

**INFLUENCE OF HEADTEACHER'S INSTRUCTIONAL SUPERVISION ON
TEACHERS' JOB PERFORMANCE IN PUBLIC PRIMARY SCHOOLS IN BURETI
SUB-COUNTY, KENYA**

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DECLARATION AND APPROVAL

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This project is my original work and has not been, presented for a degree in any other University or for any other award.

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DEDICATION

This project is dedicated to my daughter Neema WillyPhoebe Princessa for her prayers and unending encouragement during my period of study.



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This project would not have been possible without the help and support of others. The names mentioned here are only a few of the many others to whom I will be eternally grateful. First and foremost, I want to express my heartfelt gratitude to the Almighty God for providing me with life and profound grace. Second, my heartfelt gratitude goes to my supervisor, Dr. Ronald Kikechi, for his unwavering support, encouragement, and guidance throughout the conception and development of this proposal, to the respondents, I really appreciate your unconditional support. Finally, may the Almighty God abundantly reward all those who contributed significantly to the success of this study in one way or another. Of course, any errors or inadequacies that may remain in this work are entirely my fault.



ABSTRACT

Education is the primary agent of transformation towards sustainable individual, socio - economic growth and development of the society. It increases people's capacities to transform their visions for the society into reality. The primary aim of any learning institution is to provide quality education to its learners by imparting knowledge, skills and attitudes. Instructional supervision is an educational process that ensures that educational goals of a learning institution are achieved through overseeing the implementation of learning programmes and empowering teachers to provide meaningful learning experiences to the learners. Institutional heads use instructional supervision to enhance teaching and learning by providing support to teachers and guidance after their initial teacher training. The goal of this study was to investigate the influence Headteachers' Instructional Supervision Practices on teacher's job performance in Bureti Sub-County. This study looked at how the instructional supervision of the Headteacher affects teacher performance in Kenya's public primary schools in Bureti Sub-County. Thus, the study specifically focused on the following four objectives: to examine the influence of headteachers' lesson observation on teachers' job performance in public primary schools; to assess the influence of headteacher's provision of instructional resources on teachers' job performance in public primary schools; to examine the influence of headteacher's checking on teachers' professional records on teachers' job performance in public primary schools; and to determine the influence of head teacher's mentoring practices on teachers' job performance in Bureti Sub-County. The research used a descriptive survey approach. There were 9 teachers per school, or 30% of the sample, distributed across the 10 schools. A total of 105 teachers which included 95 teachers and 10 head teachers were included in the sample. The data was amassed through questionnaires which was both semi structured and structured and was given to teachers, interview schedules were also used to gather data, from the headteachers. Frequencies and percentages were used to objectively examine the data that was obtained. Data was amassed via both qualitative as well as quantitative data collection techniques. For data to be trustworthy, an internal consistency was checked using a reliability test and a Cronbach's Alpha was to be accepted if the score was above 0.7 which reflect good quality of data. Kaiser-Meyer-Olkin measure of sampling suitability and Bartlett's test of Sphericity were used to test the validity of the instruments used for data collection variables. Descriptive statistics were used in examination of statistics. Based on the responses, the participants strongly agreed that the head teacher permits and encourages them to pursue further education with a mean of 3.00 as well as a Standard Deviation of 1.360, other participants agreed that they are stimulated by supervision, not intimidated or fault-found with a mean of 3.41, SD=1.161). The study concluded that head teachers' checking of teachers' professional documents influenced pupils' academic performance in public schools in Bureti Sub-County. Classroom observation creates harmony in working place, good relationship between head teacher and teachers which in turn leads to effective curriculum implementation. Head teachers need to observe their teachers formally on regular basis, make notes in the classroom and work with a clear commitment. The study recommends that head teachers should keep up monitoring of academic standard in the school to ensure that there is enhanced and quality of education offered in the schools. The supervisors should ensure that all the required professional documents are of high accurately done before commencement of instruction. The supervisor should also improve and give immediate and effective instructional feedback to the teachers.

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ABBREVIATIONS AND ACRONYMS

CEO	County Education Officer
DQASO	Directorate of Quality Assurance and Standards
EFA	Education for All
FPE	Free Primary Education
KCPE	Kenya Certificate of Primary Education
KEMI	Kenya Educational Management Institute
MOE	Ministry of Education
QASO	Quality Assurance and Standards Officer
UNESCO	United Nations Educational Scientific and Cultural Organization
UPE	Universal Primary Education



CHAPTER ONE

INTRODUCTION

1.0 Introduction

The study's background, historical backdrop, explanation of the problem, aim, objectives, research questions, relevance, scope, constraints, and underlying presumptions are all included in this chapter

1.1 Background to the Study

The advancement of both individuals and communities is sped up through education, which is not only a human right. In light of this, countries have made a concerted effort to provide their citizens with not only education but also high-quality education, Cheung, Sit & Chan, (2017). The focus of educational policymakers has shifted from issues of expansion to those of quality in both developed and developing nations. Today's educators across the globe have adopted survival strategies in response to the effects of globalization on education, and all organizations intentionally work toward long-term growth. Armstrong (2009) contends that the only way to ensure this survival as an organizational strategy is through job monitoring. According to Okumbe (2007), supervision serves as the lubricant for the management engine. The primary aim of any learning institution is to provide quality education to its learners by imparting knowledge, skills and attitudes.

In a global perspective, Tyagi (2011) points out that supervision across the globe is considered as a process of measuring the quality of education and performance of schools through internal and external appraisals. The priority of all countries, especially the developing countries, is to advance the quality of learning and the achievement of students in bid to foster attainment of quality education, (Hakielimu, 2008). Across the world, research findings indicate that school head teachers are the most powerful determinants of the overall quality and the effectiveness of schools Daresh, (2008). Supervision of schools is a worldwide phenomenon with many countries having policy on how supervision is conducted. It is seen as a positive democratic action aimed at not only improvement of classroom instruction but also creating a harmonious environment through continued growth of all concerned; the child, the teacher, the supervisor, the parent and the administration, (Goldhammer, 2020). There is evidence that principals control educational activity in Western countries. Head teachers in the United States of America (U.S.A.) take their obligation to supervise instruction and manage the school seriously. They routinely observe classes. Jakubowski, 2022, to guarantee that their work is done correctly. Principals utilize

class observation as a communication tool to convey a range of issues influencing teaching and learning in a specific classroom. As a method of evaluation, teachers consider the issues raised during teacher supervision.

In France, the first public inspection services were set in 18th century by Napoleon's programme. Other European countries followed out in the 19th century. These services were transplanted into the colonies to assist in the control of the subjugated population, (Maw, 2008). According to Clegg & Billington (2019) in Britain a major purpose of inspection is to collect a range of evidence to match the evidence against a given criteria and make judgments. According to a study carried out by Gregory (2021) supervision of instructions began in colonial New England as a process of external inspection. Local citizens would inspect what the teachers were doing and what students were learning, rather than the improvements of teaching or student's learning. Instructional supervision began in colonial New England as a process of external inspection. Local citizens would inspect what the teachers were doing and what students were learning, rather than the improvements of teaching or student's learning, (Gregory, 2020).

Private Turkish schools were the subject of studies that revealed the principal would opt to drop by classes without informing the professors. The monitoring process, in accordance with Bouchamma and Kalule (2013), ensures that teachers are aware of the obligations put upon them and keeps them updated on their teaching tactics. The act of supervising teachers helps them in their work and allows them to develop professionally and learn from their mistakes. Studies on the nature of instructional supervision conducted at schools in India, Malaysia, and Thailand indicate that there is a "cold war" between teachers and supervisors, with supervision being utilized to exercise control and power. Many educators see monitoring as a fruitless endeavor with little benefit beyond filling out the required evaluation form. Historically, bureaucratic inspection-types of monitoring have been ingrained; however, this mentality is gradually shifting. According to Sharma, Marohani, and Binti Baba (2011), supervision demoralizes teachers in many countries.

On a different context it was agreed that supervision was of importance but it lackluster as needed to have any meaningful outcome on teacher effectiveness and performance. Rahabav (2016) found that supervisors do not yet have sufficient competence as a prerequisite for implementing academic supervision in a study he conducted at SMU Maria Mediatrix Ambon, Maluku province, Indonesia, with the aim of describing the general effectiveness of

academic supervision for teachers. As a result, neither the supervisor nor the instructor viewpoints on academic supervision have been well investigated. The United Nations Educational Scientific and Cultural Organizations UNESCO (2020) emphasized strengthening of supervision of schools for effective teaching and learning. Similarly, the World Bank (2020) contended that systems of supervisions and support to schools are frequent areas of reform employed by world nations to improve their education outcomes and mitigate education challenges associated with global education policies. Any state's ability to provide high-quality education depends on its teachers.

Ampofo, Onyango, and Ogola (2019) on the impact of headteachers supervision on lesson supervision. They used an embedded mixed methods design to choose a sample of 617 respondents in Ghana and discovered that the lesson preparation and lesson delivery supervision provided by school heads had a significant impact on the performance of teachers in their responsibilities. The study recommends that the Ghana Education Service allocate a larger portion of the promotion requirement of school heads to evidence of direct supervision of teachers in order to lessen the teaching load of Heads of Department and enable them to play more significant roles in the instructional supervision process.

In most African Countries special staff for support services do exist as distinct from supervision. In Botswana, in-service officers under take this task, and in Namibia, with the creation of the advisory teachers. Zanzibar also has a group of teacher advisers while in Tanzania and Zimbabwe the inspectors or education officers, as they are called in Zimbabwe, are expected to perform both inspection and advice tasks. In Zanzibar, primary and secondary supervisors belong to the same service, based at central level. In Botswana and Zimbabwe, secondary-school supervisors operate mainly from the regional level, and are not further decentralized. This is because the number of secondary schools is smaller and also because secondary school supervisors are generally subject-specific, (De Grauwe, 2022).

Briggs (2022) carried out a study on quality education in Nigeria and argued that to improve the quality of teaching and learning in the schools, supervision, both internal and external is an important component. He advocates for strategies that enhance effective supervision, such as good leaders occupying principal positions, effective communication and improved curriculum. In Uganda Phelps Stokes Commission of 1924 established the department of education in 1925. The department had responsibility of developing the syllabus and supervises how it was being followed in schools. During this period the inspector focused

mainly on control and his major function was to make judgment about the teacher rather than about the teaching and pupils' learning, (Phelps Stokes Commission, 2019).

The history of supervision in Kenya dates back to 1910 when the colonial government appointed the first director of education for the protectorate. Among others the legal duties of the director of education were organization of supervisor and inspection of protectorate schools. In 1924, the first education ordinance was passed which required that all schools be registered and open doors to inspection by the Director of education. The Beecher Report of 1949, among other things recommended the introduction of efficient supervision as a component of general supervision that a principal is involved in within a school. The primary function of supervision is the improvement of instruction, (Sifuna, 1985).

In Kenya the Basic Education Act (2013) stresses the need for instructional supervisions by establishing Standards and Quality Assurance Council (ESQAC) whose functions is assessment of teachers and maintenance of quality standards and relevance of education in institutions of basic education. In addition to that, the Basic Education Act (2013) empowers the Cabinet Secretary for Education, Teachers Service Commission (TSC), National Education Board, national quality assurance bodies and the County Education Board (CEBs) with the mandate of maintenance of standards quality and relevance of education and training. Supervision in Kenyan schools is one of the roles of head teachers who are charged with the responsibility of supervising actual classroom instruction and other activities in the school, (MOEST, 2019). The government of Kenya through education commissions, the Basic Education Act (2013) and other government reports has continued to emphasize supervisions of schools and instructional practices.

According to Okumbe (2019), the Headteacher serves as the Quality Assurance and Standards Directorate's agent of oversight in a school. Therefore, it is his/her duty to ensure that educational policies and objectives are accurately reflected in a school curriculum. Over time, the headteachers' responsibilities for administration and secretarial work have diminished as a greater emphasis has been placed on overseeing jobs inside the school. The head teacher is in charge of using a number of strategies to affect teachers' job performance. In order to enhance teachers' job performance and student achievement, the strategies include reviewing teachers' records and students' work as well as providing instructional tools,

sufficient motivation, and adequate stimulation for staff and students. He or she must get along with others.

The head teachers are in charge of evaluating the needs for staff professional development and addressing them through INSET (In-service Education and Training) programs offered at the school, meant to build the language competence among teaching in order to improve the quality of teaching and learning process. According to Darling-Hammond, Cobb, and Bullmaster's observation from (2021), schools who use the most consulting in their efforts to enhance their curricula are the most successful. Inter-visitation, class visits, instructional demonstrations, and helpful support for teachers within a school system and through school networks are a few examples of consultation.

Standards in Kenya has received scathing criticism on numerous occasions. This has also been supported by numerous reports that clearly attribute teachers' subpar work performance to students' poor academic performance. According to the Uwezo study (2020–2021), only 10 out of 100 teachers were present frequently, and Class 8 children had difficulty reading stories at the Class 2 level. This surprising finding cast doubt on school-based methods for teacher supervision.

A shortage of excellent education was discovered in 2014 by studies done by the Nairobi City County task group. This was attributed to the carelessness of instructors while on the job, with frequent absences, tardiness to class and school, and the fact that some teachers commuted from afar because of the costly housing allowances in town being mentioned. The report also cited a lack of principal control of teachers because they are frequently absent from schools due to other commitments.

Nyagaya (2019) found that teachers had a poor opinion of the supervision given by head teachers in a study on factors impacting teacher job satisfaction in public primary schools in Kayole, Nairobi. This had an impact on their performance because it produced a bad climate that prevented constructive feedback, which made it impossible to take effective corrective action.

Table 1: K. C. P. E performances in Bureti Sub-County School 2021 – 2023

School Code	2021	2022	2023
P1	297.3	303.22	298.61
P2	281.4	284.15	298.15
P3	278.4	255.8	268.95
P4	271.2	257.19	268.57
P5	268.8	253.54	267.86
P6	253.8	258.15	269.3
P7	241.1	246.7	248.7
P8	265.8	245.68	268.81
P9	241.8	245.45	257.16
P10	245.6	238.76	238.75
P11	254.8	241	235.48
P12	238.5	231.96	233.39
P13	208.6	225.55	216.45
P14	215.1	224.33	207.64

Source: Kericho County, Education Department (2023)

Table 1 displays the K.C.P.E. results for public elementary schools in Bureti Sub-County from 2021 to 2023. The aforementioned table demonstrates that, over the three most recent years, 2021-2022-2023, the majority of schools in Bureti Sub-County underperformed. Less than half of the pupils received a K.C.P.E. average score of 250/500 marks in a few instances. As a result, it is necessary to examine how head teachers supervise their staff and how that affects how well they do their jobs, as this could be the root of the students' poor academic achievement. This inquiry is necessary because there is a discrepancy between policy purpose and implementation in Bureti Sub-County.

1.2 Statement of the Problem

The Kenyan government is aware of the value of monitoring instruction in raising academic standards. The government has worked diligently to improve school monitoring since 2003 in an effort to reduce the deterioration in academic standards brought on by free primary education (FPE). The government increased its monitoring responsibilities and reorganized Quality Assurance and Standards into a directorate. Headteachers and CSOs both used seminars and workshops to advance their professional development. In order to address the issue of teacher capacity, the Kenya Education Management Institute (KEMI) funded for all school administrators to obtain a Diploma in Education Management from the MOE. Despite these initiatives, the public still wants professional school oversight. Low student learning outcomes have been complained about, as the Cabinet Secretary of Education noted when announcing the 2015 K.C.P.E results. He emphasized the importance of competent school supervision, saying that teacher absenteeism in certain regions reached 70%.

Instructional Supervision is seemingly being taken lightly by heads of public primary schools though underscored by the Ministry of Education (M.O.E) in Kenya. The KCPE result has been below expectation by the education stakeholders for several years consecutively. Lack of close supervision by the head teachers who are otherwise expected to guide the teacher's especially in preparation of academic professional documents and classroom interaction could be blamed to be the root cause of this low academic achievement. Headteachers' instructional supervision has not been in top notch in Bureti Sub County. In spite of prior studies on instructional supervision as well as their recommendations to help improve quality teaching as well as learning for the students, the problem of low academic achievement in the schools continues to threaten the quality of education especially in Bureti Sub-County.

The study will therefore investigate how the head teachers' instructional supervisory practices influence the learner's academic accomplishment in Bureti Sub-County, Kenya. According to Uwezo reports (2021-2022), poor student achievement is caused by widespread teacher absenteeism and a lack of teacher accountability. Education quality is deteriorating, particularly in public schools due to the poor K.C.P.E outcomes as indicated above in Table 1 as well as teacher lateness and absenteeism. Nearly half of the schools have received fewer than the average of 250 marks over the past three years. This shows that some supervisors may be loose. Effective instructional supervision is essential for encouraging teachers to work hard. The study was conducted in this context to determine the influence of head

teachers' instructional supervision procedures on teachers' job performance in public primary schools in Bureti Sub-County, Kenya.

1.3 Purpose of the Study

This study sought to assess the influence of head teachers' instructional supervision on teachers' job performance in Kenya's Bureti Sub-County's public primary schools.

1.4 Study Objectives

The following objectives served as a direction for the research:

- i. To examine the influence of headteachers' lesson observation on teachers' job performance in public primary schools in Bureti Sub-County.
- ii. To assess the influence of headteacher's provision of instructional resources on teachers' job performance in public primary schools in Bureti Sub-County.
- iii. To examine the influence of headteacher's observation on teachers' professional records on teachers' job performance in public primary schools in Bureti Sub-County.
- iv. To determine the influence of head teacher's mentorship practices on teachers' job performance in public primary schools in Bureti Sub-County.

1.5 Research Questions

The research was guided by the following research questions:

- i. What is the influence of headteachers' lesson observation on teachers' job performance in public primary schools in Bureti Sub-County?
- ii. To what extent does headteacher's provision of instructional resources influence teachers' job performance in public primary schools in Bureti Sub-County?
- iii. How does headteacher's observation on teachers' professional records influence their job performance in public primary schools in Bureti Sub-County?
- iv. To what extent does head teacher's mentoring practices influence teachers' job performance in Bureti Sub-County?

1.6 Justification of the Study

This study will help the stakeholders to understand the head teachers' instructional supervision and how they affect teachers' job performance in Bureti Sub-County's public primary schools. The targeted head teachers' instructional supervision that influence teachers' job performance include; lesson observation, instructional resources, teachers' professional records, and mentoring practices linking them to the academic performance.

There is need to match these attributes with the academic performance. To get credible information, the study target to gather data from students, parents and teachers.

1.7 Significance of the Study

The Department of Education and the Teachers Services Commission can use the findings to drive the creation of upcoming policies and offer the required supervision direction in schools. The study can help individuals in charge of governing schools, like CSOs and administrators, fill in the gaps that have been found. The study's conclusions would help reevaluate instructional monitoring procedures, increasing teachers' appreciation of it. This might open the door for additional research on teachers' oversight difficulties in other regions of the nation and the world by other interested educational scholars.

This study could also be used as a reference point by future scholars. This study could also contribute to the existing literature by providing insights on the influence of head teachers' supervision. Theoretically, the study advanced on relevance of the theories in explaining the connectedness of head teachers' supervision and teachers' job performance in public primary schools.

1.8 Scope of the Study

This research was carried out within a timeline of one and half years (June 2023- October 2024). The study targeted all public primary schools in Bureti Sub-County, Kericho County. Additionally, it took into account four independent variables, namely lesson observation, instructional resources, teachers' professional records, and mentoring practices.

1.9 Limitations to the Study

Due to their concern about being victimized by QASOs, the headteachers showed some reluctance to the researcher's requests that they complete the questionnaires. Because of their negative perceptions of research, some teachers trivialized or simply provided the best answers rather than addressing the actual problem in the classroom. The researcher made an effort to encourage them to be truthful. Their opinions were taken into account along with the head teacher's. The study used descriptive survey instruments that enquires respondent personal opinions. These opinions could not be conceived as gospel truth and therefore replication and or generalization of this study result should be done with caution.

Getting time with key informants was hard due to schools' tight programs. Prior appointment was therefore sought to ensure the researcher was accommodated into the institution's time

frame. In instances where the deputy heads were completely unavailable, senior teachers provided the required information. The schools within the zone were spread far apart and they required effective transport to reach them considering the time and costs therewith. The researcher was compelled to use a motorcycle as it is very flexible and can access areas which are inaccessible via motor vehicle. Motor cycles also save on travel time.

1.10 Delimitations of the Study

Although there are other elements that affect teachers' job performance, the study limited itself to headteachers' instructional supervision in order to have enough time to explore this topic thoroughly without skimming on the surface. On a sample of teachers and headteachers, the study was conducted. Because including QASOs, parents, or other stakeholders would have made the study too broad, and because additional topics might be studied separately in the future. The study used a qualitative method to data collection in conjunction with stratified sampling to enable an equitable comparison of all the schools in Bureti Sub-County. Even though Kericho has six sub-counties, the researcher focused on Bureti because of the harsh criticism it has received from stakeholders and the scrutiny it has received from quality assurance and standards officers for its deteriorating educational system.

1.11 Basic Assumptions of the Study

The following were the assumption for this study:

- i. That headteachers are well aware of their responsibility for overseeing teachers' instruction in order to ensure high standards of performance in their schools.
- ii. That headteachers are trained in regards to undertaking their role in instructional supervision in their respective schools.
- iii. The teachers are aware of the instructional oversight the headteachers offer to support academic achievement in their schools.
- iv. It is also expected that educators and learners are aware of the aspects of education that influence productivity.
- v. Another presumption is that every respondent will voluntarily give honest as well as objective answers.
- vi. It is anticipated that respondents need to ensure their commentaries are easily besides shorn of pressure.

1.12 Definition of Significant Terms

The following are key terms and context definitions for specific terms that raised concerns in the study:

Lesson observation: This refers to the assessment of teachers by the head teacher made while they are teaching in order to establish their pedagogical skills and take appropriate action.

Instructional resources refer to all resources that assist teachers in carrying out their duties in the school system.

Instructional supervisor practices: It's the ongoing actions performed by head teachers in order to maintain and enhance the teaching and learning process through the provision of necessary services to teachers.

Teacher mentorship: refers to the actions and initiatives performed by a superior to aid in the professional and personal development of a teacher.

Teacher professional records: Lesson plans, schemes of work, assigned assessments, and lesson notes are examples of written and developed documents by instructors that assist them in carrying out their responsibilities as established by the education management.

Teachers' job performance: refers to the results of the tasks completed by a teacher in a given amount of time in a school system.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

The purpose of this segment was to evaluate literature linked to the subject under review. The section discussed Empirical literature, theoretical literature, conceptual framework as well as recap of the study.

2.2 Empirical Literature Review

2.2.1 Head teachers Instructional Supervision and Teachers, Job Performance

According to Kalogiannidis (2020), an employee's behavior while carrying out a specific task for the company contributes to the accomplishment of a number of strategic goals and objectives. The duties carried out by a teacher over a certain length of time in the school system in order to meet the objectives of the institution are referred to as their work performance in a school context. Aseka, (2019). These obligations include attending class on time, having the necessary pedagogical skills, and covering the entire course. The effectiveness of instructors in their roles as educators is closely tied to the results that students achieve, (Tongola Wabuko, 2018). As a result, while addressing educational quality difficulties, teacher quality and job performance must be improved accordingly. As a result, variables of teacher job performance such as instructional oversight by principals must be considered.

Sawchuck, (2021), argues that the practice of evaluating the performance of teachers began in the 1990's within the developed nations and then spread through to the developing nations. He states that this has been characterized with several developments but key parameter that has remained consistent as a measure of this performance is the academic achievement of the students they teach. He points out those additional criteria can include lesson plans, work schemes, other professional records, and teacher behavior. In the context of education, supervision refers to a leadership position in instructional design where the supervisor first assesses the performance needs of the teacher before directing, assisting, advising, proposing, supporting, and consulting the teacher. Sumirah and Surayya (2021) claim that the goal of supervision is to promote teachers' capacity-building efforts as well as their growth and engagement with one another.

In accordance with Pierce and Rowell (2020), supervision is a continual process intended to assist and foster a person's development of the motivation, independence, self-awareness, and abilities required to carry out a task well. Both the teacher and the student should learn and

grow under good supervision, (Islam, Subramaniam, & Kenayathulla, 2020). Teachers are essential to the implementation and evaluation of the curriculum, according to Wanjohi's (2018) analysis of the curriculum in Kenya, (Wanjohi, 2018). He thought that the primary implementation focus should be on formative and summative evaluation. In comparison to Kenya, the UK has a different appraisal system. For instance, regardless of their location within Kenya, all public-school teachers are evaluated in the same way. In contrast to the United Kingdom, where teachers have several employers, the Teachers Service Commission (T.S.C.) oversees the tool as the sole employer of teachers. Moreover, in the United Kingdom, the mode of an appraisal depends on different employers.

The TSC, a government organization created by Article 237(1) of the Kenyan Constitution of 2010, is in charge of hiring and managing teachers in Kenya, (Government of Kenya, 2020). This commission is in charge of evaluating the educational requirements and preparation of new teachers, as well as monitoring the conduct and performance of educators working for the educational system, (Teachers Service Commission, 2018). TSC launched Performance Contracting and TPAD in January 2016 as an essential component of change measures regarding sustainable provision of superior education in public learning institutions in Kenya. This was done in order to implement this appraisal of instructors, (Teachers Service Commission, 2018). TSC has been using the traditional methods for a long time, such as requiring head teachers or TSC county directors to objectively review teachers' performance in order to make the process and student KCSE examination scores, as well as evaluating teachers' performance, (Teachers Service Commission, 2018).

The former performance reviews that required head teachers or TSC county directors to perceptively rate teachers' performance was superseded by the present teacher evaluation method using the TPAD program. Despite initial teething issues, the TSC CEO claims that TPAD has had a favorable influence on learner performance, (TSC, 2019). Over the years, student KCSE exam scores have been used as a metric to gauge the effectiveness of teacher instruction. Average KCSE scores are increasingly being utilized to recognize top performers amongst schools, teachers, and students in different Sub-Counties. Although not unique to Kenya, the practice of using nationalized student examination results as an objective criterion in instructors' evaluation has becoming more and more commonplace elsewhere, (Smith & Kubacka, 2017).

2.2.2 Head teachers' Lesson Observation and Teachers' Job Performance

According to research, the most effective schools are those that use consultants the most in their efforts to enhance the curriculum. Lesson analysis, cross-class visits, and practical guidance for instructors are all components of consultation. The school system and a network of organizations that promote group problem solving, such as 1980s Tanner and Tanner, can help with this. Over time, the headteacher's administrative and teaching duties have been reduced to provide them more time for supervision-related tasks. However, it has been shown that if the principal is not conversant with the content, teachers do not encourage his attendance in the class. Principals typically don't have any direct engagement in the classroom because they spend most of their time in the office carrying out administrative tasks. This is how teachers take advantage of the headteacher's flaws. A study by Mwinyipembe and Orodho (2018) found that teachers make good records only to show the headteachers, yet they instruct using text books, have prefects jot down notes on the blackboard, and even send homework home for students to finish while they are in or out of school running their own errands.

One of the most common techniques for assessing teachers is through visits to their classrooms. They involve watching a teacher in action and analyzing their teaching methods, pedagogical abilities, personalities, and relationships with students in the classroom, according to Ronkainen, Kuusisto, and Tirri (2019). Direct communication between the supervisor and the teacher is necessary for the formal technique. The teacher is then given feedback and is given the opportunity to improve through a post-classroom observation conference analysis. Goldhammer coined the term "clinical supervision" in 2003. In order to see how instruction is being provided, the supervisor may drop by a classroom and casually visit the Headteacher. It provides a brief overview of the classroom's setting and instructor effectiveness. The observation and documentation of teachers' instructional techniques will take place during this roughly 30-minute period for future discussion.

A study by Abdullahi, Omosidi, Sheu, and Abdulkareem (2018) examined the relationship between head teachers' supervision and teachers' job performance in public elementary schools in Kwara State. Using a descriptive technique and a self-made questionnaire for data collection, the results showed a strong correlation between head teachers' professional competency, classroom observation, and instructors' job performance. Based on their findings, they advised the school's principal to support teachers in creating creative teaching methods in order to sustain and give proper classroom observation. The head teacher should

continue to encourage the use of professional competency by providing in-service training for the teachers in order to achieve educational objectives.

Teachers would value supervision, be friendlier, and even engage in auto supervision if supervisors spent more time and effort on classroom monitoring before holding a good conference. This will end the blame game in which the performance of the instructors is unimportant and the purpose of class visits is merely to complete paperwork. According to Ngunjiri (2022), "armchair" headteachers who are disconnected from what is happening in the classroom are to blame for the poor student achievement in public schools. According to a study conducted in Angola by Patel (2020), having the following professional expertise is crucial for becoming a successful teacher. It goes well beyond simply knowing the material. Subject-matter expertise, whereby the teacher must be well-versed in his subject area before entering the classroom to instruct. Aina and Adedo (2023) assert that assessment and feedback are essential to students' learning since they enhance it. A good teacher should be able to determine how, when, and what kind of evaluation and feedback are required in a class.

According to a study done in Nigeria by Ayeni (2021), instructors' ability to perform their duties was greatly influenced by their professional expertise, such as their command of the subject matter. This backed up Ogumin's (2020) earlier claim that all teachers must engage in professional renewal and career development if high-quality educational outcomes are to be attained. According to a study conducted in Senegal by Obodo (2019), a serious consideration for any effective teacher is content knowledge. According to the study, a teacher will teach his students what he knows, therefore if he is unfamiliar with what he is teaching, he may not be very effective. The disciplinary grasp of the subject being taught, or content knowledge, has a big impact on how teachers behave in the classroom.

Wesonga (2019) discovered that teachers with greater subject-matter expertise are more likely to employ strategies that can aid students in creating and internalizing information, such as: Engaging students in the lessons by asking more challenging questions, pushing them to consider alternative answers, involving them in more inquiry-based learning, enabling more student-directed activities, and immersing them in inquiry-based learning, (Birman et al, 2023). Researchers have studied the impact of teachers' content knowledge on student achievement. Researchers have tested instructors' content knowledge through calculating courses taken by the teachers and administering questionnaires or classroom observations. Findings in the research regarding the beneficial correlation between teachers'

subject-matter expertise and students' learning across all grade levels, particularly in mathematics, have been constant, (OECD, 2021).

Shepherd (2020) conducted research in South Africa on the effects of instructors' topic expertise on student performance and discovered that teachers with relevant expertise are linked to successful instruction. In Aga Khan Schools in Kampala, teacher performance was found to have a favorable link with teacher-based evaluation, according to a study done by Namundu (2022) on staff appraisal methods and teachers' performance. The study also discovered that teacher-based evaluations conducted by teachers had a significant impact on how students assessed themselves individually or in groups in order to identify their areas of strength and weakness and make improvements.

In a study on factors influencing science performance in Embu conducted by Njeru (2018), it was discovered that when a teacher's subject-matter knowledge is lacking, such as when a teacher is instructing students in areas of the curriculum that are unfamiliar to them, his or her capacity to provide appropriate and effective explanations in the classroom is constrained, making them ineffective. Effective teachers possess a wide range of skills outside of only subject-matter expertise (content knowledge) and pedagogical techniques (pedagogical knowledge). Understanding of pupils and environmental circumstances is included in professional knowledge. Effective teachers frequently base their decisions on their understanding of their pupils' learning capacities, prior accomplishments, cultural backgrounds, and personal interests. Most of the studies were carried out in different countries and regions but not in Bureti Sub-County. The current study seeks to determine how the instructional supervision of the head teacher affecting teachers' performance in Kenya's Bureti Sub-County's public elementary schools to bridge the research gap.

2.2.3 Head teachers' Provision of Instructional Resources and Teachers'

To properly implement the officially designed curriculum, schools must have the essential reference materials, including textbooks, practice books, teaching aids, and stationery. The principle is in charge of managing the budget and setting priorities for educational resources. For teachers to do their jobs properly, the Headteacher must provide the essential equipment and teaching materials on time, Ngaroga, (2019). It is essential to not only provide but also to ensure that teachers effectively utilize the available instructional materials in order to accomplish high-quality education. When used effectively, the materials reduce the amount of time necessary for instruction because learners can undertake self-study in addition to classroom instruction. Tapes, films, and slides appeal to a variety of senses, making the

learning process more engaging. The availability and use of these materials affect instructors' instructional performance, (Osakwe, 2018).

According to Baker, Peele, Daniels, Saybe, Whalen, Overstreet, and The New Orleans, (2021) findings most public schools in Africa are struggling due to a lack of resources; occasionally principals are unsure how to meet the demands of their students. According to a survey conducted by Kiamba, (2019), the majority of physical amenities are either poor or completely non-existent. Insufficient financing for teaching materials and a lack of textbook storage facilities were mentioned by interviewees. The general public believes that factors including a lack of adequate and sustainable teaching and learning resources are to blame for the decline in education quality in public schools. Gok, (2020). Resources for teaching and learning are crucial tools for educators, and having access to them is necessary for delivering high-quality instruction.

The study revealed that schools must attempt to execute agendas that endorse optimistic youth growth. These agendas must be able to support pliability in kids and offer more gen about the ensuing topics connectedness that is feeling safe, founding direct affiliations with persons and aids and feeling as if you are part of a diverse group, buoyancy that is having excessive confidence as well as knowing one have rheostat over his/her life, charisma that is feeling capable about what preferences are out there as well as what is reasonable making better careers picks, leading a better life as well as having a significant relationship with your family, friends as well as fellow colleagues. These findings put a caution to good management of schools hence the researcher focused on Kenya's Bureti Sub-County's public elementary schools.

Normally, the schools are essential in making pupils affluent features, determined to foster young as well as proficient persons who are capable to make healthy life picks. All this can be carried out by comprising suitable character edification in the school curriculum offering considerably crafted erudition accomplishments in the lesson plans as well as endorsing non-scholastic as well as out of school happenings and agendas. All these programs may influence improve the academic performance as well as prevent teenage pregnancy in our schools. The nature of a guiding affiliation differs by the level as well as activities of scholars as well as teachers. Generally, every affiliation should be founded on a mutual objective: to progress the edifying as well as private development of the scholar, (Dube, 2018).

Diverse scholars shall necessitate diverse expanses and kinds of devotion, counsel, gen, as well as inspiration. Some scholars will feel contented impending their guides; others might be

nervous, frightened, or unwilling to pursue assistance. A virtuous guide is amicable as well as obtainable. In long period affiliations, acquaintances form logically; scholars can progressively develop associates. At the similar period, try as a guide to be cognizant of the discrepancy amid acquaintance as well as partiality, (Kirby, 2018). There is the benefit on the aspect of expectations and aspirations where the parents with higher education levels may have higher expectations for their children's academic achievements, which can positively influence a student's motivation and efforts. Through the same interactions, parents' educational backgrounds can shape their expectations regarding their children's career aspirations and the value they place on academic success. The set up cultural and intellectual environment tend to build reading habits. Parents with higher education levels may be more inclined to foster a reading culture at home, exposing their children to a richer intellectual environment. This builds up the intellectual stimulation. The home environment of educated parents may offer more intellectual stimulation, discussions, and exposure to a variety of ideas.

In a groundbreaking empirical study, Mitchell (2019) meticulously delved into the multifaceted realm of curriculum administration practices within public primary schools. This comprehensive research sought to unravel the intricacies of how schools implement and administer their curriculum, encompassing various facets such as instructional methods, assessment strategies, and the alignment of curriculum with educational standards. Mitchell's study aimed not only to understand the mechanics of curriculum administration but also to discern how these practices resonate with and contribute to the broader spectrum of overall school performance. By scrutinizing the nuanced interplay between effective curriculum administration and the learning experiences of students, this study provided invaluable insights into the intricate dynamics that shape educational outcomes within the public primary school setting.

Reynolds (2020) conducted an empirical study that specifically honed in on the pivotal role of school leadership in influencing curriculum administration within public primary schools. This research delved into the ways in which leadership decisions and styles impact critical elements of curriculum administration, including curriculum development, teacher training, and the overall instructional approach. Reynolds' study not only contributed nuanced insights into the influence of leadership on curriculum administration culture but also highlighted its potential impact on broader performance outcomes in public primary schools. The study emphasized the need for a cohesive and forward-thinking leadership approach that aligns with effective curriculum administration for optimal school performance.

Baker's (2021) empirical study marked a significant contribution to the field by focusing on evaluating the effectiveness of curriculum administration practices within public primary schools. This research delved into how schools assess, adapt, and improve their curriculum administration methods over time. Baker's study went beyond understanding the mechanics of curriculum administration, aiming to shed light on the dynamic process of continuous improvement in this crucial aspect of educational administration. By exploring the intricacies of effective curriculum administration and its potential impact on overall school performance, Baker's research provided valuable insights for educators, administrators, and policymakers seeking to enhance the quality of education in public primary schools.

Carterson's (2018) empirical study took a focused approach by exploring the direct correlation between curriculum administration practices, specifically alignment, and student achievement within public primary schools. This rigorous study aimed to quantitatively measure the impact of effective curriculum administration on various academic outcomes. Carterson's research provided a detailed and data-driven analysis of the intricate relationship between curriculum administration and student performance indicators. By highlighting the importance of curriculum alignment in shaping academic success, the study offered actionable insights for educators and administrators striving to optimize overall school performance through strategic curriculum administration.

Melissa, (2012) indicated that scholars, for their fragment, need to comprehend the proficient gravities and time restraints confronted by their guides and not view them as simply a way-or impairment-to their objective. For numerous aptitudes, mentoring is not their main accountability; actually, a period expended by scholars may be a period taken from their private investigation. Scholars are grateful to distinguish the numerous strains on a guide's period. Aiding young people generate as well as uphold strong acquaintances with grownups. Both investigation as well as everyday knowledge impart us that all teenagers require at least one robust commanding, and reliable grownup in his or her life, (Patra, 2019). This research was conducted in India while the current study will focus on instructional supervision of the head teacher affecting teachers' performance in Kenya's Bureti Sub-County's public elementary schools.

2.2.4 Head teachers' Checking of Teachers' Professional Records and Teachers'

In the head teachers' manual (2020), the ministry of education lays out the responsibilities of the head teacher in great detail. Among other things, the Headteacher is required to assess the instructors' credentials against the teaching standards, (Eshiwani, 2019). Eshiwani's research identified some elements, such as teacher preparation and student homework, that have an

impact on performance in primary schools. The instructional function of headteachers in academic attainment in Kenya's certificate of secondary education was explored in the Vihiga sub-county in a study by Musungu and Nasongo (2018). According to their research, a significant percentage of principals in high-performing schools consistently checked lesson plans, schemes of work, teacher attendance, and class registers. The Headteacher must maintain confidentiality, be objective, and give the teacher feedback during a record observation, (Keung & Cheung, 2019).

Numerous studies have demonstrated that the majority of head teachers were more concerned with teachers' career histories than with the work they were actually doing in the classroom. Therefore, it is a fruitless attempt. Mwinyipembe and Orodho (2014) cite a teacher who indicated that QASO visits disrupt teachers' lesson plans and the peace of the school. They notice that these visits do cause them to go to unneeded ends, creating unnecessary items that they do not utilize or require in their normal dialogue. This conclusion was consistent with Kiamba's, (2021) findings that, on the eve of external supervision, most teachers produce professional records in haste that they rarely refer to shortly after the visit. This suggests that there is a pervasive lack of internal school oversight, which has to be reinforced in many public schools.

In an interview with teachers for Mwinyipembe and Orodho (2014), it was revealed that headteachers give a lecture at the beginning of each term on the value of maintaining professional records and doing non-academic tasks in preparation for QASOs who may visit the school at any time. This indicates that the aim of maintaining professional records is misunderstood by educators and administrators. Instead, they get them ready for external supervisors, and if they don't show up, the teachers swiftly stop getting everything ready.

This was consistent with Kiamba's (2011) findings, which revealed that primary school headteachers exercised relatively little influence over the instructional program and focused instead on strategies to encourage physical development. Headteachers and instructors should be seen as making a moral commitment when it comes to watching over pupils and helping them with their homework. Sergiovanni and Starrat (2007) posited out that panels must be given some of the responsibility for record verification, but principals must also wait for outside supervisors.

Teachers' evaluations of student performance are not content valid. Mwinyipembe and Orodho (2014) discovered that some students had not gotten feedback on their sole continuous test, which was given at the end of the term. According to a study conducted in the Nyeri Sub-County, 70% of instructional supervisors provided teachers with counter-

assessments and advise on how to prepare effectively and keep track of their professional records, which enhanced student performance. The circumstance in Bureti Sub- County must first be identified by the researcher.

In a seminal empirical study, Anderson (2019) delved into the realm of personnel management administration within public primary schools. This research aimed to scrutinize the various personnel management practices employed by schools and their potential impact on overall performance. Anderson's study explored aspects such as recruitment, training, and professional development of teaching and non-teaching staff, shedding light on the critical role of effective personnel management in shaping the educational environment. The findings emphasized the need for strategic personnel administration for optimal school performance.

Thompson's (2020) empirical study specifically focused on the influence of leadership on personnel management within public primary schools. The research investigated how leadership styles and decisions influenced the recruitment, retention, and development of school personnel. Thompson's findings highlighted the pivotal role of leadership in shaping a positive personnel management culture, contributing to improved performance outcomes in public primary schools.

Carter (2018) conducted an empirical study examining the impact of professional development programs on school personnel within the context of public primary education. The research delved into how training initiatives and continuous professional development influenced the skills, motivation, and performance of teaching and non-teaching staff. Carter's study provided insights into the significance of ongoing professional development in enhancing the effectiveness of school personnel, thereby positively affecting overall school performance.

Davis (2017) explored the direct correlation between personnel management practices and specific performance metrics within public primary schools. This empirical study aimed to quantify the impact of effective personnel management on measurable outcomes such as student achievement, teacher satisfaction, and school reputation. Davis's research provided a quantitative analysis of the relationship between personnel management and various performance indicators, offering a data-driven perspective on the significance of personnel administration in shaping school success. This study would compare and contrast personnel management strategies in public primary schools across diverse cultural contexts. Examining how cultural differences influence recruitment, training, and retention of school personnel would offer a broader understanding of effective personnel management practices globally and contribute to the enhancement of school performance in various cultural settings.

Dube (2018) posited the head teacher's support staff to offer help teens when learning. Planning is crucial for assisting your teenager learn whereas juggling errands in multiply topics learning is vital for achievement, chiefly when your teenager's time is taken up with additional undertakings. When there is a great deal to learn, teachers assist the teens to break down errands into lesser portions and stick to learning calendar timetable. Remind teens to write notes in class. Teens can also be helped to read materials as well as learning with numerous methods like simple inquisitorial asking to offer the omitted word creating practice exams. The more process the mind uses to grip gen for instance writing, reading, communication as well as heeding the more probable the gen is reserved, (Dube, 2018). Even if your teenager is just revising notes, offer to test him or her concentration on any actualities or concepts that are proving difficult. Inspire them to do rehearse programs in Maths or Science. If the materials are above their aptitudes, commend looking for assistance from peer or the educator.

Dube (2018) said that the head teacher must implement disciplinary policies effectively. All schools have rubrics as well as concerns for pupils' behavior schools habitually cite punitive dogmas occasionally called the scholar code of demeanor. The rubrics habitually cover anticipations as well as concerns for not meeting the prospects of pupils' behavior, dress codes and acceptable languages. The study revealed that it is important for teens to understand what is anticipated at school and that sustenance of the school's concerns when anticipations aren't met. It's easier for pupils when school anticipations match the ones at home, so they understand both milieus as innocuous and compassionate dwellings that work as a team.

Lastly but not least, Dube (2018) indicated that head teachers should train teens to take appearance earnestly. Hard assignment low marks, social glitches or issues with classmates or educators. Talk to the teens and then maybe with the manager or school counsellor to find more on what is instigating any apprehension. This might reduce the tendencies of children getting early pregnancies and thus doing well in their exam. This research examined the instructional supervision of the head teacher affecting teachers' performance in Kenya's Bureti Sub-County's public elementary schools.

2.2.5 Head Teacher's Mentoring Practices on Teachers Performance

According to O'Brien and Cooper (2022), motivation is a process that begins with a bodily or psychological need or deficit and leads to goal-directed behavior. Motivation in the workplace is required to foster an atmosphere where workers are eager to work with passion, initiative, curiosity, excitement, a sense of duty, discipline, and pride in order to accomplish

organizational goals. The English term "motivation" comes from the Latin word "morere," which means to move. In order to encourage teachers to perform at their highest level, head teachers have a supervision duty.

Salary, working conditions, job security, and prizes, according to Herzberg, do not drive or sustain employees' performance. Maslow's hierarchy of needs, however, states that in order to be satisfied by higher order wants, basic hygiene aspects, such as physiological safety and love needs, which are the foundation for rewards, must first be met, (Cooper & O'Brien, 2022). Understanding elementary school teachers is crucial to assess the severity of their needs. According to O'Brien & Cooper (2022), the degree to which the needs of the particular employee for whom it is intended are addressed determines the success of any motivational attempt.

Azman, Ajis, Dollah, and Boerhannoeddin (2019) assessed the impact of the supervisor's role in training programs on work performance using workers from a state library in Sarawak, Malaysia. The purpose of this study was to determine how engagement by the supervisor in training programs affects staff performance at a state library in Sarawak, Malaysia. The researchers employed regression to demonstrate a significant and favorable link between supervisor support and task performance. This outcome demonstrates statistically that supervisor support but not supervisor communication can increase job performance. This result also shows that the training program for the organizational sample uses the supervisor's position as a partial predictor.

According to Nyakundi, (2021), awards and recognition keep instructors devoted to their employment. This was consistent with a previous investigation conducted in Vihiga secondary schools by Musungu, Achoka, Kasandi, and Nasongo (2008), which found that 100% of headteachers at high-performing institutions employed incentives to motivate their staff members. This demonstrated that rewards were an important part of the motivational strategy used by the Vihiga District to increase and maintain academic attainment. Free tea and lunch during breaks, cash prizes for excelling in their fields, and excursions to other locales were also given to teachers as rewards. Verbal comments, letters of appreciation, gifts, and promotions are examples of additional non-cash rewards. Mbiti (2019) argued that it is inhumane for employees to not be able to count on their bosses to offer them encouragement or support when they are in need.

According to Adagal, (2021), rewards should be modified to meet both the workers' current requirements and their long-term impressions. Most people, regardless of age or socio-economic level, find rewards to be potent motivators. Any employee's good performance

should constantly be recognized through the giving of prizes. On days when prizes are awarded, teachers may receive trophies, notes of gratitude, or bonuses, as appropriate Cole, (2022). The state of physical hygiene at work is quite important. They include clean toilets, subsidized meals, pleasant furnishings, television sets, and newspapers in classrooms Adair, (2019).

As a result, providing such benefits as nice furnishings and television sets as part of instructors' awards may enhance teachers' motivation to do their duties. The school administration can motivate teachers by sending them thank-you cards for a job well done, planning an end-of-year party, awarding trophies to the teacher of the year on prize-giving days, and authorizing social welfare programs for staff members, (Okumbe, 2018). Griffins, (2020) found that three factors—motivation, work environment, and ability to work and determine an individual's success. Teachers lose motivation and perform poorly on the job as a result of poorly planned work schedules, improper authorities, a lack of praise, and a lack of possibilities for decision-making.

Jacoby (2019) indicate that it is the procedure as well as teaching method that relays educational learnings as well as communal service so that each help the other so as to realize enlightening objectives. Communal service erudition plays an imperative role in emerging social aids via building abilities of ethical as well as accountable inhabitants. In today's world, commercial programs have inclined many of our edifying establishments in goal setting; while in the past, the founding of civic accountability as well as its nous in scholars was one of the key goals of public edification establishments, (Sears, 2020). Social abilities of people as well as civic responsibility are well-defined as the spirited engrossment of a person in a public, (Gottlieb & Robinson, 2017). Buss (2019) echoes that decent charisma as well as outstanding communal skills ought to be the main concern of all edifying scheme. We must produce moral people before our learners become skillful specialists. Consequently, fostering communal skills, building character as well as erudition of ethical, moral as well as social standards are deliberated as the main goal of teaching as well as erudition procedure and are similarly stressed by numerous educationists such like Dewey. Edification is similarly renowned as a moral as well as social activity by certain writers who are not educationist, (Rocheleau, 2018).

The school managers are currently reviewing the teaching of communal abilities in schools since it appears that deterioration of communal abilities as well as standards in scholars are fundamental at a great level. School misbehaviors, delinquencies as well as bunking of programs have obligated school administration to reconsider on changing the philosophy of

schools. Emerging communal abilities, character building as well as teaching guidelines are merged into the school setting and communal so as to aid learners to be committed whereas erudition, to become good inhabitants, to deal with skirmishes as well as engaging in community with lively involvement by gratifying communal errands, (Gottlieb & Robinson, 2019). Educator mentoring agendas must be amalgamated in multi-faceted methods, addressing manifold peril compartments amid youth comprising drug usage, school dropout, as well as crime, and teenager gravidity. Though some agendas have been assessed, little has been done on instructional supervision of the head teacher affecting teachers' performance in Kenya's Bureti Sub-County's public elementary schools.

2.3 Theoretical Framework

2.3.1 Psychological Theory of Supervision

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

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

2.3.2 Goal Setting Theory

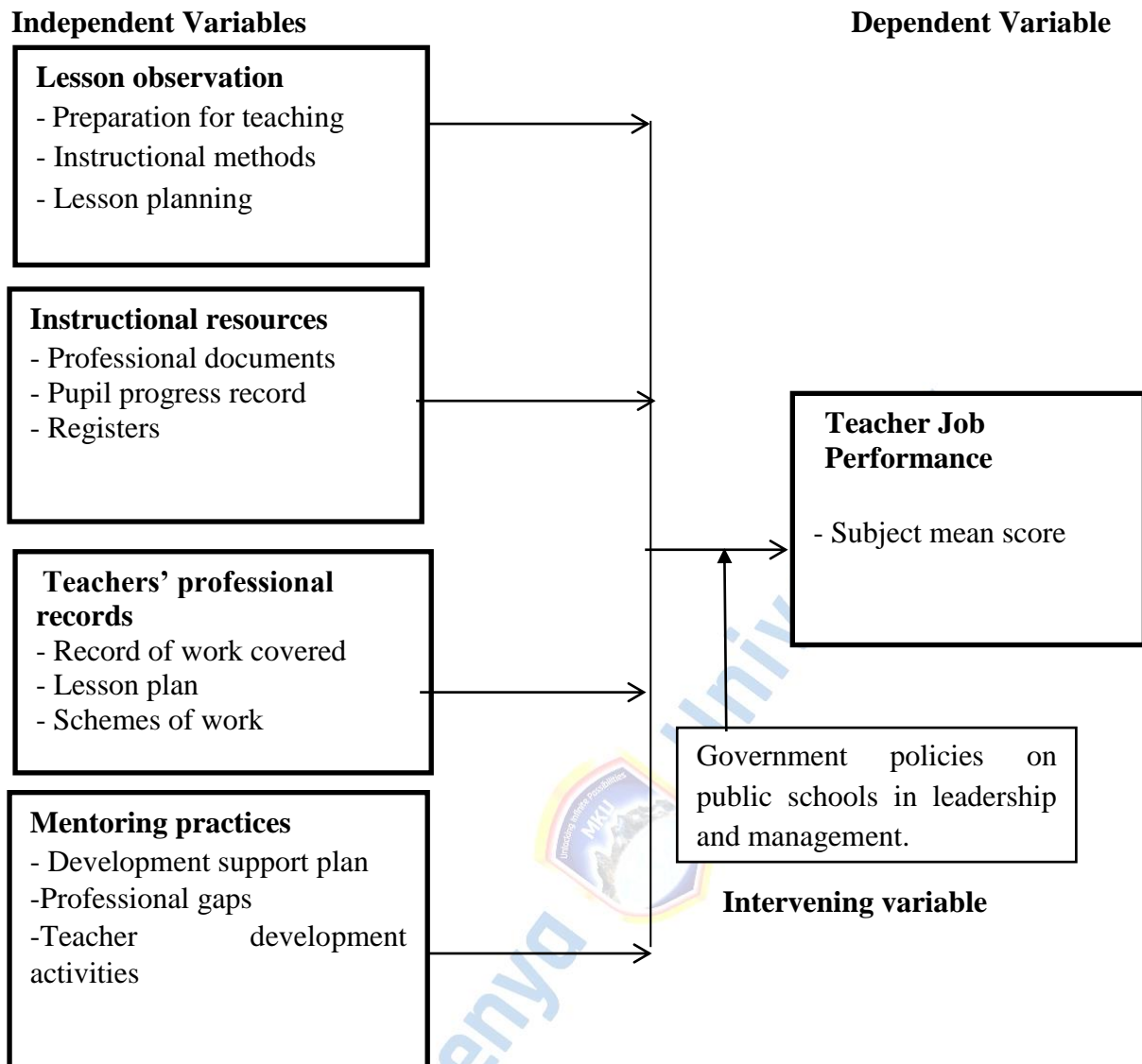
The study is founded on the goal setting theory whose protagonists are Edwin and Lathan (1968). The theory demonstrates how the field of organizational behavior ought to progress from having a weak ability to forecast outcomes to a strong ability to focus outcomes. The management practices in the study include effective observation, management of resources, developing people, as well as mentoring others. The theory examines management by objectives, a style of human resource management that effectively employs centers of performance based on motivator programs.

In order to satiate their emotions and needs, people strive hard to accomplish their goals. Locke (1968) underlines that in order for the goal-setting method to be effective, employees must be dedicated to the objectives they set and work hard to achieve them. Measurable and challenging specific objectives which can be achieved are set by the managers which leads to better performance by the employees. Workers are involved in goal setting which makes them own the goals hence performing better in their work. Management gives appropriate support and resources to workers which lead to goal achievement.

Objective and timely feedback about employees' progress towards goal attainment to be provided by the management, (Babalis, 2011; Arum, & Velez, 2012). Feedback provokes employees to work harder. The theory guides on how to improving pupils' academic performance. It aids in setting specific and moderately challenging goals, group participation and employees' provision of appropriate instruments for goals achievement. According to Kilema and Wamahiu (1995), the purpose of a conceptual framework is to establish unity, order, and links among the study's variables.

2.4 Conceptual Framework

The dependent variables in this study are the teacher performance in public primary schools and the independent factors are the head teacher's instructional supervision.



Source: Researcher (2024)

Fig.2: Conceptual Framework.

Figure 2.1 of the conceptual framework for the study illustrates the independent variable, or headteachers' instructional practices (classroom observation, the provision of instructional material, the verification of teachers' professional records, and teacher mentorship). The process of Headteacher instructional supervision has an impact on the dependent variable, which is teachers' performance. According to this study, the kids' performance at K.C.P.E. is the key indicator.

2.5 Research Gaps

The researcher examined previous research on the teaching strategies used by head teachers as well as their findings in the literature review. The provision of instructional materials, the confirmation of teachers' professional credentials, the mentorship of teachers by head teachers, and the influence of motivational rewards on teachers' work performance are a few

of the ways highlighted. Most studies, including those by Musungu and Nasongo (2018), Kiamba (2018), and Mwinyipembe and Orodho (2014), agreed that school monitoring might be tightened up and that there is room for improvement.

The concept of instructional supervision, the techniques utilized by headteachers, and the documentation of instructional supervision practices were all analyzed in this study. According to the reviewed literature, success can only be ensured if instructional monitoring is diligently carried out. According to Kimosop (2020), the school principal is regarded as the most important and powerful person in the organization. As school administrators, head teachers should be concerned about both student progress and the monitoring of the quality of education, according to Muoka (2019) and Mwasindo (2022). This kind of supervision, according to Halliday (2019), offers "pedagogical support."

The quality of the supervisee's practice in terms of professional standards is the primary concern in administrative supervision, according to Nyamwamu (2020), who concurs. Research on curriculum implementation and instructional supervision was done by Nyamwamu (2020). The results show that principals are crucial to staff development, instructional implementation, and school culture. However, the study's focus was only on the instructor's application of the curriculum.

Khatete and Macharia (2020) singled out that they could not clearly relate implementation of single TPAD standard to teacher performance and singled out how strategies like teacher professional development, competencies and collaborative learning environment influence quality education. Thus, the dearth in the knowledge prompted this study which intends to find out the performance gaps in the implementation of TPAD standards on teacher performance, identify strength and weakness in the implementation of TPAD standards namely; teacher professional development, teacher professional competencies, learning environment and teacher professional learning community.

It is clear from the literature that performance reviews assist companies in evaluating the caliber of work and contribution of their workers. Thus, encouraging employee performance within an organization and enhancing its expansion. To improve the efficacy and equity of education, it will be essential to ensure that teachers have the necessary training, resources, and motivation. They also have a responsibility to work in a supportive atmosphere inside the school.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter covered the study's research methodology, target population, sample size, sampling techniques, research tools, tool validity, tool reliability, data gathering techniques, and data processing techniques.

3.1 Methodology

The research methodology that this study adopted is mixed methods. According to Cooper & Schindler, (2019) mixed research methodology facilitates the collection and analysis of both quantitative and qualitative data in a single study. Such a study capitalizes on the strengths of both quantitative and qualitative research so as to gain a better understanding of a research problem.

3.2 Research Design

By selecting and analyzing samples to ascertain the relative incidence, distribution, and interrelations, the descriptive survey design as defined by Cooper & Schindler, (2019) were employed in the study to analyze both big and small populations or the universe. The implication was that because it was impossible to reach the entire population, choosing a representative sample was important. This study employed a descriptive survey approach to gather opinions and data regarding the effect of the head teacher's instructional supervision on teacher job performance in public primary schools in Bureti Sub-County, Kenya.

3.3 Location of the Study

This study was carried out in Bureti Sub County, Kericho County, Kenya. Kericho County is within the former Rift Valley province before they were divided into counties. Kericho County itself is one of the 47 counties in Kenya. There are 30 public primary schools which are spread all over, hence the researcher will sample all schools in the Sub-County since they are not many. In this region, most of the public schools have not been performing well in national exams due to lack of head teachers' instructional supervision on teachers when teaching This is the reason that made the researcher to carry out the research in this sub county.

3.4 Target Population

With 30 headteachers, 30 deputy headteachers and 259 teachers, students CSOs working in the 30 public primary schools in Bureti Sub-County, there are 319 people in total who were the target population of the study. The target population was 319 head teachers, deputy head teachers as well as teachers. Head teachers and deputy head teachers are important in the study since they are more enlightened in regards to the management and supervision of schools.

Table 2: Target Population

Category	Population
Head Teachers	30
Deputy Head teachers	30
Teachers, Students and CSO	259
Total	319

Source; Bureti Sub-County Director of Education (2023)

3.5 Sample Size and Sampling Procedures

For this investigation, stratified and random sampling were employed. According to Kothari (2016), stratified sampling was utilized to permit the representation of subgroups in the population. Primary schools in each group were chosen at random, as well as all the public primary school headteachers, who represent 30% of the overall population. Borg and Gall (2018) asserted that the sample size increases with the size of the target population. Nine teachers from each school made up the sample of 30% of teachers distributed by the ten schools. A total of one hundred and five respondents which included head teachers, deputy head teachers, teachers, students' and CSO.

Table 3: Sample Size

Category	Population	Sample size
Head Teachers	30	9
Deputy Head teachers	30	9
Teachers, Students and CSO	259	87
Total	319	105

Source; Bureti Sub-County Director of Education (2023)

3.6 Research Instruments

Questionnaires were used to gather data from teachers which will be used to collect data from the respondents. The use of questionnaires is ideal because they make it possible to quickly and easily access a wide sample of willing participants, (Orodho, 2018). Teachers can write about their thoughts and feelings and are approachable. It was projected that this was to give a clearer insight into oversight procedures and how they affect teacher effectiveness, which could translate into K.C.P.E. performance in schools.

3.7 Validity of the Instruments

Validity was achieved through engaging with the supervisor in construction of the research tools before their use. According to Gay, Mills & Airasian (2019) validity is defined as the extent to which a research instrument measures what it is intended to measure. Face validity was achieved through a subjective assessment of the research tools, (Oluwatayo, 2022). Content validity was achieved where the aspects of the research tools were evaluated to check their correctness in terms of use, arrangement, flow and meaning to the intended respondents and whether the set content and arrangement gathered the intended feedback for thematic analysis, (Cohen, Manion & Morrison, 2018). To validate the test items, the questionnaires and interviews were submitted to the supervisor for verification.

Factor analysis was done to test cogency of variables. Kaiser-Meyer-Olkin measure of sampling suitability and Bartlett's test of Sphericity were used to test the connotation of the affiliation amid the variables. KMO offers a range of 0 to +1 with outcomes less than 0.5 being considered insufficient, 0.5 being hardly acceptable score, 0.7 to 0.8 being satisfactory, and values over 0.9 being excellent, (Creswell, 2013). KMO values close to one demonstrate that the correlations are close and the factor Analysis is dependable, (Cresswell, 2018). In Table 4, the KMO value is given as 0.747 which is acceptable as per KMO test. The Bartlett's test of Sphericity is momentous ($p < 0.000$) with a chi-square of 636.593 demonstrating a strong affiliation amid the variables.

Table 4: Factor analysis -KMO and Bart

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin	Measure of Sampling Adequacy.	.747
Bartlett's Test of	Approx. Chi-Square	636.593
Sphericity	Df	3
	Sig.	.000

Research Data (2024)

3.8 Reliability of the Instruments

Kombo and Tromp (2006) claim that reliability is a measurement of how consistent a test's results are. An instrument is regarded as trustworthy if it can measure a single variable with accuracy and consistency and produce the same outcomes again under the same conditions. To assess the dependability of the instrument test, repeated testing will be conducted. As part of this retest strategy, the same group of respondents got the same instrument (questionnaire) twice. The test was given again one week later. The dependability of the outcomes from both test periods were assessed using the Pearson's Product Moment correlation coefficient.

$$r = \frac{\sum xy - \frac{\sum x \sum y}{N}}{\sqrt{(\sum X^2 - \frac{(\sum x)^2}{N})(\sum y^2 - \frac{(\sum y)^2}{N})}}$$

Where N = Is the respondents Number

X = Are test one Scores

Y= Are test two Scores



The research applied Cronbach's alpha to test the dependability of research tools where a reliability coefficient of 0.70 or higher is deemed "adequate" in most social science studies, (Hatice et al., 2017). The inner constancy in lieu of each of the variables was tried using Cronbach's coefficient alpha and found to be receptive because they had high internal constancy/reliability, (Khawaja, Haim, & Dileep, 2012). The outcomes of the field research are as shown in Table 5.

Reliability result showed that mentoring practices had a satisfactory dependability of 0.904, professional records had a satisfactory consistency of 0.757, lesson observation had a suitable reliability of 0.750, and instructional resources had a satisfactory reliability of 0.790. Lee Cronbach showed that the suitable dependability threshold is above 0.70. Table 2 presents the dependability upshots.

Table 5: Reliability of the data

Variable	Number of items	Cronbach's Alpha	Decision
Lesson observation	4	0.750	Acceptable
Instructional resources	4	0.790	Acceptable
Professional records	4	0.757	Acceptable
Mentoring practices	4	0.904	Acceptable

Research Data (2024)**3.9 Data Collection Procedure**

The researcher requested a letter of introduction from the Faculty of Graduate Studies when the supervisors have granted their consent in order to assist in obtaining the National Council for Science, Technology, and Innovation's approval. The letter and permit were both delivered to the Sub-County Education Officer (SEO) in duplicate. The researcher later received letter of introduction to the schools and ethical clearance from MKU to enable her visit and schedule appointments with the school administrators in order to complete the surveys. According to what is stated in the questionnaires, respondents were given the utmost secrecy. On the day of submission, the completed questionnaires were gathered.

3.10 Data Analysis Procedures

Data analysis, according to Kelinger (2019), includes categorizing, arranging, changing, and summarizing data to address research questions. To find and reduce errors, the study instruments' data were post-processed. Coding enables the categorization of responses into a limited number of categories by assigning numerals to each response. The Social Sciences Statistics Packages 28 provided descriptive statistical approaches for the analysis of quantitative data. To demonstrate the survey responses, the study results were properly produced utilizing graphs, charts, frequency distributions, and sampling percentages. According to Gall, Borg, and Gall (2018), responses to open-ended questions were quoted in order to calculate the frequency of each response.

Table 6: Data Analysis Procedures

Research Questions	Independent Variable	Dependent Variable	Quantitative Data Analysis	Qualitative Analysis
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<ul style="list-style-type: none"> • How do teachers' work performance in the public primary schools in Bureti Sub-County change as a result of head teachers' observations of classroom behavior? 	<ul style="list-style-type: none"> • Lesson observation 	<ul style="list-style-type: none"> • Teachers' performance 	<ul style="list-style-type: none"> • Descriptive statistics • Pearson's Product Moment Correlation Analysis 	<ul style="list-style-type: none"> • Thematic analysis
<ul style="list-style-type: none"> • How much does the amount of instructional materials provided by the headteachers in the public primary schools of Bureti Sub-County effect the performance of the teachers? 	<ul style="list-style-type: none"> • Instructional resources 	<ul style="list-style-type: none"> • Teachers' performance 	<ul style="list-style-type: none"> • Descriptive statistics • Pearson's Product Moment Correlation Analysis 	<ul style="list-style-type: none"> • Thematic analysis
<ul style="list-style-type: none"> • How does the performance of teachers in the public primary schools in Bureti Sub-County affect how successfully headteachers examine teachers' professional records? 	<ul style="list-style-type: none"> • Teachers' professional records 	<ul style="list-style-type: none"> • Teachers' performance 	<ul style="list-style-type: none"> • Descriptive statistics • Pearson's Product Moment Correlation Analysis 	<ul style="list-style-type: none"> • Thematic analysis
<ul style="list-style-type: none"> • What impact does headteachers mentoring have on the productivity of the teachers in Bureti Sub-County? 	<ul style="list-style-type: none"> • Mentoring practices 	<ul style="list-style-type: none"> • Teachers' performance 	<ul style="list-style-type: none"> • Descriptive statistics • Pearson's Product Moment Correlation Analysis 	<ul style="list-style-type: none"> • Thematic analysis

Source: Research Data (2024)

3.11 Ethical Considerations

3.11.1 Voluntary participation

Participants don't need to provide a reason for leaving the study. It was made clear to participants that there were no negative consequences or repercussions to their refusal to participate.

3.11.2 Informed consent

Participants were informed that their data would be kept confidential, and they would be free to stop filling in the survey at any point for any reason. They could also withdraw their information by contacting the researcher or the supervisor.

3.11.3 Anonymity

Anonymity means that you don't know who the participants are and you can't link any individual participant to their data. You can only guarantee anonymity by not collecting any personally identifying information—for example, names, phone numbers, email addresses, IP addresses, physical characteristics, photos, and videos. In many cases, it may be impossible to truly anonymize data collection. For example, data collected in person or by phone cannot be considered fully anonymous because some personal identifiers (demographic information or phone numbers) are impossible to hide.

3.11.4 Confidentiality

Confidentiality means that you know who the participants are, but you remove all identifying information from your report. All participants have a right to privacy, so you should protect their personal data for as long as you store or use it. Before beginning the study, everyone was requested to keep what's discussed confidential and to respect each other's privacy.

3.11.5 Privacy

The way you communicate your research results can sometimes involve ethical issues. Good science communication is honest, reliable, and credible. Privacy of the respondents were guaranteed.

CHAPTER FOUR

RESEARCH FINDINGS AND DISCUSSIONS

4.1 Introduction

This chapter provided analysis and presentation of the findings as well as analysis and interpretation of the same. Analysis was done with the help of SPSS version 28 and Microsoft's excel version 2020. Standard deviation and mean were used to investigate the instructional supervision of the head teacher affected teacher performance in Kenya's Bureti Sub-County's public elementary schools. The study was carried out using regression analysis and correlation analysis. To test the reliability of the regression model and an analysis of variance was used.

4.2 Research presentation, interpretation and discussions

The research presentations, interpretations and discussion were carried out according to the research objectives.

4.2.1 Response Rate

The response rate is the number of participants who filled the surveys over the number of persons in the sample and it is constantly articulated in the percentage form. The investigation targeted 105 participants of which 100 of the surveys were filled, with precise level of 95%. Mugenda and Mugenda (2008) posited out that a reply rate of 50% is suitable, 60% is good and over 70% is incredible. Consequently, the response rate of 95% was considered good to analyse the instructional supervision of the head teacher affected teacher performance in Kenya's Bureti Sub-County's public elementary schools.

4.3 Demographic Data

The following sub-sections provides a summary of the characteristics of the respondents

4.3.1 Education level of the respondents

The respondents were requested to indicate their level of education and the findings are as summarized in Table 7:

Table 7: Education level of the respondents

Level of Education	Frequency	Percentage
Primary Level	15	15
Secondary Level	25	25
University level	50	50
Post graduate Level	10	10
Total	100	100

Research Data (2024)

The respondent's uppermost level of edification has been displayed by the table beneath. 15% of the participants shows that they have a primary level of edification, 25% of the participants indicated that they have secondary education, 50% indicated that they have university level of edification while 10% of the participants indicated that they have post graduate education. The respondents indicate that 50% of the respondent had attained degrees and therefore competent enough in the area of the instructional supervision of the head teacher. This implies that, the responses given in regards to supervision of the head teacher is credible since most of the respondents are knowledgeable.

4.3.2 Working experience in the institution

The respondents were requested to indicate their level of work experience and the findings are as summarized in Table 8

Table 8: Working experience of the respondents

Working experience	Frequency	Percentage
0-3 years	15	15
4-7 years	20	20
8-9 years	30	30
Above 10 Years	35	35
Total	100	100

Research Data (2024)

The table below shows the working experience of respondents as they indicated. As indicated, 15% has operated from 0-3 years, 20% indicated that they have been in operation between 4 and 7 years, 30% of the participants showed that they have operated amid 8 and 9 years whereas 35% of the participants indicated that they have been in operation over 7years. This implies that the respondents are experienced enough on matters head teachers' supervision and therefore the information give is reliable.

4.4 Descriptive Analysis

4.4.1 Influence of head teachers' lesson observation on teachers' job performance in public primary schools in Bureti Sub-County

The researcher enquired from the respondents about the influence of head teachers' lesson observation on teachers' job performance in public primary schools in Bureti Sub-County. The outcome displays the mean as well as standard deviation of replies to the four declarations concerning the influence of head teachers' lesson observation on teachers' job performance in public primary schools in Bureti Sub-County.

Table 9: Influence of head teachers' lesson observation

Head teachers' lesson observation	N	Mean	SD
During instruction, the head teacher stops by the class on a casual basis.	100	3.4	1.310
The principal provides feedback after observing teachers in action	100	3.2	1.270
Following a classroom observation, the head teacher and I review the findings	100	2.9	.987
The school's instructors keep an eye on one another in lessons	100	3.12	1.310

Research Data (2024)

From the upshot, the participants signposted that during instruction, the head teacher stops by the class on a casual basis with a mean of ($m=3.4$, $SD=1.31$). Other participants pointed out the principal provides feedback after observing teachers in action with a mean of ($m=3.2$, $SD=1.27$). The participants similarly posited out that following a classroom observation, the head teacher and I review the findings with a mean of ($m=2.9$, $SD=.987$) and some of the respondents indicated that the school's instructors keep an eye on one another in lessons, with a mean of ($m=3.12$, $SD=1.31$). This finding was supported by one of the head teachers who had the following to say: “.....most of teachers would always wait for me to check on their lessons in order for them to work as required.....”

The result shows that one of the most common techniques for assessing teachers is through visits to their classrooms. They involve watching a teacher in action and analyzing their teaching methods, pedagogical abilities, personalities, and relationships with students in the classroom. Principals typically don't have any direct engagement in the classroom because they spend most of their time in the office carrying out administrative tasks. This is how teachers take advantage of the head teacher's flaws. The outcomes correspond with those of Mwinyipembe and Orodho (2014) who signposted that teacher make good records only to show the head teachers, yet they instruct using text books, have prefects jot down notes on the blackboard, and even send homework home for students to finish while they are in or out of school running their own errands.

The study further analyzed the influence of head teachers' lesson observation on teachers' job performance using Pearson's correlation as shown in Table 8 below

Table 10: Correlation Analysis on head teachers' lesson observation on teachers' job performance

		Job Performance	Lesson Observation
Job Performance	Pearson Correlation	1	-.088
	Sig. (2-tailed)		.544
Lesson Observation	Pearson Correlation	-.088	1
	Sig. (2-tailed)	.544	

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

The correlation coefficient between teachers' job performance and head teachers' lesson observation is -0.088. The P-value of 0.544 similarly demonstrate that there exist no momentous connotation amid head teachers' lesson observation and teachers' job performance because the P-value is above the 0.05 test of connotation.

4.4.2 Influence of the head teacher's provision of instructional resources on teachers' job performance in public primary schools in Bureti Sub-County.

The second variable in this research is about the influence of head teacher's provision of instructional resources on teachers' job performance in public primary schools in Bureti Sub-County. Data was amassed and scrutinized using the mean and standard deviation. The data

gathered on the head teacher's provision of instructional resources' items was computed and outcomes are presented in table 11 below

Table 11: Influence of the head teacher's provision of instructional resources

Provision of instructional resources	N	Mean	SD
The principal makes certain there are enough textbooks	100	3.37	1.299
Most of the school's instructors employ teaching tools	100	4.22	.822
The principal oversees the safekeeping and upkeep of the textbooks	100	3.29	1.167
Teaching materials are well stocked in the schools	100	3.66	1.175

Research Data (2024)

Based on the mean and Standard Deviation, the participants indicated that the principal makes certain there are enough textbooks with a mean of (m=3.37, SD=1.299), others signposted that most of the school's instructors employ teaching tools with a mean of (m=4.22, SD=.822). Some participants indicated that the principal oversees the safekeeping and upkeep of the textbooks with a mean of (M=3.29, SD=1.167) while others signposted that teaching materials are well stocked in the schools with a mean of (M=3.66, SD=1.175).

It implies that, for teachers to do their jobs properly, the Head teacher must provide the essential equipment and teaching materials on time, Ngaroga, (2006). It is essential to not only provide but also to ensure that teachers effectively utilize the available instructional materials in order to accomplish high-quality education. When used effectively, the materials reduce the amount of time necessary for instruction because learners can undertake self-study in addition to classroom instruction. Tapes, films, and slides appeal to a variety of senses, making the learning process more engaging. The availability and use of these materials affect instructors' instructional performance.

The study revealed that schools must attempt to execute agendas that endorse optimistic youth growth. These agendas must be able to support pliability in kids and offer more gen about the ensuing topics connectedness that is feeling safe, founding direct affiliations with persons and aids and feeling as if you are part of a diverse group, buoyancy that is having excessive confidence as well as knowing one have rheostat over his/her life, charisma that is feeling capable about what preferences are out there as well as what is reasonable making better careers picks, leading a better life as well as having a significant relationship with your

family, friends as well as fellow colleagues. The results coincide with those of Dube (2018) who posited out that every affiliation should be founded on a mutual objective.

The study further analyzed the influence of head teachers' provision of instructional resources on teachers' job performance using Pearson's correlation as shown in Table 12 below

Table 12: Correlation Analysis on head teacher's provision of instructional resources

		Job Performance	Instructional Resources
Job Performance	Pearson Correlation	1	.866**
	Sig. (2-tailed)		.000
Instructional Resource	Pearson Correlation	.866**	1
	Sig. (2-tailed)	.000	

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

Provision of instructional resources was found to be strongly positive correlated to teachers' job performance with a coefficient of 0.886 with a P-value of 0.000 which is under the threshold of 0.05 thereby indicating a statistically momentous connotation amid Provision of instructional resources as well as teachers' job performance.

4.4.3 Influence of head teacher's checking on teachers' professional records on teachers' job performance in public primary schools in Bureti Sub-County

The influence of head teacher's checking on teachers' professional records on teachers' job performance in public primary schools in Bureti Sub-County formed the third independent variable in this investigation. Data was gathered through means and standard deviation and was calculated and results presented as shown in the table 13 below.

Table 13: Influence of head teacher's checking on teachers' professional records

Teachers' professional records	N	Mean	SD
My work schemes are routinely examined	100	3.29	1.309
Each week, the principal reviews teachers' lesson plans	100	3.05	1.071
I consistently check and mark the class register.	100	3.59	1.072
I instruct in class while utilizing textbooks in schools.	100	3.73	1.184

Research Data (2024)

The study revealed that, their work schemes are routinely examined with a mean of (M=3.29, SD=1.309), other participants posited out that each week, the principal reviews teachers' lesson plans with a mean of (M=3.05, SD=1.071), others posited out that they consistently check and mark the class register with a mean of (M=3.59, SD=1.072) whereas other participants designated that they instruct in class while utilizing textbooks in class with a mean of (M=3.73, SD=1.184). The study revealed that instructional function of head teachers in academic attainment in Kenya's certificate of secondary education was explored according to the respondents, a significant percentage of principals in high-performing schools consistently check lesson plans, schemes of work, teacher attendance, and class registers. The head teacher must maintain confidentiality, be objective, and give the teacher feedback during a record observation. This conclusion was consistent with Kiamba's, (2021) findings who indicated that, on the eve of external supervision, most teachers produce professional records in haste that they rarely refer to shortly after the visit. This suggests that there is a pervasive lack of internal school oversight, which has to be reinforced in many public schools.

The study similarly analyzed the influence of head teacher's checking on teachers' professional records on teachers' job performance using Pearson's correlation as shown in Table 14 below

Table 14: Correlation Analysis on head teacher's checking on teachers' professional records

		Job Performance	Teachers' professional records
Job Performance	Pearson Correlation	1	.427**
	Sig. (2-tailed)		.002
Teachers' profession records	Pearson Correlation	.427**	1
	Sig. (2-tailed)	.002	

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

Teachers' professional records was found to have a weak positive association to teachers' job performance with a coefficient value of 0.427. The P-value was found to be 0.002 thus demonstrating a statistically momentous connotation amid teachers' professional records as well as teachers' job performance in public primary schools in Bureti Sub-County.

4.4.4 Influence of head teacher's mentoring practices on teachers' job performance in Bureti Sub-County.

The influence of head teacher's mentoring practices on teachers' job performance in Bureti Sub-County was deliberated. Data was amassed via mean as well as standard deviation and calculated and outcomes were as in table 15

Table 15: Influence of head teacher's mentoring practices

Head teacher's mentoring practices	N	Mean	SD
The head teacher permits and encourages us to pursue further education.	100	3.00	1.360
We are stimulated by supervision, not intimidated or fault-found	100	3.41	1.161
The principal conducts in-class discussions and lesson planning	100	3.22	1.107
We receive letters of congratulations when we do well in class	100	3.29	1.078

Research Data (2024)

Based on the responses, the participants strongly agreed that the head teacher permits and encourages them to pursue further education with a mean of 3.00 as well as a Standard Deviation of 1.360, other participants agreed that they are stimulated by supervision, not intimidated or fault-found with a mean of 3.41, SD=1.161). The participants similarly agreed with the declarations that the principal conducts in-class discussions and lesson planning with a mean of (Mean=3.22, SD=1.107) whereas some participants agreed that they receive letters of congratulations when they do well in class with a mean of (Mean=3.29, SD=1.078).

Most people, regardless of age or socio-economic level, find rewards to be potent motivators. Any employee's good performance should constantly be recognized through the giving of prizes. On days when prizes are awarded, teachers may receive trophies, notes of gratitude, or bonuses, as appropriate, (Cole, 2022). The state of physical hygiene at work is quite important. The school administration can motivate teachers by sending them thank-you cards for a job well done, planning an end-of-year party, awarding trophies to the teacher of the year on prize-giving days, and authorizing social welfare programs for staff members. This outcome demonstrates statistically that supervisor support but not supervisor communication can increase job performance. This result also shows that the training program for the organizational sample uses the supervisor's position as a partial predictor. The study further

analyzed the influence of head teacher's mentoring practices on teachers' job performance using Pearson's correlation as shown in Table 16 below

Table 16: Correlation Analysis on head teacher's mentoring practices

		Job Performance	Head teacher's mentoring practices
Job Performance	Pearson Correlation	1	-.302*
	Sig. (2-tailed)		.033
Head teacher's mentoring practices	Pearson Correlation	-.302*	1
	Sig. (2-tailed)	.033	

**. Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed).

Head teacher's mentoring practices was found to be weakly negatively connected to teachers' job performance with a correlation coefficient value of -0.302 as well as a P-value 0.033 showing a statistically momentous connotation amid head teacher's mentoring practices as well as teachers' job performance in public primary schools in Bureti Sub-County.

4.5 Regression analysis results

4.5.1 Model Summary

The model summary outcome shows that $R=.588$, this inferred that the four predictor variables, moderately relate with teachers' job performance in Bureti Sub-County. The coefficient of determination; R square is .345, this shows that the four predictors cooperatively accounted for 34% of teachers' job performance in Bureti Sub-County. The other remaining percentage is accounted for variables other than the ones in the model.

Table 17: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.588 ^a	.345	.335	.656

a. Predictors: (Constant), Lesson observation. Instructional resources, Professional records, Mentoring practices.

Research Data (2024)

4.5.2 ANOVA

Table 18: ANOVA

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	58.760	4	14.690	34.158	.000 ^b
	Residual	111.387	95	.430		
	Total	170.148	99			

a. Dependent Variable: Teachers' job performance, b. Predictors: (Constant), Lesson observation, Instructional resources, Professional records, Mentoring practices

Research Data (2024)

Analysis of variance (ANOVA) outcomes in table 16 shows that the regression model connecting head teachers' lesson observation, head teacher's provision of instructional resources, head teacher's scrutiny on teachers' professional records and head teacher's mentoring practices as independent variables with teachers' job performance in Bureti Sub-County is fit for prediction ($F=34.158$, $p=.000$). This infers that the acquaintance of the level of the predictor variables can lead to the prediction of the dependent variable.

4.5.3 Regression coefficient

Table 19: Regression coefficient

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.374	.373		6.368	.000
	Lesson Observation	.444	.067	.375	6.586	.000
	Instructional Resources	.101	.044	.129	2.324	.021
	Professional Requirements	.612	.181	.182	3.389	.001
	Mentoring Practices	.104	.036	.153	2.906	.004

a. Dependent Variable: Teachers' job performance

Research Data (2024)

The upshot in table 16 shows the regression coefficients of the four independent variables (and the constant). The regression model of

$$\text{Job P} = 2.374 + .444 \text{ Lesson O} + .101 \text{ Instructional R} + .612 \text{ Professional R} + .104 \text{ Mentoring P}$$

(Where Job P, means Job performance, Lesson O, means Lesson Observation, Instructional R, means Instructional resources, and Professional R, means professional requirements and Mentoring P, means mentoring practices.)

The outcome demonstrate that Lesson O has a positive momentous influence on teachers' job performance ($\beta=.444$, $p=.000$), head teacher's provision of instructional resources has a momentous positive impact on teachers' job performance ($\beta=.101$, $p=.021$), head teacher's scrutiny on teachers' professional records positively as well as significantly influence the teachers' job performance ($\beta=.612$, $p=.001$). The head teacher's mentoring practices has a momentous impact on teachers' job performance ($\beta=.104$, $p=.004$). The regression equation was:

The regression model of

$$Y = 2.374 + 0.444X_1 + 0.101X_2 + 0.612X_3 + 0.104X_4$$

Where;

Y= the dependent variable (teachers' job performance)

X₁ = Head teachers' lesson observation

X₂ = Head teacher's provision of instructional resources

X₃ = Head teacher's scrutiny on teachers' professional records

X₄ = Head teacher's mentoring practices

4.6 Discussion of Findings

In this chapter the outcomes have been presented. The descriptive results indicate a modest level of head teachers' lesson observation, head teacher's provision of instructional resources, head teacher's scrutiny on teachers' professional records and head teacher's mentoring practices. The study found a positive correlation amid instructional supervision of the head teacher as well as teachers' job performance Mwinyipembe and Orodho (2018). The participants signposted that during instruction, the head teacher stops by the class on a casual basis with a mean of 3.4 and SD of 1.31. Some participants showed that the principal provides feedback after observing teachers in action with a mean of 3.2 and SD of 1.27.

The outcomes correspond with those of Mwinyipembe and Orodho (2014) who signposted that teachers make good records only to show the head teachers, yet they instruct using text books, have prefects jot down notes on the blackboard, and even send homework home for students to finish while they are in or out of school running their own errands.

The result shows that one of the most common techniques for assessing teachers is through visits to their classrooms. They involve watching a teacher in action and analyzing their teaching methods, pedagogical abilities, personalities, and relationships with students in the classroom. Principals typically don't have any direct engagement in the classroom because they spend most of their time in the office carrying out administrative tasks, (Cole, 2022). This is how teachers take advantage of the head teacher's flaws.

The participants indicated that the principal makes certain there are enough textbooks with a mean of ($m=3.37$, $SD=1.299$), others signposted that most of the school's instructors employ teaching tools with a mean of ($m=4.22$, $SD=.822$). Some participants indicated that the principal oversees the safekeeping and upkeep of the textbooks with a mean of ($M=3.29$, $SD=1.167$) while others signposted that teaching materials are well stocked in the schools with a mean of ($M=3.66$, $SD=1.175$). It implies that, for teachers to do their jobs properly, the Head teacher must provide the essential equipment and teaching materials on time, Ngaroga, (2006). It is essential to not only provide but also to ensure that teachers effectively utilize the available instructional materials in order to accomplish high-quality education.

The participants clearly stated that the head teacher permits and encourages them to pursue further education with a mean of 3.00 as well as a Standard Deviation of 1.360, other participants agreed that they are stimulated by supervision, not intimidated or fault-found with a mean of 3.41, $SD=1.161$). Some participants similarly agreed with the declarations that the principal conducts in-class discussions and lesson planning with a mean of ($Mean=3.22$, $SD=1.107$) whereas some participants agreed that they receive letters of congratulations when they do well in class with a mean of ($Mean=3.29$, $SD=1.078$).

The study revealed that most people, regardless of age or socio-economic level, find rewards to be potent motivators. Any employee's good performance should constantly be recognized through the giving of prizes, (Dube, 2018). On days when prizes are awarded, teachers may receive trophies, notes of gratitude, or bonuses, as appropriate. The findings posited out that

there exists a weak negative correlation amid the instructional supervision of the head teacher and the teachers' job performance in public primary schools in Bureti Sub-County. The correlation coefficient between teachers' job performance and head teachers' lesson observation is -0.088. The P-value of 0.544 similarly demonstrate that there exists no momentous connotation amid head teacher's supervision practices and teen pregnancies because the P-value is over the 0.05 test of significance.



CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary of the research. The key conclusions drawn concerning the research objectives are also presented. Finally, recommendations are made.

5.2 Summary of findings

The broad objective of the research investigated the instructional supervision of the head teacher affected teacher performance in Kenya's Bureti Sub-County's public elementary schools. Numerous assumptions are made about variables via statistical tests. This was to ensure that the results are worth applying in choice making. Statistical processes need that the assumption of normality is test. It aids in confirming if the data follows a normal distribution or not. If the normality is not realized, the regression analysis in lieu of goodness of fit, the outcomes could not portray the true picture on the affiliation amid the variables.

The respondents signposted that some participants showed that the principal provides feedback after observing teachers in action with a mean of ($m=3.12$, $SD=1.31$). The result shows that one of the most common techniques for assessing teachers is through visits to their classrooms. They participants posited out that head teachers like watching a teacher in action and analyzing their teaching methods, pedagogical abilities, personalities, and relationships with students in the classroom. Principals typically don't have any direct engagement in the classroom because they spend most of their time in the office carrying out administrative tasks. The correlation coefficient between teachers' job performance and head teachers' lesson observation is -0.088 . The P-value of 0.544 similarly demonstrate that there exists no momentous connotation amid head teachers' lesson observation and teachers' job performance because the P-value is above the 0.05 test of connotation.

Provision of instructional resources was found to be strongly positive correlated to teachers' job performance with a coefficient of 0.886 with a P-value of 0.000 which is under the threshold of 0.05 thereby indicating a statistically momentous connotation amid Provision of instructional resources as well as teachers' job performance. Teachers' professional records was found have a weak positive association to teachers' job performance with a coefficient value of 0.427 . The P-value was found to be 0.002 thus demonstrating a statistically momentous connotation amid teachers' professional records as well as teachers' job

performance in Bureti Sub-County. head teacher's mentoring practices was found to be weakly negatively connected to teachers' job performance with a correlation coefficient value of -0.302 as well as a P-value 0.0033 showing a statistically momentous connotation amid head teacher's mentoring practices as well as teachers' job performance in public primary schools in Bureti Sub-County.

5.3 Conclusions

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

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

Cross tabulation of head teachers' instructional supervision practices and pupils' academic performance revealed head teacher's instructional supervisory practices influenced academic performance across all schools in the Sub County. Ensuring from revelation the study concludes that head teacher's instructional supervision practices influenced academic performance in Bureti Sub-County.

5.4 Recommendations

5.4.1 Recommendation for practice

As a management practice, the research commends that head teachers ought to increase the frequency and diligence of checking of professional documents. This includes checking schemes of work, lesson plans, records of work covered. This would facilitate teachers' job and hence positively influence pupils' performance. The study revealed that performance in

the Sub County has not been good. This research consequently commends that head teachers need to increase and diligently improve clinical supervision which encompasses classroom visits while teaching is going on, visiting teachers during teaching, ensuring that their teachers are comfortable, and providing feedback after classroom observation.

The study recommends that head teachers should also increase the frequency of checking of pupils' exercise books. This would involve randomly asking for pupils' books, checking whether homework is done, checking whether teachers marked pupils' exercise books and monitoring pupils' academic progress. The study recommends that head teachers should keep up monitoring of academic standard in the school to ensure that there is enhanced and quality of education offered in the schools. The supervisors should ensure that all the required professional documents are of high accurately done before commencement of instruction. The supervisor should improve and give immediate and effective instructional feedback to the teachers.

5.4.2 Recommendation for policy

On policy, the research indorses that the Ministry of Education should ensure that the head teachers should be given in-service on their role as instructional supervisors and be helped to embrace the classroom observation practice as an instructional supervisory practice to ensure better academic achievement by the learners.

The Quality Assurance and standards and the curriculum support officers should intensify their supervision in the schools in order to strengthen quality instructional supervisory practices by the head teachers.

5.5 Recommendations for further research

The investigator recommends for further studies. A study on other factors other than instructional supervision that affect KCPE performance should be conducted.

- Examination of head teachers' delegation of instructional supervisory duties and pupils' academic achievement.
- Perceptions of teachers towards head teachers' instructional supervisory role of staff development.
- Challenges facing new strategies of instructional supervision in public primary schools.
- Since the study was carried out in Bureti Sub-County, a similar study should be carried out on the influence of supervisory roles of head teachers on students' academic achievement in other sub counties in Kericho County.

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APPENDICES

APPENDIX I: INTRODUCTION LETTER

Dear Respondent,

As a postgraduate student in the school of education at Mount Kenya University, I am conducting research on how the instructional supervision of the head teacher affects teacher performance in Kenya's public primary schools in the Bureti Sub-County. Your information will be treated in confidence and will only be used for academic purposes in this study. On any part of this questionnaire, do not provide your name. Please consider taking part in my study; anything you say in response to the questionnaire items will only be utilized for this one.

Thank you.

Yours Sincerely,

Rachel Mukonyo Makundi



APPENDIX II: TEACHERS' QUESTIONNAIRE

This questionnaire's answers will be kept private and used only for academic purposes.

Please don't put your name here.

Section A: Demographic Information

1. What is your age bracket (tick)

Below 25 years	<input type="checkbox"/>	25-30 years	<input type="checkbox"/>
31 – 35 years	<input type="checkbox"/>	36 – 40 years	<input type="checkbox"/>
41-45 years	<input type="checkbox"/>	46 – 50 years	<input type="checkbox"/>
Over 50 years	<input type="checkbox"/>		

2. Gender

Male	<input type="checkbox"/>	Female	<input type="checkbox"/>
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3. Indicate your present academic qualification

Phd	<input type="checkbox"/>	M. ED	<input type="checkbox"/>
B. ED	<input type="checkbox"/>		

Part B: Head teacher Supervisory Practices

4. The sentences that follow speak to the headteacher's methods of supervision. Select the option that most accurately reflects your feelings regarding your headteacher's supervision techniques. Use a scale with S.A for strongly agreeing, A for agreeing, U for uncertain, D for disagreeing, and S.D for strongly disagreeing.

Teachers' job performance	SA	A	U	D	SD
I consistently meet my goals on evaluation forms.					
I finish my work on time.					
I arrive to school and classes on time.					
My school's KCPE mean score for the past three years was over 250.					
Class room observation	SA	A	U	D	SD
During instruction, the head teacher stops by the class on a casual basis.					
The principal provides feedback after observing teachers in action.					
Following a classroom observation, the head teacher and I review					

the findings.					
The school's instructors keep an eye on one another in lessons.					
Provision of instructional resources	SA	A	U	D	SD
My principal makes certain there are enough textbooks.					
Most of the school's instructors employ teaching tools.					
The principal oversees the safekeeping and upkeep of the textbooks.					
Checking teachers' professional records	SA	A	U	D	SD
My work schemes are routinely examined					
Each week, the principal reviews teachers' lesson plans.					
I consistently check and mark the class register.					
I instruct in class utilizing textbooks.					
Teachers' Professional Development	SA	A	U	D	SD
The head teacher permits and encourages us to pursue further education.					
Most educators choose not to pursue additional education					
The principal conducts in-class discussions and lesson planning					
We receive letters of congratulations when we do well in class.					
Reward Motivation	SA	A	U	D	SD
We receive complimentary tea during our break from the classroom.					
The school occasionally takes us on field trips and out to lunch.					
For excellent work, we receive letters of congratulations or money.					
We are stimulated by supervision, not intimidated or fault-found					

THANK YOU FOR YOUR COOPERATION

**APPENDIX III:
TIME FRAME**

Time Action	MAY 2023	JUNE 2023	JULY 2023	AUG 2023	SEPT 2023	OCT 2023	NOV-OCT 2023-2024
Research topic formulation and introduction							
Literature Review							
Research methodology							
Correction of proposal							
Preparing data collection instruments							
Presentation of the proposal							
Collection of data, analysis, interpretation, conclusion and presentation							

APPENDIX V: RESERCH BUDGET

S/NO	Activity	Item Description	No. of units	Cost/unit	Total
1	Literature Review	i) Epson printer	1	30,000	30,000
		ii) Reams of photo copy paper	2	500	1000
		iii) Box assorted pens	1	500	500
		iv) GB internet charges	8	1000	8,000
2	Proposal Presentation to the department and School	i) Reams of photo copy paper	4	500	2000
		ii) Binding of document	13	100	1300
		iii) transport	4	1000	4000
3	Proposal presentation to BGS	i) Reams of photo copy paper	4	500	2000
		ii) Binding of document	13	100	1300
3	Piloting of the instruments	Reams of photo copy paper	1	500	500
		Transport to Eldoret	10	1000	10000
		Box assorted pens	1/4	500	125
		Field note books	3	50	150
4	Field work	Reams of photo copy paper	4	500	2000
		Daily subsistence	20	1000	20000
		Box assorted pens	1	500	500
		field note books	5	50	250
4	Data validation, coding and analysis and Thesis writing	Reams of photo copy paper	1	500	500
		Daily subsistence	6	1000	6000
		Box assorted pens	1/4	500	125
		field note books	3	30	150
5	Submission of thesis for examination and to BGS	i) Reams of photo copy paper	4	500	2000
		ii) Binding of document	20	100	2000
		iii) Daily subsistence	4	100	400
6	Incorporating panelist recommendations And Final thesis report and submission and publication	i) Final printing and binding	10	1000	10000
		ii) Reams of photocopy papers	10	500	5000
		iii) Cartridge	1	8000	8000
		Total			127,300

Source of Funding: Self

Mount Kenya University

DIRECTORATE OF GRADUATE STUDIES

MED/2020/67698

12th September, 2024

National Commission for Science Technology & Innovation (NACOSTI)
Off Waiyaki, Upper Kabete
P.O Box 30623- 00100
NAIROBI, KENYA

Dear Sir/Madam,


RE: RACHEL MUKONYO MAKUNDI- REGISTRATION NO. MED/2020/67698

The purpose of this letter is to introduce the above named student who is pursuing **Master of Education** in the **Department of Educational Management and Curriculum Studies** in the **School of Education**.

The title of the research is **"Influence of Headteacher's Instructional Supervision on Teachers' Academic Performance in Bureti Sub- County Kenya."** It has been cleared by the University's Ethics Review Committee (Certificate attached) and now has to proceed to the field to collect data between **September, 2024 and November, 2024**.

Any assistance accorded to the student will be highly appreciated.

Thank you.


Dr. Samuel M. Karenga, Ph.D.
Director, Graduate Studies
Enc.



REPUBLIC OF KENYA



NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION

Ref No: 850942

Date of Issue: 26/September/2024

RESEARCH LICENSE



This is to Certify that Ms. RACHEL MUKONYO MAKUNDI of Mount Kenya University, has been licensed to conduct research as per the provision of the Science, Technology and Innovation Act, 2013 (Rev:2014) in Kericho on the topic: INFLUENCE OF HEADTEACHER'S INSTRUCTIONAL SUPERVISION ON TEACHERS' JOB PERFORMANCE IN BURETI SUB-COUNTY, KENYA for the period ending : 26/September/2025.

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