

**INFLUENCE OF HEAD TEACHERS' INSTRUCTIONAL SUPERVISION
PRACTICES ON PUPIL'S PERFORMANCE IN KENYA CERTIFICATE
OF PRIMARY EDUCATION, KAKUMA REFUGEE CAMP SCHOOLS,
KENYA**

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the Award of Degree of Master of Education in Educational Administration**

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DECLARATION

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

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DEDICATION

First and foremost, I wish to dedicate this work to Almighty God for giving me the determination to complete this programme. I dedicate this work to my wife, Prisca Ngachuro Adung and children, Augustine Emuria Ngipuo, Phina Amorok Ngipuo, Levi Achila Ngipuo and Alferous Lorot Ngipuo for their love and sacrifice due to my absence in the course of my studies.

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LIST OF ACRONYMS AND ABBREVIATIONS

B.O.G	Board of Governors
D.E.O	District Education Officer
FPE	Free Primary Education
H.T	Head teacher
IS	Instructional Supervision
KANU	Kenya African National Union
KCPE	Kenya Certificate of Primary Education
KESSP	Kenya Education Strategic Plan
KIE	Kenya Institute of Education
MOEST	Ministry of Education Science and Technology
SMC	School Management Committee
TSC	Teachers Service Commission
UNDP	United Nations Development Programme
USA	United States of America
QASO	Quality Assurance and Standards Officer

ABSTRACT

Instructional supervision is basically concerned with supporting and assisting teachers to improve instructions through changing their behaviour. The purpose of this study was to investigate the influence of Head teachers' instructional supervision practices such as frequent classroom visits, checking of records and provision of teaching and learning resources on pupils' performance in Kenya Certificate of Primary Education in Kakuma refugee Camp. The study also sought to assess the teachers' perception on the head teachers' instructional supervision techniques and the challenges experienced by head teachers in conducting instructional supervision for improved pupils' performance of KCPE in Kakuma refugee Camp. The study utilized Bruce Biddle's (1986) Role Theory. The study mostly utilized the descriptive research design. The sample consisted of 20 primary schools, 20 Head teachers and 326 teachers. The instruments for this study were questionnaires for the teachers and interview guide for head teachers. The researcher administered the questionnaires personally to the teachers. The quantitative data from the questionnaires was analyzed using descriptive statistics assisted by Statistical Package for Social Sciences (SPSS). The instruments were checked for validity and reliability during the pilot study and passed the test. The study findings revealed that the Head teachers' instructional supervision practices influenced pupils' performance in KCPE through head teachers' frequent classroom visits, checking of records and provision of teaching and learning resources. On how frequent head teachers' classroom visits influences pupils' KCPE performance, majority of the teachers (61%) were of the view that head teachers frequently monitored students' discipline while all the instructional supervision practices scored generally high means of above 3.73. On how checking of records influences pupils' KCPE performance, majority of teachers considered that head teachers evaluate teacher's lesson plan (56.4%) followed by 52.8% noted that head teachers monitor the preparation of school timetable. On how provision of teaching and learning resources influences pupils' KCPE performance, majority of the teachers (55.5%) revealed that head teachers were democratic leaders who were ready to listen while all the instructional supervision practices related to the provision of teaching and learning resources scored generally high means of above 3.89. The study recommends that head teachers should strive to be role models worth imitation and should exhibit professionalism. School records such as time tables and lesson plans should be well made while schools should be supplied with adequate teaching and learning resources. Teachers should also be assisted to have positive perceptions about head teachers' instructional supervision techniques. Stakeholders should support government efforts in provision of adequate teaching and learning resources such as teaching aids and learning materials and sponsor training, refresher courses and tours. Parents too should participate actively in pupils' learning activities to reduce cases of absenteeism. Further studies should be done on other strategies used by head teachers to improve pupils' performance of KCPE in Kakuma refugee Camp.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Education is a human right and a fulfilling experience that helps girls and boys reach their full potential in society. Every child is entitled to education to acquire knowledge and skills. Therefore, education is critical to the development of individuals and societies and helps pave the way to a successful and productive future. The priority of all countries, especially the developing ones, is to improve the quality of schools and the achievement of students (Aguba, 2009). According to Newstrom and Bittel (2002), learning outcomes depend largely on the quality of education being offered. But quality education partly depends on how well teachers are trained and supervised since they are one of the key inputs to education delivery (Kramer, Blake and Alba, 2005).

According to Archibong (2008), instructional supervision has been defined as a set of activities which are carried out with the purpose of making the teaching and learning purpose better for the learner. Instructional supervision is also a collaborative effort involving a set of activities designed to improve the teaching and learning process (Aguba, 2009). The other category of supervision is personnel supervision which deals with the set of activities which are carried out by the supervisor with the basic aim of sensitizing, mobilizing and motivating staff in the school. The aim of personnel supervision is to ensure that staff

perform their duties optimally in terms of the achievement of the stated aims and objectives of the educational system (Kramer *et. al.*, 2005).

Aguba (2009) notes that instructional supervision ensures quality assurance in education which aims at preventing quality problems and ensures that the products of the system conform to the expected standards. Aguba (2009) further notes that instructional supervision is basically concerned with supporting and assisting teachers to improve instructions through changing their behaviour. The instructional supervisor does much more than inspect, hence instructional supervision is a service activity that exists to help teachers do their job better (Aguba, 2009).

Newstrom and Bittel (2002) state that the purpose of supervision is not to find fault or to punish, but rather to work cooperatively with the teacher. Thus, supervision as the element of the administrative process is concerned with efforts to guide the day-to-day activities of the work group by stimulating, directing and coordinating the workers and their efforts. Supervision is also concerned with cultivating good working personal relationships so that they all work towards a more efficient achievement of the task's goal (Newstrom and Bittel, 2002).

When compared to principals in developing countries, principals in western countries were observed as engaging in some aspects of instructional leadership. This is in addition to spending a considerable amount of time on instructional

tasks presumably because of the different environments in which their schools exist (Newstrom and Bittel, 2002). In the United States of America (USA), head teachers take the responsibility of school management and teaching supervision seriously by frequently visiting classes (Archibong, 2008). Visiting classrooms and providing feedback to teachers is considered as one of the major roles of supervisors. It is valued as a communication tool where head teachers share various issues affecting learning in particular classrooms. The feedback obtained from the visits provides teachers with input for them to correct various issues highlighted as well as congratulate the teachers who have performed as per the expectation (Archibong, 2008).

According to Nampa (2007), feedback should not be a formality, but should serve as a guide for instructional improvement when it is given genuinely. Nampa (2007) also found that principals (instructional supervisors) in their US study gave praise that focused on specific and concrete teaching behaviour. In a study of Turkish private schools, Ayse Bas (2002) found that the principal determined when visits would be conducted without consulting with teachers.

Newstrom and Bittel (2002) reported that 70 percent of the public primary school teachers who participated in their study in Botswana indicated that their supervisors acknowledged them for demonstrating good teaching strategies. Newstrom and Bittel (2002) suggest that supervisors should mutually decide with

their teachers on what and how to observe before proceeding to the classroom to observe a lesson. In a study by Pansiri (2008) in Botswana, 75 percent of the teacher participants indicated their supervisors planned class visits with them. The teachers accepted the supervisors as partners for instructional improvement, rather than viewed their visits as intrusion into their private instructional behaviour.

In-service training in the form of workshops, conferences, and symposia, as well as distributing literature about instruction equips teachers with expertise as a form of professional development (Kramer *et. al.*, 2005). It is therefore the responsibility of supervisors to provide teachers with in-service training sessions, as well as encourage them to attend workshops and conferences to bring them abreast with time in their instructional practices (Kramer *et. al.*, 2005).

Quality in teaching and learning results from an inter-play of a broad range of success factors which also have an important consequence for effective teacher performance and student learning (Archibong, 2008). Such factors include school facilities, financing, personnel and the schools organizational environment. School facilities include classrooms, standard libraries, well equipped laboratories, staff offices and teaching facilities. Financing to schools is through staff remuneration, school budget and its implementation while personnel includes quality and quantity, quality mind set and orientation usually resulting from the organization's motivational efforts, staff satisfaction, commitment and

morale. The schools organizational environment includes climate and leadership (Nolan and Hoover, 2004).

African and Arab principals in countries such as Kenya, South Africa, Ghana, Botswana, Kuwait, and the United Arab Emirates are faced with poor staff morale and shortages of trained staff (Nolan and Hoover, 2004). Wiles and Bondi (2002) found out that in Kenya, the head-teacher instructional role included checking lesson books, schemes of work, and records of work covered, attendance, class attendance records and clock in clock out books.

In Kenya, several studies have tried to address instructional supervision practices of head-teachers. Okeke (2001) and Peretomode (2004) found that instructional supervision practices of head-teachers in public primary schools in Asego division were influenced by staffing levels, learning resources, team work, and financial status. The study concluded that head-teachers' instructional supervision practices were influenced by team work, staffing levels, financial status and learning resources (Nolan and Hoover, 2004).

In Kakuma refugee camp, the state of education is even worse than most of the other parts in the country. The Camp serves as a home for the people who have fled from wars, persecution or famine in neighboring countries such as Sudan, Somalia, and Ethiopia. Sometimes, newly arrived refugees or internally displaced

populations engage in setting up simple schools wherein field staffs seek to assist them with educational materials.

The principles underlying refugee education include meeting the psychosocial needs of the refugee children and adolescents, and building knowledge, skills, attitudes and values contributing towards a durable solution (Okeke, 2001). Many issues, such as the importance of rapid educational response, are common to refugee and other crisis situations. For example, Shambe Primary School currently has 13 teachers and 1264 students (both boys and girls), or about a 92:1 student-to-teacher ratio. This makes it very difficult for the head teachers to implement instructional leadership practices in these schools (Akinwumiju and Agabi, 2008). It is on this background that the researcher in this study investigated the influence of head teacher's instructional supervision on pupil's performance in Kenya Certificate of Primary Education in Kakuma Refugee Camp Schools.

1.2 Statement of the Problem

The government has put in place policies and strategies to provide basic education for all children in the country in response to the need and importance of primary education. Two major strategies put in place in 2003 were the introduction of free primary education (FPE) and implementation of a revised primary education curriculum (Kimindo, 2008). Both reforms are being implemented in the same

primary schools by the same teachers and at the same time demand the head teacher's role in supervision. Despite the legal backing, report and papers generated from the MOEST have continued to identify inadequate supervision of instruction as a key factor impacting negatively on the quality of education in Kenya (Eunice, 2010; Kerubo, 2010).

Similarly, a study done by Kiarie (2010) did not find evidence on the training of head teachers despite the handbook for inspection of educational institutions having been published in 2000 to guide the supervision process. Then, MOEST produced strategic plan 2006 – 2011 that emphasized the role of KESSP in quality assistance under the KESSP investment programme (MOEST, 2000; MOEST 2006). The mean scores for the period between 2004 and 2012 are shown in Table 1.1.

Table 1.1: KCPE Performance in Kakuma Refugee Camp Schools

Year	No of schools	Candidate	Mean-score
2004	25	1784	243.5
2005	25	1983	250.2
2006	25	1867	243.7
2007	20	1807	226.2
2008	15	1215	220.1
2009	10	717	216.8
2010	10	603	238.8
2011	13	716	259.6
2012	13	869	233.8
2013	13	948	259.36
2014	14	1500	259.22

Table 1.1 shows the KCPE performance from 2004 – 2012. According to the District Education Officer (DEO) Turkana West District, the KCPE performance in 2004 then between 2006 – 2012 revealed a trend of diminishing performance. The following years recorded satisfactory average marks as follows; 2005 (250.2), 2011 (259.6), 2013 (259.36) and 2014 (259.22). Consecutively supervisory roles by the head teachers in Kakuma Refugee Camp may have failed to address the problem of poor performance. Despite all the interventions done, there exists a gap between policy intention and its implementation on the ground regarding

supervision hence the need to investigate the influence of head teacher instructional supervision.

1.3 Purpose of the Study

The purpose of this study was to investigate the influence of Head teachers' instructional supervision practices on pupils' performance in Kenya Certificate of Primary Education in Kakuma Refugee Camp Schools.

1.4 Objectives of the Study

This study was guided by the following objectives:

- i. To examine how frequent head teachers' classroom visits influence pupils' KCPE performance in Kakuma refugee Camp schools.
- ii. To determine how checking of records by head teachers influences pupils' KCPE performance in Kakuma refugee Camp schools.
- iii. To establish how provision of teaching and learning resources influences pupils' KCPE performance in Kakuma refugee Camp schools.
- iv. To assess the teachers' perception on the head teachers' instructional supervision techniques in Kakuma refugee Camp schools.
- v. To establish the challenges experienced by head teachers in conducting instructional supervision for improved pupils' performance of KCPE in Kakuma refugee Camp.

1.5 Research Questions

The research questions for this study included:

- i. How does frequent head teachers' classroom visits influence pupils KCPE performance in Kakuma refugee Camp schools?
- ii. To what extent does checking of records by head teachers influence pupils' KCPE performance in Kakuma refugee Camp schools?
- iii. How does provision of teaching and learning resources influence pupils' KCPE performance in Kakuma refugee Camp schools?
- iv. How do teachers perceive the head teachers' instructional supervision techniques in Kakuma refugee Camp schools?
- v. What are the challenges experienced by head teachers in conducting instructional supervision for improved pupils' performance of KCPE in Kakuma refugee Camp?

1.6 Significance of the Study

The study findings may be useful to MOEST officials, head teachers, teachers and civil society in the education sector by helping them to gain better insight into the state of supervision of instruction in public primary schools in order to formulate policies that take into consideration schools with special problems. The study may enable the education officials to identify future training and skills needed for school-based supervisors in primary schools.

The study may also contribute to the research literature on supervision of instruction for the educational systems of less developed nations. In addition, the study may be useful to the Ministry of Education in reviewing or amending the Education Act 2013 on issues of inspection and supervision. Finally, the findings of the study may reveal the challenges facing effective supervision in primary schools and suggest possible changes.

1.7 Limitation of the Study

According to Mugenda and Mugenda (1999), a limitation is some aspect of the study that the researcher knows may negatively affect the results or generalize ability of the results but over which he /she probably has no control. One limitation is that of inadequate responses from the teachers due to fear of intimidation and victimization from school management. That is, teachers may fear victimization by school management. The researcher overcame these limitations by obtaining samples from the population of schools, teachers and head teachers. The researcher included only teachers who had volunteered to participate in the study. The researcher also took time to assure the teachers of confidentiality of their identity.

1.8 Delimitations of the Study

Delimitations are the boundaries of the area of study (Orodho, 2005). The study sought to establish the influence of head teachers' instructional supervision

practices on pupils' performance in the Kenya Certificate of Primary Education. The study further confined itself to selected head teachers and teachers and in the 10 schools within Kakuma Refugee Camp. The schools that were used for the study are refugee primary schools because they have the same guideline when it comes to running of the school.

1.9 Basic Assumptions of the Study

This study assumed the following:

1. All head teachers pertain their roles in instructional supervision to maintain high standards of education in their schools.
2. Head teachers are aware of what is expected of them in terms of good instructional supervision practices. These are expected to improve the quality of teaching and learning in schools hence lead to better academic performance.
3. Teachers are aware of the head teachers' instructional supervision activities.

1.10 Definition of Significant Terms

Challenges refer to negative factors that hinder head teachers from using instructional supervision practices to improve pupils' academic performance.

Classroom visits refer to time when a head teacher or a deputy head teacher visits a teacher in class the classroom during instruction to observe a lesson and teaching strategies.

Effectiveness refers to the extent to which the set goals or objectives of a school programme are accomplished; effectiveness can be obtained from the pupils' academic performance.

Influence refers to the direct effect that head teachers' instructional supervision has on pupils' academic performance.

Informal visits refer to time when a head teacher or a deputy head teacher visits a teacher either in class or outside the classroom during instruction with no prior notice.

Instructional Supervision Practice refers to the techniques and the methods used by the head teachers in ensuring that the teachers have carried out their teaching as expected.

Role refers to the daily activities assigned to the head teachers by the ministry of Education in conjunction with TSC.

Perception refers to positive or negative experience or attitude by teachers towards head teachers' instructional supervision.

Performance refers to the students' scores achievement which can be said to averagely good or bad in their final KCPE results.

Supervisor refers to the head teachers in schools since they are policy implementers whose central concern is to guide and help teachers in the classroom instruction in every aspect.

Supervisory skills refer to communication, conceptual, technical, and human relations skills required for effective supervision of school and classroom instruction.

Teaching and Learning Resources refer to basic school facilities, financing, personnel and the school's organizational environment including leadership.

Teacher refers to a person who provides education for pupils.

1.11 Organization of the Study

This study is organized into five chapters. The first chapter comprises of the background to the study, statement of the problem, objectives of the study, research questions, significance of the study, scope of the study, limitations and delimitations of the study, the basic assumptions of the study and the definition of significant terms and organization of the study. The second chapter contains the literature review: Introduction, Previous studies on the head teachers' instructional practices and academic performance, Theoretical Framework, Conceptual Framework, and a literature review summary. The third chapter, Research methodology, comprises of research design, target population, sample size and sampling procedure, research instruments, piloting test, sampling techniques, validity and reliability of the instruments, data collection procedures

and data analysis procedures. Chapter four consists of data analysis, presentation and interpretation. Chapter five provides summary of the entire study, conclusions and suggestions for further research.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

The literature review comprises of academic materials that have been written by other scholars on instructional supervision. The literature is presented under the following sub-headings; academic achievement, influence of frequent head teachers' classroom visits, checking of records, provision of teaching and learning resources, teachers' perception on instructional supervision and challenges of instructional supervision. The chapter also covers summary of the literature review, theoretical framework and conceptual framework.

2.2 Academic Achievement

The Kenya education system is examination oriented and so performance of a student in national examinations is very important. The quality of Education tends to be evaluated in terms of the number of students passing national exams (Eshiwani, 1993). The results of KCPE determine the type of secondary school the student is admitted to while the number of secondary schools are few compared to the number of students. This means that the students with low marks end up missing admission in secondary schools. When a school does well in KCPE, it is the head teacher who is praised and when it performs poorly, it is the head teacher who is blamed.

School performance entails teaching consistently with diligence, honesty and regularity orchestrated by increased good results from students; setting adequate written and practical exercises, ensuring effective marking, evaluating all exercises promptly and carefully and observing academic regulations and instructions (Uganda Teaching Service Commission Regulations, 1996). However, Nsubuga, (2003) posits that this is a shallow view and should apart from considering academic outcomes, also focus on psychomotor skills. Thus, the whole issue of student's performance should be considered from the broad network of input and output.

2.3 Classroom Visits by Head Teachers' and Influence on Pupils' KCPE Performance

Glickman and Tamashiro (1980) note that during post-observation conference, supervisors may employ directive (control or informational), collaborative, and non-directive approaches to address issues which crop up to plan actions for instructional improvement. They contend that even though a supervisor may employ a combination of these approaches, he/she may be more inclined to one of them. A supervisor's inclination to any one of a combination of these approaches stems from his/her philosophical orientation or previous experience with other supervisors.

Blasé & Blasé (1998) found out in their study that visiting classrooms is a supervision strategy that positively affects teachers. Principals use informal visits to classrooms to learn what teachers are doing, assess whether sound instruction is being delivered and to interact with teachers (Blasé & Roberts, 1985). They noted that visibility was related to using new teaching strategies, considering different teaching techniques to address the needs of students and increasing levels of instructional time on task.

Classroom visits is one of the most common forms of teacher evaluation (Brandt et al., 2007). Classroom visits involves live observation of a teacher and analyzing his or her class practices, the teaching learning process, teacher's personality, student – teacher interactions, lesson note and lesson presentation (Panigrahi, 2012). However, the format of classroom observation varies in schools. For instance, a head teacher evaluation can consist of a formal observation using a validated instrument, conducted at a predetermined time, coupled with pre-interviews and post interviews with teachers and used for both formative and summative purposes (Heneman *et al.*, 2006).

Classroom teaching is one of the principal contributors of primary education effectiveness. Effectiveness of teachers may however be determined by subject matter and pedagogical skills besides teacher motivation of which salary is only one part (World Bank, 1990). Acheson and Gall (1977) identified clinical

supervision as a common technique of instructional supervision. The technique entails face-to-face contact between the supervisor and the teacher with the intention of improving instructions and professional growth. It also involves several phases such as pre-observation conference, classroom observation, post-observation conference and post-conference analysis (Panigrahi, 2012).

The focus of clinical supervision is on formative evaluation which is intended to increase the effectiveness of on-going educational programmes (Panigrahi, 2012). During classroom observation, the conditions under which observations are made are very important to the teacher. Classroom observation is a valuable means to obtain first hand information and experience of the classroom climate. There is no other equally important choice than classroom visits for the betterment of instructions (Panigrahi, 2012).

2.4 Checking of Records by Head Teachers and Influence on Pupils' KCPE Performance

In their study in Kenya, Musungu & Nasongo (2008) found out that the head teacher's instructional role included checking lesson books, schemes of work, records of work covered, attendance among others. The approach of checking records deals with head teachers' weekly plans and pupil's work, and reviewing test data (Southworth, 2002). During this method of instructional supervision, the head teacher must be objective in the process and maintain confidentiality.

It is also important for the head teacher to provide due feedback and appropriate resources for the teacher to utilize (Hunsaker and Hunsanker, 2009; Armstrong, 2003). In a study with similar findings, Southworth (2002) observed that the head teacher can facilitate change through checking school records by providing legitimate, descriptive feedback for the teacher to consider and reflect upon.

Southworth (2002) observed that the conditions by which head teachers might benefit from checking records are identified as: A teacher culture of collaboration, in which formal and informal professional dialogue is the norm, including challenge and debate; enquiry into pupils' perspectives on their own learning; provision of multiple opportunities for teacher mentoring, coaching of school development; explicit efforts to manage professional knowledge in the school through audits of teacher strengths, skills and needs. Other factors also identified include school management, leadership, availability of facilities, teacher qualifications and motivation among others (Musungu & Nasongo, 2008).

Eshiwani (1983) identified that some of the factors that determine performance of primary schools included teacher preparation and homework for students. Shitseswa *et al* (2014) in their study found that instructional supervision practices such as certification of teachers work records was more thoroughly practiced in large schools. However, they found that Head teachers focused more on work records than on practical work done by teachers. Gongera *et al* (2013) concluded

that presence of a well-functional diary does not contribute to quality teaching and learning.

2.5 Provision of Teaching and Learning Resources and Influence on Pupils'

KCPE Performance

Archibong (2012) found that quality in teaching and learning results from an interplay among a broad range of success factors that have important consequences for effective teacher performance and student learning. Such factors include; basic school facilities such as classrooms, standard libraries, staff offices, teaching facilities among others; financing such as provision of funds to schools, staff remuneration, school budget and its implementation; personnel including quality and quantity, quality mind set and orientation among personnel usually resulting from organization's motivational efforts, staff satisfaction, commitment and morale among others; and the school's organizational environment including climate and leadership.

Head teachers influence classroom instruction by supplying teachers with necessary resources. Providing resources includes more than just monetary resources and materials. According to Duke (1987), providing resources includes scheduling, developing the curricular, hiring and correctly placing teachers, adopting textbooks and purchasing the necessary materials to support instruction. Heck *et al.* (1990) note that Head teachers influence student achievement through

helping teachers acquire necessary resources to support instruction. The lack of resources may be a barrier to the use of some instruction strategies by some teachers (Heck *et al*, 1990).

Wiles and Bondi (2002) found that education environment in Kenya is similar to most of African countries, where teachers work under very deplorable conditions, with poor pay and no accommodation or textbooks. Head teachers in countries such as Kenya are faced with poor staff morale and shortages of trained staff. This is contrary to observations made by Eshiwani (1983) that, factors such as efficient leadership in the school administration and provision of educational facilities determine performance of primary schools. According to Gongera *et al* (2013), provision of teaching and learning resources influences performance of pupils greatly.

Odhiambo (2008) notes that the professional performance of teachers cannot be separated from their pupil's performance. There is need to invest regularly in the development of teachers as teachers need access to continuous and effective updating (Odhiambo, 2008). A report by Child Support Fund in Western Kenya found that on average, 20% of public primary school teachers are always absent. Teachers' absence impacts greatly on students' performance (Shitseswa *et al*, 2014).

2.6 Teachers Perception on Head Teachers Instructional Supervision

Teachers have negative attitude towards supervision. Addressing the same issue, Nnabuo *et al.* (2004) refer to it as teacher resistance to evaluation research. This indicates that the attitude of teachers depends on the approach that is used to supervise or type of supervision offered. The inspectoral fault finding evaluations approach is likely to result in teachers viewing supervision negatively and lacking trust (Waters, Marzano and McNulty, 2003); the teacher's description of supervisors is a reflection of negative attitude.

Peretomode (2004) conducted a study in the US public primary schools and found that teacher participants reported that their supervisors did not force them to teach using only the prescribed techniques, nor were they criticised by their instructional leaders for trying out new approaches and teaching strategies. Nnabuo *et al.*, (2004) reported that lack of contact between teachers and instructional supervisors in her study negatively affected instructional practices. In her study of selected public primary school teachers in the US, Victoria (2007) found that most teachers believed that their supervisors' frequent visits and calls were important activities, whereas others reported that their supervisors were not seen in the classrooms enough. She observed that teachers were energized when supervisors "dropped by" the classrooms and interacted with the students.

Studies such as Zepeda (2007); Watene (2007) and Yunus (2010) reveal that because of its evaluative approaches; less experienced teachers have more negative perceptions on the practice of supervision than more experienced teachers. They consider supervisors as fault finders; they fear that supervisors will report their weaknesses to the school administrator, and consider supervision as having nothing of value to offer to them.

A study by Kapfunde (1990) found that teachers usually associate instructional supervision with rating of teachers. Some teachers perceive supervision as a form of inspection and evaluation or supervision. Teachers may perceive supervision as a worthwhile activity if supervisors give teachers security by backing their judgments even though they may be wrong at times. Teachers must feel that the supervisor is there to serve them and help them become more effective teachers (Kapfunde, 1990).

2.7 Supervisory Challenges Experienced by Head Teachers

Researchers have suggested that supervisors should possess some working knowledge and skills to be able to provide the necessary assistance, guidance, and support services to teachers for improved classroom practices (Kerubo, 2010). Holland believes that educators (supervisors) must offer evidence that they have the necessary knowledge and skills to make important decisions about instruction.

In Botswana and Zimbabwe formal induction training programmes existed, but not all newly appointed supervisors had the opportunity to attend (Maroko, 2010). Maroko (2010) observed that the in-service training courses which took place in the four countries were not integrated within the overall capacity-building programme, and did not focus sufficiently on supervision issues (Nnabuo *et al.*, 2004).

In a related study conducted in Ghana by Wiles and Bondi (2002), about 75 percent of the interview participants (heads) reported that they received little or no training in leadership and, therefore, used trial and error techniques to address challenges they encountered in their leadership roles. They also found that 72 percent of the heads had some training in leadership and management, but lasted between one day and two weeks. A study by Kerubo (2010) found that pupils' enrollment influences head teachers' instructional supervision in public primary schools in Njoro district Nakuru County. The study revealed that delays in funds disbursement influenced head teachers' instructional supervision in public primary schools in Njoro district. The study found that staffing level influences head teachers' instructional supervision in public primary schools in Njoro district (Kerubo, 2010).

A study by Danielson and McGreal (2000) cited a limited experience and lack of skills as problems in teachers' supervision. Inadequate formal training on the

techniques, concept and practice of supervision is essential for supervision success. However, lack of enough training in providing constructive feedback while maintaining relationships is another challenge. Thus, unclarified, ambivalent relation of teachers to supervisors affects supervision effectiveness (Danielson and McGreal, 2000).

2.8 Summary of Literature Review

Some studies have examined supervisor behaviour that influences supervisory practice (Rous, 2004) and the working relationships between supervisors and teachers (Holland, 2004). Another study examined the perceptions of participants about how they perceive instructional supervision in terms of strengths and weaknesses (Ayse Bas, 2002). Whereas some of these studies examined the supervision beliefs of heads (Yimaz, Tadan & Ouz, 2009), others examined how supervisors provide supervision, how supervisors improve supervision and how supervisors promote teaching and learning (Bays, 2001; Blasé & Blasé, 1999; Glanz, Shulman & Sullivan, 2006; Pansiri, 2008; Tyagi, 2009). Reviewed literature indicates that teachers will be naturally opposed to supervision as they view it as an assessment tool aimed at fault finding (Figueroa, 2004). This study focused on the influence of head teachers' instructional supervision practices on pupils' performance in the Kenya Certificate of Primary Education in schools within Kakuma refugee camp, Kenya.

2.9 Theoretical Framework

The study adopted Role Theory proposed by Bruce Biddle in 1986. According to the theory, human behavior is guided by expectation held by the individual and by other people. The expectations correspond to different roles individuals perform or enact in their daily lives. Roles consist of a set of rules and norms that function as plans or blueprints to guide what tasks must be accomplished and what task the role theory is closely related to the study at hand. In a school set up, the head teacher is the school based instructional supervisor and is expected to embrace all the activities involved in instructional supervision. These activities ensure that good teaching and learning is happening in classrooms, modeling good teaching, provision for advice and guidance to teachers and instructional leadership. The head teacher should always ensure that all those conditions which surround learning and growth of students and teachers are enhanced. This can be possible where head teachers exhibit excellent instructional supervision practices in the school.

2.10 Conceptual Framework

The head teacher is the instructional supervisor in the school (Njora, 1998). The head teacher's ability to provide instructional leadership can influence the teaching behavior and learning outcome (Muchira, 1988). This is clearly shown in the flow chart whereby the instructional behaviours of the head teachers constitutes the inputs (facilitation, motivation, coordination, addressing and

development of the teachers) which leads to effective teaching and learning hence the output which is good performance. The relationship between instructional supervision (IS) (input) and the outcomes performance is influenced by instructional supervision processes such as supervision process, preparation of pedagogic documents, classroom instruction and management, staffing levels, teaching aids and teacher's content on the subject. Figure 2.1 below shows how Head teachers' instructional supervision practices influences pupils' performance in Kenya Certificate of Primary Education.

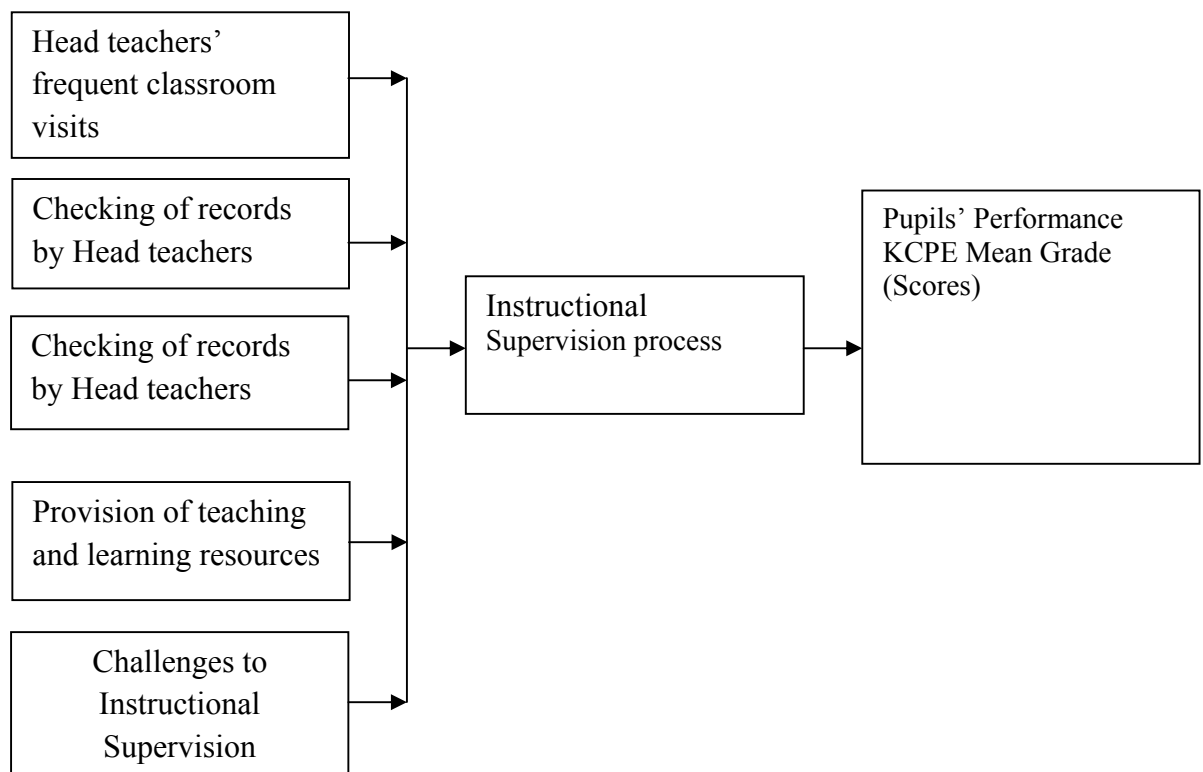


Figure 1: Conceptual Framework

The above diagram shows the study's conceptual framework that comprises of independent variables (Classroom Visits, Checking of Records, Provision of Teaching and Learning Resources, Teachers' Perceptions and Challenges of Instructional Supervision). These variables are moderated by the Instructional supervision process (Teacher's regularity, Time management, Prepared pedagogic documents, Classroom instruction and management and Conduct & teaching behavior). The dependent variables are (Teacher's regularity in school and class, Time management, Prepared pedagogic documents, Classroom instruction and management, Conduct and teaching behavior, academic performance of pupils in final examinations which can be obtained from the students' scores).

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents the methodology that was used in conducting the study. The section focuses on research design, target population, sample size and sampling procedures, research instruments, validity of the instruments, reliability of the instruments, data collection procedures and data analysis techniques.

3.2 Research Design

The study utilized the descriptive research design. Mmaduakonam (1998) states that “a survey research is a form of descriptive research which is a critical examination of events, subjects objects or ideas with intent of providing exact information about the condition of such phenomenon”. This method of data collection is suitable where the population under study is relatively large, and where the phenomena under investigation can be observed directly by the researcher. Descriptive surveys gather at a particular point in time and describe the nature of existing conditions or identify standards against which existing conditions can be compared. The purpose of the comparisons is to determine relationship that exists between specific events. It determines and reports the way things are. This proposed study was conducted in Kakuma refugee camp schools in Kakuma division Turkana west, Turkana County.

3.3 Target Population

The study targeted the schools in Kakuma refugee camp, all the head teachers and all the teachers. The initial sample population of these categories is as shown in Table 3.1.

Table 3.1: Target and Sample Population

Schools	Target sample
Number of schools	17
Number of teachers	70
Number of head teachers	17
Total	104

3.4 Sample Size and Sampling Procedures

Sampling is a process of selecting a number of individuals from a population such that the chosen group has elements representative of the characters found in the entire population. Orodho (2005) says that sampling is useful because one can learn something about a large group by studying a portion of the members. In this study the sample was initially intended to be 30% of each category in the target population which could be randomly selected. This is because as argued by Wiersman (1980), a sampling fraction of at least 20% of the total population when the population is less than 100 is an acceptable sample in descriptive research.

Borg and Gall (1989), as well as Orodho (2005), note that research is intended to produce statistical information about aspects of education. This research achieved this by involving a broad category of stakeholders. The number of schools initially sampled was 10 constituting 30% of the 17 schools that offer KCPE. The number of teachers initially in the sample population was 21 which is 30% of the targeted population. However, the researcher managed to obtain data from a larger number of schools, teachers and head teachers. The number of head teachers was to be 10. The researcher obtained data from 20 primary schools, 20 Head teachers and 326 teachers.

The information on Table 3.2 shows a summary of the number of teachers in the four educational zones in Kakuma Refugee camp from where the 20 primary schools are located. These include Jebel Mara, Kadunguli, Horseed and Lokitaung zones.

Table 3.2: Number of Teachers within Educational Zones in Kakuma Refugee camp

Zone	Frequency	Percent
Jebel Mara	66	20.2
Kadunguli	69	21.2
Horseed	79	24.2
Lokitaung	112	34.4
Total	326	100.0

The information in Table 3.2 illustrates the number of teachers who participated in the study in primary schools within the zones in Kakuma. It can be noticed that those zones located in densely populated areas such as Lokitaung have more schools than those in less populated zones such as Jebel Mara. The zones with more teachers are also characterized by more teaching and learning resources which contributes to better KCPE performance.

3.5 Research Instruments

The instruments for this study were questionnaires for the teachers and interview guide for head teachers. Orodho (2004) states that a questionnaire is the most commonly used method when the respondents can be reached and are willing to co-operate. Questionnaires were considered ideal for collecting data from the teachers since they can express their feelings and attitudes in writing. Further a large number of teachers were used for the study hence questionnaire method was more appropriate to reach the large number of teachers. Section B of the questionnaire consisted of closed ended questions which will be aimed at getting information on the instructional supervision role performance by head teachers.

Head teachers Interview Guide

Mugenda and Mugenda (1999) state that the interview guide provides the respondents with an opportunity and freedom to express themselves freely without limitation. The interview schedule was used to collect information from

the head teachers. It consisted of focused questions so that the interviews did not go outside the scope namely instructional supervision role performance by head teachers in Kakuma Refugee Camp. The researcher hoped that through the interviews he got the very best information from the head teachers informally which otherwise, they would not feel free to write on the papers.

3.5.1 Validity of the Instruments

In order to be sure that the instruments are well structured, content validity was tested. Content validity according to Mugenda and Mugenda (1999), concerns the degree to which the tests represent the indicators or content of a particular concept being measured. The items to be tested were written down and questions were checked against these items to make sure that all the items were adequately represented. This was done during the pilot study to ensure that all the sections of the instruments were well structured. Experts in the field of educational research were used to go through them.

3.5.2 Reliability of the Instruments

Reliability of research instrument according to Frankel and Wallen (1993) refers to the extent to which the research instruments yields constant results on repeated trials. Reliability of the instruments was determined by their consistence in testing what they were expected to measure. To measure the reliability test –retest method was used which for Mugenda and Mugenda (1999), is administering the

same instruments twice to the same group of subjects. The research instruments were administered twice in the selected schools from the target population. There was a time lapse of two weeks between the first and second test. This was done to check whether the instruments yielded the same results when administered in different times to the same group.

The study carried out a pilot study on 2 head teachers and 8 teachers. Participants in the piloting were not involved in the main study. The two sets of results obtained were correlated to determine the coefficient calculated using Pearson's product moment correlation coefficient (r). The result established the extent to which the contents of the questionnaires are constant in eliciting the same output.

The formula for determining r that was used is given here;

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

Where n - Number of respondents

x - Scores from the first test

y - Scores from the second test

r - Pearson's Correlation coefficient

The value of r lay between +1 and -1, the closer the value was to +1 the stronger the congruence. From the questionnaires administered, the calculation was done

and the reliability coefficient was thus found to be 0.88 for the two sets of questionnaires in the pilot study meaning that the instrument was very reliable.

3.6 Data Collection Procedure

After being cleared by the research supervisors, an introductory letter was obtained from the School of post-graduate studies to help obtain a research permit from the National Council for Science and Technology. A copy of the permit and an introductory letter were presented to the Sub-county office and District Education officer (DEO) to request for an introductory letter to the schools. The researcher then visited the schools to make appointments with the Principals and then administered the questionnaires to the teachers. At this stage of administering the questionnaires, the teachers were assured of confidentiality of their responses as was indicated in the questionnaires.

3.7 Data Analysis Procedure

Kerlinger (1973) defines data analysis as categorizing, ordering, manipulating and summarizing of data to obtain answer to research questions. After the collection of questionnaires and interview guides, the researcher checked to ascertain they were complete and accurate. The data was coded and analyzed using Statistical Package for Social Sciences (SPSS). Quantitative data derived from the demographic section of the questionnaires from closed questions was analyzed

using descriptive statistics that included the use of means, frequencies and percentages.

Qualitative methods were used to analyze the data collected using interview guides. The data was put in categories, themes or patterns for coding purposes then analyzed by content analysis. Thematic analysis was specifically applied while analyzing the qualitative data. The results were presented in themes and patterns as per the objectives of the study.

3.8 Ethical Standards

The researcher sought consent by ensuring that participants signed consent forms to show that there was no coercing of the participants. There was also confidentiality to all the information given by the respondents. Humane treatment was observed throughout the study as the respondents were not exposed to any form of harassment. The researcher ensured that the subjects were not psychologically humiliated by being previously informed that the involvement was voluntary.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND DISCUSSION OF FINDINGS

4.1 Introduction

This chapter presents data analysis, findings, interpretation and presentation where the main purpose of the study was to investigate the influence of Head teachers' instructional supervision practices on pupils' performance in Kenya Certificate of Primary Education in Kakuma Refugee Camp Schools. Part one provides background information collected from head teachers and teachers.

The rest of the chapter is organized along the study objectives starting with how frequent head teachers' classroom visits influence pupils' KCPE performance, how checking of records by head teachers influences pupils' KCPE performance and how provision of teaching and learning resources influences pupils' KCPE performance. The chapter also looks into teachers' perception on the head teachers' instructional supervision techniques and challenges experienced by head teachers in conducting instructional supervision for improved pupils' performance of KCPE.

4.2 Response Rate

From the total number of 512 teachers in Kakuma Refugee Camp Schools, 326 questionnaires were filled and returned. This represented a 64% response rate

which is considered satisfactory to make conclusions for the study. These results are shown in Table 4.1.

Table 4.1: Response Rate

Number of Questionnaires	Frequency	Percentage
Returned	326	63.67
Not returned	186	36.33
Total	512	100.00

The high return rate shown in Table 4.1 is attributed to the data collection procedures where the researcher personally administered questionnaires with the assistance of head teachers and waited for the teachers to fill and picked the filled questionnaires. In instances where the questionnaires were not immediately filled, they were collected by the head teachers and given to the researcher on a later day. According to Mugenda and Mugenda (1999), a 50% response rate is adequate, 60% good and above 70% is rated very good. This implies that the response rate of 64% is good.

4.3 Demographic Information of Teachers and Head Teachers

The study inquired about the demographic information of the teachers in terms of gender, age academic qualification and teaching experience as per the questionnaire.

4.3.1 Gender of Respondents

Gender refers to the basic and general distribution of the head teachers and teachers in Kakuma Refugee Camp Schools. The teachers and head teachers were first asked to indicate their gender. The findings are presented in Table 4.2.

Table 4.2: Distribution of Respondents by Gender

Gender	Head teachers		Teachers	
	Frequency	Percentage	Frequency	Percentage
Male	18	90	262	80.4
Female	2	10	64	19.6
Total	20	100	326	100

Table 4.2 shows that most head teachers and teachers are of the male gender hence management positions in Kakuma Refugee Camp Schools are mostly occupied by male teachers. The reason for this may be due to higher staffing of the area with more male teachers than their female counterparts. This is due to the conditions of hardship that characterize the area and also as a result of many

women tending to turn down appointments as head teachers in order to attend to family duties. It can be deduced that the appointments are not in line with constitutional requirement that at least a third of appointees should be women. However, the study made efforts to ensure that all genders were given equal representation to participate in the study.

4.3.2 Respondents' Age

The teachers and head teachers were requested to state their age and the results they gave are presented in Table 4.3.

Table 4.3: Age Category of Head Teachers and Teachers

Age	Head teachers		Teachers	
	Frequency	Percent	Frequency	Percent
21-30 Years	7	35.0	248	76.1
31-40 Years	10	50.0	63	19.3
41-50 Years	2	10.0	14	4.3
Over 50 Years	1	5.0	1	0.3
Total	20	100.0	326	100.0

The results presented in Table 4.3 show that a large number of the head teachers were in the age bracket of 31 – 40 years (10 or 50%) followed by those falling under 21-30 Years (7 or 35%). Most head teachers must have worked for a

considerable number of years to gain experience hence promotion. This implies that experience is critical for teachers and head teachers for promotion to the next level. The head teachers were also able to utilize instructional supervision practices with the aim of improving pupils' performance in Kenya Certificate of Primary Education in Kakuma Refugee Camp Schools.

The majority of the teachers were in the age bracket of 21 – 30 years (248 or 76.1%). It can be deduced that most teachers in the area are young due to the challenging environment in terms of weather, remoteness and a harsh environment. This group may also readily accommodate instructional supervision practices by Head teachers in order to improve pupils' performance in Kenya Certificate of Primary Education.

4.3.3 Length of Teaching in Schools

Teachers were asked to state the number of years they had taught in the respective school and the results are shown on Table 4.4.

Table 4.4: Teachers experience in Kakuma Refugee Camp

Years	Frequency	Percentage
1 – 5 yrs	268	82.2
6 – 10 yrs	51	15.6
11 – 15 yrs	7	2.1
Total	326	100.0

Majority of the teachers (268 and 82.2% respectively) as shown in Table 4.4 had a teaching experience in the respective school in Kakuma Refugee Camp of between 1-5 years and only 51 or 15.6% had taught 6 – 10 years. This implies that experience is critical for teachers’ promotion to the next level. These results may follow from policy by the government requiring teachers not to serve for too long in one station. However, this also indicates that teachers in primary schools are not regularly transferred.

4.3.4 Duration as Head Teacher of Current School

Head teachers were asked to state the duration they had served as head teachers at their current school and their results they gave are shown in Table 4.5.

Table 4.5: Duration as Head Teacher of current School

Years	Frequency	Percentage
1 – 5 yrs	19	95.5
6 – 10 yrs	1	5.0
Total	20	100.0

The results in Table 4.5 show that the highest proportion of the head teachers (9 or 47%) had occupied their present role as head teachers for a duration of between 1-5 years followed by those who had been head teachers for between 6 – 10 years (6 or 32%). Only 4 or 21% had been head teachers for durations above 10 years.

This implies that experience is critical for teachers and head teachers for promotion to the next level.

4.3.5 Distribution According to Highest Professional Qualifications

The educational level indicates the extent of training which has an impact on the delivery and receipt of instructional supervision. The highest professional qualifications achieved by both the head teachers and teachers are presented in Table 4.6.

Table 4.6: Highest Professional Qualifications of Head Teachers and Teachers

Qualification	Head teachers		Teachers	
	Frequency	Percentage	Frequency	Percentage
M.Ed	-	-	6	1.8
B.Ed	1	5.0	14	4.3
Diploma	18	90.0	106	32.5
P1	1	5.0	16	4.9
Form Four leaver	-	-	177	54.3
Others	-	-	7	2.1
Total	20	100	326	100

Table 4.6 shows that most head teachers have attained at least a diploma in education to enable them perform their roles. It can be deduced that higher level of education and academic achievement gained contributes to better instructional supervision practices by the Head teachers' which influence pupils' performance in Kenya Certificate of Primary Education in Kakuma Refugee Camp Schools. Eshiwani (1993) points out that academic and professional qualifications have significant influence on pupils achievement. In addition Okumbe (1992) indicates that professional variable showed some significant influence.

The majority of the teachers were Form Four leavers (177 or 54.3%) followed by Diploma in Education holders (106 or 32.5%). The harsh environment coupled by low numbers of personnel with qualifications in education has led to hiring of Form Four leavers as teachers. This has not however affected Head teachers' instructional supervision practices in Kakuma Refugee Camp Schools.

The study revealed that the primary role or main responsibility of teachers in Kakuma Refugee Camp Schools was teaching. The teachers also engaged in additional duties within the school such as deputy head teacher, discipline master, guidance and counseling teacher, academics master and class teacher or club patron/committee member.

4.4 Influence of Frequent Head Teachers' Classroom Visits on Pupils' KCPE Performance

Head teachers' classroom visits indicate the frequency of teacher and class observation which is important for establishing whether learning takes place. The results on the influence of frequent head teachers' classroom visits are presented on Table 4.7.

Table 4.7: Influence of Frequent Head Teachers' Classroom Visits on Pupils' KCPE Performance

Frequent Classroom Visits	Always		Often		Sometimes		Rarely		Never		Mean
	F	%	F	%	F	%	F	%	F	%	
Occasionally visits learning sessions in classroom	118	36.2	31	9.5	163	50.0	--	--	14	4.3	3.73
Checks on student's assignment and continuous assessment scripts to ensure regular marking takes place.	144	44.2	39	12.0	120	36.8	--	--	23	7.1	3.86
Checks on the teaching learning aids used by the teacher in classroom.	146	44.8	82	25.2	75	23.0	14	4.3	9	2.8	4.05
Frequent monitoring of students discipline	200	61.3	59	18.1	58	17.8	--	--	9	2.8	4.35

N = 326

In order to investigate the influence of Head teachers' instructional supervision practices on pupils' performance, the study looked at how frequent head teachers' classroom visits influences pupils' KCPE performance. The teachers were asked their opinion on how frequent head teachers' classroom visits influences pupils' KCPE performance.

Head teachers have been visiting classrooms and conducting several activities in order to improve pupils' KCPE performance. The results show that majority of the teachers (61%) were of the view that head teachers frequently monitored students' discipline, followed by 44.8% of the teachers who considered that head teachers check on the teaching learning aids used by the teacher in classroom while 44.2% of teachers noted that head teachers check on student's assignment and continuous assessment scripts to ensure regular marking takes place.

All the instructional supervision practices scored generally high means of above 3.73, thus emphasis is to a great extent for each of the practices. This shows that instructional supervision practices within visiting classrooms are to a large extent followed by Head teachers in Kakuma Refugee Camp Schools. Looking at the mean, one can conclude that the most important variables which impact on the influence of head teachers' frequent classroom visits on KCPE performance include "Frequent monitoring of students discipline" (highest mean of 4.80), "Checks on the teaching learning aids used by the teacher in classroom" (mean of

4.05) and “Checks on student’s assignment and continuous assessment scripts to ensure regular marking takes place” (mean of 4.86).

These results agree with those of Blasé & Blasé (1998) who found out in their study that visiting classrooms is a supervision strategy that positively affects teachers. Classroom visits is one of the most common forms of teacher evaluation and is a supervision strategy which positively affects teachers. Results from the head teachers’ interview guides show that almost all of them made an attempt to visit classrooms though the frequency was not often.

According to Panigrahi (2012), classroom visits enable school heads to learn what teachers are doing, assess whether sound instruction is being delivered and to interact with teachers. Classroom visits is also used as a communication tool for head teachers to share various issues affecting learning in particular classrooms. The feedback obtained from the visits provides teachers with input for them to correct various issues highlighted as well as congratulate the teachers who have performed as per the expectation.

The head teachers also revealed that in Kakuma Refugee Camp schools, head teachers sometimes delegate the role of instructional supervision to their deputies, senior teachers and academic teachers who sometimes observe activities during instructional supervision by head teachers. The classroom visits ensure that head

teachers learn and act on students discipline, know the teaching learning aids used in classrooms and confirm teachers mark student's assignment and continuous assessment scripts regularly. These actions influence and positively impacts on pupils' KCPE performance. Head teachers give feedback to teachers either individually in the office and instructing them on what should be done or meeting teachers in small group discussions.

4.5 Influence of Checking Records by Head Teachers' on Pupils' KCPE Performance

Checking of records indicates teachers' preparedness to deliver in the classroom. To investigate the influence of checking records by head teachers' on pupils' KCPE Performance, the questionnaire was administered to know the teachers' responses on the degree of emphasis given to various activities related to checking of records. The responses were captured via Likert scale ranging from 1 –“Never” with a score of 1 point to upper end of the scale as 5 – “Always” with score of 5 points. Table 4.8 shows the findings of the captured information.

Table 4.8: Influence of Checking Records by Head Teachers' on Pupils' KCPE Performance

KCPE Performance

Checking Records by Head Teachers	Always		Often		Sometimes		Rarely		Never		Mean
	F	%	F	%	F	%	F	%	F	%	
Monitors the preparation of school timetable	172	52.8	98	30.1	27	8.3	29	8.9	--	--	4.27
Checks on records of work covered.	94	28.8	113	34.7	81	24.8	29	8.9	9	2.8	3.78
Checks on teachers lesson notes.	10	3.1	193	59.2	64	19.6	50	15.3	9	2.8	3.44
Evaluate teacher's lesson plan.	184	56.4	12	3.7	92	28.2	29	8.9	9	2.8	4.02

N = 326

The results in Table 4.8 show that head teachers have been checking records and conducting a number of activities in order to improve pupils' KCPE performance.

The results show that majority of teachers considered that head teachers evaluate teacher's lesson plan (56.4%) followed by 52.8% who noted that head teachers monitor the preparation of school timetable. Only 28.8% and 3.1% of the teachers considered that head teachers check on records of work covered, and check on teachers' lesson notes respectively.

These activities registered high means ranging between 3.44 and 4.27, showing that emphasis is to a great extent for most of the practices. This shows that instructional supervision practices within checking records are to a large extent observed by Head teachers in Kakuma Refugee Camp Schools. The most important variables which impact on the pupils' KCPE performance include "Monitors the preparation of school timetable" (highest mean of 4.27) and "Evaluate teacher's lesson plan" (mean of 4.02). The results from head teachers' interview guides show that head teachers regarded monitoring the preparation of school timetable and evaluating teacher's lesson plan as important.

These results agree with Southworth (2002) as far as that head teachers evaluate teacher's lesson plan and monitor the preparation of school timetable. However, the results do not support those of Southworth (2002) on head teachers checking on records of work covered, and checking on teachers' lesson notes. According to Southworth (2002), the school timetable is important as it ensures that all learning activities are allocated adequate time which ultimately influences the successful coverage of the curricular.

Evaluation of lesson plans informs on whether all concepts within the subject areas have been captured and gives the head teacher the opportunity to provide feedback. Such feedback provides teachers with room for correction. Checking on records of work covered also enables the head teacher to intervene where subjects

have not been adequately covered or congratulate the teachers who have met the requirements. It can be deduced that head teachers in Kakuma Refugee Camp schools have not been checking all the records and not conducting all these activities in order to improve pupils' KCPE performance.

4.6 Influence of Provision of Teaching and Learning Resources on Pupils'

KCPE Performance

Teaching and learning resources indicate the school's basic facilities, financing, personnel and organizational environment. The study therefore sought to investigate the influence of the provision of teaching and learning resources on pupils' performance. The teachers were asked their opinion on how the provision of teaching and learning resources on pupils' performance influences pupils' KCPE performance. The results are presented on Table 4.9.

Table 4.9: Influence of Provision of Teaching and Learning Resources on Pupils' KCPE Performance

Provision of Teaching and Learning Resources	Always		Often		Sometimes		Rarely		Never		Mean
	F	%	F	%	F	%	F	%	F	%	
Ensures school has basic facilities and adequate personnel	126	38.7	37	11.3	163	50.0	--	--	--	--	4.09
Provides leadership and guidance in school	94	28.8	113	34.7	81	24.8	29	8.9	9	2.8	4.13
Provides frequent feedback to teachers regarding classroom performance.	134	41.1	99	30.4	93	28.5	--	--	--	--	4.49
Democratic leader who is ready to listen	181	55.5	123	37.7	22	6.7	--	--	--	--	3.89
Gives teachers an opportunity to innovate	124	38.0	146	44.8	56	17.2	--	--	--	--	4.21
Provides for adequate teaching and learning resources.	161	49.4	73	22.4	62	19.0	30	9.2	--	--	4.13

N = 326

The results in Table 4.9 reveal that head teachers are actively involved in the provision of teaching and learning resources in order to improve pupils' KCPE performance. Majority of the teachers (55.5%) revealed that head teachers were democratic leaders who were ready to listen always and 37.7% often. Most of the teachers (49.4%) revealed that head teachers always provide for adequate teaching and learning resources. This is followed by 41.1% of the teachers who agreed that head teachers provided frequent feedback to teachers regarding classroom performance always and 30.4% often. The least number of teachers (28.8%) stated that head teachers always provide leadership and guidance in school.

All the instructional supervision practices related to the provision of teaching and learning resources scored generally high means of above 3.89, thus emphasis is to a great extent for each of the activities. This shows that the instructional supervision practices are to a large extent observed by Head teachers in Kakuma Refugee Camp Schools.

Looking at the means, one can conclude that the most important variables which impact on the influence of provision of teaching and learning resources on KCPE performance include "Provides frequent feedback to teachers regarding classroom performance" (highest mean of 4.49), "Gives teachers an opportunity to innovate" (mean of 4.21), "Provides for adequate teaching and learning resources" (mean of

4.13), “Provides leadership and guidance in school” (mean of 4.13) and “Ensures school has basic facilities and adequate personnel” (mean of 4.09).

These results agree with Archibong (2012) who found that quality in teaching and learning results from an interplay among a broad range of success factors. These include leadership, facilities such as classrooms, libraries, staff offices, teaching facilities, staff remuneration, school budget, and adequate, qualified and motivated personnel. Head teachers may therefore impact positively on student achievement by helping teachers acquire necessary resources to support teaching. The results are also supported by Heck *et al.* (1990) who found that Head teachers influence student achievement through helping teachers acquire necessary resources to support instruction.

The interview guide revealed that in Kakuma refugee camp, provision of teaching and learning resources is expected to face more difficulties than other parts of the country. This is because of constant entry of refugees or internally displaced populations some of who seek education. However the setting up of simple schools wherein field staffs assist with educational materials helps to solve this problem. Head teachers in Kakuma refugee camp strive to provide leadership and guidance in school, give frequent feedback to teachers regarding classroom performance and allow teachers an opportunity to innovate. With the support of

government and non governmental organizations, the schools are provided with teaching and learning resources, basic facilities and adequate personnel.

4.7 Teachers’ Perception on the Head teachers’ Instructional Supervision

Techniques

Teachers’ perception indicates the degree to which the head teachers’ instructional supervision is accepted or rejected. To find out teachers’ perception on the head teachers’ instructional supervision techniques, teachers responded on the various statements captured via Likert scale ranging from 1 –“Never” with a score of 1 point to upper end of the scale as 5 – “Always” with score of 5 points.

Table 4.10 shows the findings of the captured information.

Table 4.10: Teachers’ Perception on Instructional Supervision Techniques

Perception on Instructional Supervision Techniques	Always		Often		Sometimes		Rarely		Never		Mean
	F	%	F	%	F	%	F	%	F	%	
Furthers co-operation and teamwork among staff members.	237	72.7	66	20.2	--	--	14	4.3	9	2.8	4.56
Encourage effective use of academic time.	161	49.4	150	46.0	15	4.6	--	--	--	--	4.45
Provides professional selection of textbooks.	115	35.3	110	33.7	49	15.0	38	11.7	14	4.3	3.84
Gives	198	60.7	60	18.4	68	20.9	--	--	--	--	4.40

instructional guidance to teachers during staff meetings.	141	43.3	97	29.8	88	27.0	--	--	--	--	4.16
Encourages excellence in staff performance through constructive suggestions.	153	46.9	54	16.6	58	17.8	23	7.1	38	11.7	3.80
Provides in-service training for teachers to increase their effectiveness.	167	51.2	95	29.1	37	11.3	27	8.3	--	--	4.23
Supports and participates in staff development activities.	79	24.2	128	39.3	68	20.9	42	12.9	9	2.8	3.69
Holds teaching methodology meetings with members of staff.	37	11.3	123	37.7	128	39.3	38	11.7	--	--	3.49
Matches staff members need to staff development opportunities	147	45.1	125	38.3	54	16.6	--	--	--	--	4.29
Encourages teachers to further their field of discipline.	94	28.8	56	17.2	92	28.2	46	14.1	38	11.7	3.37
Rewards effective teachers by recommending them for promotion.											

N = 326

Table 4.10 shows teachers' perception on instructional supervision techniques.

The results reveal that majority of teachers (72.7%) felt that head teachers always further co-operation and teamwork among staff members. Another (60.7%) of

teachers noted that head teachers always give instructional guidance to teachers during staff meetings. The results also show that 51.2% of teachers felt that head teachers support and participate in staff development activities always, while 49.4% felt that head teachers encouraged effective use of academic time always. The least number of teachers (11.3%) noted that head teachers always matched staff members need to staff development opportunities.

When teachers in Kakuma refugee Camp schools were asked to explain how they perceived the head teachers' instructional supervision techniques, they indicated that the techniques were most important due to "Further co-operation and teamwork among staff members (highest mean of 4.56), "Encourage effective use of academic time" (mean of 4.45), and "Gives instructional guidance to teachers during staff meetings" (mean of 4.40). Teachers also indicated that the techniques were important because "Encourages teachers to further their field of discipline" (mean of 4.29), "Supports and participates in staff development activities" (mean of 4.23) and "Encourages excellence in staff performance through constructive suggestions" (mean of 4.16).

The rest of the statements scored lower means of 3.84 and below showing a gap that needs to be addressed by head teachers and the schools in Kakuma refugee Camp. These include "Provides professional selection of textbooks" (mean of 3.84), "Provides in-service training for teachers to increase their effectiveness"

(mean of 3.80) and “Holds teaching methodology meetings with members of staff” (mean of 3.69). In addition were other statements including “Matches staff members needs to staff development opportunities” (mean of 3.49) and “Rewards effective teachers by recommending them for promotion” (mean of 3.37).

The results agree with Peretomode (2004) who found that teachers reported that their supervisors in trying out new approaches and teaching strategies. The results also agree with studies by Zepeda (2007); Watene (2007) and Yunus (2010) who revealed that because of its evaluative approaches, less experienced teachers have more negative perceptions on the practice of supervision than more experienced teachers. However the results in the study disagree with those of Nnabuo *et al.* (2004) who found that teachers had a negative attitude and resisted instructional supervision.

Results from the interview guides by head teachers revealed that head teachers’ instructional supervision techniques were beneficial to all teachers. The more experienced teachers considered contact between teachers and the head teacher as important for teaching and learning. However, due to the large number of untrained teachers or Form four leavers, the head teachers’ instructional supervision techniques posed a challenge. Being less experienced, most of these teachers have more negative perceptions on the practice of supervision and fear that supervisors will discover and report their weaknesses.

4.8 Challenges Experienced by Head Teachers in Conducting Instructional Supervision for improved Pupils' Performance of KCPE

Challenges indicate the extent to which efforts by head teachers in conducting instructional supervision are successful or not. In order to investigate the influence of Head teachers' instructional supervision practices on pupils' performance, the study also looked at the challenges experienced by head teachers in conducting instructional supervision for the pupils' performance of KCPE. The teachers were asked their opinion on the challenges experienced by head teachers in conducting instructional supervision for improved pupils' performance of KCPE. The results are presented on Table 4.11.

Table 4.11: Challenges Experienced by Head Teachers in Conducting Instructional Supervision

Challenges experienced by Head Teachers	Always		Often		Sometimes		Rarely		Never		Mean
	F	%	F	%	F	%	F	%	F	%	
Learning resources in school are adequately provided	81	24.8	63	19.3	102	31.3	42	12.9	38	11.7	3.33
Head teachers are well skilled to handle administration matters in schools	174	53.4	71	21.8	44	13.5	37	11.3	--	--	4.17
Teachers are always willing to work with head teachers for better performance	205	62.9	38	11.7	83	25.5	--	--	--	--	4.37
Head teachers always welcome ideas and opinions from teachers	202	62.0	111	34.0	13	4.0	--	--	--	--	4.58
Parents provide the necessary support to the school heads	175	53.7	42	12.9	60	18.4	29	8.9	20	6.1	3.99

N = 326

The results shown in Table 4.11 reveal that majority of teachers (62.9%) the leading challenge was the willingness of teachers to work with head teachers for better performance followed closely by 62.0% who noted that head teachers always welcome ideas and opinions from teachers was a challenge. About 53.4% of the teachers replied that head teachers are well skilled to handle administration

matters in schools was a challenge. However, only 24.8% of the teachers felt that learning resources in school were adequately provided was a challenge.

The results show that challenges experienced by head teachers in conducting instructional supervision included “Learning resources in school are adequately provided” (lowest means of 3.33) and “Parents provide the necessary support to the school heads” (mean of 3.99). The results above also show that head teachers always welcome ideas and opinions from teachers (mean of 4.58), “Teachers are always willing to work with head teachers for better performance” (mean of 4.37) and “Head teachers are well skilled to handle administration matters in schools” (mean of 4.17).

The study agrees with Wiles and Bondi (2002) who found that head teachers received little or no training in leadership and, therefore, used trial and error techniques to address challenges they encountered in their leadership roles. It can be deduced that lack of materials and teaching aids, teachers’ absenteeism, poor weather and high staff turnover were among the challenges faced in conducting instructional supervision.

The interview guides by head teachers show that challenges facing head teachers in performing instructional supervision include misunderstandings, lack of cooperation, opposition, high number of untrained teachers, failure to meet

deadlines and inadequate time to conduct the exercise. Compounding these challenges is Kakuma refugee camp being home to refugees or the internally displaced in need of psychosocial assistance in the first place before education. Failure to address these needs may affect class performance.

CHAPTER FIVE

SUMMARY OF STUDY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter provides for summary of study made, recommendations, conclusions and areas that need further research. These items were based on the information from the background, literature review, research methods, data analysis and interpretation which preceded this chapter.

5.2 Summary of Study

Instructional supervision is a collaborative effort involving a set of activities designed to improve the teaching and learning process (Aguba, 2009). The purpose of the study was to investigate the influence of Head teachers' instructional supervision practices on pupils' performance in Kenya Certificate of Primary Education in Kakuma Refugee Camp Schools. The findings were made in light of objectives of the study. These included how the following variables influenced pupils' KCPE performance in Kakuma refugee Camp schools; frequent head teachers' classroom visits, checking of records by head teachers, provision of teaching and learning resources, teachers' perception on the head teachers' instructional supervision techniques and the challenges experienced by head teachers in conducting instructional supervision.

5.2.1 Influence of Frequent Head Teachers' Classroom Visits

Data for the study was obtained from a sample of 20 primary schools, 20 Head teachers and 326 teachers. Questionnaires were administered to the teachers while the head teachers responded to the interview guide. Data was analyzed using SPSS for quantitative data and by content analysis for qualitative data.

The study established that head teachers' frequent classroom visits resulted in frequent monitoring of students discipline (highest mean of 4.80 or as chosen by 61% of teachers), checking on the teaching learning aids used by the teacher in classroom (mean of 4.05 or as chosen by 44.8% of teachers) and checking on student's assignment and continuous assessment scripts to ensure regular marking takes place (mean of 4.86 or as chosen by 44.2% of teachers). Classroom visits enabled school heads to learn what teachers were doing, assess whether sound instruction was being delivered and to interact with teachers. By giving feedback to teachers, these actions influence and positively impact on pupils' KCPE performance.

5.2.2 Influence of Checking Records

The study established that checking of records by head teachers influences pupils' KCPE performance through monitoring the preparation of school timetable (highest mean of 4.27 or as chosen by 52.8% of teachers), evaluating teacher's lesson plan (mean of 4.02 or as chosen by 56.4% of teachers) and checking on

records of work covered (mean of 3.78 or as chosen by 28.8% of teachers). The school timetable and lesson plans guide teaching in terms of time and content while records of work covered enables intervention by the head teacher where subjects have not been adequately covered.

5.2.3 Influence of Provision of Teaching and Learning Resources

The study established that provision of teaching and learning resources influences pupils' KCPE performance by providing frequent feedback to teachers regarding classroom performance (highest mean of 4.49 or as chosen by 41.1% of teachers), gives teachers an opportunity to innovate (mean of 4.21 or as chosen by 44.8% of teachers), provides for adequate teaching and learning resources (mean of 4.13 or as chosen by 49.4% of teachers), provides leadership and guidance in school (mean of 4.13 or as chosen by 34.7% of teachers) and ensures the school has basic facilities and adequate personnel (mean of 4.09 or as chosen by 38.7% of teachers). Majority of the teachers (55.5%) noted that head teachers were democratic leaders who were ready to listen.

Frequent feedback to teachers regarding classroom performance and providing leadership and guidance in school gives head teachers control over academic activities. Giving teachers an opportunity to innovate, providing for adequate teaching and learning resources and ensuring the school has basic facilities and adequate personnel improves pupils' learning experience and outcomes.

5.2.4 Influence of Teachers' Perception

The study established that the teachers perceived the head teachers' instructional supervision techniques positively because they further co-operation and teamwork among staff members (highest mean of 4.56 or as chosen by 72.7% of teachers), encourage effective use of academic time (mean of 4.45 or as chosen by 49.4% of teachers) and give instructional guidance to teachers during staff meetings (mean of 4.40 or as chosen by 60.7% of teachers). Teachers also perceived the head teachers' instructional supervision techniques positively because they encourage them to further their field of discipline (mean of 4.29 or as chosen by 45.1% of teachers), they support and participate in staff development activities (mean of 4.23 or as chosen by 51.2% of teachers) and encourage excellence in staff performance through constructive suggestions (mean of 4.16 or as chosen by 43.3% of teachers).

Thus, the head teachers' instructional supervision techniques are beneficial to the teachers. However, to most of the untrained teachers or Form four leavers, the head teachers' instructional supervision techniques were negatively perceived as meant to report on their weaknesses.

5.2.5 Challenges experienced by Head Teachers

The study established that challenges experienced by head teachers in conducting instructional supervision included learning resources in school not adequately

provided (lowest means of 3.33 or as chosen by 24.8% of teachers) and parents not providing the necessary support to the school heads (mean of 3.99 or as chosen by 53.7% of teachers). Other challenges not to a great extent included head teachers not always welcoming ideas and opinions from teachers (mean of 4.58 or as chosen by 62% of teachers), teachers not always willing to work with head teachers for better performance (mean of 4.37 or as chosen by 62.9% of teachers) and head teachers not being well skilled to handle administration matters in schools (mean of 4.17 or as chosen by 53.4% of teachers).

Lack of materials and teaching aids, teachers' absenteeism, poor weather and high staff turnover affect the conduct of instructional supervision. Similarly, opposition by some untrained teachers, inadequate time to conduct the exercise and psychosocial issues that affect the refugees and the internally displaced affected class performance.

5.3 Conclusion

From the above findings, conclusions can be drawn that the Head teachers' instructional supervision practices influences pupils' performance in KCPE through head teachers' frequent classroom visits, checking of records, provision of teaching and learning resources, teachers' perception on the head teachers' instructional supervision techniques and challenges experienced by head teachers in conducting instructional supervision. Classroom visits enabled monitoring of

classroom activities; class records guide teaching and enable intervention; while teaching and learning resources improve pupils' learning experience and outcomes. In conclusion, teachers' perception on the head teachers' instructional supervision techniques determines cooperation while challenges in conducting instructional supervision impede activities that lead to better performance of KCPE in Kakuma refugee Camp.

5.4 Recommendations

From the findings of the study, the researcher suggests the following;

1. The Ministry of Education should supply schools with adequate teaching and learning resources such as teaching aids, learning materials and posting of more teachers to achieve a ratio of 1:70. Training, refresher courses and tours to well managed schools should be provided for teachers and head teachers to reveal the value of instructional supervision techniques for examination performance. The Ministry of Education should address the problem of high staff turnover by having teachers empowered, supported and motivated through allowances.
2. The Ministry of Foreign Affairs should advice on border control to ensure that only the recommended number of refugees that can be offered education is allowed into the country. This will prevent over registration of pupils and shortages in learning resources.

3. Both Non Governmental Organizations (NGOs) and the United Nations refugee agency (UNHCR) should support government efforts in provision of adequate teaching and learning resources such as teaching aids and learning materials and sponsor training, refresher courses and tours.
4. Head teachers should strive to be role models worth imitation and should exhibit professionalism. This will encourage teachers to do the same. Guiding, advising and encouraging teachers to teach well and plan the way forward to help pupils are important. It is also important for head teachers to ensure that they are well skilled to handle administration matters in schools.
5. Teachers should receive classroom visits positively in order to benefit pupils' in learning and eventual performance in KCPE. This can be achieved through head teachers treating teachers with respect, openness and both working closely and by forming a team of few teachers irrespective of their position to sell his vision. The use of learner centred methods by teachers will also improve learning results. Teachers who are untrained should strive to undergo training in order to improve their capacity in teaching. Teachers should also ensure that school records such as time tables and lesson plans should be well made and followed to ensure effective learning.
6. Parents should participate actively in pupils' learning activities to reduce cases of absenteeism.

5.5 Suggestions for Further Study

This study did not exhaust all matters related to improved performance in examinations in KCPE in schools within Kakuma refugee Camp. Other issues emanated from the study that require further investigation. Research should be done on other strategies used by head teachers in improved performance in primary schools.

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APPENDICES

APPENDIX I

LETTER OF INTRODUCTION

Ngipuo Eput Bernard
Department of Educational Administration and Planning
University of Nairobi
P.O BOX 92
Kikuyu
30th April, 2015

The Headteacher

Dear Sir/ Madam

RE: INVITATION TO PARTICIPATE IN EDUCATIONAL RESEARCH

I am a postgraduate student pursuing a Master of Education Degree in Educational Administration at the University of Nairobi. I am carrying out a research on **the influence of head-teachers supervisory instruction practices on the performance of pupils in K.C.P.E in Kakuma refugee camp schools Turkana West district.**

I am kindly requesting you to spare some of your very valuable time to help me achieve this goal by filling in the questionnaires. I would like to assure you that any information you provide in the questionnaire will be used for academic purposes only while your identity will be treated with ultimate confidentiality.

Thank you in advance

Yours faithfully,

Ngipuo Eput Bernard

APPENDIX II
QUESTIONNAIRE FOR TEACHERS

Dear respondent,

You are requested to provide the information you have without biasness. Kindly assist in the study by providing the information sought in the various items. The information you provide will be treated confidentially and used only for the purpose of this research.

Instructions

Answer all questions

Please tick where applicable.

Part A: Background Information

1. What is your gender? Male Female

2. How old are you?
21 – 30 years 31 – 40 years 41 – 50 years Over 50 years

3. What is your highest professional qualification?
M.Ed B.ED Dip Education
Any other specify.....

4. How long have you been teaching in Kakuma refugee camp?
1- 5 years 6 – 10 years 11 – 15 years
Over 16 years

5. What is your responsibility in the school?.....
.....

Part B: Instructional Supervision Information

6. The following are activities that a head teacher performs as an instructional supervisor. In your opinion, to what extent does your principal perform each of these activities? Rate your head teacher in a five point scale 1 – 5 by putting a tick (√) where appropriate to reflect your opinion.

Key:

Use the ratings as indicated to show the performance or the influence of the mentioned part of the questionnaires.

1 – Never, 2 – Rarely, 3 – Sometimes, 4 – Often, 5 – Always

Head teachers frequent classroom visits influence pupils KCPE performance

	ITEM	1	2	3	4	5
i.	Occasionally visits learning sessions in classroom					
ii.	Checks on student’s assignment and continuous assessment scripts to ensure regular marking takes place.					
iii.	Checks on the teaching learning aids used by the teacher in classroom.					
iv.	Frequent monitoring of students discipline					

7. Checking of records by head teachers influences pupils' KCPE performance

	ITEM	1	2	3	4	5
i.	Monitors the preparation of school timetable					
ii.	Checks on records of work covered.					
iii.	Checks on teachers lesson notes.					
iv.	Evaluate teacher's lesson plan.					

8. Provision of teaching and learning resources influences pupils' KCPE performance

	ITEM	1	2	3	4	5
i.	Ensures school has basic facilities and adequate personnel					
iii.	Provides leadership and guidance in school					
iv.	Provides frequent feedback to teachers regarding classroom performance.					
v.	Democratic leader who is ready to listen					
vi.	Gives teachers an opportunity to innovate					
viii.	Provides for adequate teaching and learning resources.					

9. Teacher's perception on the head teacher's instructional supervision techniques

	ITEM	1	2	3	4	5
i.	Furthers co-operation and teamwork among staff members.					
ii.	Encourage effective use of academic time.					
iii.	Provides professional selection of textbooks.					
iv.	Gives instructional guidance to teachers during staff meetings.					
v.	Encourages excellence in staff performance through constructive suggestions.					
vi.	Provides in-service training for teachers to increase their effectiveness.					
vii.	Supports and participates in staff development activities.					
viii.	Holds teaching methodology meetings with members of staff.					
ix.	Matches staff members need to staff					

	development opportunities					
x.	Encourages teachers to further their field of discipline.					
xi.	Rewards effective teachers by recommending them for promotion.					

10. The challenges experienced by head teachers in conducting instructional supervision for the pupils' performance of KCPE

	ITEM	1	2	3	4	5
i.	Learning resources in school are adequately provided					
ii.	Head teachers are well skilled to handle administration matters in schools					
iii.	Teachers are always willing to work with head teachers for better performance					
iv.	Head teachers always welcome ideas and opinions from teachers					
v.	Parents provides the necessary support to the school heads					

APPENDIX III

INTERVIEW GUIDE FOR HEAD TEACHERS

Name of the school:.....

Age.....

Sex:.....

Professional qualification.....

1. When did you begin teaching?

2. How many years have you been in this school as a head teacher?.....

3. Have you been trained on how to carry out instructional supervision?

4. What do you consider as the most important roles of instructional supervisions?

5. What strategies do you use to provide advice and guidance to teachers on matters concerning instruction?.....

6. Do you observe classroom teaching?.....

(i) If yes, how frequent?

(ii) If no, why not.....

(iii) How do you give feedback to teachers after classroom observation?

7. Do you have lessons to teach in the school timetable?

(i) If yes, in what ways do you use the lessons you teach to model good teaching in the school?

8. (a) (i) Do you attend workshop and seminars on instructional supervision?

(ii) If yes, how have they helped you in your instructional supervision roles?

9. How do you contribute in the following activities as instructional supervisors?

10. What problems do you face when performing the mentioned tasks?

a) b)

11. Give suggestions on how head teachers can become better instructional supervision.

a)

b)

c)

APPENDIX IV

**ENROLMENT OF PUPILS AND NUMBER OF TEACHERS IN KAKUMA
REFUGEE CAMP SCHOOLS 2015**

	School	Pupils			Teachers		
		Boys	Girls	Total	Male	Female	Total
1.	Mogadishu Primary-J	1237	946	2183	22	6	28
2.	Unity primary - J	820	458	1278	22	6	28
3.	Jebel mara primary- J	1740	-	1740	15	6	21
4.	Fashoda Primary- K	1927	9(SNE)	1936	23	3	26
5	Bhr- el – Naam - J	-	2518	2518	19	10	29
6	Anjelina Jullie - L	-	247	247	8	5	13
7.	Fuji primary - H	2033	1167	3200	25	6	31
8.	Horseed primary - H	1619	1310	2929	19	5	24
9.	Palotaka primary - H	2139	1376	3515	28	3	31
10.	Shabele Primary - L	1608	1223	2831	24	3	27
11.	Al-Noor Primary - L	1617	967	2584	22	3	25
12.	Lokitaung Primary- L	2163	1637	3800	24	5	29
13.	Gambale primary - H	1658	1036	2694	21	4	25
14.	Kadunguli Primary-K	1761	837	2598	23	3	26
15.	Shambe primary - K	2378	810	3188	19	4	23
16.	Malakal Primary - H	868	476	1344	10	2	12

17.	Cush Primary - K	2008	1197	3205	16	5	21
18.	Eliyes Primary - L	866	393	1259	10	1	11
19.	Hope Primary - L	4447	3063	7510	35	3	38
20.	Peace Primary - L	5343	2335	7678	38	6	44
	Total	36232	22005	58237	423	89	512

Key: J = Jebel Mara zone (Total 7,719 students, 106 teachers); **K**= Kaduguli

(12,271 students, 108 teachers); **L** = Lokitaung (25,662 / 174); **H** = Horseed

(12,338 / 111)

APPENDIX V

LIST OF SCHOOLS IN KAKUMA REFUGEE CAMP INVOLVED IN THE STUDY

Schools	Frequency	Percent
Fuji	19	5.8
Shambe	11	3.4
Kadugli	13	4.0
Peace	29	8.9
Unity	23	7.1
BHR-EL-NAAM	18	5.5
Mogadishu	21	6.4
Jebelmara	16	4.9
Fashoda	10	3.1
Lokitaung	15	4.6
Gambale	20	6.1
Horseed	14	4.3
Shabelle	15	4.6
Palotaka	14	4.3
Angelina Jollie	12	3.7
Eliyes	9	2.8
Cush	15	4.6
Hope	25	7.7
Al-Noor	15	4.6
Malakal	12	3.7
Total	326	100.0

APPENDIX VI
RESEARCH PERMIT


THIS IS TO CERTIFY THAT:
MR. NGIPUO BENARD EPUT
of UNIVERSITY OF NAIROBI, 12-30501
KAKUMA, has been permitted to conduct
research in Turkana County

on the topic: INFLUENCE OF
HEADTEACHERS INSTRUCTIONAL
SUPERVISION PRACTICES ON PUPILS
PERFORMANCE IN KENYA CERTIFICATE
OF PRIMARY EDUCATION, KAKUMA
REFUGEE CAMP SCHOOLS, KENYA.

for the period ending:
30th June, 2015

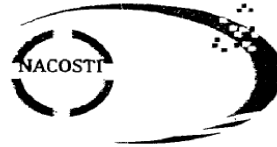
.....
Applicant's Signature

Permit No : NACOSTI/P/15/6546/5822
Date Of Issue : 17th April, 2015
Fee Received :Ksh 1000



.....
Director General
National Commission for Science,
Technology & Innovation

APPENDIX VII
RESEARCH AUTHORIZATION LETTER



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

Telephone: +254-20-2213471,
2241349, 310571, 2219420
Fax: +254-20-318245, 318249
Email: secretary@nacosti.go.ke
Website: www.nacosti.go.ke
When replying please quote

9th Floor, Utalii House
Uhuru Highway
P.O. Box 30623-00100
NAIROBI-KENYA

Ref: No.

Date:

NACOSTI/P/15/6546/5822

17th April, 2015

Ngipuo Benard Eput
University of Nairobi
P.O. Box 30197-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on "*Influence of headteachers instructional supervision practices on pupils performance in Kenya Certificate of Primary Education, Kakuma Refugee Camp Schools, Kenya*" I am pleased to inform you that you have been authorized to undertake research in **Turkana County** for a period ending **30th June, 2015**.

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

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


DR. M. K. RUGUTT, PhD, HSC.
DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
Turkana County.

The County Director of Education
Turkana County.