

**THE INFLUENCE OF TEACHER MONITORING ON THE KCPE PERFORMANCE
OF PUBLIC AND PRIVATE PRIMARY SCHOOLS IN WARENG' SUBCOUNTY,
UASIN GISHU COUNTY, KENYA.**

BY

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DECLARATION

This research project report is my original work and has not been presented to any other university for examination or award of any other degree.

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DEDICATION

This work is dedicated to my family who have continuously encouraged me to work hard. To my dear wife Zipporah Wairimu and my lovely children James, Betty, and Nicholas who patiently gave me support as I went through this course.

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God bless you.

TABLE OF CONTENTS

DECLARATION	ii
DEDICATION	iii
ACKNOWLEDGEMENT	iv
TABLE OF CONTENTS.....	v
LIST OF FIGURE.....	ix
LIST OF TABLES	x
ABSTRACT.....	xi
ACRONYMS AND ABBREVIATIONS	xiii
CHAPTER ONE	1
1.0 INTRODUCTION	Error! Bookmark not defined.
1.1 Background to the Study.....	Error! Bookmark not defined.
1.2 Statement of the problem	Error! Bookmark not defined.
1.3 Purpose of the study.....	Error! Bookmark not defined.
1.4 Research objectives.....	Error! Bookmark not defined.
1.6 Assumptions of the study.....	Error! Bookmark not defined.
1.7 Limitations of the study	Error! Bookmark not defined.
1.8 Delimitations of study.....	Error! Bookmark not defined.
1.9 Significance of the study.....	Error! Bookmark not defined.
1.10 Operational definition of terms	Error! Bookmark not defined.
1.11 Organization of the study.....	Error! Bookmark not defined.
CHAPTER TWO	Error! Bookmark not defined.
LITERATURE REVIEW	Error! Bookmark not defined.
2.1 Introduction.....	Error! Bookmark not defined.
2.2 Teacher Monitoring and School Performance	Error! Bookmark not defined.

2.3 Teacher Monitoring: Global View	9
2.4 Studies Conducted on Level of Teacher Monitoring.....	Error! Bookmark not defined.
2.5 Teacher Monitoring in Kenya.....	Error! Bookmark not defined.
2.5.1 QASOs Role on teacher monitoring	10
2.5.2 Head Teacher’s Role on teacher monitoring	14
2.5.3 Subject Heads /Departmental Heads Role on teacher monitoring.....	15
2.6 Teachers Viewpoints on Teacher Monitoring.....	Error! Bookmark not defined.
2.6.1 Promotion of Knowledge and Skills	Error! Bookmark not defined.
2.6.2 Professional Guidance and Encouragement.....	16
2.6.3 Evaluating Professional Documents	Error! Bookmark not defined.
2.6.4 Providing Feedback to Teachers.....	Error! Bookmark not defined.
2.6.5 Fostering Positive Attitudes to Teachers	Error! Bookmark not defined.
2.7 Theoretical Framework.....	Error! Bookmark not defined.
2.8 Conceptual framework.....	Error! Bookmark not defined.
2.9 Summary of Literature Review.....	Error! Bookmark not defined.
CHAPTER THREE	Error! Bookmark not defined.
RESEARCH METHODOLOGY	Error! Bookmark not defined.
3.1 Research Design.....	Error! Bookmark not defined.
3.2 Study Location	Error! Bookmark not defined.
3.3 Target Population.....	Error! Bookmark not defined.
3.4 Sample and Sampling Procedures.....	Error! Bookmark not defined.
3.5 Research Instruments	Error! Bookmark not defined.
3.5.1 Validity of Research Instruments.....	Error! Bookmark not defined.
3.5.2 Reliability of Research Instruments.....	Error! Bookmark not defined.
3.5.3 Piloting the Research Instruments	Error! Bookmark not defined.

3.6 Data Collection Procedures.....	Error! Bookmark not defined.
3.7 Data Analysis Procedures	Error! Bookmark not defined.
3.8 Ethical Considerations	Error! Bookmark not defined.
CHAPTER FOUR.....	25
DATA ANALYSIS, PRESENTATION AND INTERPRETATION	25
4.1 Introduction.....	25
4.2 Instruments Response Rate	25
4.3 Demographic Information.....	26
4.4 Relationships between Teacher Monitoring and School Performance	30
4.5 The Level of Teacher Monitoring in Both Public and Private Schools	32
4.6 Teachers’ Viewpoints on Teacher Monitoring in Wareng’ Sub County	36
4.7 QASOS on Influence of Teachers on the KCPE Performance of Public and Private Primary Schools in Wareng’ Subcounty.....	Error! Bookmark not defined.
CHAPTER FIVE	39
SUMMARY OF FINDINGS, DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS.....	39
5.1 Introduction.....	Error! Bookmark not defined.
5.2 Summary of the Findings.....	Error! Bookmark not defined.
5.3 Research Findings.....	Error! Bookmark not defined.
5.3.1 Findings Based on Relationship between Teacher Monitoring and the School KCPE Performance	Error! Bookmark not defined.
5.3.2 Findings Based on Level of Teacher Monitoring in Public and Private Primary Schools	Error! Bookmark not defined.
5.3.3 Findings Based Teachers’ View Point Concerning Teacher Monitoring in Wareng’ Sub County.....	Error! Bookmark not defined.
5.4 Conclusion of the Study.....	Error! Bookmark not defined.

5.5 Recommendations.....	Error! Bookmark not defined.
5.6 Suggestions for Further Research	Error! Bookmark not defined.
REFERENCES	44
APPENDICES	47
APPENDIX I: QUESTIONNAIRES FOR PRIMARY SCHOOL TEACHER	47
APPENDIX II: HEADTEACHERS’ QUESTIONNARE	51
APPENDIX III: QUESTIONNAIRES FOR SCHOOL PREFECTS	54
APPENDIX IV: QASOS INTERVIEW SCHEDULE	55
APPENDIX V: RESEARCH PERMIT	56
APPENDIX VI: RESEARCH AUTHORIZATION.....	57
APPENDIX VII: RESEARCH AUTHORIZATION FROM COUNTY	58

LIST OF FIGURE

Figure 2.1 Influence of teacher monitoring on the KCPE performance **Error! Bookmark not defined.**

Figure 4.1: Response Rate 26

Figure 4.1: Respondents Gender..... 27

LIST OF TABLES

Table 4.1: Response Rate.....	25
Table 4.2: Respondents' Gender.....	26
Table 4.3: Respondents' Years of Experience and Years in Current Station	28
Table 4.4: Respondents' Academic Qualification	29
Table 4.5: Teachers' Response on Relationship Between Teacher Monitoring and school KCPE performance	30
Table 4.6 Head Teachers' Response on Relationship Between Teacher Monitoring and the School KCPE Performance.....	31
Table 4.7: Teachers' Response on level of Teacher Monitoring in Schools	33
Table 4.8 Head teachers' Response on Level of Teacher Monitoring in Schools.....	34
Table 4.9 Prefects' Response on Level of Teacher Monitoring	35

ABSTRACT

Teacher monitoring in Kenya is an issue that has attracted much concern from all the education stakeholders. Although it is emphasised by the Ministry of Education (MOE), its implementation has rarely been given the necessary attention. Recent educational reports especially after the release of national examination results have shown that the performance in the KCPE examinations in most public primary schools in Wareng' Sub County have remained low for long in comparison to private schools. The main purpose of this study was to examine the influence of teacher monitoring on the KCPE performance of public and private primary schools in Wareng' Sub County. The study was guided by three objectives, namely, i) to examine the relationship between teacher monitoring in both public and private primary schools and the schools' KCPE performance, ii) to establish the level of teacher monitoring in Wareng' Sub-County, and iii) to examine teachers' viewpoints on teacher monitoring. The review of related literature centred on the objectives of the study which presented scholar works on teacher monitoring on academic performance. The study employed a descriptive survey design. Data was collected from a sample of 3 Quality Assurance and Standards Officers-(QASOs), 34 Head teachers, 54 teachers, and 102 school prefects from both the public and private primary school. Likert scale questionnaire contained closed ended questions whereas the open-ended questions solicited more answers from the respondents. Data analysis was done using statistical package for social sciences (SPSS). Quantitative data was presented in relevant categories as frequencies with their corresponding percentage. The study concluded that there was a strong relationship between teacher monitoring and the schools' KCPE performance. It was evident that monitoring teachers on the various areas that touch on the teaching professionalism helps teachers to become effective teachers. This translates into effective teaching and learning process whose final product is good KCPE performance. In addition, teachers' viewpoints on teacher monitoring exercise received divergent responses from the two types of schools. Public school teachers were of the opinion that this exercise is of no importance and that it should be abolished. However, private school teachers viewed teacher monitoring as a key driver in developing innovative programs and changes in the school management. This could be associated to long-held attitudes by the public school teachers that monitoring of teachers was more invasive and punitive than professional uplifting. Despite the divergent views on teacher monitoring, this study found out that teacher monitoring is helpful in improving KCPE performance. This study recommended that to improve KCPE performance, low-performing schools should adopt the strategies employed by effective schools on teacher monitoring. Teacher monitors especially public school heads from low performing school should improve on teacher monitoring. Based on the findings, the study recommended that in order to enhance KCPE performance, teacher-monitoring should be strengthened especially in public schools. Public schools should learn a few tips on the management and administration of teacher resource from the good performing private schools. Head teachers must lead in teacher monitoring activities. This study revealed that a significant percentage of public school head teachers rarely supervised teachers work. This resulted to some classes not finishing the syllabus as set by the MOE. Teacher monitors ought to create good rapport and professional working relationships with teachers. Exchange programs between neighbouring public and private schools teachers should be encouraged. This interaction may go far in exchanging ideas and capacity building. The Ministry of Education should provide proper transport such as motorbikes to QASOs to enable them reach all schools with ease. Finally, in-

depth and broader studies are needed particularly targeting well performing schools to establish whether and to what extent, teacher monitoring enables good performance in the KCPE.

ACRONYMS AND ABBREVIATIONS

C.E.O - County Education Officer

DQAS – Directorate of Quality Assurance and Standards

HOD – Head of Department

KCPE – Kenya Certificate of Primary Education

KNEC – Kenya National Examination Council

MOE – Ministry of Education

MOEST – Ministry of Education Science and Technology

QASOs – Quality Assurance and Standards Officers

SPSS- Statistical Package for Social Sciences

TAC- Teacher Advisory Centres

CHAPTER ONE

1.0 INTRODUCTION

This section contains foundation of the examination, explanation of the issue, motivation behind the investigation, explore destinations, inquire about inquiries, and presumptions of the examination, confinements and delimitations of the examination, extent of the investigation and operational meaning of terms.

1.1 Background of the Study

One of the creating segments of instruction overall today is the observing and assessment of educators (Early 1996; Marshall, 1998). Educator observing can add to the meaning of successful instructing, learning and profitability in schools. Educator monitoring is worried about the responsibility of teachers to their expert jobs and its fundamental object is to guarantee upkeep of exclusive expectations in training. Goddard and Emerson (1997), bolster that educator monitoring ought to advance high scholarly fulfilment, great advancement and positive reactions from students or the students.

In the United States of America, a powerful educating and learning process must invigorate scholarly interest and offer a feeling of satisfaction to the students. Ngaroga (2000) affirms that such a situation moves understudies from the aloof job of beneficiaries to the dynamic manufacturers of learning. The basic job of educator monitoring as one of the procedures of enhancing the execution of training frameworks in schools can't be over stressed.

The instruction framework in Kenya is examination arranged and the accomplishment of a school is made a decision on its execution in national examinations. The nature of instruction is found as far as the quantity of understudies exceeding expectations in these examinations (Eshiwani 1993). Among the numerous variables that impact understudies' execution is teacher's administration. Rutter et al (1979) and Wekesa (1993) take note of that to enhance understudies' execution, educators require first to be overseen professionally. This should be possible by setting an unmistakable vision for the school and conveying this vision to every one of the educators in the school who thusly bolster its accomplishment by actualizing educational programs in like manner.

Educator observing ought to be a basic piece of any instruction program. It extraordinarily helps in the enhancement of norms and nature of training. As indicated by McGlynn and Stalker (1995) the method of reasoning for this enhancement is three overlay, specifically, (a) the all-inclusive acknowledgment of the privilege of each tyke in each classroom, in each school to get a top notch instruction suitable to their necessities and aptitudes, (b) the adequacy in training framework is a key impact on monetary prosperity of each country, and (c) the acknowledgment of the need to furnish understudies with the sort of training that will empower them to add to the expanding needs of the mind boggling and evolving society.

In numerous nations where inspectoral arrangement of supervision of schools and teacherss is directed, the duty regarding school assessment lies with the inspectorate division. For instance in Scotland, as clarified by McGlynn and Stalker (1995), Her Majesty's Inspectorate (HTM) is accused of the accompanying major inspectoral obligations: (a) to attempt a program of investigations of individual schools and universities and of key parts of instruction, (b) to screen plans for quality confirmation in training through the inspectorate's Audit unit, (c) to give straight to the point and target counsel through the inspectorate's main investigator of schools to the secretary of state, and (d) to guarantee that instructive activities are executed successfully.

So also, in South Africa, the inspectorate is basically worried about quality and is partitioned into administration capacities and warning administrations. Notwithstanding, the useful adequacy regarding nature of educating and learning and the instruments used to evaluate educator abilities are very restricted (Chetty, Chisholm, Gardiner, Magan and Vinjevold, 1993).

In Kenya, observing of schools and educators is under the Directorate of Quality Assurance and Standards (Ngaroga, 2000). This is an expert arm of the Ministry of Education which is worried about quality control. There existed a supervisory framework amid the pilgrim time frame in the formal tutoring framework, which was set up in 1927. Afterward, the advanced inspectorate in free Kenya was started through the suggestions of the Kenya instruction commission of 1964. This inspectorate was later renamed Directorate of Quality Assurance and Standards in the year 2003. This occurred after the legitimization of the tasks of the Ministry of Education headquarter staff and the setting up of the five directorates which man training in Kenya (Republic of Kenya, 2005).

As per Oyaya, (2007) observing and exhorting on principles in instruction and preparing depends on all round models execution pointers in both curricular and co-curricular exercises. The center estimations of the Directorate of Quality Assurance and Standards are gotten from the Ministry of Education Charter, which underscores the vital fragments as; quality confirmation, coordination, development and counsel on educational programs conveyance in schools.

The discussion on supervision of school principals and educators for compelling execution of educational programs to yield high scholastic execution has gotten top need in Kenya today, (Oketch and Ngware, 2012; Orodho, 2014). Instruction partners have had numerous exchanges in workshops, courses and even in print media concerning quality training. Regardless of these measures, the uniqueness in KCPE execution among open and tuition based schools has kept on extending. This has preceded throughout the years regardless of the administrations numerous positive signals of sparing the circumstance. A portion of these measures utilized by government incorporate; free essential instruction, work of more educators and school sustaining programs among others. In Wareng' Sub-County, Uasin Gishu County, the analyst expected to build up whether distinction in teachers observing in broad daylight and non-public schools could be a factor coming about to the high divergence in KCPE execution of the two classifications of schools.

1.2 Problem Statement

Educator monitoring is an issue that has pulled in much worry from all the instruction partners. In spite of the fact that it is underlined by Ministry of Education (MOE) in the numerous strategy structures, its execution is never given the important consideration. Later instructive reports particularly after yearly KCPE discharge have demonstrated that the execution in the national examinations in most open grade schools in Wareng' Sub County has stayed low for a significant lot of time. There exists a gigantic dissimilarity in KCPE execution among open and private elementary schools in Wareng' Sub County. This distinction has continued regardless of the tremendous ventures done by the legislature to enhance all open elementary schools the nation over. This exacerbating province of KCPE execution has constrained numerous guardians to pull back their youngsters from open elementary schools to non-public schools.

Without a doubt, the explanations behind this colossal perpetual divergence in KCPE execution can't be effortlessly recognized without centered examination. This examination along these lines looked to research the impact of teachers monitoring on the KCPE execution of open and private elementary schools with a perspective of making suggestions to address this divergence in Wareng' Sub County, Uasin Gishu County.

1.3 Purpose of the study

The reason for this examination was to research the impact of educator observing on the KCPE execution of open and private elementary schools in Wareng' Sub County, Uasin Gishu County in Kenya.

1.4 Research objectives

This exploration ponder was guided by the accompanying targets:

- a. To look at the connection between teachers monitoring in broad daylight and non-public schools and the school KCPE execution.
- b. To build up the level of teachers monitoring in both open and private grade schools in Wareng' Sub County.
- c. To look at teachers' perspectives concerning educator observing in Wareng' Sub County.

1.5 Research questions

The accompanying examination addresses guided the investigation:

- i. What is the connection between teachers observing in both open and private elementary schools and the schools' KCPE execution?
- ii. What is the level of teachers observing in both open and private elementary schools in Wareng' County?
- iii. What are the teachers' discernments on educator observing in Wareng' Sub County?

1.6 Assumptions of this study

Amid the examination the accompanying presumptions were considered:

- a) That all schools with close observing perform well.
- b) That there is low educator observing in broad daylight grade schools when contrasted with private elementary schools.
- c) That private grade schools performs superior to open elementary school.
- d) That there are more qualified and experienced teachers out in the open elementary schools.
- e) Those unfit and less experienced teachers in private elementary schools perform preferable when intently observed over the accomplished educators in state funded schools.
- f) That all respondents would give legitimate reactions.
- g) That the example taken would speak to the populace sufficiently.

1.7 Limitations of the study

The examination had various restrictions. First the investigation was restricted by the way that it depended on self-rating polls for school managers to assess themselves. This implies the respondents could have over appraised themselves on positive qualities. To defeat this, the scientist searched for any conflicting information among the reactions and followed up on them in like manner.

Another confinement was that a few schools may have had late changes of authority which prompt difference in administration structures and procedures.

1.8 Delimitations of study

This investigation was embraced in Wareng' Sub County in Uasin Gishu County. This Sub County has three zones, specifically; Pioneer, Kesses and Kapseret.

There are 70 open elementary schools and 96 private grade schools. The examination was limited to both open and private elementary teachers, school regents, head teachers and the three QASOs inside Wareng' Sub County.

1.9 Significance of the investigation

It is trusted that the discoveries of this investigation will help instruction partners particularly those in authoritative positions to restore educator observing in schools. This examination may likewise clear path for different scientists to explore the current issue in different parts of the nation.

1.10 Operational definition of terms

Educational modules – the aggregate learning background either arranged or spontaneous which an understudy experiences under support and direction of schools teachers.

Monitoring – this alludes to all exercises worried about keeping up, enhancing and expanding the adequacy of some random procedure.

Execution – this is the degree to which objectives and destinations are met.

Private grade schools-these are elementary schools set up and kept running by an individual or private associations.

Open grade schools-these are elementary schools set up by government and upheld by cash from expenses.

Educator - a man who prepares information to students in a school.

1.11 Organization of the study

The study was separated into five sections as follows: part one gave the foundation of the investigation, proclamation of the issue, targets of the examination, look into inquiries and presumptions of the investigation, confinements and delimitations of the investigation, importance and association of the investigation. Part two exhibited audit of the writing. Part three displayed look into procedure. Section four comprised of information investigation, introduction and understanding. At long last, part five included the investigation synopsis, end and proposals of the examination which were drawn from the information investigation in section four.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This section gives an audit of writing identified with the investigation because of educator monitoring out in the open and private elementary schools in Wareng' Sub County. The audit involved the accompanying topics:

- Teacher observing and school execution.
- Global see on Teacher observing.
- Studies directed on teachers observing.
- Teacher observing in Kenya.
- Role of Quality Assurance and Standards Officers (QASOs)
- Role of subject heads.
- Teachers' perspectives on teachers monitoring.
- Summary of writing survey.

2.2 Teacher Monitoring and School Performance

As the hugest asset in school, teachers are critical in enhancing training benchmarks. Enhancing the proficiency and execution of schools generally relies upon guaranteeing teachers are exceptionally talented, very much resourced and inspired to perform getting it done. Raising instructing execution is maybe the approach heading that is well on the way to prompt generous gains in understudy learning (OECD, 2005). Along these lines, powerful monitoring and assessment of educating is Central to the consistent enhancement of successful instructing in schools.

Ngaroga (2000) sees that it is fundamental to know the quality of the teachers and those parts of their practices which could be additionally created. From this point of view, the organization of educator observing is an imperative advance in the drive to enhance the viability of instructing and learning with the end goal to raise instructive models.

2.3 Teacher Monitoring: Global View

Teacher monitoring is a crucial element in improving the quality of education at all levels of education. Monitoring services although existing in almost every country, have been extremely dismissed by strategy producers. This policy disregard has been reflected by a comparable lack of concern among training specialists. To be sure the latest far reaching study on instruction observing in creating nations dates from mid-1970's (Lyons and Pritchard, 1976). In the ongoing years notwithstanding, changes in training administration have on a very basic level influenced observing administrations and this has added to a restored enthusiasm for this key administration particularly in the created nations.

In both created and creating nations since 1980s, instruction strategy creators have moved their consideration from extension, access and sexual orientation issues in training to quality. This attention on instruction has prompted imperative changes in the organization of training and prompted expanded enthusiasm for the component of value control bringing about a genuine addressing of customary monitoring framework (Ngaroga, 2000).

Most European nations set up their school supervision frameworks for the most part known as inspectorates. These offices have had a center duty in the improvement of the cutting edge training frameworks. Their errand was not exclusively to manage the usage of guidelines and directions yet additionally to do different capacities, for example, instructive direction, and new data transmission and educator incitement. A definitive goal of review was to enhance instruction quality (Gabriel and Anton, 1987). These controllers were individuals from the most renowned supervision benefit known as England's, Her Majesty's Inspectorate, established in 1934. This turned into a model for a significant number of creating nations.

France's investigation framework, whose foundation returns to the French upheaval, has been duplicated by a few of its states. Millette (1988) noticed that Algeria for example, holds a significant part of the French investigation practice. Pakistan and Zambia then again will in general pursue England's Inspection hones. In England for instance, the main such administrations were given in 1902. Since the commencement of monitoring, these administrations have experienced different changes subject for the most part to the political, religious condition and the more extensive changes in instruction.

Ngaroga, (2000) sees that school and educator monitoring have in reality been a political and politicized issue in a significant number of nations where a school overseer has assumed a political job. In South Africa for example the school was one of the front lines of the Apartheid battle. Monitors and all the more shockingly, subject guides were viewed as instruments of control and persecution. While in all nations the goal of supervision is to enhance the nature of instruction, most services of training list, the observing of what goes ahead in schools as their essential assignment. In Spain, for example, the primary capacity of the inspectorate is to "guarantee that the laws, controls and other legitimate demeanors of instructive organization are satisfied in schools and administrations." In Thailand, two gatherings of screens exist whose assignment is to only screen the execution of the service approach (Woods, 1993).

In all nations in this way, the premier undertaking of value confirmation officers is to manage schools. Set of working responsibilities points of interest the quantity of school reviews to be embraced. In Indiana for example, the standard recommend that each school is examined once per year and visited a few times each year by their assessing officer (Gabriel and Anton, 1997). A pattern to dole out teachers supervision to the leader of the school and to ask for supervision of staff to center the school assessment is spreading. A few nations have viewed teachers review as right obligation of the school chiefs.

In Burundi, Ministry of instruction arrangements requires the executives of schools to make 150 visits for every year and record composed reports with the school monitors on what they watched. Be that as it may, in Japan, Russia and Thailand, it remains the assignment of nearby level auditors to regulate educators (Watson, 1994). A few nations do isolate managerial supervision from instructive supervision, for instance, Spain, France and Guinea. Such division particularly at school level is hard to continue. It is difficult to arrange obligations as either proficient or instructive and those which are administrative or managerial in nature. Obviously, an examiner visiting a school should perform the two sorts of obligations. They may incorporate; examining crafted by specific classes or teachers and in addition gathering measurable information or investigating issues of supply of materials and building materials (Lyons and Pritchard, 1977).

Millette, (1988) sees that because of the frustrating execution of outside directors, numerous nations have moved from this way to deal with receiving inner school quality monitoring gadgets. These nations incorporate; New Zealand, England, Iceland and Scandinavian nations. In Denmark, grade schools are not visited by outside specialists. The schools' designs must be affirmed by the metropolitan committee however monitoring is done mostly through the schools' gathering, the head educator and the staff itself. The head educator is in charge of the school organization and just watches classroom instructing on account of new teachers or the individuals who have specific issues. Every non-public school anyway is appended to an examiner picked by guardians or selected by the district.

School monitoring is vital on the grounds that numerous fundamental issues must be fathomed legitimately and observed at school level. Incidental visits by school reviewers can't keep the issues and the slow decaying of the schools. Day by day work decentralization of control to class level additionally includes an adjustment in the way to deal with quality enhancement; this is a move in numerous nations from a quality control affirmation technique. At the end of the day, there is a developing conviction that teachers ought to be urged and engaged to measure for themselves the nature of the administrations which they have conveyed to the students or even the school (Cullinford, 1998). This is called intelligent instructing in the advanced educating and learning approaches.

2.4 Studies Conducted on Level of Teacher Monitoring

Daresh and Playko, (1992) completed an examination on how supervision influenced educational programs execution in schools in Boston. Results acquired from this investigation uncovered that supervision done in regions of monitoring exercise designs, plans of work, enroll and other authoritative and proficient archives had a positive effect in scholarly execution of the understudies. Walter and Yallow, (1996) led an examination on how assessment and supervision affected the nature of administrations given by school administrators. Results uncovered that supervision enhanced instruction. These outcomes additionally mirrored that supervision made schools take pride in their scope of social, scholarly down to earth benefits and brandishing.

Wanga, (1988) directed contextual analyses on supervision to perceive how supervision enhanced nature of training. Discoveries from this investigation shown that since review was done in inspected schools, the schools had seen numerous adjustments in the region of educating and learning. Information demonstrated that the training styles had extraordinarily moved forward. These discoveries additionally demonstrated that an assortment of educating and learning techniques and materials were as yet required to better information obtaining in schools. This examination suggested that teachers supervision ought to be a key necessity in schools.

2.5 Teacher Monitoring in Kenya

In Kenya, Quality Assurance and Standards in schools is the way toward acquiring enhancement guidance and schools all in all through Quality Assurance and Standards officers, head teachers, heads of offices and subjects board heads (Republic of Kenya, 1999). Educator monitoring is basically under the MOE's directorate of Quality Assurance and Standards. There are a few Directors at the national level who regulate Quality Assurance and Standards of instruction in Kenya. At the instructive zonal level are the QASOs who screen educational modules usage. These are officers who associate with the teachers frequently. They screen schools and compose reports occasionally. Some tuition based schools contract inward school screens to enhance the administrations offered by the QASOs. These inward quality affirmation officers exhort school proprietors ordinarily alluded to as the school executives. At long last, schools possessed by religious and different associations likewise have inward quality confirmation instruments.

2.5.1 QASOs Role on Teacher Monitoring

QASOs were previously known as Inspectors of schools under the directorate of Inspectorate. In the Ministry of Education (MOE), the mandate of inspection system was to ensure policy implementation regarding effective instructional procedures and wholesome learning environments. The inspectorate thus becomes a critical link between central education authorities and the school (MOEST, 2005).

Since independence, the government has addressed challenges facing provision of quality education through commissions, committees and task forces (Ngaroga, 2000). The Directorate of Quality assurance and Standards in the ministry is charged with the responsibility of ensuring quality education in Kenyan schools (MOEST, UNESCO/OECD, 2005). The staff in this department is expected to supervise and advise curriculum implementers (the teachers) accordingly.

The QASOs use many supervisory techniques to monitor, guide and direct the teacher. They visit the classroom to see what the teachers are doing. Conferences and workshops are also organised to update teachers on emerging issues concerning the teaching and learning activities. It is assumed that when teachers follow the laid down steps in the blue print, quality education assessment is assured. Effective teaching is the first step towards quality educational assessment. This can only be achieved through effective quality teacher monitoring exercise (Ngaroga, 2000).

In Kenya, education reforms in the past and even today have failed to achieve the desired outcomes due to the ineffective and inefficient supervision. This has negatively affected teachers' effectiveness. This has led to the call for strengthening of the Directorate of Quality Assurance and Standards (DQAS) particularly in improving the knowledge, skills and attitudes of the officers who carry out the role of maintaining quality in learning institutions (Oyaya, 2007). This study aimed at evaluating whether monitoring of teachers has any influence on the performance of public and private schools in Wareng' sub-county, Uasin Gishu County.

2.5.2 Head Teacher's Role on Teacher Monitoring

Instruction in Kenya is examination arranged. The nature of instruction is found as far as number of understudies passing national examinations (Eshiwani, 1993). The hierarchical administration of a school is the head educator and whose job significantly impacts understudies' scholastic results.

Rutter et al, (1979) and Wekesa (1993) takes note of that to enhance understudy (school) execution, head teacherss are required to enhance the administration and organization of these schools. This should be possible by setting clear vision for the schools and convey this vision to understudies and teacherss. The head educator must help the school by giving clear initiative and responsibility for understudies' execution. The head teacherss are hence the schools' officials and one of their overwhelming undertakings is that of overseeing educators among other school assets.

Millette (1988) sees that the nature of school initiative has the effect among progress and disappointment of a school. He additionally clarifies that exploration and assessment have cleared up the degree to which authority is pivotal to a school enhancement. In very successful schools, and additionally schools which have turned around a pattern of poor exhibitions and

declining accomplishment, it is the head educator who sets the pace, driving and rousing the understudies and the staff to perform to their most astounding potential. Head teachers monitoring adequacy is the foundation of a smooth running school.

As indicated by Sushila, (2004), the head educator is the leader of the school, the rotate around which numerous parts of the school spin, and the individual responsible for everything about the running of the school. This could be it scholastic or managerial capacities. Observing of teachers in the entirety of their normal errands lies with the head educator. This is the motivation behind why Kwakwa, (1973) portrays the head teachers as the attendant of keys, the executive of transportation, the co-ordinator of correspondences, the quarter ace of stores, the divisor of unpredictable calendars, the distributor of handbooks, the chief of advertising and the instructional pioneer.

The head teachers is hence the key in the administration of the school human asset where educators take the inside stage. The head teachers's job as the administrator of educators' viability can't be underestimated in the event that he or she is required to give the correct sort of training to understudies, thus this set the focal point of this examination.

2.5.3 Subject Heads /Departmental Heads Role on Teacher Monitoring

The grade educational system is intended to get ready understudies for further learning and helpful living in the general public (Republic of Kenya, 1999). The achievement of these grandiose objectives pivots itself on successful co-appointment and control of instructing and learning exercises. Ngaroga, (2000) sees this is one of the key jobs of subject heads in administration of schools. Educators' Service Commission diagrams a portion of the obligations and duties of HODs as; effectively helping the head teachers in guaranteeing the great expert practice, models, and nature of instructing are watched. Encouraging and adding to educational programs advancement at school level. Setting, directing and co-ordinating stamping of exams. Holding and driving customary gatherings and guaranteeing the keeping of minutes among others key duties.

Monitoring comprises an administration procedure through which HODs guarantee by a methods for surveying and controlling; that instructing and learning work is in advancement and in this way the schools' out-comes might be refined (Benet and Wood, 2007). They confirm that all exercises that are in the strategy report and every one of the directions are completed of course.

As a major aspect of the administration group, HODs should keep themselves side by side of the most recent schools of thought on methodologies, approaches and strategies of instructing and learning.

HODs must be acquainted with the accompanying formal strategies for control as set out by Ngaroga (2000) and Sushila, (2004), planning, introduction, assessment and formal gatherings. They keep on clarifying that a monitoring framework will show to HODs whether exercises are continuing as per plan. Taking everything into account, obviously HODs have incredible effect on the nature of educating and realizing which corresponding decides the scholarly execution of a school. To accomplish this goal, they are required to cooperate with the school initiative in guaranteeing exclusive expectations of instructing and learning hones are kept up while being guided by the Education Officers.

2.6 Teachers Viewpoints on Teacher Monitoring

From the points of view of the teachers, educator monitoring might be seen as an open door for positive collaboration and expert development or as a negative "proficient prerequisite" that prompts dissatisfaction (Ngaroga, 2000). Observing is advantageous in improving scholastic execution as caught in this dialog.

2.6.1 Promotion of Knowledge and Skills

Monitoring helps educators in creating individual information, abilities and capabilities in the classroom (Kipkirui, 2011). Teachers should learn numerous new abilities and augment their insight base as they associate with the QASOs. This is through the input they get after appraisal in class.

As indicated by Ochuoba, (2009), the substance of value observing frameworks is to guarantee that the nature of encouraging workforce is kept up. Teachers should turn out to be more viable in the training learning process as they cooperate with the QASOs and different screens. They may procure new showing academic aptitudes which upgrade their showing strategies, accordingly enhancing their educating.

2.6.2 Professional Guidance and Encouragement.

Farrant, (1980) takes note of that the QASOs offer proficient direction and consolation to educators. The QASOs should direct educators on the best way to lead the instructing and learning forms as experts. They should control educators on parts of instruction execution. These

incorporate, showing techniques, making favorable learning condition, legitimate utilization of instructing and learning material and additionally educational modules translation (Ngaroga, 2000). QASOs should empower teachers who on occasion are debilitated by such factors as poor compensation, poor understudy scholarly execution, overseers' administration styles and educators individual difficulties and struggle.

2.6.3 Evaluating Professional Documents

As per Mobegi, Odigi and Oburu (2010), the QASOs are associated with monitoring the showing reports i.e. proficient archives, for example, plans of work, exercise designs, advance records and exercise notes. They should manage the educators in readiness of the equivalent, with the end goal to be successful in the showing learning process. Most teachers are sure on this since it aids proficient development particularly in those educating in tuition based schools. These instruction officers in their numerous reports have shown that most educators in government funded schools don't grasp teachers monitoring. This was for the most part noted among teachers who were in administration for long in the state funded schools. Lion's share seen this activity of teachers observing as witch-chase obtrusive and reformatory than expert elevating.

2.6.4 Providing Feedback to Teachers

Boyd, (1989) noticed that if the QASOs give quick input to teachers, it could enhance the educators' execution since they will have the capacity to distinguish their quality and shortcoming and enhance their work execution. QASOs offer criticism to educators on their own introduction in class, dominance of substance, showing strategies, utilization of showing helps and their capacity to impart adequately to the students. They additionally beware of how well teachers records were arranged and put into utilization. Such input is fundamental since educators will have the capacity to know their qualities and regions of enhancement to act as needs be.

2.6.5 Fostering Positive Attitudes to Teachers

Educator screens should encourage uplifting demeanor in the teachers on the instructing calling. The educators should like and appreciate instructing and have positive states of mind towards their students and school executives. Ideal states of mind make the teachers to be profoundly

energetic and work successfully towards enhancement of showing learning forms. Screens are consequently anticipated that would be skilful on how they embrace this activity. They have to address the qualities and shortcoming of the teachers with the essential expert methodology.

2.7 Theoretical Framework

The study depended on general frameworks hypothesis which was spread by scientist Ludwig Von in 1960. A framework is an arrangement of components or parts which process some level of freedom or personality yet which are a similar time shape a fundamental piece of a bigger entirety. Entire frameworks are made out of part or sub-frameworks which can be decayed further into segment components. It includes thinking regarding the entire issue, undertaking, task or gathering and its interfacing subparts, and also monitoring the ideal elective succession, collaborations, capacities or segments parts with the end goal to accomplish wanted results (Myers, 1983).

As per this hypothesis, parts of a framework are connected together in such complex ways that move made by one creates sweeping impacts on others. For example, if those endowed with **monitoring** of educators don't screen the instructional procedure, **teachers** and understudies may unwind and this may bargain execution in national exams. QASOs, head educators, and subject heads assume a noteworthy job in the achievement of instructing and learning process. Their contribution to observing educators' viability is specifically relative to the school execution.

2.8 Conceptual structure

Teachers monitoring concerns classrooms guidance and different parts of polished methodology and its basis is to fortify and build up educators' aptitudes and enhance execution. For a school to enhance, those accountable for **teachers monitoring** must convey their obligations with due ingenuity. They should attempt however much as could be expected to fill the holes distinguished amid **monitoring** with the desperation merited. They should consider **teachers** responsible in light of the fact that understudy execution is the essential capacity of the school. Viable instructing prompts upgraded execution in national examinations, KCPE.

2.9 Summary of Literature Review

Writing checked on in this part has demonstrated the essential pretended by Quality Assurance and Standards officers, head teachers and subject heads in educator observing. Writing audit demonstrates that quality is an issue worry in instruction. Free essential training in Kenya acquired new difficulties state funded schools that should be given an idea. Those accountable for observing jobs should be more watchful to guarantee that quality in state funded schools isn't endangered. Past investigations on schools execution have would in general focus on head teachers authority aptitudes, showing approaches, schools' framework and educator non-attendance among different elements that meddle with scholastic execution. Specialists on the reasons for uniqueness in execution of open and private elementary schools have for the most part shied far from observing of educators. This examination along these lines tried to fill this exploration hole by researching the impact of educator monitoring on the KCPE execution of open and non-public schools in Wareng' sub County, Uasin Gishu County, in Kenya.

CHAPTER THREE

3.0 Research Methodology

The section shows the exploration technique of the study. The part features the area of the examination, inquire about structure, target populace, test measure, inspecting strategies, explore instruments, pilot contemplate, information gathering methods, information investigation procedures and moral contemplations.

3.1 Research Design

This study utilized a spellbinding overview configuration to explore the impact of educator observing on execution of open and private elementary schools in Wareng' Sub County. As indicated by Orodho, (2002), illustrative review structures are utilized in fundamental and exploratory investigations to enable the scientist to assemble data, abridge, present and decipher with the end goal of illumination. Mugenda and Mugenda, (1999) then again give the reason for spellbinding exploration as deciding and detailing the manner in which things are without controlling the factors. Further, clear study investigate is proposed to deliver factual data about parts of instruction that premium strategy creators and teachers.

3.2 Study area

The investigation was directed openly and private grade schools in Wareng' Sub County Uasin Gishu County of the Republic of Kenya. Wareng' is one of the sub provinces in Uasin Gishu County. It is partitioned into three Zones for both instructive and managerial purposes. These incorporate Pioneer zone, Kesses zone, and Kapseret zone.

The sub region has an all-around kept up street organize. The financial exercises in Wareng' incorporate farming, handling and blundering. As Singleton, (1993) noticed, the perfect setting for any examination ought to be effortlessly open to the scientist and ought to be what licenses moment affinity with the witnesses. The decision of Wareng' Sub County was because of its availability as far as correspondence, comfort and reasonableness of the examination given that no comparable investigation has been directed in the sub district.

3.3 Target Population

As per Mugenda, (1999), populace is a whole gathering of people, occasions or questions having a typical watch. The number of inhabitants in this examination included teachers in private and open grade schools in Wareng' Sub County. To inspire the required data, the investigation likewise focused on school regents, head educators in broad daylight and elementary schools and QASOs in this sub area.

3.4 Sample and Sampling Procedures

Examining implies choosing a given number of subjects from a characterized populace as illustrative of that populace. Orodho, (2002) states that any announcement made about the example ought to likewise be valid for the populace. It is anyway concurred that the bigger the example, the littler the testing mistake. For this examination the three QASOs were naturally chosen since they are very few.

The three Zones chose have 70 open and 96 Private elementary schools. 14 Out of the 70 open and 20 out of 96 Private grade schools were chosen. This spoken to over 10% of every classification of school in every one of the 3 zones were haphazardly examined to guarantee that all schools in each zone had equivalent and autonomous shot of being chosen.

From each of the 34 Schools, 3 school officials and 6 educators were chosen. All head educators in chosen schools partook in the investigation. In this manner, the study test contained 3 QASOs, 34 Head teachers, 204 educators and 102 school consuls from both open and private grade schools in Wareng' sub province. This fulfills Gay's (1992) recommendation that 10% is a decent portrayal when populace is extensive and 20% when populace is little.

3.5 Research Instruments

The study utilized two principle kinds of instruments for data gathering; talk with timetables and polls. Mugenda and Mugenda, (1999) seen that surveys give point by point answers to complex issues and along these lines are best. The utilization of polls is additionally prevalent in information gathering since they are financially savvy.

Three surveys were utilized in this study; head teachers', elementary teachers' and school consuls' polls. The surveys had a similar configuration. Area A caught statistic data of the respondent and segment B tried to give data on the way toward monitoring of teachers' in Wareng' sub district. A few things in the surveys were shut finished while others open finished.

The specialist additionally utilized meeting plan for the QASOs. Mugenda and Mugenda (1999) see that talk with calendar enables the respondent to really react to the inquiries and gives an analyst a chance to test the respondent further. The meeting plans were managed to the QASOs to acquire data on impact of teachers monitoring on execution of open and private essential 'schools in Wareng' Sub County.

3.5.1 Validity of Research Instruments

Ogula, (1998), express that legitimacy is how much a test estimates what it should gauge. Mugenda and Mugenda, (1999), clarify that legitimacy is how much outcomes got from dissecting of information really speak to the marvel under the examination. It needs to do with how precisely the information got in the investigation speaks to the factors of the examination.

To guarantee legitimacy of the examination instruments in this investigation, the specialist looked for the mastery of the bosses to set up the substance legitimacy and evaluate the pertinence of the instruments all the more thoroughly and guarantee they gauged the factors planned for the examination.

3.5.2 Reliability of Research Instruments

Unwavering quality is a proportion of how much an examination instrument yields steady outcomes or information after rehashed preliminaries (Mugenda and Mugenda, 1999). An instrument is solid when it can quantify a variable precisely and acquire similar outcomes over period. Unwavering quality in research is influenced by arbitrary mistakes and in this investigation pre-test helped the specialist to distinguish the no doubt wellsprings of blunders and subsequently reacted to these sources previously the examination. Mistakes may come to fruition because of off base coding, uncertain guidelines, talk with weariness and biasness. The specialist in structuring and regulating of these instruments took care to stay away from such mistakes. The part half procedure was utilized to confirm instruments dependability. Deferred reaction system was likewise be utilized. The instruments were given to the respondent and after a fortnight the scientist offered another to a similar respondent. The reactions were nearly the equivalent and along these lines the instruments were considered as dependable.

3.5.3 Piloting the Research Instrument

Guiding alludes to pretesting of the study instrument by overseeing it to a chosen test of comparative attributes to the one under the investigation. The instruments were guided in three open and five private grade schools in Wareng' Sub County which were excluded in the real examination. The pilot think about enhanced the legitimacy and unwavering quality of the instruments.

3.6 Data Collection Procedures

The analyst initially looked for authorization from the NACOSTI, Uasin Gishu County Commissioner and the County training Officer (C.E.O). Head educators of the chosen schools were educated in composing and an arrangement made with them when the scientist would visit their schools for information gathering. Information gathering was made by the analyst himself. The specialist by and by controlled the surveys to the respondents. The analyst permitted the respondents adequate time to react to the things on the surveys. The specialist booked meeting with the QASOs on fitting dates to direct the meetings and radio taped the exchange.

3.7 Data Analysis Procedures.

Both subjective and quantitative systems of information investigation were utilized in this study. Study of information begun by monitoring the accumulated crude information for fulfillment, helpfulness and precision. Quantitative information were registered utilizing the measurable bundle for sociology (SPSS) to get case preparing outline. As Martin and Acuna, (2002) watch, SPSS can deal with huge measure of information, and given wide range of factual strategies intentionally intended for sociologies, it is likewise very productive. Information were changed over into frequencies and rates, which were introduced in conveyance recurrence tables.

Subjective investigation was utilized in the examination to address the open-finished things in the survey which, were counted to discover the most widely recognized reaction to empower calculation of rates. Speculations were attracted line with the examination targets dependent on polls, narrative investigation and meeting materials. The discoveries were displayed utilizing tables, and diagrams to make translations clearer.

3.8 Ethical Considerations

The study looked at all exploration morals. In such manner, the scientist looked for assent from the respondents to take part in the investigation; respondents were educated that their interest in the examination was deliberate and that they could pull back anytime in the study. At long last, respondent's poll reactions were kept safely.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction

This chapter presents the study findings based on the study objectives. It provides the discussion and interpretation of the findings. The findings were analysed to answer the research questions of the study.

4.2 Instruments Response Rate

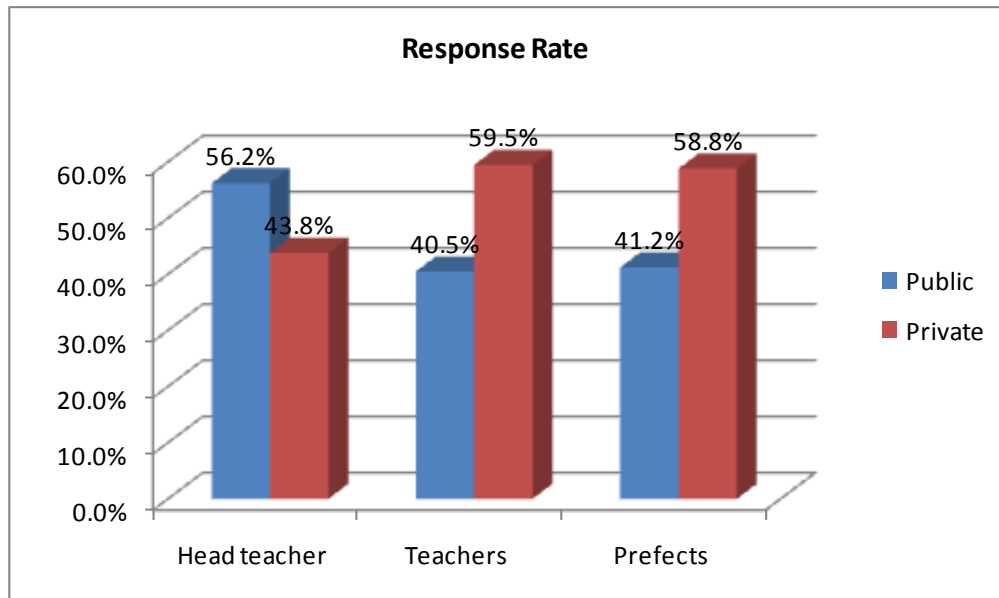
The total sample size consisted of 3 QASOS, 34 head teachers, 204 teachers and 102 school prefects. All the 3 QASOS were available for interview which represented 100%. 32 head teachers fully answered the questionnaires well updated. This represented a percentage of response rates. All the prefects in both public and private schools (102) responded to the questionnaires correctly giving a response rate of 100%.

Table 4.1: Response Rate

Respondents	Public		Private		Total	% 100%
	Frequency (F)	Percent (%)	Frequency (F)	Percent (%)		
Head teacher	18	56.2	14	43.8	32	100%
Teachers	81	40.5	119	59.5	200	100%
Prefects	42	41.2	60	58.8	102	100%
QASOs	-	-	-	-	3	100%

Source: Field Data, 2018

Figure 4.1: Response Rate



Source: Field Data, 2018

4.3 Demographic Information

This section presents the socio-demographic characteristics of the respondents in the study. Genders, education level, years of service and current stay in the station were captured. Subsequent tables summarize these characteristics.

Table 4.2: Respondents' Gender

Respondents	Gender	Public		Private	
		Frequency (F)	Percent (%)	Frequency (F)	Percent (%)
Head teacher	Male	11	61.1	10	71.4
	Female	7	38.9	4	28.6
Teachers	Male	20	24.7	96	80.7
	Female	61	75.3	23	19.3
Prefects	Male	34	81.0	48	90.0
	Female	8	19.0	12	20.0

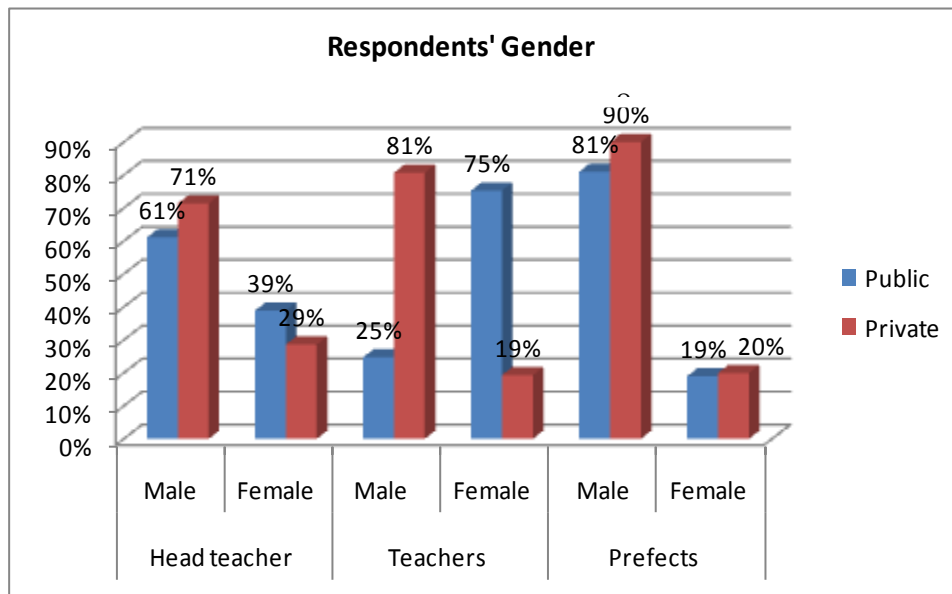
Source: Field Data, 2018

QASOs Gender

	Frequency (F)	Percent (%)
Male	2	66.7
Female	1	33.3

Source: Field Data, 2018

Figure 4.1: Respondents' Gender



Source: Field Data, 2018

Information contained in table 4.2 showed huge gender disparity among the leadership of schools. Female heads in public and private schools stood at 38.9% and 28.6% respectively. This is quite low in comparison to their male counterparts in public and private schools as illustrated by 61.1% and 71.4% respectively. A similar pattern is also exhibited in the student (prefect ship) leadership. Males dominate with 81.0% in public and 90.0% for private schools. This gender disparity could be a possible contributor to lack of motivation among female staff and pupils to teaching and learning in schools within Wareng' Sub County.

Further, teachers and head teachers were requested to indicate the numbers of years they have been in the service and duration in the current station. The findings were presented in table 4.3

Table 4.3: Respondents Years of Experience and Years in Current Station

Respondent	Years of experience	Public		Private	
		Frequency	%	Frequency	%
Head teacher	Less than 5 years	3	16.7	9	64.3
	6-10 years	5	27.8	4	28.6
	10 years and above	10	55.5	1	7.1
Teachers	Less than 5 years	6	7.4	100	84.1
	6-10 years	15	18.5	16	13.4
	10 years and above	60	74.1	3	2.5
	No of years in current station	Frequency	%	Frequency	%
Head teacher	Less than 2 years	0	0.0	10	71.4
	3-5 years	4	22.2	0	0.0
	Above 6 years	14	77.8	4	28.6
Teacher	Less than 2 years	5	6.2	98	82.3
	3-5 years	6	7.4	12	10.1
	Above 6 years	70	86.4	9	7.6

Source: Field Data, 2018

The above findings shows that majority of teachers and head teachers in public schools are experienced and have stayed in their current station for some good time. Being in a given station for than five years is an assurance that one is capable of giving solid information concerning the happenings in that station.

However, this is not the case in private schools where most teachers and head teachers are young in the teaching profession. The long stay by public teachers and head teachers could be a cause of the poor performance because of laxity and the altitude of being permanent and pensionable. Moreover, most of private schools teachers have taught for less than 2 years as shown by the percentage of 82.3.

This phase of professionals is characterized by renewed energy to make a name for self and this could attribute to the better performance in private schools.

The high percentage of public head teachers and teachers being in their current stations for than 6 years showed that they were in a good position to give credible information on the trends of school's KCPE performance.

Finally, the respondents were requested to state their academic levels and the findings were captured in table 4.4

Table 4.4: Respondents' Academic Qualification

Respondent	Qualification	Public		Private	
		Frequency	%	Frequency	%
Head teacher	Master	1	5.6	0	0.0
	Bachelors	3	16.7	0	0.0
	Diploma	4	22.2	0	0.0
	P1	10	55.6	12	85.7
	Untrained	0	0.0	2	14.3
Teachers	Master	0	0.0	0	0.0
	Bachelors	2	2.3	3	2.5
	Diploma	11	13.6	0	0.0
	P1	68	57.1	74	62.2
	Untrained	0	0	42	35.3

Source: Field Data, 2018

Information captured in table 4.4 showed that both the head teachers and the teachers in public schools have attained higher qualifications than their peers in private schools. Untrained personnel stood at 14.3% and 35.5% for head teachers and teachers respectively in the private schools. Public schools registered 0 percentages on level of untrained teacher category for both teachers and head teachers. Majority of head teachers and teachers in private schools have the minimum level qualification P1 which is the basic requirement for one to serve as a teacher in a

primary school. Based on the experience and high qualification of these public head teachers, the minimum expectation in public schools performance in KCPE Examination would be an above average score. This is from the ordinary belief that long experience and high qualification of school heads are necessary catalyst for good administration and management of schools. However, this is not the case of public schools in Wareng' County.

On the same spot, public school teachers within Wareng' Sub County are equally qualified as their head teachers than teachers in private schools. These teachers are therefore expected to deliver the content appropriately and produce excellent performance than the private schools but this is not the case within Wareng' Sub county.

Having analysed the demographic data of the respondents, the study focused on data analysis based on the three research objectives of the study.

4.4 Relationships between Teacher Monitoring and School Performance

The first objective of this study sought to examine the relationship between teacher monitoring in both public and private primary school and the schools KCPE performance. The respondents were requested to indicate their views which were summarized in table 4.5 and 4.6

Table 4.5: Teacher's Response on Relationship Between Teachers

Monitoring and the Schools KCPE Performance

Statement	Public school				Private school			
	SA	A	SD	D	SA	A	SD	D
Monitoring schemes of work improves school performance	F 38	32	5	6	59	46	10	4
	% 46.7	39.5	6.2	7.4	49.6	38.7	8.4	3.4
Monitoring time management improves school performance	F 35	33	2	11	96	9	4	10
	% 43.2	40.7	2.5	13.6	80.7	7.7	3.4	8.4
Monitoring of teaching aid use improves school performance	F 49	13	7	12	29	59	13	18
	% 60.5	16.1	8.6	14.8	24.4	49.6	10.9	15.1
Monitoring lesson presentation by teachers improves school performance	F 37	40	0	4	83	24	10	2

	%	45.7	49.4	0.0	4.9	69.7	20.2	8.4	1.7
Monitoring teachers records of work covered improves school performance	F	10	11	48	12	99	10	6	4
	%	12.3	13.6	59.3	14.8	83.2	8.4	5.0	3.4
Monitoring teacher student progress records improves school performance	F	34	27	11	9	104	9	4	2
	%	42.0	33.3	13.6	11.1	87.4	7.7	3.4	1.7

Source: Field Data, 2018

Information contained in table 4.5 showed that both teachers from public and private school support that teacher monitoring improves teaching and the learning process hence improved KCPE results. However, on most aspects, more private school teachers strongly agreed than their peers in the public schools. For instance 69.7% of teachers in private schools strongly agreed that monitoring lesson presentation by teachers improves school KCPE performance in comparison to 45.7 % of teachers in public schools. The same pattern was noted in all the other areas of teacher monitoring in private schools scored high on strongly agree scale. The low percentage scores by teachers in public schools could be a contributing factor to the poor performance in public schools. Public school teachers seem not to embrace teacher monitoring.

Head teachers were also requested to comment on relationship between teacher monitoring and school performance. The findings were summarized in table 4.6 below.

Table 4.6 Head Teachers' Response on Relationship Between Teacher Monitoring and the School KCPE Performance

Statement	Public school				Private school			
	SA	A	SD	D	SA	A	SD	D
Monitoring schemes of work improves school performance	F 8	4	6	0	10	4	0	0
	% 44.4	22.2	33.3	0.0	71.4	28.6	0.0	0.0
Monitoring time management improves school performance	F 10	4	4	0	14	0	0	0
	% 55.6	22.2	22.2	0.0	100.0	0.0	0.0	0.0
Monitoring of teaching aid use improves school performance	F 15	3	0	0	13	1	0	0
	% 83.3	16.7	0.0	0.0	92.9	7.1	0.0	0.0

Monitoring lesson presentation by teachers improves performance	F	9	4	3	2	11	2	0	1
	%	50.0	22.2	16.7	11.1	78.6	14.3	0.0	7.1
Monitoring teacher records of work covered improves performance	F	8	2	5	3	12	2	0	0
	%	44.4	11.1	27.8	16.7	85.7	14.3	0.0	0.0
Monitoring teacher student progress records improves school performance	F	11	7	0	0	10	3	1	0
	%	61.1	38.9	0.0	0.0	71.4	21.4	7.1	0.0

Source: Field Data, 2018

The study findings in table 4.6 reveal that the head teachers who are the school administrators support that teacher monitoring improves schools' KCPE performance. Head teachers from private schools scored higher percentages on the various aspects of teacher monitoring in comparison to the public school heads.

The 0% by both public and private school heads on the Likert scale on disagree and strongly disagree on most items on teacher monitoring depict the positive attitude by these heads on the importance of teacher monitoring for effective teaching and learning process. The finding of this study agree with previous study finding, since most of this study agreed with that school performed is determined by teachers monitoring.

4.5 The Level of Teacher Monitoring in Both Public and Private Schools

The second study objective sought to establish the level of teacher monitoring in both public and private primary schools in Wareng' sub county. Teachers, head teachers and prefects were requested to give their views on the level of teacher monitoring in schools. Table 4.7 and the two subsequent tables present data on these views.

Table 4.7: Teacher Response on level of Teacher Monitoring in Schools.

Statement	Public School			Private School		
	Great Extent	Moderate	Lesser Extent	Great Extent	Moderate	Lesser Extent
Monitoring of scheme of work	F 61	18	2	115	4	0
	% 75.3	22.2	2.5	96.6	3.4	0.0
Monitoring of students' progress records	F 44	22	15	99	11	9
	% 54.3	27.2	18.5	83.2	9.2	7.6
Monitoring of time management	F 35	43	3	105	12	2
	% 43.2	53.1	3.7	88.2	10.1	1.7
Monitoring of instructional material use	F 50	26	5	70	19	30
	% 61.7	32.1	6.2	58.8	16.0	25.2
Monitoring lesson presentation by teacher	F 23	8	50	85	7	27
	% 28.4	9.9	61.7	71.4	5.9	22.7
Monitoring teacher records of work	F 17	11	53	96	20	3
	% 21.0	13.6	65.4	80.7	16.8	2.5

Source: Field Data, 2018

Data presented in table 4.7 show that teachers in private school rate high the level of teacher monitoring in their schools than in public schools. For example 88.2% and 43.2% on monitoring of time management in private and public schools on great extent respectively. The same pattern is portrayed in all the other aspects of teacher monitoring. These high percentages indicate higher level of teacher monitoring in private schools is high in comparison to the public schools.

Table 4.8 Head teachers Response on Level of Teacher Monitoring in Schools

Statement	Public School			Private School		
	Great Extent	Moderate	Lesser Extent	Great Extent	Moderate	Lesser Extent
Monitoring of scheme of work	F 13	2	3	12	2	0
	% 72.2	11.1	16.7	85.3	14.3	0.0
Monitoring of student progress record	F 7	5	6	11	2	1
	% 38.9	27.8	33.3	78.6	14.3	7.1
Monitoring of time management	F 10	7	1	14	0	0
	% 55.6	38.9	5.6	100.0	0.0	0.0
Monitoring lesson presentation by teacher	F 4	5	9	10	4	0
	% 22.2	27.8	50.0	71.4	28.6	0.0
Monitoring teacher records of work	F 8	4	6	12	1	1
	% 25.0	22.2	33.8	85.7	7.1	7.1

Source: Field Data, 2018

Finding from table 4.8 showed that 100% of head teachers in private schools agreed to a great extent that monitoring teachers' time management improves schools KCPE performance as compared to public school head teachers whose score stood at 55.6%. Similar pattern is displayed across the board on moderate and lesser extent on all the teacher monitoring aspects sampled. This is an indication that private school hold teacher monitoring with high esteem in comparison to public schools.

Finally, the study sought views from school prefects on the level of teacher monitoring in their schools. They were requested to indicate YES or NO answer on the questionnaire.

Table 4.9 Prefects Response on Level of Teacher Monitoring

Statement		Public School		Private School	
		Yes	No	Yes	No
I have seen my teachers being supervised in the classroom by my head teacher	F	18	24	55	5
	%	42.9	57.1	91.7	8.3
I have seen visitors come to see our teachers teaching us	F	11	31	45	15
	%	26.2	73.8	75.0	25.0
The head teacher comes to check whether out books are marked	F	5	37	58	2
	%	11.9	88.1	96.7	3.3
Do you report to head teacher when you miss a lesson?	F	3	39	55	5
	%	7.1	92.9	91.7	8.3
Do you always complete syllabus in all subjects before going to the next class?	F	14	28	59	1
	%	33.3	66.7	98.3	1.7

Source: Field Data, 2018

Data captured in table 4.9 show that school prefects in private schools scored high percentages on positive response on teacher monitoring in their schools. Public schools scored very high NO score percentages on the various teacher monitoring areas. Percentages of between 57.1% and 92.9% in public school are very high in comparison to 1.7% and 25% in private schools. These responses among public school prefects is a reflection of the low teacher monitoring in public school in Wareng' Sub County. The 7.1% score by public primary schools prefects on reporting to the head teacher when they miss lessons portrays the sorry state of teacher monitoring in public school in Wareng' Sub-County. This passive behaviour among public school prefects could be a sign of fear by the pupils to report their teachers to their head teachers. In addition, it could also be a reflection of the lack of knowledge on students' rights to fair treatment on the teaching and learning process.

4.6 Teachers' Viewpoints on Teacher Monitoring in Wareng' Sub County

The third objective of this study sought to examine the teachers viewpoint on teacher monitoring in Wareng' sub county. Teachers' responses on this objective were captured in table 5.0

Table 5.0 Teachers Responses on Teacher Viewpoints on Teacher Monitoring

Statement	Public school				Private school			
	SA	A	SD	D	SA	A	SD	D
Monitoring provides a forum where teachers feel free to initiate positive changes in their profession	F 20 % 24.7	22 27.2	30 37	9 11.1	80 67.2	35 29.4	3 2.5	1 0.8
Comments from inspection panel help teachers become better educators	F 30 % 37.0	25 30.9	6 7.4	20 24.7	75 63.0	22 18.5	2 1.7	20 16.8
The exercise is of no importance to teachers and should be done away with	F 63 % 77.8	5 6.2	10 12.3	3 3.3	0 0.0	0 0.0	90 75.6	29 24.4
Teacher monitoring helps in developing innovative programs and changes in the school management	F 32 39.5%	11 13.6	35 43.2	3 3.7	79 66.4	33 27.7	0 0.0	7 5.9
Teacher monitoring exercise helps teachers to perform their teaching duties more extensively	F 11 %13.6	8 9.9	40 49.4	22 27.2	85 71.4	20 16.8	8 6.7	6 5.1

Source: Field Data, 2018

Discoveries from table 5.0 demonstrated that both open and tuition based school teachers concede to most perspectives on educator observing yet on various rates. Disparate view are on whether the activity of educator observing ought to be discarded in light of the fact that it is of no significance. On this, non-public school educators unequivocally differ at 75.6% while government funded teachers emphatically concurred that this activity ought to be nullified at 77.8%. The high rate scores on firmly concur and concur for tuition based school educators on the five things demonstrate that non-public school teachers grasp educator monitoring to a higher degree than teachers in the government funded schools.

4.7 QASOs on Influence of Teacher Monitoring on the KCPE Performance of Public and Private Primary Schools in Wareng' Sub province

The specialist met the three Quality Assurance and Standard Officers (QASOs). The meeting plan caught the three targets of the investigation. On the principal objective on the connection between teachers monitoring and KCPE execution, the three officers concurred that educator observing frequently results to great KCPE execution or enhanced execution. They clarified that great performing schools inside Wareng' Sub region had solid teachers observing framework. They noticed that a large portion of these schools were private. One of these officers noticed that most these tuition based schools had even utilized interior quality confirmation and guidelines officers who help the head teachers on guaranteeing that scholastic projects run easily. The officers additionally revealed that Public schools that had enlisted enhanced KCPE execution were for the most part schools that had new initiative set up. Close teachers monitoring on the educating and learning forms empowers the educators to complete schedule inclusion in time. This makes enough time for modification and healing work. They noticed that the head teachers are the mainstays of educator monitoring in schools. These discoveries on the head educators job on teachers monitoring agree with those of Sushila, (2004) and Kwakwa, (1973). There is in this way a solid connection between educator observing and schools' KCPE execution.

The second goal was on the level of teachers monitoring in both open and private grade schools. On this, unique perspectives were recorded. Two QASOs who happen to serve the two country zones of Wareng' Sub County announced low levels of educator monitoring in their territories. The officer working in the urban zone revealed a larger amount of teachers monitoring in both open and tuition based schools. The three agreed that monitoring in tuition based schools is a higher on the grounds that the proprietors of schools do it without anyone else's help or contract outer quality officer to screen the educators and thus offer reports to them. They likewise trusted that the vast majority of the non-public schools were experiencing tension from guardians. Non-public schools charge high expenses and subsequently they have a commitment to demonstrate estimation of the guardians' interest in instruction. Tuition based schools are private

organizations which the proprietors or speculators must make benefit. One method for making more benefit is pulling in more customers and this must be guaranteed through great execution in KCPE examination. They related the distinctive levels of educator observing in both the general population and private grade schools to the differed KCPE execution levels of the different school. They presumed that high educator monitoring level is vital to great KCPE execution.

At long last, the third target was on teachers' perspectives concerning the educator observing activity. They reacted that government funded teachers have more negative state of mind towards teachers observing than educators in the non-public schools. One QASO detailed that government funded teachers see them (QASOs) as adversaries who are on blame discovering missions. He described how educators in a single school fled after County Quality Assurance Officers visited the school. They clarified that some government funded teachers went to the extraordinary of pretending ailment when training officers visited their schools. In any case, non-public school teachers were noted to grasp educator observing. The officers proceeded to clarify that teachers observing in most non-public schools is a profound established exercise. The three QASOs were in agreement that teachers particularly those in state funded schools need to change their disposition towards educator monitoring.

CHAPTER FIVE
SUMMARY OF FINDINGS, DISCUSSIONS, CONCLUSIONS AND
RECOMMENDATIONS

5.1 Introduction

This part shows the outline of information investigation, ends, proposals and recommendations for further research.

5.2 Summary of the Findings

The examination went for researching the impact of teachers observing on the KCPE execution of open and private grade schools in Wareng' sub area, Uasin Gishu County. Various issues were acknowledged from the reactions which encompassed the three goals of the investigation. Research target one tried to analyze the connection between educator observing out in the open and tuition based schools and the KCPE execution. Research target two went for building up the level of educator monitoring in both open and private elementary schools in Wareng' sub area. At long last, inquire about target three tried to inspect teacherss perspectives concerning educator monitoring in both open and private grade schools in Wareng' sub district.

The investigation utilized a distinct review plan. The examination inspected 3 QASOs, 32 head educators, 200 teacherss and 102 school officials. Straightforward arbitrary testing was utilized to test the respondents. Research instruments utilized included surveys and a meeting guide for the instruction officers. The specialist visited chosen schools and booked meeting with the head teacherss and the QASOs. Information was broke down both subjectively and quantitatively.

5.3 Research Findings

The examination discoveries were exhibited in accordance with the exploration destinations.

5.3.1 Findings Based on Relationship between Teacher Monitoring and the School KCPE Performance

From the information gathered, it was built up that lion's share of the respondents from non-public schools upheld to a high degree that educator observing impacts schools KCPE execution extraordinarily. 96 educators from tuition based schools which is 80.7% firmly concurred that

observing teachers' time administration enhances schools execution in contrast with 35 from government funded schools which is 43.2%. A similar example is portrayed in the other region of educator monitoring in the individual schools. The different positive reactions on educator monitoring on scholastic execution is an unmistakable marker that teachers observing impacts schools' KCPE execution.

Reactions from head educators likewise demonstrated that teachers monitoring impacts school's KCPE execution. Non-public schools appeared to hold onto educator monitoring as portrayed by the 100% and 92.9% on observing teachers' understudies' advancement records and monitoring time administration separately. Government funded school heads reaction likewise demonstrated emphatically on the equivalent however at a lower level of 55.6% and 83.3% separately on similar things. This example could be reason for distinction in KCPE execution between the two gatherings of school where non-public schools perform better or well.

These discoveries were likewise upheld by QASOs 100% reaction that educator monitoring adds to great KCPE execution. They clarified that successful teachers observing can switch poor performing pattern of schools to great execution in KCPE examinations. These discoveries concur with past investigations on the impact of supervision in a school's execution.

5.3.2 Findings Based on Level of Teacher Monitoring in Public and Private Primary Schools

The second goal of this examination was to set up the level of teachers monitoring in both open and private elementary schools in Wareng' sub-area.

Information gathered demonstrated high rates on lesser degree level of educator monitoring in state funded schools. 65.4% and 61.7% on lesser degree on monitoring of teachers exercise introduction and educators records of work individually.

Anyway on observing plans of work and guidance material utilize, government funded schools scored higher rates of 75.3 and 61.7% individually this is a positive angle despite the fact that the non-public schools depicted a higher level of 96.6% and 58.5% on similar viewpoints.

Head teachers who are the officials in schools supported the discoveries where government funded schools heads scored 72.2% on incredible degree on observing of educators plans of the work and 55.6% on time administration. Alternate territories of educator monitoring demonstrated a low level of observing as appeared by 50.0% on lesser degree and 22.2% on extraordinary degree on monitoring of exercise introduction by teachers. Non-public schools scored as high as 100.0% extraordinary degree on time administration observing on educators. The 0% score on lesser degree on observing plans of work, advance records and exercise introduction by non-public school means that the manner in which tuition based schools esteem educator monitoring.

These discoveries bolster some past investigations on reasons for progress or disappointment in national examinations. Great or more normal execution in KCPE examination by most private and a couple of state funded schools could be ascribed to the high educator observing activity inside these foundations. Reactions by school consul indicate shortcoming with respect to class overseers in releasing their administrations. This backings Millette, (1988) that the nature of school initiative has the effect among progress and disappointment of a school.

The school regent's reactions in government funded schools exhibit a low level of educator observing. 73.8% reacted that they have never observed their teachers being directed by their head educator amid exercise. This is very high in contrast with tuition based schools which scored 25.0% on the equivalent. A similar example in different zones of educator monitoring in table 4.9 demonstrate a low level on teachers observing in state funded schools in contrast with the tuition based schools .

This is supported by the reaction from the instruction officers (QASOs) who clarified that educator monitoring should be made strides. They faulted this low level of teachers monitoring by them on absence of transport intends to achieve these schools and furthermore on the high number of schools per zone which one officer can't figure out how to visit routinely. They credited great execution of most tuition based schools to the abnormal state of educator observing by foundation head teachers and the school proprietors who once in a while bends over as school heads and chiefs. The QASOs at last pointed fingers at the government funded school heads of laxity in executing their order on educator monitoring which is one of their sets of expectations.

5.3.3 Findings Based Teachers' View Point Concerning Teacher Monitoring in Wareng' Sub County

The third goal tried to inspect educators' perspectives concerning teachers observing in Wareng' Sub County. Discoveries from table 5.0 demonstrate that educators from the two schools had comparative perspectives on specific zones of teachers monitoring yet on various rate tuition based school educator's solid concur with 67.2% that educator observing gives a discussion where teachers don't hesitate to start positive changes in their calling in contrast with government funded teacher sees which remained at 24.7%. Tuition based school educators appear to grasp teachers monitoring more their companions in government funded schools. This is appeared by the 77.8% score on firmly concur by government funded teachers that teachers observing activity is of no significance and that it ought to be discarded in contrast with tuition based school educators who scored 0.0% on this. This finding of negative state of mind towards teachers monitoring by government funded teacher was supported by QASOS who pointed the equivalent. They clarified that most government funded teachers seen teachers observing activity with much doubt.

5.4 Conclusion of the Study

In light of the examination discoveries, the investigation made the accompanying ends:

- i. That there is a solid connection between teachers observing and the schools' KCPE execution. It was obvious that observing teachers on the different regions that address the encouraging polished methodology causes educators to end up viable teachers. This converts into successful educating and learning process which the finished result is great KCPE execution.
- ii. The level of educator observing in Wareng' sub-province was observed to be underneath desires. This examination uncovers that the QASOs and open head teachers were not in full control of the educators of course not at all like the head teachers in tuition based schools.
- iii. Based on the discoveries of the third target, the examination reasoned that educators hold different perspectives on teachers monitoring exercise. The examination discovered that most educators in government funded schools don't grasp this activity not at all like their associates in

non-public schools. Nonetheless, regardless of these fluctuating perspectives, greater part of the teachers discovered educator observing activity as accommodating in enhancing schools' KCPE execution.

iv. Finally, think about discoveries uncover that educator observing execution is never given the essential consideration past the approach making.

5.5 Recommendations

In view of the discoveries and finishes of the investigation, the accompanying suggestions were made:

i. In request to upgrade schools' KCPE execution, teachers observing activity ought to be given the vital consideration. Service of training ought to wind up additional cautious on educator monitoring remembering that the teachers is the foundation of educational modules execution.

ii. Head teachers need to lead the pack in educator monitoring exercises. This investigation uncovered that a huge level of government funded school head teachers had not been found in classes administering educators' works. This came about to a few classes not completing the prospectus as set by the MOE.

iii. Teacher screens should make great compatibility and expert working associations with teachers. This should be possible by applying fitting evaluation strategies and advancement of industrious educators. This will go far in changing the negative dispositions that teachers have on educator monitoring.

iv. Exchange programs between neighbouring open and non-public schools ought to be empowered. This collaboration may go far in trading thoughts and limit building.

v. The service of instruction ought to give legitimate transport coordination to QASOs to empower them achieve all schools effortlessly. Engine bicycles arrangement may prove to be useful.

vi. School officials ought to be instructed on their rights to education as students and their roles as school leaders. This would greatly help in preventing loss of precious learning time.

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APPENDICES

APPENDIX I: QUESTIONNAIRES FOR PRIMARY SCHOOL TEACHERS

Kindly take a few minutes of your time to answer the following question to the best of your knowledge and experience. The information provided is strictly for the purpose of research and will be treated with confidentiality. Please tick () or provide information required.

Do not indicate your name

SECTION A: BACKGROUND INFORMATION

1. Zone _____

Sex: Male Female

2. Academic qualification

MED BED DIPLOMA P1 UT

Any other (specify) _____

3. How long have you been in teaching profession?

Less than 5years

6-10years

10years and above

4. How long have you served in your current station

Less than two years. 3-5 years 6years and above

SECTION B: RELATIONSHIP BETWEEN TEACHER MONITORING IN PUBLIC AND PRIVATE SCHOOLS AND THE SCHOOLS KCPE PERFORMANCE

The following table contain items about the relationship between teacher monitoring in public and private schools and the schools KCPE performance. Please indicate the extent to which you perform them in your school by ticking against the item in table below. The following key will be useful.

Strongly agreed=1, agreed=2, disagreed=3, strongly disagreed=4

Item	1	2	3	4
Monitoring of schemes of work improves my teaching performance hence improved schools KCPE performance				
Monitoring time management improves school KCPE performance				
Monitoring of teaching aids use improves school performance				
Monitoring lesson presentation by teachers improves performance				
Monitoring lessons presentation improves my teaching performance hence improved schools KCPE performance				
Monitoring of teachers record of work improves my teaching performance hence improved schools KCPE performances				

SECTION C: LEVEL OF TEACHER MONITORING IN BOTH PUBLIC AND PRIVATE PRIMARY SCHOOLS IN WARENG” SUB COUNTY

The following statement relate to level of monitoring in your school. Read them carefully and tick the status of each terms of monitoring. The following key will be useful: great extent=1 moderate=2, less extent=3

Items	1	2	3
monitoring of scheme work			
monitoring of students’ progress records			
monitoring time management			
monitoring instructional material			
lesson presentation			
monitoring of teacher records of work			

**SECTION D: TEACHERS' VIEWPOINTS CONCERNING TEACHER MONITORING
IN WARENG COUNTY**

The following statements relate to how teachers view teacher monitoring in Wareng' sub county. Read them carefully and tick the status of each in terms of teacher monitoring.

The following key will be useful:

Disagreed=5 Strongly Agree=1, Agreed=2, Disagreed=4

Items	1	2	3	4
Teacher monitoring exercise helps teachers perform their duties more extensively.				
Comments from inspection panel help teachers become better educators.				
Teacher monitoring exercise is of no importance to teachers and that it should be abolished.				
Teacher monitoring helps in developing innovative programs and changes in school management.				
Teacher monitoring helps in developing innovative programs and changes in school management.				

APPENDIX II: QUESTIONNAIRES FOR PRIMARY SCHOOL HEADS

This research is meant for academic purpose. The study aims at finding out the influence of teacher monitoring on performance of public and private primary schools in wareng' Sub County. You are kindly requested to provide answers to this question as honestly and precisely as possible. Response to this question will be treated as confidential and is strictly for the purpose of research. Please tick () appropriate or fill in the required information on the spaces provided

NB: Do not indicate your name

SECTION A: BACKGROUND INFORMATION

1. Zone _____

2. Sex: Male Female

3. Academic Qualification

MED BED DIPLOMA PI UT

4. How long have you been a head teacher?

Less than 5 years

6-10 years

Above 10years

5. How long have you served in current station?

Less than 2 years 6years and above 3-5 years

SECTION B: RELATIONSHIP BETWEEN TEACHER MONITORING IN PUBLIC AND PRIVATE SCHOOLS AND THE SCHOOL AND THE SCHOOLS KCPE PERFORMANCE

The following table contain items about the relationship between teacher monitoring in public and private schools and the schools KCPE performance. Please indicate the extent to which you perform them in your school by ticking against the item in table below. The following key will be useful:

Strongly Agree=1, Agreed=2, Disagreed=4 Disagreed=5

Items	1	2	3	4
Monitoring of schemes of work improves teachers performance hence improved schools KCPE performance.				
Monitoring of student progress records improves schools KCPE performance.				
Monitoring of teaching aids use improves teachers performance hence improved schools KCPE performance.				
Monitoring lesson presentation by teachers improves school's KCPE performance.				
Monitoring teachers records of work covered improves teachers performance hence improved school KCPE performance.				

SECTION C: LEVEL OF TEACHER MONITORING IN BOTH PUBLIC AND PRIVATE PRIMARY SHOOOL IN WARENG SUB COUNTY

The following statements relate to the level of teacher monitoring in your school. Please read them carefully and tick the status of each in terms of monitoring. The following key will be useful:

Great Extent=1 Moderate=2 Less Extent=3

Items	1	2	3
Monitoring of scheme of work			
Monitoring of student progress record			
Monitoring of teachers time management			
Monitoring of instruction / teaching material use			
Monitoring teachers records of work			

APPENDIX III: QUESTIONNAIRES FOR SCHOOL PREFECTS

NB: DO NOT WRITE YOUR NAME PLEASE

Please put a tick in the box that indicates your agreement with the statement.

1. I have seen my teachers being supervised in the classroom by the head teacher.

Yes

No

2. I have seen other visitors come to our class to see our teachers teaching us.

Yes

No

3. The head teacher comes to see whether our books are marked.

Yes

No

4. Do you report to the head teacher when you miss a lesson?

Yes

No

5. Do you always complete the syllabus in all the subjects before going to the next class?

Yes

No

6. My class teacher always marks our register.

Yes

No

APPENDIX IV: QASOS INTERVIEW SCHEDULE

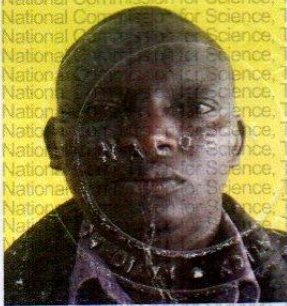
1. What roles do you play in teacher monitoring?
2. a). What is the frequency of your visits to primary schools in your zone?

b). Do you inform teachers on advance on your visit?
3. Does monitoring of teachers have any influence on school performance?
4. Which areas do you look at during your visits to these schools?
5. Does this exercise make teachers better educators? Please explain your view.
6. Do teachers embrace teacher monitoring?
7. After your supervision, do you give feedback to teachers?
8. Do you make follow up visits to check implementation of your recommendations?
9. How do you relate with your teachers during the QAS exercise?
10. In your own personal view, does monitoring of teachers or lack of monitoring influence school performance?

Thank you for your cooperation.

APPENDIX V: RESEARCH PERMIT

THIS IS TO CERTIFY THAT: **Permit No : NACOSTI/P/16/71086/13439**
MR. MOSES MUNJI **Date Of Issue : 31st August,2016**
of UNIVERSITY OF NAIROBI, 5709-30100 **Fee Received :Ksh 1000**
Eldoret ,has been permitted to conduct
research in Uasin-Gishu County
on the topic: THE INFLUENCE OF
TEACHER MONITORING ON THE KCPE
PERFORMANCE OF PUBLIC AND PRIVATE
PRIMARY SCHOOLS IN WARENG'
SUBCOUNTY, UASIN GISHU COUNTY.
for the period ending:
30th August,2017




[Signature] **Director General**
National Commission for Science,
Technology & Innovation


[Signature]
Applicant's
Signature

CONDITIONS

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



REPUBLIC OF KENYA



NACOSTI
National Commission for Science,
Technology and Innovation

RESEACH CLEARANCE
PERMIT

10776
Serial No.A

CONDITIONS: see back page

APPENDIX VI: RESEARCH AUTHORIZATION



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

Telephone: +254-20-2213471,
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P.O. Box 30623-00100
NAIROBI-KENYA

Ref. No.

Date:

NACOSTI/P/16/71086/13439

31st August, 2016

Moses Munji
University of Nairobi
P.O. Box 30197-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on "*The influence of teacher monitoring on the KCPE performance of public and private primary schools in Wareng' Sub County, Uasin Gishu County,*" I am pleased to inform you that you have been authorized to undertake research in **Uasin Gishu County** for the period ending **30th August, 2017.**

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

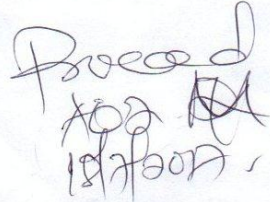
On completion of the research, you are expected to submit **two hard copies and one soft copy in pdf** of the research report/thesis to our office.


BONIFACE WANYAMA
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
Uasin Gishu County.

The County Director of Education
Uasin Gishu County.


COUNTY COMMISSIONER
UASIN GISHU COUNTY

APPENDIX VII: RESEARCH AUTHORIZATION FROM COUNTY

