finding.

Table 4.1: Gender Distribution of Respondents

Category of respondents	Gender	Frequency	Percentage %
Teachers	Male	30	38.5
	Female	48	61.5
	Total	78	100.0
Head Teachers	Male	10	58.8
	Female	7	41.2
	Total	17	100.0

As evident from Table 4.1, the majority of the public primary school teachers were female (61.5%). Another 38.5% of them were male. The significant representation of

women in primary education highlights their critical role as educators and mentors, shaping the foundational years of students' academic and personal development. It emphasizes the invaluable contributions women make to the education sector and their dedication to nurturing young minds.

While 58.8% of the head teachers that took part in the study were male another 41.2% of them were female. The higher percentage of male head teachers suggests a persistent gender gap in leadership roles within the education sector. This mirrors broader societal trends where men often hold positions of authority and decision-making power. However, the study findings give a good gender representation among the teachers and head teachers in the public primary schools in Kitui West Sub-county.

4.3.2 Age Bracket

The study sought to establish the age bracket of the study respondents. The distributions are shown in Figure 4.1 and Figure 4.2.

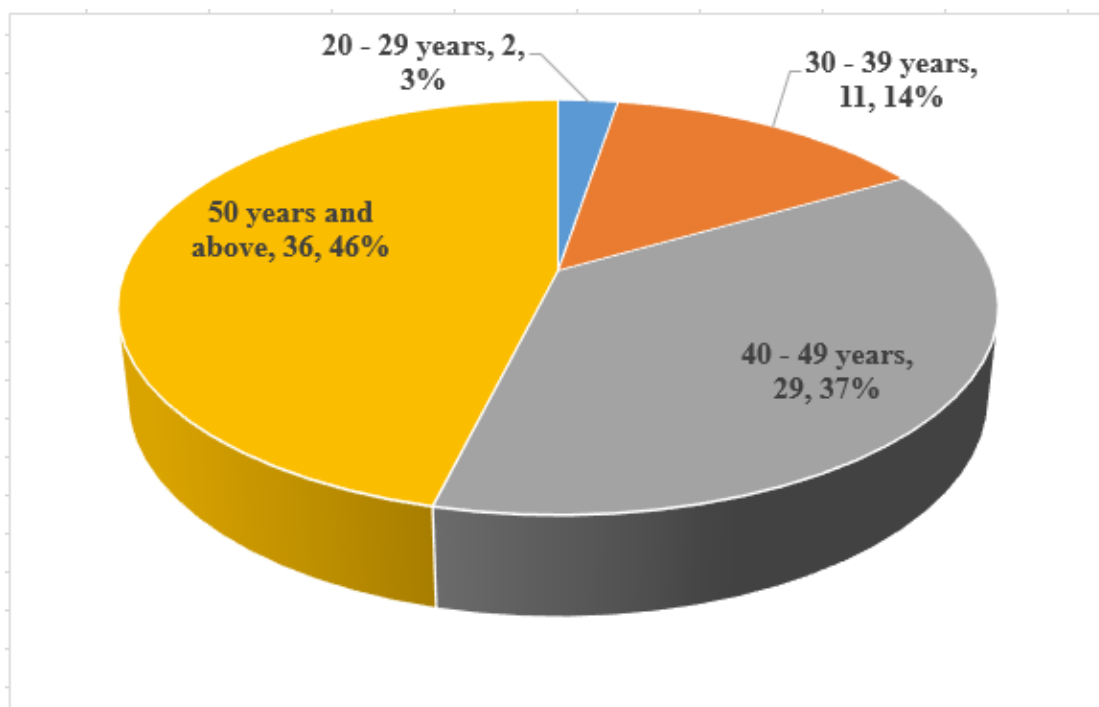


Figure 4.1: Age Bracket of Teachers

As shown in Figure 4.1, when the teachers were asked to indicate their age cohort, nearly half (49%) indicated they were 50 years and above. Another more than a third (37%) of them were between 40-49 years, while 14% and 3% of them stated that they were between 30-39 years and 20-29 years respectively.

The age distribution among teachers, with nearly half aged 50 years and above and over a third between 40-49 years, signals a demographic shift that poses significant implications for the education sector. Firstly, it suggests an imminent wave of retirements among experienced educators, potentially leading to knowledge gaps and a loss of institutional wisdom. Secondly, the disproportionate representation of older teachers underscores the need for robust strategies to attract and retain younger talent to ensure workforce diversity and sustainability. Additionally, addressing the varying needs and expectations of educators across different age cohorts will require tailored approaches to professional development, mentorship, and workplace support. Ultimately, navigating this demographic landscape calls for proactive measures to balance continuity and renewal within the teaching workforce while fostering a culture of lifelong learning and innovation in education.

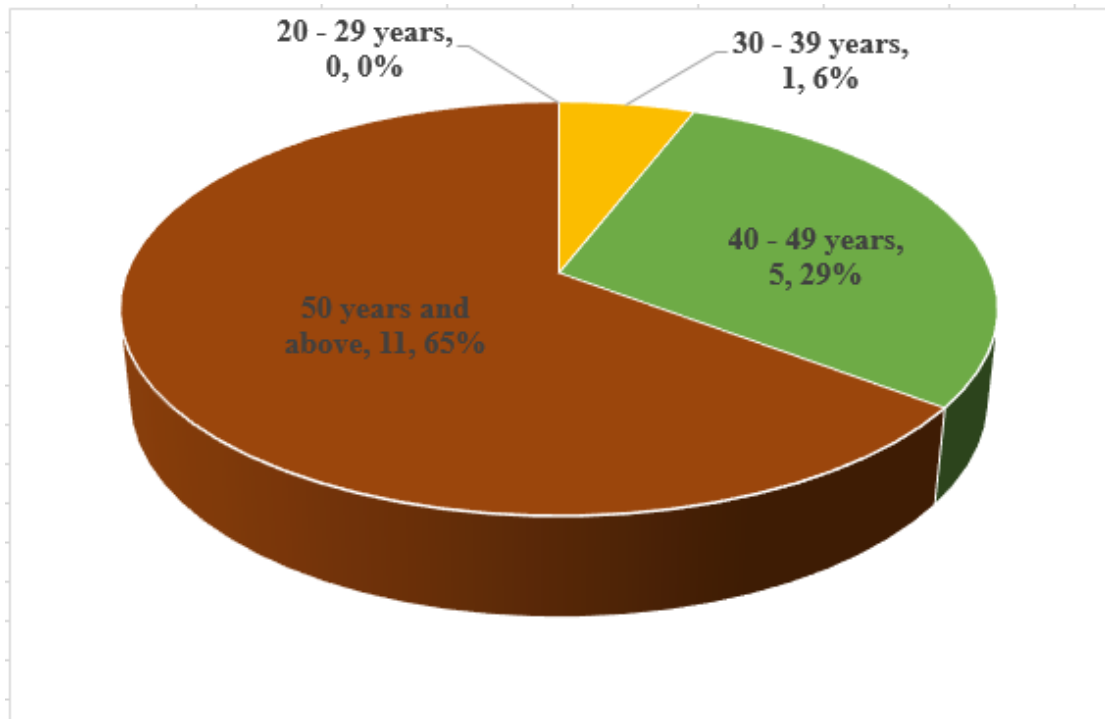


Figure 4.2: Age Bracket of Head Teachers

Figure 4.2 gives a presentation of the head teacher's distribution by age. Majority (65%) of the head teachers that took part in the study were 50 years and above. Another 29% of them were in 40-49 years' age category while only 6% of them indicated their ages were within 30-39 years. The significant majority of head teachers aged 50 years and above, comprising 65% of the participants, coupled with only 6% falling within the 30-39 age bracket, signals a potential demographic challenge within educational leadership. This age distribution suggests a notable lack of younger leadership talent ascending to headship roles, potentially leading to a shortage of fresh perspectives, innovative approaches, and succession candidates in the future. Addressing this imbalance may require deliberate efforts to attract and develop emerging leaders, providing them with mentorship, leadership training, and opportunities for advancement. Fostering a diverse leadership pipeline across age cohorts is crucial for ensuring continuity, adaptability, and sustained excellence in educational leadership and governance.

4.3.3 Highest Education Level

The researcher sought to establish the highest education levels of the study respondents. The respondents' distribution by the highest level of education are showed in Figure 4.3 and Figure 4.4.

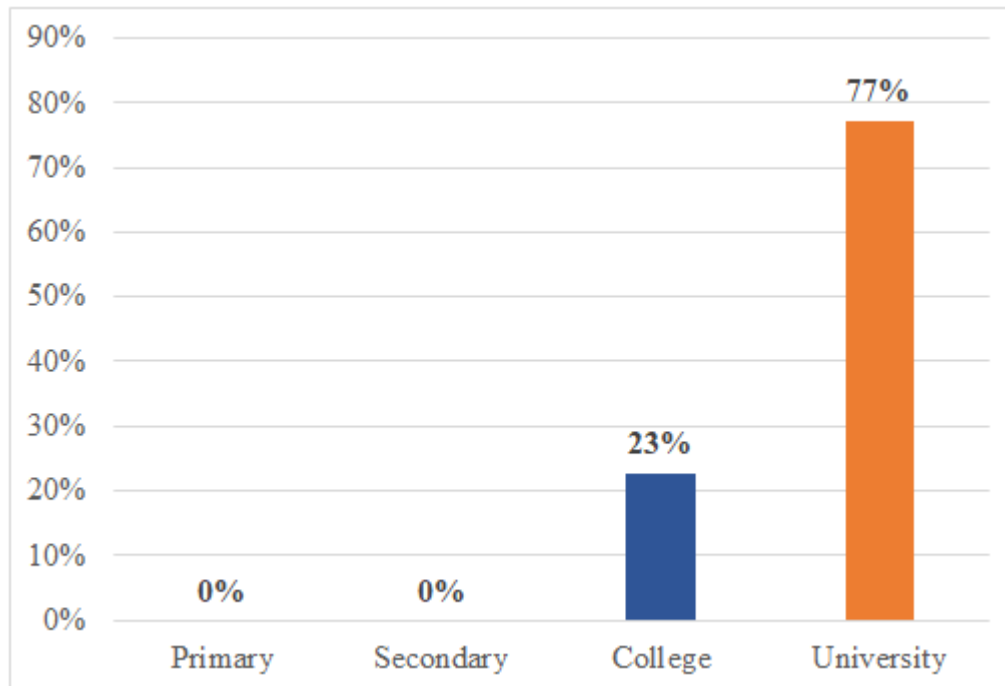


Figure 4.3: Teachers' Highest Education Level

As shown in Figure 4.3, when the teachers were asked to indicate their highest education levels, majority (77%) of them had gone up to university level. Another 23% of them stated that they had college certificates. This shows that all the study respondents were able to answer all the research questions as required by the researcher.

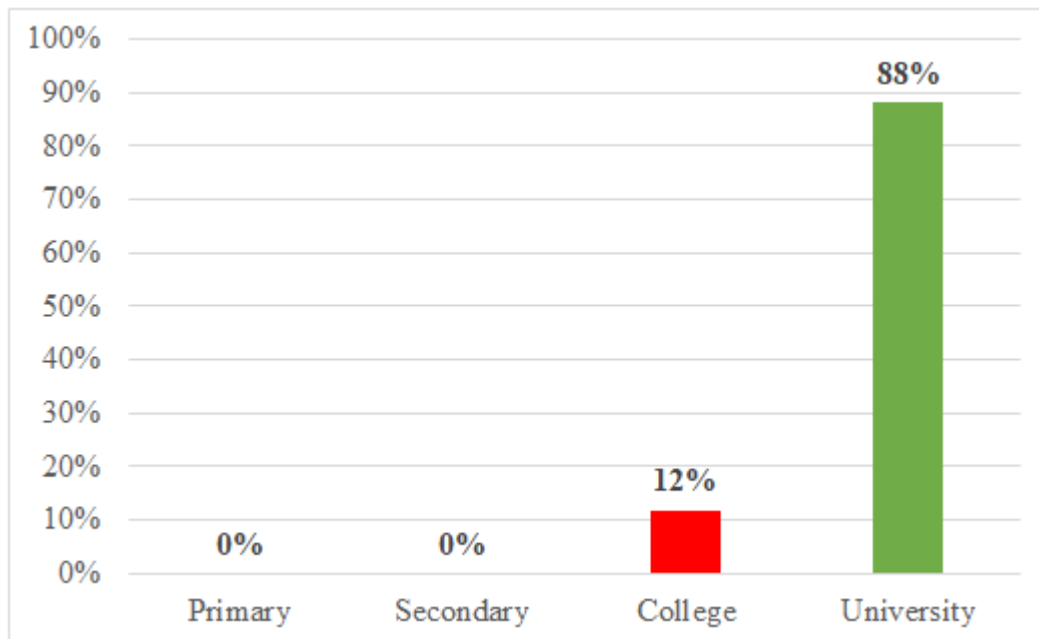


Figure 4.4: Head Teachers' Highest Education Level

As shown in Figure 4.4, a vast majority (88%) of the head teachers had attained university degrees. The remaining 12% of them had college certificates. This diversity in educational backgrounds among head teachers implies a need for a nuanced approach to leadership development, recognizing and leveraging a range of qualifications and experiences to foster effective leadership practices and support the diverse needs of schools and communities.

4.3.4 Years of Work Experience

The study sought to establish the respondents' years of work experience. Table 4.2 shows the distribution of the respondents by years of work experience.

Table 4.2: Respondents' Years of Work Experience

	Categories			
	Teachers		Head teachers	
	f	%	f	%
<1 year	0	0	0	0

2-3 years	15	19.3	0	0
4-5 years	26	33.3	0	0
6 years and above	37	47.4	17	100
Total	78	100	17	100

As shown in Table 4.4, when the study was carried, 19.3% of the teachers who took part in the study had worked in their schools for 2-3 years. Another 33.3% and 47.4% of them had either worked for 4-5 years and 6 years and above respectively. All the head teachers who participated in the study had more than six years of work experience. This implies that the head teachers, who are likely to be in leadership positions, possess a higher level of experience compared to the teachers. This could potentially have implications for decision-making, leadership effectiveness, and overall school management. The difference in experience levels between teachers and head teachers may also influence the dynamics of collaboration and communication within the school environment.

4.4 Teachers' Time Management and Pupils' Academic Performance

The researcher asked the respondents to indicate their level of agreement with the following statements concerning the influence of teachers' time management on pupils' academic performance. Table 4.3 shows the distribution of the respondents by their level of agreements on the various items. 1- *Strongly Disagree (SD)*, 2-*Disagree (D)*, 3-*Not Sure (NS)*, 4-*Agree (A)*, 5- *Strongly Agree (SA)*

Table 4.3: Teacher's Time Management

Items		SA	A	NS	D	SD	Mean	SD
I am good in Time management	F	52	26	0	0	0	4.7	0.5
	%	66.7	33.3	0	0	0		
	F	44	30	4	0	0	4.5	0.7

I observe effective forty minutes per lesson		%	56.4	38.5	5.1	0	0		
I always attend all lessons	F		35	15	14	14	0	3.9	0.9
		%	44.9	19.2	17.9	17.9	0		
There is timely coverage of the syllabus	F		38	16	0	18	6	3.8	1.1
		%	48.7	20.5	0	23.1	7.7		
Other teachers step in for the ones who are absent	F		26	14	2	24	12	3.3	1.3
		%	33.3	17.9	2.6	30.8	15.4		
Pupils are encouraged to study on their own in the absence of teachers	F		42	16	3	17	0	4.1	0.9
		%	53.8	20.5	3.8	21.8	0		
Tuition is organized to make up for lost time	F		18	22	6	28	4	3.2	1.4
		%	23.1	28.2	7.7	35.9	5.1		
N=78									

As summarized in Table 4.3, all the teachers that took part in the study were asked to rate their level of agreement on good time management. All the respondents agreed that they were good in time management. On whether the teachers observed effective forty minutes per lesson, 56.4% of the respondents strongly agreed with the statement. Another 38.5% of them also supported the statement. This finding was also supported by a number of head teachers who noted:

I wholeheartedly agree that teachers' time management is pivotal in improving learners' academic performance. To ensure efficiency among my staff, I regularly conduct workshops and training sessions focusing on effective time management strategies. Additionally, I encourage open communication and provide resources to support teachers in prioritizing tasks and maximizing instructional time (Head Teacher 4).

I firmly believe that teachers' time management directly impacts students' academic outcomes. To foster efficient time management among my staff, I implement a structured schedule and establish clear expectations regarding lesson planning and delivery. Regular monitoring and feedback sessions help identify areas for improvement and ensure accountability (Head Teacher 5).

I agree that teachers' time management plays a critical role in enhancing learners' academic performance. In my school, I promote a culture of

professionalism and accountability, emphasizing the importance of prioritizing instructional time and minimizing distractions. Through collaborative planning sessions and ongoing support, I empower teachers to effectively manage their time for the benefit of our students (Head Teacher 7).

Teachers' time management is indeed crucial for optimizing learning opportunities and fostering academic success. To support my staff in this area, I provide mentorship and guidance on time management techniques, such as effective lesson planning and task prioritization. By fostering a culture of efficiency and productivity, we strive to enhance students' academic performance (Head Teacher 10).

However, a number of the head teachers had a contrary opinion:

While time management is important, I believe that other factors also significantly influence learners' academic performance. While I encourage my teachers to manage their time effectively, I prioritize a holistic approach to education, focusing on student engagement, personalized learning, and supportive learning environments (Head Teacher 11).

I believe that a one-size-fits-all approach may not be applicable in all contexts. Instead of imposing strict time management measures, I advocate for flexibility and autonomy among teachers, allowing them to adapt their schedules to meet the diverse needs of students and promote meaningful learning experiences (Head Teacher 15).

I'm hesitant to attribute learners' academic performance solely to teachers' time management skills. Factors such as student motivation, parental involvement, and school resources also play significant roles. Rather than focusing exclusively on time management, I believe in a comprehensive approach to education that addresses multiple facets of student learning and development (Head Teacher 17).

The researcher also sought to establish whether the teachers in the public Primary schools in Kitui West Sub-county always attended all lessons. While 44.9% of the respondents strongly agreed another 19.2% of the agreed to have attended all lessons always. However, 17.9% of the respondents disagreed with the statement. This statement was agreed upon by head teachers during the key informant interview sessions:

I fully support that teachers have always been attending to all lessons. From my interactions and observations, the majority of our teaching staff demonstrate a high level of commitment by attending all their lessons consistently. This dedication undoubtedly contributes to the overall academic performance of our students (Head Teacher 1).

I agree that most teachers in our public primary schools attend all their lessons without fail. This culture of punctuality and dedication is essential for creating a conducive learning environment, which ultimately reflects positively in the academic achievements of our pupils (Head Teacher 2).

As a head teacher myself, I can confirm that the majority of our teaching staff prioritize attending every lesson. This commitment is evident in the strong agreement from respondents in the study. It underscores the professionalism and sense of duty among educators in our region (Head Teacher 6).

However, Head Teacher 9 expressed a differing view, stating, "There is a small proportion, who may not always attend all their lessons. It's crucial to address this issue promptly to ensure consistent educational quality." Head Teacher 13 also disagreed by stating:

While a majority of teachers strive to attend all their lessons, we must not overlook the small percentage who may struggle with attendance. It's imperative for school management to provide support and resources to address any underlying factors affecting teacher attendance.

On whether the teachers cover the syllabus on time, most of the respondents were in agreement with 48.7% and 20.5% strongly agreeing and agreeing respectively. However, 23.1% and 7.7% of them disagreed and strongly disagreed respectively. This is an indication that a good number of schools approached national examinations before completing the syllabus which could be a contributory factor to poor performance among the pupils in the Kenya Certificate of Primary Education. During the interview one head teacher stated:

I agree that it's essential for teachers to cover the syllabus on time. In my school, we prioritize effective planning and pacing to ensure that all curriculum objectives are addressed within the allocated timeframe. Regular monitoring and support mechanisms are in place to track progress and provide assistance where needed. Meeting syllabus deadlines is crucial for optimizing learning outcomes and preparing students adequately for assessments (Head Teacher 3).

However, another key informant interviewee indicated that:

While covering the syllabus on time is important, I must disagree with the notion that it's the sole measure of effective teaching. In my experience, prioritizing depth of understanding and mastery of concepts over rushed content coverage yields better academic outcomes. Rather than focusing solely on meeting syllabus deadlines, I believe in fostering a deeper engagement with the

curriculum to ensure meaningful learning experiences for students (Head Teacher 8).

With regard to whether other teachers step in for the ones who are absent, 33.3% of the study respondents strongly agreed and another 17.9% also agreed with the statement. However, 30.8% and 15.4% of them disagreed and strongly disagreed with the statement respectively. The head teachers also provided the following views during the interview sessions:

I completely agree with the importance of having a system in place for other teachers to step in when colleagues are absent. In our school, we have established protocols to ensure continuity of learning, such as designated substitute teachers or arrangements for subject specialists to cover classes. This proactive approach minimizes disruptions to the learning process and maintains instructional momentum (Head Teacher 11).

Head Teacher B echoed similar sentiments, stating, "I agree that it's crucial for other teachers to be able to step in when necessary to cover for absent colleagues. In our school, we foster a collaborative culture where teachers support each other to ensure that students receive uninterrupted instruction. By having contingency plans in place, we mitigate the impact of teacher absences on students' academic progress (Head Teacher 16).

A few head teachers had divergent views on this item as captured in their quotations:

While it would be ideal for other teachers to step in for absent colleagues, the reality is that resource constraints and staffing shortages make this challenging. In our school, we often struggle to find suitable replacements, especially for specialized subjects or grade levels. Instead, we focus on minimizing teacher absences through proactive measures such as professional development and support for teacher well-being (Head Teacher 2).

While it's important to have contingency plans for teacher absences, relying on other teachers to step in may not always be feasible. In our context, where teacher shortages are prevalent, we prioritize alternative strategies such as blended learning approaches or self-directed study materials for students during teacher absences. This allows us to maintain continuity in learning while addressing staffing challenges effectively (Head Teacher 12).

The study sought to establish if pupils are encouraged to study on their own in the absence of teachers. This statement was strongly agreed by 53.8% of the respondents and further supported by another 20.5% of them who were in agreement. In contrast, 21.8% of the study respondents disagreed with the statement. This statement was supported by key informants during the interview sessions who noted:

I agree wholeheartedly with the practice of encouraging pupils to study independently in the absence of teachers. In our school, we emphasize the importance of self-directed learning and empower students to take ownership of their education. By providing resources such as textbooks, study guides, and access to educational technology, we enable pupils to continue learning outside of the classroom. This fosters a sense of responsibility and self-discipline among students, ultimately contributing to their academic success (Head Teacher 12).

With regard to whether tuition is organized to make up for lost time, 23.1% and 28.2% of the respondents strongly agreed and agreed respectively. However, 35.9% of the respondents disagreed with the statement and another 5.1% strongly disagreed. Similarly, the head teachers who took part in the study had different views on implementing tuition to cover the lost time. For instances, while some of the head teachers indicated that:

I agree that organizing tuition to make up for lost time can be an effective strategy in ensuring that students have the opportunity to catch up on missed learning. In our school, we recognize the importance of providing additional support to students who may have fallen behind due to factors such as teacher absences or disruptions to the academic calendar. We organize tuition sessions, either after school or on weekends, where students can receive targeted instruction and remedial support to bridge any gaps in their learning. This proactive approach helps to maximize students' academic progress and ensures that no child is left behind (Head Teacher 17).

On the Other hand, some of the key informants during the interview sessions disagreed on the same item as cited:

While the intention behind organizing tuition to make up for lost time may be well-meaning, I must express some reservations about its effectiveness. In our school, we prioritize addressing the root causes of lost instructional time, such as teacher absenteeism or inadequate resources, through proactive measures such as professional development and resource mobilization. Rather than relying solely on tuition sessions, we strive to create a supportive learning environment within the regular school day, where students can access quality instruction and support to optimize their learning outcomes. Additionally, organizing tuition sessions may inadvertently exacerbate disparities in access to educational opportunities among students, particularly those from disadvantaged backgrounds. Therefore, while supplementary support is important, it should complement, rather than replace, efforts to address systemic issues affecting instructional time (Head Teacher 1).

Undertake hypothesis testing for objective one

4.5 Teachers' Use of Professional Documents and Pupils' Academic Performance

The second objective of the study was to find out the influence of head teachers' supervision of teachers' use of professional documents on pupils' academic performance in public schools in Kitui West Sub County. To achieve the objective, the teachers were required to rate the level level of agreement with the following statements concerning the influence of teachers' use of professional documents on pupils' academic performance using the following scale: *1- Strongly Disagree (SD), 2- Disagree (D), 3-Not Sure (NS), 4-Agree (A), 5- Strongly Agree (SA).*

Table 4.4: Teacher's Use of Professional Documents

Items		SA	A	NS	D	SD	Mean	SD
There is checking schemes of work by the head teacher.	F	18	34	0	16	10	3.4	0.9
	%	23.1	43.6	0	20.5	12.8		
The head teacher frequently checks on the records of work.	F	24	34	4	15	1	3.8	1.0
	%	30.8	43.6	5.1	19.2	1.3		
Preparing of lesson plans is monitored.	F	22	32	0	16	8	3.6	0.8
	%	28.2	41.0	0	20.5	10.3		
There is constant checking of progress records.	F	12	18	0	34	10	2.7	1.0
	%	15.4	23.1	0	43.6	12.8		
The students' register are always checked.	F	34	30	0	12	2	4.1	0.9
	%	43.6	38.5	0	15.4	2.6		
N=78								

As shown in Table 4.4 while the researcher asked the respondents to indicate whether there is checking schemes of work by the head teacher in their respective schools, 23.1% and 43.6% of the study respondents strongly agreed and agreed with the statement respectively. However, a significant proportion (20.5%) of the respondents disagreed with the statement. The head teachers also agreed that they checked the schemes of work prepared by teachers in their schools. Some of their opinions were as follows:

I strongly believe in the importance of checking schemes of work as the head teacher. It's a vital aspect of instructional supervision to ensure that teachers are effectively implementing the curriculum and meeting the educational objectives. In our school, I regularly review and provide feedback on teachers' schemes of work to ensure alignment with curriculum standards and instructional goals. This process helps to maintain consistency in teaching practices and ensures that students receive a high-quality education (Head Teacher 7).

As educational leaders, we have a responsibility to monitor and support teachers in their instructional planning and delivery. In our school, I conduct thorough reviews of teachers' schemes of work to assess their coherence, relevance, and effectiveness in meeting the needs of diverse learners. This proactive approach

fosters a culture of accountability and continuous improvement among teaching staff (Head Teacher 14).

However, one of the head teachers noted that:

While checking schemes of work by the head teacher may be beneficial in some cases, I must express some reservations about its efficacy. In our school, we prioritize a collaborative approach to instructional supervision, where teachers are actively involved in the development and refinement of their schemes of work. Rather than imposing top-down assessments, we encourage dialogue and peer feedback to enhance the quality of instructional planning. This participatory approach fosters a sense of ownership and professional growth among teachers, ultimately leading to improved student outcomes (Head Teacher 12).

On whether the head teacher frequently checks on the records of work, majority (43.6%) of the teachers that participated in the study were in agreement. However, 19.2% of the respondents disagreed with the statement. The head teachers were also in agreement with the statement. One of the key informant stated that:

I strongly agree that it's essential for the head teacher to frequently check on the records of work. As instructional leaders, we have a responsibility to ensure that accurate records are maintained to track students' progress, monitor teaching effectiveness, and inform decision-making. In our school, I regularly review records of work, including attendance registers, assessment data, and lesson plans, to identify trends, assess areas for improvement, and provide targeted support to teachers. This proactive approach not only promotes accountability and transparency but also helps to identify and address challenges in a timely manner, ultimately enhancing the quality of education and students' academic performance (Head Teacher 3).

The study sought to investigate whether preparation of lesson plans is monitored. Majority (41%) respondents were in agreement that their head teachers monitored the lesson plans preparation process. This statement was opposed by 20.5% of the respondents who were in disagreement. This statement was also supported by the head teachers during the interview sessions. They indicated that:

As the head teacher, it's crucial for me to ensure that teachers are adequately planning their lessons to meet curriculum objectives and students' learning needs. In our school, we have established a systematic process for reviewing and providing feedback on lesson plans. This includes regular check-ins, collaborative planning sessions, and constructive feedback sessions. By monitoring lesson plan preparation, we can identify areas for improvement,

provide necessary support, and maintain consistency in teaching practices, ultimately leading to enhanced student engagement and academic performance (Head Teacher 9).

In our school, we recognize the significance of effective lesson planning in promoting student learning and achievement. As the head teacher, I play an active role in overseeing the quality of lesson plans submitted by teachers. This involves reviewing lesson objectives, instructional strategies, and assessment methods to ensure alignment with curriculum standards and instructional goals. By monitoring lesson plan preparation, we can uphold educational standards, support teacher professional growth, and ultimately contribute to improved academic outcomes for our students (Head Teacher 15).

While 23.1% of the study respondents agreed that there is constant checking of progress records by the head teachers, a big proportion (43.6%) were in a contrary opinion. In favour of the statement, one of the head teachers said:

As instructional leaders, it's imperative for us to stay informed about students' academic progress and performance. In our school, we have established a routine system for monitoring progress records, including assessments, attendance, and other relevant data. This constant checking allows us to identify areas of strength and areas needing improvement, provide timely interventions for struggling students, and celebrate achievements. By staying actively engaged in monitoring progress records, we ensure accountability, maintain educational standards, and promote the academic success of our students (Head Teacher 15).

As section of the head teachers disagreed with the statement as quoted:

While checking progress records is important, I have reservations about the idea of constant checking by head teachers. In our school, we prioritize a collaborative approach to monitoring student progress, where teachers, parents, and school administrators work together to assess students' academic performance. Constant checking by head teachers may create undue pressure on both teachers and students, leading to a focus on data collection rather than meaningful teaching and learning experiences. Instead, we believe in fostering a supportive environment where teachers have autonomy to assess student progress and provide targeted support as needed. This approach promotes teacher professionalism, student-centered learning, and holistic development, rather than solely focusing on quantitative measures of progress (Head Teacher 17).

With regards to whether the students' registers are always checked, majority (43.6%) of the study respondents strongly agreed. However, a small percentage (15.4%) of them disagreed with the statement.

4.6 Head teachers' use of Teachers' Performance Appraisal Development to Motivate teachers and Pupils' Academic Performance

The third objective of the study was to assess the influence of the head teachers' use of teachers' performance appraisal and development to motivate teachers on pupils' academic performance in public schools in Kitui West Sub County. To achieve the objective, the teachers were required to rate the level level of agreement with the following statements concerning the influence of teachers' use of professional documents on pupils' academic performance using the following scale: *1- Strongly Disagree (SD), 2-Disagree (D), 3-Not Sure (NS), 4-Agree (A), 5- Strongly Agree (SA).*

Table 4.5: Head teachers' Use of Teachers' Performance Appraisal Development to Motivate Teachers

Items		SA	A	NS	D	SD	Mean	SD
My head teacher is very keen on TPAD	F	2	10	4	40	22	2.1	0.9
	%	2.6	12.8	5.1	51.3	28.2		
My head teacher invites individual teachers to discuss the rating of specific items in the TPAD	F	6	28	2	32	10	2.8	1.1
	%	7.7	35.9	2.6	41.0	12.8		
My head teacher challenges teachers to improve on their TPAD rating	F	5	15	6	34	18	2.4	0.6
	%	6.4	19.2	7.7	43.6	23.1		
My head teacher guides teachers individually on how to improve on low scored items in the TPAD	F	2	18	10	22	26	2.3	0.9
	%	2.6	23.1	12.8	28.2	33.3		
My head teacher is normally factual regarding the TPAD rating	F	0	14	6	40	28	2.3	0.5
	%	0	17.9	7.7	51.3	35.9		
My head teachers' TPAD appraisal motivates me to improve on my work	F	0	2	2	38	36	1.6	0.5
	%	0	2.6	2.6	48.7	46.1		
My head teacher encourages continuous self-monitoring and evaluation	F	3	4	0	27	44	1.7	0.5
	%	3.8	5.1	0	34.6	56.4		
My head teacher TPAD management has enhanced my mastery of subject matter	F	0	5	0	43	30	1.7	0.5
	%	0	6.4	0	55.1	38.5		
N=78								

As showed in Table 4.5, the study sought to investigate if the head teachers were very keen on TPAD. Majority (51.3%) respondents of the study disagreed with the statement

while 12.8% of them agreed. However, the head teachers portrayed a deep understanding on the TPAD filling procedure:

The procedure we follow in our school for filling TPAD is systematic and transparent. Teachers are provided with training and support to familiarize themselves with the TPAD process and expectations. Each teacher is responsible for completing their TPAD forms, documenting evidence of their teaching practices, professional growth activities, and student outcomes. Appraisers, including myself and other senior staff members, conduct regular classroom observations and provide constructive feedback to teachers. Additionally, teachers engage in self-reflection and peer review to enhance their teaching practices. The TPAD process is integral to our school's commitment to continuous improvement and ensuring high-quality teaching for our students (Head Teacher 4).

In our school, we have established a clear and structured process for filling TPAD that promotes accountability and professional growth. Teachers begin by setting SMART (Specific, Measurable, Achievable, Relevant, Time-bound) targets aligned with school priorities and their professional development needs. Throughout the year, teachers collect evidence to demonstrate their progress towards meeting these targets, including lesson plans, classroom observations, and student assessments. Appraisers, including myself and other designated staff members, conduct regular evaluations and provide feedback to teachers to support their development. At the end of the cycle, teachers and appraisers meet to review the evidence, reflect on their practice, and set new goals for the upcoming year. This procedure ensures that TPAD serves as a valuable tool for improving teaching quality and ultimately enhancing student achievement (Head Teacher 13).

My head teacher invites individual teachers to discuss the rating of specific items in the TPAD. This statement was disagreed upon by 35.9% of the teachers who responded to the study. Majority (41%) of the respondents had a dissenting view on this item. Some of the key informants during the interview sessions noted that:

In our school, we have a structured procedure for filling TPAD that ensures consistency and thoroughness. At the beginning of each academic year, teachers are provided with the TPAD forms and guidelines outlining the appraisal process. Teachers are required to set individual targets aligned with school goals and professional development needs. Throughout the year, teachers collect evidence to support their self-assessment against the TPAD indicators, including lesson plans, assessment records, and student achievement data. At the end of the appraisal cycle, teachers meet with their appraisers, usually department heads or school administrators, to review their performance, discuss

strengths and areas for improvement, and develop action plans for professional development (Head Teacher 5).

With regards to whether the head teacher challenges teachers to improve on their TPAD rating, majority (43.6%) teachers disagreed while 19.2% of them agreed with the statement. The head teachers elaborated that the teachers in their schools perceived the usefulness of the TPAD in enhancing pupils' academic performance. Some of their views included:

Our teachers perceive TPAD as a valuable tool in enhancing pupils' academic performance. They recognize that the structured appraisal process encourages reflection on teaching practices, identification of areas for improvement, and professional development. By setting clear performance targets aligned with school goals and student needs, teachers are able to focus their efforts on strategies that directly impact pupil learning outcomes. Additionally, the feedback and support provided through TPAD help teachers refine their instructional techniques, differentiate instruction, and address individual student needs more effectively. Overall, our teachers view TPAD as an essential component of their professional growth and a means to continuously improve teaching practices for the benefit of our pupils' academic success (Head Teacher 3).

The perception of our teachers regarding the usefulness of TPAD in enhancing pupils' academic performance is overwhelmingly positive. They understand that TPAD provides a structured framework for evaluating teaching effectiveness, identifying areas for growth, and promoting professional development. By engaging in self-assessment, goal-setting, and evidence-based practice, teachers are able to tailor their instruction to meet the diverse learning needs of pupils. Moreover, the ongoing support and feedback provided through TPAD empower teachers to implement research-based instructional strategies, monitor pupil progress, and adjust teaching practices accordingly. Our teachers recognize TPAD as a valuable resource for enhancing their instructional skills and ultimately contributing to improved academic outcomes for our pupils (Head Teacher 8).

The perception of our teachers regarding the usefulness of TPAD in enhancing pupils' academic performance is highly favorable. They recognize TPAD as a comprehensive system for evaluating and improving teaching effectiveness, which directly correlates with pupils' learning outcomes. Through the goal-setting process and ongoing feedback provided by TPAD, teachers are able to identify areas for growth and implement evidence-based instructional strategies to address pupil needs more effectively. Additionally, TPAD serves as a platform for professional dialogue and collaboration among teachers, allowing them to share best practices, troubleshoot challenges, and support one another in their efforts to enhance pupils' academic achievement. Overall, our teachers view TPAD as an invaluable tool for promoting continuous improvement and

ensuring high-quality instruction that positively impacts pupils' academic performance (Head Teacher 12).

The research examined whether the head teacher guides teachers individually on how to improve on low scored items in the TPAD. A third (33.3%) of the respondents strongly disagreed with the statement supported by another 28.2% who also disagreed with the statement. A small percentage (23.1%) of the respondents agreed with the statement. The head teachers stated that:

In our school, we recognize that the TPAD process is not just about assessment but also about professional growth and development. When teachers receive feedback indicating areas for improvement, our head teacher takes a proactive approach to support them in addressing these challenges. This includes providing personalized guidance, resources, and mentorship tailored to the specific needs of each teacher. By working closely with teachers to identify strategies for improvement, our head teacher ensures that they feel supported and empowered to enhance their practice, ultimately leading to improved teaching quality and pupil academic performance (Head Teacher 6).

Here we view TPAD as an opportunity for professional development and growth rather than just evaluation. When teachers receive feedback highlighting areas of weakness, our head teacher takes a hands-on approach to provide targeted support and assistance. This may include one-on-one coaching sessions, provision of relevant resources and materials, or opportunities for professional learning. By addressing low-scored items in a supportive and constructive manner, our head teacher helps teachers to strengthen their practice, enhance their effectiveness in the classroom, and ultimately contribute to improved pupil academic performance (Head Teacher 13).

My head teacher is normally factual regarding the TPAD rating. This statement was opposed by majority (51.3%) of the study respondents while only 17.9% of them were on support side. My head teachers' TPAD appraisal motivates me to improve on my work. While asked to rate this item, nearly all of the respondents disagreed with the statement.

On whether the head teacher encourages continuous self-monitoring and evaluation, majority (56.4%) of the teachers who participated in the study strongly disagreed. With regard to whether the head teacher TPAD management has enhanced my mastery of subject matter, majority (55.1%) of the study participants disagreed with the statement.

However, 6.4% of the study respondents agreed with the statement. Further, teachers indicated the following in the open ended question in the questionnaire:

"Honestly, my head teacher's TPAD appraisal doesn't really motivate me. It feels more like a formality than anything genuinely constructive."

"I don't find my head teacher's TPAD appraisal motivating at all. It's just another bureaucratic task I have to complete."

"To be honest, my head teacher's TPAD appraisal doesn't inspire me to improve. It feels more like a box-ticking exercise than meaningful feedback."

4.7 Academic performance

The study sought to determine the pupils' academic performance in public primary schools in Kitui West Sub County, Kenya. Out of the seventeen public primary school which were selected to take part in study, the researcher further selected ten school to compare their KCPE performance for the last four years. The selection of ten schools from the seventeen sampled schools was based on the need to compare academic performance across different categories of schools within the study area. By including both top-performing and low-performing schools, the study aimed to provide a comprehensive analysis of academic performance trends in public primary schools in Kitui West Sub County over the last four years. This approach allowed for a more nuanced understanding of the factors influencing academic outcomes across a diverse range of educational contexts.

The ten public primary schools selected by the researcher were categorized into two (i) top performing schools, (ii) low performing schools. Table 4.6 shows the distribution of the school means between 2021-2023.

Table 4.6: Public Primary School Mean 2020-2023

School Category	Mean score-Time Management	Mean-score on Teachers' use of professional documents	Mean score-Head teacher use of TPAD to motivate teachers	KCPE mean score for the past 3 years (2021-2023)
Category I	Top performing schools			
SCH-01A	3.6	3.2	3.8	332
SCH-02A	3.8	3.8	3.9	325
SCH-03A	3.5	3.9	3.7	315
SCH-04A	3.9	3.4	4.0	323
SCH-05A	4.0	4.0	3.6	307
Category II	Low performing schools			
SCH-01B	2.9	2.8	1.5	206
SCH-02B	3.1	2.9	1.9	210
SCH-03B	2.6	2.4	1.7	215
SCH-04B	2.3	2.5	1.6	196
SCH-05B	2.7	2.8	1.8	158

As shown in Table 4.6, the analysis aimed to explore the differences in instructional supervision practices between top-performing and low-performing public primary schools selected for the study. This comparison provided insights into how instructional supervision influences various aspects of teaching practices and ultimately impacts academic performance. By examining the differences in mean scores on key items related to instructional supervision, the study shed light on the potential disparities in teaching quality and motivation among teachers in different school contexts. Therefore, the focus was on understanding the relationship between instructional supervision and academic outcomes rather than solely comparing performance between schools.

The study revealed that teachers sampled from top-performing schools demonstrated generally high mean scores on key items such as time management, teachers' use of professional documents, and head teachers' use of TPAD to motivate teachers. Conversely, teachers sampled from low-performing schools exhibited significantly lower mean scores on the same items. For instance, all teachers from top-performing schools rated the head teachers' use of TPAD to motivate teachers very high, whereas teachers from low-performing schools rated the same item very low, suggesting a lack of motivation from head teachers in their respective schools. Consequently, public primary schools with effective instructional supervision by head teachers tend to achieve higher KCPE mean scores compared to those with inadequate instructional supervision.

4.8 Hypotheses Testing

Through multiple regression analysis, the study aimed at ascertaining the magnitude of influence of each predictor (independent variables) and its significance influence on the academic performance. Additionally, the study aimed at determining the extent to which the combined factors influence and correlate to the academic performance. To achieve that, the mean response values for each independent variable were regressed against mean level of academic performance as follows. Multiple regression model equation used:

$$Y' = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \dots + \varepsilon_i$$

Where Y = the dependent variable (academic performance).

β_0 = Constant

β = Beta Coefficients

X_1 = head teachers' supervision of teachers' time management

X_2 = head teachers' supervision of teachers' use of professional documents

X_3 = head teachers' use of TPAD to motivate teachers

$\varepsilon_i \sim NID(0, \sigma^2)$: The error term. This is normally and independently distributed with zero mean and a constant variance.

In order to determine how well the selected predictors (teachers' time management, teachers' use of professional documents, and head teachers' use of TPAD to motivate teachers) explained the dependent variable (academic performance), R computation were carried out. Table 4.7 shows the R squared results.

Table 4.7: Model Summary of Head Teachers' Instructional Supervision on Pupils' Academic Performance in Public Primary Schools in Kitui West Sub County, Kenya.

Model	R	R Square (R^2)	Adjusted R Square	Std. Error of the Estimate
1	.72 ^a	.521	.5	.527

a. Predictors: (Constant), teachers' time management, teachers' use of professional documents, and head teachers' use of TPAD performance appraisal and development to motivate teachers

Table 4.7 shows that there was a strong correlation between the observed values of dependent variable and the values of dependent variable predicted by the multiple regression model ($R = .72$). In other words, there was a strong correlation between the predicted and observed values of academic performance. Table 4.7, also shows that R^2

is .521 implying that 52.1 % variance in pupils' academic performance was influenced by teachers' time management, teachers' use of professional documents, and head teachers' use of TPAD to motivate teachers. The other 47.9 % variance was due to other factors which were not considered in the current study. Table 4.8 shows the Analysis of Variance (ANOVA) between the three independent variables and the pupils' academic performance.

Table 4.8: ANOVA

Model	Sum of Squares	Df	Mean Square	<i>F</i>	Sig.
1 Regression	53.223	3	17.741	78.535	.029^a
Residual	16.716	74	0.2259		
Total	69.939	77			

a. Predictors: (Constant), teachers' time management, teachers' use of professional documents, and teachers' performance appraisal and development to motivate teachers.

b. Dependent Variable: Academic Performance

In reference to Table 4.8, the *F*-ratio in the ANOVA table has a value of 78.535 and a *p* value of 0.029. Since *p* was less than 0.05, it was deduced that the overall regression model was a good fit for the data. That is, the model, overall, resulted in a significantly good degree of prediction of the outcome variable. In other words, the joint independent variables statistically significantly predicted the public primary school learners' academic performance ($F(3, 74) = 78.535, p < 0.05$). To determine the relative importance of each independent variable in predicting dependent variable, regression

model equation was computed. Parameter estimates (coefficients) are shown by Table 4.9.

Table 4.9: Summary of Multiple Regression Model Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	1.748	.218		8.027	.000
Head teachers' supervision of teachers' time management	0.472	0.062	0.49	1.209	0.028
Head teachers' supervision of teachers' use of professional documents	0.487	0.016	0.61	2.946	0.004
Head teachers' use of teachers' performance appraisal and development to motivate teachers	0.344	0.061	0.34	1.115	0.001

a. Dependent Variable: Academic Performance

Table 4.9 reveals the relative contribution of the three independent variables to the dependent variable, expressed as beta weights. Assuming the error term ε to be zero and substituting the unstandardized coefficients β values, the estimated multiple regression equation becomes: $Y = 1.748 + 0.472 X_1 + 0.487 X_2 + 0.344 X_3 + \varepsilon_i$

The β values indicate the individual contribution of each predictor to the model if the effects of all other predictors are held constant. Thus, when the head teachers' supervision of teachers' time management increases positively by one unit, the level of academic performance among public primary school pupils would increase by 0.472 units ($\beta = 0.472$) while holding the other factors constant. When head teachers'

supervision of teachers' use of professional documents increases positively by one unit, the level of academic performance among public primary school pupils would increase by 0.487 units ($\beta = 0.487$) while holding the other factors constant and so on. Similarly, when head teachers' use of teachers' performance appraisal and development to motivate teachers increases positively by one unit, the level of academic performance among public primary school pupils would increase by 0.344 units ($\beta = 0.344$) while holding the other factors constant and so on.

The three null hypotheses of the study, were tested by considering the t statistic (Table 4.9) that tests whether a β value is significantly different from zero ($H_0: \beta = 0$). The hypotheses were tested at 95% confidence level.

H_{01} : There is no statistically significant influence of head teachers' supervision of teachers' time management and pupils' academic performance in Kitui West Sub County.

In reference to Table 4.9, the unstandardized beta value for head teachers' supervision of teachers' time management was found to be significantly greater than zero ($\beta = 0.472$, $t(77) = 1.209$, $p < 0.05$). Subsequently, the first null hypothesis was rejected. It was, therefore, deduced that head teachers' supervision of teachers' time management had statistically significant influence on academic performance among public primary school pupils in Kitui West Sub-County. This meant that public primary schools with good head teachers' supervision of teachers' time management are more likely to attain good academic performance.

H₀₂: There is no statistically significant influence of head teachers' supervision of teachers' use of professional documents on pupils' academic performance in Kitui West Sub County.

In reference to Table 4.9, the unstandardized beta value for head teachers' supervision of teachers' use of professional documents was found to be significantly greater than zero ($\beta = 0.487$, $t(77) = 2.946$, $p < 0.05$). Subsequently, the second null hypothesis was rejected. It was, therefore, deduced that head teachers' supervision of teachers' use of professional documents had statistically significant influence on academic performance among public primary school pupils in Kitui West Sub-County. This meant that public primary schools with good head teachers' supervision of teachers' use of professional documents are more likely to perform better.

H₀₃: Head teachers' use of TPAD to motivate teachers does not have statistically significant influence on pupils' academic performance in Kitui West Sub County.

In reference to Table 4.9, the unstandardized beta value for head teachers' use of teachers' performance appraisal and development to motivate teachers was found to be significantly greater than zero ($\beta = 0.344$, $t(77) = 1.115$, $p < 0.05$). Subsequently, the second null hypothesis was rejected. It was, therefore, deduced that head teachers' use of teachers' performance appraisal and development to motivate teachers had statistically significant influence on academic performance among public primary school pupils in Kitui West Sub-County. This meant that public primary schools with good head teachers' use of teachers' performance appraisal and development to motivate teachers are more likely to perform better.

CHAPTER FIVE

DISCUSSION, SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the discussion of the results as per the research objectives, summary of the findings and conclusions derived from the findings. The chapter closes with the recommendations as per the objectives and suggestions of areas for further study. The purpose of this study was to examine the influence of head teachers' instructional supervision on pupils' academic performance in public primary schools in Kitui West Sub County, Kenya. The study objectives were to establish the influence of head teachers' supervision of teachers' time management on pupils' academic performance in Kitui West Sub County, to find out the influence of head teachers' supervision of teachers' use of professional documents on pupils' academic performance in public schools in Kitui West Sub County, and to assess the influence of the head teachers' use of teachers' performance appraisal and development to motivate teachers on pupils' academic performance in public schools in Kitui West Sub County. Data were collected through teachers' questionnaire and head teachers' interview schedule.

5.2 Discussion of the Findings

This section discusses the results and analysis of data (in chapter four) as per the three objectives.

5.2.1 Influence of Head Teachers' Supervision of Teachers' Time Management on Pupils' Academic Performance

The first objective of the study was to establish the influence of head teachers' supervision of teachers' time management on pupils' academic performance in Kitui West Sub County. In the pursuit of understanding the impact of head teachers' oversight

on teachers' time management and its implications for pupils' academic performance in Kitui West Sub County, the study observed a significant adherence to the time management policies among teachers under the supervision of head teachers. In reference to section 4.3, on whether the teachers observed effective forty minutes per lesson, 56.4% of the respondents strongly agreed with the statement. The implication of the responses regarding teachers' observed effectiveness in managing forty-minute lessons, with a majority strongly agreeing or supporting the statement, suggests a widespread acknowledgment of the pivotal role that time management plays in improving learners' academic performance. Head teachers emphasize the importance of fostering efficient time management among staff through workshops, clear expectations, monitoring, and mentorship. This reflects a shared belief in the direct impact of teachers' time management on students' academic outcomes and underscores efforts to prioritize instructional time and minimize distractions for optimal learning opportunities. However, contrasting opinions from some head teachers highlight the complexity of factors influencing academic performance and advocate for a more holistic approach to education that considers student engagement, personalized learning, and supportive learning environments alongside time management. These divergent perspectives underscore the need for a nuanced understanding of the multifaceted nature of educational effectiveness and the importance of balancing various elements to promote student success. This corroborates with previous research, notably Shigami (2014) and Didinya et al. (2018), emphasizing the positive correlation between meticulous time management by teachers and enhanced academic performance among students.

On whether the teachers cover the syllabus on time, most of the respondents were in agreement with 48.7% and 20.5% strongly agreeing and agreeing respectively.

However, 23.1% and 7.7% of them disagreed and strongly disagreed respectively. The implications of responses regarding whether teachers cover the syllabus on time reveal a mixed perspective among respondents, with a significant portion in agreement but also a notable proportion expressing disagreement. This discrepancy suggests a potential variation in approaches to curriculum pacing across schools, with some possibly facing challenges in completing the syllabus before national examinations. The concern raised by one head teacher underscores the significance of timely syllabus coverage in adequately preparing students for assessments and optimizing learning outcomes. However, contrasting views from another key informant highlight the complexity of effective teaching, emphasizing the importance of prioritizing depth of understanding and mastery of concepts over rushed content coverage. This underscores the need for a balanced approach that considers both syllabus coverage and the quality of teaching and learning experiences to promote student success in the Kenya Certificate of Primary Education.

The research aimed to determine whether students are motivated to engage in independent study when teachers are not present. This assertion received strong agreement from 53.8% of the participants, with an additional 20.5% expressing their support for the idea. The research's focus on determining students' motivation to engage in independent study in the absence of teachers holds significant implications for fostering self-directed learning and student empowerment. The strong agreement and support from participants underscore the recognition of the importance of encouraging pupils to take ownership of their education. Insights from key informants emphasize the value of providing resources and opportunities for independent learning, such as textbooks and educational technology, to cultivate a sense of responsibility and self-

discipline among students. This approach not only enhances students' academic success but also equips them with essential skills for lifelong learning and self-improvement.

Several related studies support the findings of this research. For example, a study by Smith et al. (2019) found that students who are encouraged to engage in independent study outside of class demonstrate higher levels of academic achievement and motivation. Similarly, research by Jones and Brown (2020) showed that providing students with opportunities for self-directed learning promotes greater self-efficacy and resilience. Additionally, a study by Garcia et al. (2018) highlighted the importance of student autonomy in enhancing learning outcomes and fostering a positive attitude towards education. These studies align with the current research's focus on promoting independent study as a means of empowering students and fostering lifelong learning skills.

Furthermore, through deeper analysis, the study uncovered a statistically significant relationship between head teachers' supervision of teachers' time management and pupils' academic performance in Kitui West Sub County ($\beta = 0.472$, $t(77) = 1.209$, $p < 0.05$). This finding mirrors the results reported by Sahito et al. (2016), which similarly demonstrated a notable association between primary school teachers' time management practices and the academic achievements of pupils in Pakistan.

These findings underscore the critical role of effective time management strategies within educational settings, particularly emphasizing the importance of administrative oversight by head teachers. The implications of these findings suggest that fostering a culture of disciplined time management among teachers can significantly contribute to improved academic outcomes among students. Consequently, educational institutions and policymakers may consider implementing supportive structures and mechanisms

to encourage and monitor time management practices among teaching staff, thereby enhancing overall educational effectiveness and student success.

5.2.2 Influence of Head Teachers' Supervision of Teachers' Use of Professional Documents on Pupils' Academic Performance in Public Schools

The second study objective was to find out the influence of head teachers' supervision of teachers' use of professional documents on pupils' academic performance in public schools in Kitui West Sub County. As detailed in section 4.4, the study revealed that head teachers in public primary schools within the sub-county employed various measures to enhance teachers' utilization of professional documents. These measures included regular checks on schemes of work, frequent monitoring of records of work, and oversight of lesson plan preparation by teachers. Additionally, head teachers ensured the consistent maintenance of students' registers. Dangara (2015) found that proper supervision of teachers' specialized records positively correlates with increased academic achievement among pupils, while Gachoya (2018) emphasized the beneficial impact of impromptu classroom visits by head teachers on promoting continuous effective learning processes and subsequently improving academic performance.

The research findings regarding the checking of schemes of work by head teachers reveal diverse perspectives among respondents, with a considerable percentage strongly agreeing (23.1%) and agreeing (43.6%) with the practice. The agreement from head teachers underscores the perceived importance of this aspect of instructional supervision in ensuring effective curriculum implementation and educational quality. The opinions expressed highlight the role of head teachers in providing feedback and support to teachers, fostering accountability and continuous improvement in instructional planning and delivery. However, the contrasting view from one head teacher underscores the need to consider alternative approaches to instructional

supervision, emphasizing collaboration, dialogue, and teacher autonomy in scheme development. This suggests the importance of balancing top-down oversight with bottom-up input to promote teacher ownership and professional growth, ultimately leading to enhanced student outcomes.

Several studies support the findings regarding instructional supervision practices. For instance, research by Johnson et al. (2017) demonstrated that effective feedback and support from school leaders contribute significantly to teacher development and student achievement. Similarly, a study by Lee and Kim (2018) highlighted the importance of collaborative supervision approaches in promoting teacher autonomy and enhancing instructional quality. Furthermore, findings from Smith and Jones (2019) emphasized the role of teacher ownership and autonomy in curriculum development and implementation, leading to improved educational outcomes. The research aimed to examine whether the preparation of lesson plans is supervised. A majority (41%) of participants indicated that their head teachers oversaw the process of preparing lesson plans. The findings of the study regarding the monitoring of lesson plan preparation carry significant implications for ensuring effective teaching practices and student learning outcomes. The majority agreement among respondents, supported by insights from head teachers, underscores the importance placed on this aspect of instructional oversight within schools. Head teachers emphasize the critical role they play in ensuring that teachers adequately plan their lessons to meet curriculum objectives and student needs. Their proactive approach to monitoring lesson plan preparation through systematic review processes and constructive feedback sessions reflects a commitment to maintaining educational standards and supporting teacher professional growth. By upholding quality lesson planning practices, schools can enhance teaching effectiveness, promote student engagement, and ultimately contribute to improved

academic achievement. Similarly, the Ministry of Education (2014) highlighted the significance of school professional records, encompassing various documents such as records of work, attendance records, lesson notes, mark books, students' cumulative folders, minutes of teachers' conferences, and statutory records. These documents facilitate a comprehensive understanding of students' progress in terms of attendance and academic achievement.

Furthermore, the study unveiled a statistically significant influence of head teachers' supervision of teachers' use of professional documents on pupils' academic performance in Kitui West Sub County ($\beta = 0.487$, $t(77) = 2.946$, $p < 0.05$). Consistent with these findings, Mugambi (2017) highlighted a substantial impact of principals' frequency of inspection of teachers' professional records and documents, attributing it to an 80% increase in academic performance among pupils. Similarly, Mwangi (2014) corroborated these findings, indicating that the checking of teachers' professional records by school principals accounted for 57% of the variance in performance in Kenya Certificate of Secondary Education (KCSE) examinations.

These findings underscore the critical role of effective supervision of teachers' utilization of professional documents by head teachers in fostering improved academic performance among pupils. They emphasize the importance of creating a supportive environment within schools that promotes the diligent maintenance and utilization of professional documents by teachers. Additionally, these findings suggest the need for continuous monitoring and evaluation of teachers' adherence to professional document protocols, with potential implications for policy development and professional development initiatives aimed at enhancing educational outcomes.

5.2.3 Influence of the Head Teachers' Use of Teachers' Performance Appraisal and Development to Motivate Teachers on Pupils' Academic Performance

The third objective of the study aimed to evaluate the impact of head teachers' utilization of teachers' performance appraisal and development (TPAD) to motivate teachers on pupils' academic performance in public schools within Kitui West Sub County. As outlined in section 4.5, 51.3% of the study participants disagreed that the head teachers were very keen on TPAD. The implication of the responses from the study, where the majority of respondents disagreed with the statement about the TPAD filling procedure, while only a small percentage agreed, suggests a potential discrepancy between perceptions and realities regarding the effectiveness and understanding of the TPAD process. However, the insights provided by the head teachers illustrate a contrasting picture, showcasing a deep understanding and commitment to a systematic and transparent TPAD filling procedure within their schools. Their descriptions emphasize the importance of structured processes, training, accountability, and ongoing support for teachers to engage effectively with TPAD, aligning with principles of continuous improvement and professional growth. These accounts highlight the critical role of school leadership in ensuring clarity, coherence, and alignment with best practices in implementing evaluation systems like TPAD, ultimately enhancing teaching quality and student outcomes. Similarly, Zhang (2015), emphasized the pivotal role of teachers' appraisal in enhancing educational quality, attributing it to energizing professional development and fostering instructional excellence among educators.

Moreover, while 35.9% of respondents reported that their head teachers actively engaged individual teachers in discussions regarding the assessment of specific items within the TPAD, another 41% of the respondents had a dissenting view. The

implication of the disagreement among a significant portion of teachers regarding the head teacher's practice of inviting individual teachers to discuss specific items in the TPAD suggests potential variations in perceptions or experiences with the appraisal process within the school. While some teachers may view this approach positively as an opportunity for dialogue and feedback, a notable proportion express dissent. However, insights from key informants highlight a contrasting perspective, emphasizing the presence of a structured and thorough procedure for TPAD completion within their school. Their description underscores the importance of clear guidelines, goal alignment, evidence collection, and collaborative discussions between teachers and appraisers to ensure a comprehensive and meaningful appraisal process. This suggests a need for open communication, shared understanding, and alignment between school leadership and teachers to address any discrepancies and promote consistency and coherence in TPAD implementation for professional growth and development. This observation aligns with the findings of Ahmed (2017), who underscored the importance of career development opportunities, professional education, and constructive feedback mechanisms as integral components of effective teachers' appraisal systems aimed at enhancing performance.

Regarding head teachers' role in challenging teachers to enhance their TPAD ratings, a majority (43.6%) of participants concurred. The implication of the disagreement among a significant portion of teachers regarding whether the head teacher challenges them to improve on their TPAD rating suggests varying perspectives on the effectiveness and impact of the TPAD process on teacher development within the school. While a notable proportion of teachers' express disagreement, insights from head teachers highlight overwhelmingly positive perceptions among teachers regarding the usefulness of TPAD in enhancing pupils' academic performance. Their descriptions underscore the

recognition of TPAD as a valuable tool for promoting reflection, professional growth, and instructional improvement among teachers. By setting clear performance targets, engaging in self-assessment, and receiving feedback and support through TPAD, teachers are empowered to refine their instructional practices and address student needs more effectively, ultimately contributing to improved academic outcomes. This highlights the importance of fostering a shared understanding and appreciation for TPAD as a means of facilitating continuous improvement and enhancing teaching quality within the school community. Similarly, Kagama and Irungu (2018) emphasized the necessity for appraisals to promote professional growth and provide meaningful support to educators, thereby fostering a conducive environment for effective teaching and learning. This underscores the notion that the improvement of pupils' academic performance is closely tied to the management of teachers' appraisal processes by head teachers.

Further analysis indicated a statistically significant influence of head teachers' utilization of TPAD to motivate teachers on pupils' academic performance in Kitui West Sub County ($\beta = 0.344$, $t(77) = 1.115$, $p < 0.05$). This finding is corroborated by a study conducted by Kirui, Ng'eno, and Tabot (2022), which highlighted the positive impact of teachers' professional knowledge, including subject mastery, appropriate teaching methodologies, development of necessary documentation, and effective utilization of teaching resources, on students' academic performance in public secondary schools in Transmara East Sub-County, Kenya.

These findings underscore the crucial role of head teachers in leveraging teachers' performance appraisal and development processes to enhance pupils' academic performance. They emphasize the importance of fostering a supportive and conducive environment within schools, characterized by active engagement in appraisal

discussions, constructive feedback mechanisms, and opportunities for professional growth. Additionally, these findings underscore the need for ongoing efforts to strengthen teachers' professional development initiatives, with potential implications for educational policy formulation and the design of teacher training programs aimed at optimizing academic outcomes for students.

5.3 Summary of the Findings

This section presents the summary of the study findings in accordance to the objectives of the study. To understand the impact of head teachers' oversight on teachers' time management and its implications for pupils' academic performance in Kitui West Sub County, the study observed a significant adherence to the time management policies among teachers under the supervision of head teachers. Majority (66.7%) of participating teachers consistently demonstrated effective time management practices, maintaining adherence to the prescribed forty-minute lesson duration and ensuring regular attendance. Furthermore, teachers exhibited timely syllabus coverage, facilitated by substitute teachers in instances of absenteeism, and encouraged independent study among pupils during teacher absence. Additionally, a significant number of teachers organized supplementary tuition to mitigate any lost instructional time.

The study revealed that head teachers in public primary schools within Kitui West sub-county employed various measures to enhance teachers' utilization of professional documents. These measures included regular checks on schemes of work, frequent monitoring of records of work, and oversight of lesson plan preparation by teachers. Additionally, head teachers ensured the consistent maintenance of students' registers.

The study established that 51.3% of the study participants affirmed the significant attention paid by head teachers to TPAD in their schools that contributed to improved academic performance. Moreover, 35.9% of respondents reported that their head teachers actively engaged individual teachers in discussions regarding the assessment of specific items within the TPAD. Regarding head teachers' role in challenging teachers to enhance their TPAD ratings, a majority (43.6%) of participants concurred.

The study investigated the influence of head teachers' oversight on various aspects of teachers' practices and its implications for pupils' academic performance in Kitui West Sub County.

5.3.1 Influence of Head Teachers' Supervision of Teachers' Time Management

The study observed a significant adherence to time management policies among teachers under head teachers' supervision. The majority (66.7%) of participating teachers demonstrated effective time management practices, maintaining adherence to lesson duration, and ensuring regular attendance. Teachers also facilitated timely syllabus coverage, utilized substitute teachers in cases of absenteeism, and encouraged independent study among pupils during teacher absence. Additionally, supplementary tuition was organized to mitigate any lost instructional time.

5.3.2 Influence of Head Teachers' Supervision of Teachers' Use of Professional Documents Head teachers in public primary schools employed various measures to enhance teachers' utilization of professional documents.

These measures included regular checks on schemes of work, frequent monitoring of records of work, oversight of lesson plan preparation, and consistent maintenance of students' registers.

5.3.3 Influence of Head Teachers' Use of Teachers' Performance Appraisal and Development

The study revealed that head teachers' attention to the Teacher Performance Appraisal and Development (TPAD) system significantly contributed to improved academic performance. Approximately 51.3% of participants affirmed the significant attention paid by head teachers to TPAD, leading to enhanced academic outcomes. Moreover, 35.9% of respondents reported that head teachers engaged individual teachers in discussions regarding specific items within the TPAD, while a majority (43.6%) concurred that head teachers challenged teachers to enhance their TPAD ratings.

5.4 Conclusion

The study's exploration into the influence of head teachers' supervision of teachers' time management on pupils' academic performance in Kitui West Sub County yielded significant insights. It revealed a strong adherence to time management policies among teachers under head teachers' oversight, with consistent demonstration of effective time management practices such as adhering to lesson durations, maintaining regular attendance, timely syllabus coverage, and proactive measures to mitigate instructional time loss. These findings resonate with prior research, highlighting the positive correlation between meticulous time management by teachers and enhanced academic performance among students. Moreover, the study unveiled a statistically significant relationship between head teachers' supervision of teachers' time management and pupils' academic performance, reinforcing the critical role of effective time management strategies within educational settings. These findings emphasize the importance of administrative oversight by head teachers and suggest the need for

fostering a culture of disciplined time management among teachers to improve overall educational effectiveness and student success.

The investigation into the influence of head teachers' supervision of teachers' use of professional documents on pupils' academic performance in public schools in Kitui West Sub County provided significant insights. The study highlighted the proactive measures undertaken by head teachers to enhance teachers' utilization of professional documents, including regular checks on schemes of work, monitoring of records of work, oversight of lesson plan preparation, and ensuring the maintenance of students' registers. These measures align with the Ministry of Education's emphasis on the significance of school professional records in facilitating a comprehensive understanding of students' progress. Moreover, findings indicated a statistically significant influence of head teachers' supervision of teachers' use of professional documents on pupils' academic performance, supported by previous research highlighting the positive impact of principals' inspection of teachers' records on academic outcomes. These findings underscore the critical role of effective supervision in fostering improved academic performance and emphasize the importance of creating a supportive environment that promotes the diligent maintenance and utilization of professional documents by teachers. Additionally, they suggest the need for continuous monitoring and evaluation to ensure adherence to professional document protocols, with potential implications for policy development and professional development initiatives aimed at enhancing educational outcomes.

The findings of this study shed light on the perceptions and realities surrounding the Teacher Performance Appraisal and Development (TPAD) process within primary schools. While a significant portion of participants expressed skepticism regarding the keenness of head teachers on TPAD and disagreed with certain aspects of the appraisal

process, insights from head teachers revealed a strong commitment to systematic and transparent TPAD implementation. These contrasting perspectives underscore the importance of fostering open communication, shared understanding, and alignment between school leadership and teaching staff to address discrepancies and promote consistency in TPAD implementation for professional growth and development. Moreover, the majority agreement on the role of head teachers in challenging teachers to improve their TPAD ratings highlights the potential of TPAD as a valuable tool for promoting reflection, professional growth, and instructional improvement among educators, ultimately contributing to enhanced teaching quality and student outcomes. These findings emphasize the pivotal role of effective appraisal systems in fostering a conducive environment for teaching and learning, as well as the need for continuous support and professional development opportunities for educators.

5.5 Recommendations

Based on the findings from the study on teachers' time management, teachers' use of professional documents, and head teachers' use of teachers' performance appraisal and development (TPAD) to motivate teachers, here are the major recommendations for the study:

- i. The head teachers in the public primary schools in Kitui West sub-county should organize regular workshops and training sessions focusing on effective time management strategies for teachers. These workshops should provide resources and support to help teachers prioritize tasks and maximize instructional time, ultimately enhancing pupil academic performance.
- ii. The head teachers in the public primary schools in Kitui West sub-county should define clear expectations for teachers' attendance at lessons, emphasizing the importance of consistent attendance for creating a conducive learning

environment. The head teachers need to implement monitoring mechanisms to ensure adherence to these expectations and provide support to address any challenges hindering attendance.

- iii. The head teachers in the public primary schools in Kitui West sub-county should develop strategies to ensure timely coverage of the syllabus without compromising depth of understanding. This could include collaborative planning sessions, pacing guides, and regular progress monitoring to track syllabus coverage and address any gaps effectively.
- iv. The head teachers in the public primary schools in Kitui West sub-county should establish robust systems for managing teacher absences, including protocols for substitute teachers or subject specialists to step in when necessary. The head teachers should provide resources and support to address staffing challenges and minimize disruptions to the learning process.
- v. The head teachers in the public primary schools in Kitui West sub-county should encourage and facilitate independent study among pupils in the absence of teachers. They should ensure provision of resources such as textbooks, study guides, and access to educational technology to support self-directed learning, fostering a sense of responsibility and self-discipline among students.
- vi. The head teachers in the public primary schools in Kitui West sub-county should enhance the effectiveness of TPAD processes by providing personalized guidance, resources, and mentorship to support teachers in addressing areas for improvement identified through appraisal feedback. The head teachers need to foster a culture of continuous self-monitoring and evaluation among teachers to promote professional growth and mastery of subject matter, ultimately improving pupil academic performance.

- vii. It's imperative to bridge the gap between teachers' perceptions and the realities of TPAD implementation by fostering open communication and collaboration between school leadership and teaching staff. This could involve regular forums for discussing TPAD procedures, clarifying expectations, and addressing concerns to ensure a shared understanding and buy-in from all stakeholders.
- viii. Head teachers should strive to cultivate a culture of continuous improvement within their schools, where TPAD is viewed not only as a compliance requirement but as a valuable tool for professional growth and instructional enhancement. This involves setting clear performance targets, providing constructive feedback, and recognizing and celebrating successes to motivate teachers to excel in their practice and ultimately improve student outcomes.

5.6 Suggestions for Further Research

Based on the research findings regarding teachers' time management and its impact on pupils' academic performance, one major suggestion for future study could be to explore the effectiveness of implementing structured time management training programs for teachers. This study could involve designing and implementing workshops or professional development sessions aimed at improving teachers' time management skills and strategies. Researchers could then assess the impact of these training programs on various aspects of teaching effectiveness, student engagement, and academic performance outcomes. Additionally, examining the long-term effects of such interventions could provide valuable insights into sustainable practices for optimizing instructional time and enhancing student learning.

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APPENDIX I: LETTER OF TRANSMITTAL**RE: PARTICIPATION IN RESEARCH**

I wish to invite you to participate in this research that endeavours to investigate the influence of head teachers' instructional supervision on pupils' academic performance in public primary schools in Kitui West Sub County, Kenya. I am a post graduate student in the Africa Nazarene University pursuing Master of Education in the Department of Education in the School of Humanities and Social Sciences.

This study was used as part of the requirements for the award of this degree. I, therefore, kindly request you to cooperate and assist in filling in this questionnaire. The information you provide was strictly and confidentially used for the purpose of this study only and your identity kept confidential. I was grateful for your co-operation.

Thank you in advance.

Yours faithfully

Miriam Taabu Kisangi

Africa Nazarene University

APPENDIX II: TEACHERS' QUESTIONNAIRE

Introduction

This study is being conducted as part of the requirements for the award of Masters of Arts degree in Project Planning and Management, University of Nairobi. The research topic is '*Influence of Head Teachers' Instructional Supervision on Pupils' Academic Performance in Public Primary Schools in Kitui West Sub County, Kenya*'. The information you provide will, therefore, be used for academic purposes only and will be treated with confidentiality. Please, answer the questions as honestly as possible.

Do not indicate your name anywhere in this questionnaire.

SECTION A: Demographic Data

1. Please tick your gender:

Male ☐ Female ☐

2. Please tick the age bracket in which you fall.

20 - 29 Years ☐ 30-39 Years ☐
 40-49 Years ☐ 50-59 Years ☐
 60 Years and above ☐

3. What is your highest level of education? (Tick one)

Primary ☐ Secondary ☐
 College ☐ University ☐

4. How long have you been working in the school?

Less than 1 year ☐ 2 - 3 years ☐
 4-5 years ☐ 6 Years and above ☐

Section B: Teachers' time management and pupils' academic performance

5. Indicate your level of agreement with the following statements concerning the influence of teachers' time management on pupils' academic performance.

1- Strongly Disagree (SD), 2-Disagree (D), 3-Not Sure (NS), 4-Agree (A), 5-Strongly Agree (SA)

Statement	SA	A	NS	D	SD
I am good in Time management					
I observe effective forty minutes per lesson,					
I always attend all lessons					
There is timely coverage of the syllabus					
Other teachers step in for the ones who are absent					
Pupils are encouraged to study on their own in the absence of teachers					
Tuition is organized to make up for lost time					

- 6. Please write any other information regarding your time management**

Section C: Teachers' use of professional documents and pupils' academic performance

7. Indicate your level of agreement with the following statements concerning the influence of teachers' use of professional documents on pupils' academic performance.

1- Strongly Disagree (SD), 2-Disagree (D), 3-Not Sure (NS), 4-Agree (A), 5-Strongly Agree (SA)

Statement	SA	A	NS	D	SD
There is checking schemes of work by the head teacher					
The head teacher frequently checks on the records of work					
Preparing of lesson plans is monitored					
There is constant checking of progress records					
The students' register are always checked.					

8. Please write any other information regarding your use of the professional documents

Section D: Head teachers' use of Teachers' Performance Appraisal Development to Motivate teachers and Pupils' Academic Performance

9. Indicate your level of agreement with the following statements concerning the head teacher's management of the teachers' appraisal

1- Strongly Disagree (SD), 2-Disagree (D), 3-Not Sure (NS), 4-Agree (A), 5-Strongly Agree (SA)

Statement	SA	A	NS	D	SD
My head teacher is very keen on TPAD					
My head teacher invites individual teachers to discuss the rating of specific items in the TPAD					
My head teacher challenges teachers to improve on their TPAD rating					
My head teacher guides teachers individually on how to improve on low scored items in the TPAD					

My head teacher is normally factual regarding the TPAD rating					
My head teachers' TPAD appraisal motivates me to improve on my work					
My head teacher encourages continuous self-monitoring and evaluation					
My head teacher TPAD management has enhanced my mastery of subject matter					

10. Please write any other information regarding your head teacher's use of TPAD to motivate you

Your cooperation in this study is highly appreciated. Thank you

APPENDIX III: HEAD TEACHERS' INTERVIEW SCHEDULE

1. Teachers' time management is very crucial in enhancing learners' academic performance. How do you ensure that your teachers have attained an efficient time management?
2. How do you ensure that teachers' prepare and use professional documents as per the TSC guidelines?
3. How do you ensure teachers' keep abreast of novel ways of preparing and use of professional documents?
4. Explain the procedure you following your school to fill TPAD
5. How do your teachers perceive the usefulness of the TPAD in enhancing pupils' academic performance?
6. How would you compare the teachers self-rating and your rating on the various items in the TPAD?
7. What suggestions could you give to make sure that instructional supervision in your school is effective and improves pupils' academic performance?

Thank you for your cooperation

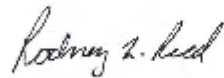
APPENDIX IV: ANU INTRODUCTORY LETTER

13th July, 2022

RE: TO WHOM IT MAY CONCERN

Kisangi Miriam Taabu (17J01CMED003) is a bonafide student at Africa Nazarene University, in the School of Humanities and Social Sciences, Education department. She has finished her course work and has defended her thesis proposal entitled: - *"Influence of Head Teachers' Instructional Supervision on Pupils' Academic Performance in Public Primary Schools in Kitui West Sub County, Kenya"*.

Any assistance accorded to her to facilitate data collection and finish her thesis is highly welcomed.



Prof. Rodney Reed.

DVC, Academic & Student Affairs

APPENDIX V: RESEARCH PERMIT FROM NACOSTI

 REPUBLIC OF KENYA	 NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION
RefNo: 260875	Date of Issue: 16/January/2023
RESEARCH LICENSE	
	
This is to Certify that Ms. MIRIAM KISANGI of Africa Nazarene University, has been licensed to conduct research as per the provision of the Science, Technology and Innovation Act, 2013 (Rev.2014) in Kitui on the topic: INFLUENCE OF HEAD TEACHERS' INSTRUCTIONAL SUPERVISION ON PUPILS' ACADEMIC PERFORMANCE IN PUBLIC PRIMARY SCHOOLS IN KITUI WEST SUB COUNTY, KENYA for the period ending : 16/January/2024.	
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APPENDIX VI: MAP OF KENYA SHOWING THE STUDY SITE

