

Influence Of Head Teachers Checking Of Teachers' Professional Documents On Pupils' Kcpe Performance In Public Primary Schools, Lower Yatta Sub-County, Kitui, Kenya

Evans Mulei Mulatya
Professor Ursulla Okoth
Dr. Mercy Mugambi.

¹Department of Educational administration and Planning, University of Nairobi, Kenya.

²Department of Educational administration and Planning, University of Nairobi, Kenya.

³Department of Educational administration and Planning, University of Nairobi, Kenya.

Abstract

Background: The purpose of the study was to examine head teachers' instructional supervision practices that influence pupils' KCPE performance in examinations in Lower Yatta Sub-county, Kenya. The two objectives were; to establish the extent to which head teachers' checking of teachers' professional documents preparation influence pupils' KCPE performance in public primary schools and to examine the extent to which headteachers' demographic variables influence pupils' KCPE performance in public primary schools in Lower Yatta Sub-county, Kitui.

Materials and methods: Instruments used were questionnaires, focus groups discussion guide and document analysis guide. Data was analyzed using descriptive and inferential statistics and presented in tables. Instruments were validated by pretesting and expert judgement while reliability was determined using test retest method and value $r = 0.8$ obtained for reliability.

Results: Findings using chi-square test at alpha value 0.05 level of significance on checking of teachers' professional documents preparation shown that; there was significant relationship between checking of professional documents ($101.53 > 43.77$) and KCPE performance. Being greater than critical value at p- value $< .00001$, the null hypothesis was rejected and the alternative hypotheses adopted which is; There is significant correlation between headteachers' checking of teachers' professional documents and pupils' KCPE performance.

Conclusion: Checking of professional documents should be embraced to enhance pupils' performance in KCPE examinations. This study recommends for high levels of commitments from all stake holders: Quality Assurance and Standards Officers, head teachers, teachers and parents to work hand in hand for continued quality KCPE results. Future research may focus on the similar study in other Sub-Counties and findings compared to help educational planners and managers find concrete solutions to cases of poor performance in KCPE examinations in Kenya.

Keywords: Head teachers, Professional records, Pupils' KCPE performance, supervision, Kenya.

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I. INTRODUCTION

School leaders use instructional supervision to improve teaching and learning by providing teachers with on-going support and guidance (Awuah, 2011). The concept of supervision can be traced in America where a statute was adapted in 1654 that empowered selectmen of towns to be responsible for appointing teachers of sound faith and morals. During this period, supervision was handled by laymen who included the clergy, school wardens, trustees, selectmen and citizens' committees (Okumbe, 2007; Jawas, 2017). Supervision practices concentrated on matters such as appraising the general achievement of pupils in subject matter, evaluating methods used by teachers, observing the general management of schools and conduct of pupils and ascertaining whether money spent on education was wisely expended. According to Okumbe (2007) supervision is divided into two: general supervision and instructional supervision. Instructional supervision, currently is known as clinical supervision aims at improving students' learning by improving teacher's classroom performance. This is likely to lead to improved examination results. Instructional supervision is one of the factors that is vital for enhancing pupils' performance. This is conspicuously observed in the summative evaluation such as KCPE

performance. It is emphasized that head teachers are directly involved in influencing the activities of a school towards goal setting and goal attainment (Bell & Bush 2003). Supervision in schools is a worldwide phenomenon with each country having its own policy on how supervision should be conducted (Nasib & Lumban, 2019). It is taken as a positive democratic action aimed at not only improvement of classroom instruction but also creating a harmonious environment through continued growth of all concerned; the learner, the teacher, the supervisor, the parent and the administration (Goldhammer, 1968; Nzambonimpa, 2011).

Statement of the Problem

Education is considered not only as human right but the engine of national growth for all countries, Kenya included. Ministry of Education emphasizes that, school head teachers shoulder the greatest burden to lead schools to achieve educational goals. The government of Kenya immensely invests in training educationalists to enhance provision of quality education, and the establishment of effective supervisory practices among head teachers for all schools. However, Tables 1 shows that, Lower Yatta Sub-County schools consistently posted low KCPE mean scores compared to other Sub-Counties KCPE results analyses (2012-2016) years respectively. Despite, all these studies and others carried out by different researchers, this has not brought reliable effect on the performance of pupils in national examination in Kenya and more especially in Loitokitok Sub-County. Lower Yatta Sub-county in Kitui County has been also showing performance decline in the KCPE compared to other seven sub-counties from 2012 to 2016. The poor performance has been reported by the Sub-county Director of Education (SCDE), Curriculum Support Officers in various forums. This is an issue of concern to the officers in the ministry of education and other stakeholders in the district. This is because, despite the fact that all primary schools have qualified teachers posted by the government, have required educational resources such as textbooks and relevant facilities that facilitate teaching and learning, quality performance in KCPE is wanting. Pupils' performance in KCPE is not commensurate to the efforts of the government and stakeholders in Lower-Yatta district.

Table 1: Kitui Sub- Counties KCPE mean scores, results analysis (2012-2016) compared

Year	2012		2013		2014		2015		2016	
	M/score	Rank	M/score	Rank	M/score	Rank	M/score	Rank	M/score	Rank
Lower Yatta	253.63	5	248.05	6	252.13	6	249.92	7	251.47	6
Kitui	266.35	3	269.51	2	274.11	1	274.69	1	272.53	1
Central	268.81	2	271.93	1	272.17	2	271.54	2	269.11	3
Kitui West	269.55	1	266.72	3	270.04	3	263.47	4	269.86	2
Katulani	257.12	4	248.00	7	250.19	7	255.31	5	257.47	5
Nzambani	253.42	6	256.17	4	257.50	5	251.88	6	250.09	7
Kisasi	250.40	7	253.75	5	261.43	4	263.70	3	261.85	4
Mutomo										

Sources: KCED and the KCQASO document analysis (2016) Kitui County

Therefore, this study found it necessary to examine and provide broad information on the extent to which checking of teacher's professional records influences the performance of pupils in the Kenya Certificate of Primary Education in Lower Yatta Sub-County, Kitui, Kenya.

Objectives and Hypotheses of the Study

The study was guided by the following objectives:

Objectives

- i. To establish the extent to which head teacher's checking of teachers' professional documents preparation influence pupils' performance in KCPE in public primary schools, Lower Yatta Sub-County, Kitui, Kenya.
- ii. Examine the extent to which head teachers' demographic variables influence pupils' performance in Kenya certificate of primary education in Lower Yatta Sub-County, Kenya.

Research Hypotheses

The study addressed the following null hypotheses in tune with the above stated objectives:

- H₀₁. There is no significant relationship between head teachers' checking of teachers' professional documents preparation and pupils' performance at Kenya Certificate of Primary Education in Lower Yatta Sub- County, Kenya.
- H₀₂. There is no significant influence between head teachers' demographic variables and pupils' performance at Kenya Certificate of Primary Education in Lower Yatta Sub-County, Kenya.

II. LITERATURE REVIEW

Checking of Professional Documents and Academic Performance

Professional documents are records that are used by a teacher in the preparation, implementation and evaluation of teaching learning process. They are meant to make teaching and learning more effective, (wikieducator). Professional records comprise of schemes of work, lesson plans, record of work covered, and pupils' progress records. According to Dickson (2011), teacher's outside- the classroom performance may, include such activities as preparing lesson plans, schemes of work, teaching aids and materials if provided, supervising students while working in the school garden, or during co-curricular activities. However, supervision of instruction can have either positive or negative effect on the teacher depending on how the head teacher carries it. Otherwise, one of the important effects of supervision is that it keeps teachers abreast of supervision benefits through effective communication between the supervisor and the supervisee (Zepeda, 2003), hence this result in high student achievement as a result of achieving goals and objectives as planned.

This section focuses on the literature related to teaching documents used by the teacher in the preparation, implementation and evaluation of teaching learning process. These documents includes schemes of work, lesson plans, lesson notes, records of work covered, mark book, subject or national examinations analysis book. Schemes of work facilitates and defines the work to be done in the classroom. It is a summarized forecast of which the teacher considers adequate and appropriate for the class to cover within a given period from those topics which are already set in the syllabus (Ellah, 2018; Nasib & Lumban, 2019). This is to ensure that the syllabus is properly covered in an attempt to implement the curriculum in a structured and timely manner (Okai, 2010). A lesson plan is a teacher's detailed description of the course of instruction for one class. A daily lesson plan is developed by a teacher to guide class instruction. Details vary depending on the preference of the teacher, subject being covered, and the need/or curiosity of students (Hassanreza, 2020).

A record of work ensures; accountability and transparency of the work covered by the teacher, the continuity of teaching of a particular class, that a new teacher traces where to start teaching a particular class, the evaluation of schemes of work after a period of time, for example, four years, uniformity in content coverage in case of several streams can be observed (Musungu & Nasongo, 2008; Ellah, 2018).

III. MATERIALS AND METHODS

Study design: The study used descriptive survey research design. Kothari (2013) pointed out that survey is concerned with describing, recording, analyzing and reporting conditions that exist or have existed. Also using survey design, no variable is manipulated and therefore helps to report the situation as it is. Descriptive survey design is suitable for this study because it enables rapid data collection and ability to understand a population from a part of it. It is also an economical design.

Study Location: The target population for this study was 61 public primary schools, 427 teachers and 1556 standards eight pupils in Lower-Yatta Sub-County (SCDE, 2016; Mugenda & Mugenda, 2009; Maina, 2012).

Sample size: The sample consisted 51 headteachers, 180 teachers and 51 pupils' focus group discussions that were selected by use of simple random sampling technique. Lower -Yatta Sub-County is a new sub-county having been created in 2009 from the old Kitui District - Kitui County. Lower-Yatta Sub-County is situated in a rural setting. The locale was suitable because Lower Yatta Sub-county has been showing declining academic performance results for the last five years, from 2012 to 2016.

Sample calculation: validity of the instruments was improved through expert judgment. To measure the reliability of the instruments test-retest method was used. This involved administering the same instruments twice to the same group of respondents (Mugenda & Mugenda, 2009). There was a time lapse of two weeks between the first and the second test. This was done to check whether the instruments yielded the same results when administered at different times to the same group. The two schools were selected from the sample and were not included in the main study sample. A reliability coefficient was computed to indicate how reliable the instruments are. Thus, Pearson's product moment formula was used to calculate the coefficient of correlation (r) known as coefficient of a reliability or stability. The value of r for this study was 0.8 which was closer to +1 hence the instruments were reliable. The closer the value is to +1 the stronger the reliability (Mugenda & Mugenda, 2003; Kathuri & Pals, 1993).

Statistical analysis

Data collected was simplified and presented in the best way possible for easy interpretation and understanding by use of Statistical Package for Social Sciences (SPSS) version 21.0. Data collected from the field was in two forms, that is quantitative and qualitative data. To test the hypotheses, chi-square test was computed to determine if there was significant relationship between checking of teachers' professional records preparation (independent variables) and pupils' KCPE performance (dependent variable) at the significance level of 0.05 and degree of freedom of 1.

IV. FINDINGS AND COMMENTS

Table 2 shows Head teachers' responses on checking of teachers' professional documents

Table 2: Head teachers' responses on checking of teachers' professional documents

As a head teacher, I:-		5	4	3	2	1	Total	
i.	Monitor the preparation of professional documents	f	7	30	-	2	1	40
		%	17.5	75.0	-	5.0	2.5	100
ii.	Monitor syllabus coverage for all classes	f	5	34	-	1	-	40
		%	12.5	85.0	-	2.5	-	100
iii.	Advise on curriculum implementation in the school	f	22	17	-	1	-	40
		%	55.0	42.5	-	2.5	-	100
iv.	Assess the progress of pupils in relation to the curriculum content covered	f	28	4	-	6	2	40
		%	70.0	10.0	-	15.0	5.0	100
v.	Monitor curriculum implementation in school	f	13	26	-	1	-	40
		%	32.5	65.0	-	2.5	-	100
vi.	Ensure there is assessment of school's staff requirements	f	8	31	-	1	-	40
		%	20.0	77.5	-	2.5	-	100
vii.	Check teachers' schemes of work	f	10	23	-	4	3	40
		%	25.0	57.5	-	10.0	7.5	100
viii.	Check the lesson plans	f	12	20	-	5	3	40
		%	30.0	50.0	-	12.5	7.5	100
ix.	Check record of work covered	f	12	27	-	1	-	40
		%	30.0	67.5	-	2.5	-	100
x.	Ensure standard 8 pupils are given assessment tests as per the timetable	f	20	20	-	-	-	40
		%	50.0	50.0	-	-	-	100
xi.	Check regularly standard 8 assessment tests are analysed	f	16	22	-	-	2	40
		%	40.0	55.0	-	-	5.0	100

Table 2 shows item one to eleven measuring the checking of teachers' professional documents. It was noted that in all items from one to eleven all head teachers did not indicate being undecided. Also, all head teachers rated the items and the percentage was worked out of the 40 head teachers who participated. On monitoring the preparation of professional documents, majority 75.0 % of the head teachers agreed that, they monitored teachers' preparation of professional documents to enhance pupils' academic performance in KCPE examinations in public schools although 2.5 % of the head teachers strongly disagreed of having monitored teachers' preparation of professional documents. On monitoring syllabus coverage for all classes, majority 85.0

% of the head teachers stated that they monitored syllabus coverage for all classes to realize good academic performance in KCPE examinations but 2.5 % disagreed for having done so.

Considering the advice on curriculum implementation in the school, majority 55.0 % of the head teachers strongly agreed that, they had advised teachers on curriculum implementation in the school so as to improve pupils' academic performance in KCPE examinations; however, 2.5 % disagreed on having done so. The head teachers, on assessing the progress of pupils in relation to the curriculum content covered, 70.0 % strongly agreed that they assessed the progress of pupils in relation to the curriculum content covered in schools which would encourage improvement in pupils' performance in KCPE examinations; however, 5.0 % strongly disagreed for doing so. On monitoring curriculum implementation in school, majority 65.0 % agreed that they monitored curriculum implementation in school but 2.5 % disagreed for having monitored.

On ensuring there is assessment of school's staff requirements, majority 77.5 % stated that they ensured there is assessment of school's staff requirements; however, 2.5 % were not considering this assessment. On checking teachers' schemes of work, majority of the head teachers 57.5 % indicated that they checked teachers' schemes of work but 7.5 % were not checking the schemes. On checking the lesson plans, majority 50.0 % indicated for having done so; but 7.5 % were not doing it. Checking of record of work covered, majority 67.5 % of the head teachers agreed that they had done so but 2.5 % had not done it.

On ensuring standard 8 pupils are given assessment tests as per the timetable shows that, 50.0 % of the head teachers were on the fore front to ensure pupils are well assessed in preparation for KCPE examinations. While, when it comes to how regularly they checked the analyses of standard 8 assessment tests, 5.0 % were not doing it but only 40.0 % strongly agreed for having done it.

Results from Table 2 indicate that a good percentage of the head teachers monitor syllabus coverage for all classes and ensure that standard 8 pupils are given assessment test as per the agreed time table (82.5%). Other head teachers monitor the preparation of professional documents (75.0%) whereas others check teachers' schemes of work, lesson plans and records of work covered (77.5%). This data shows that head teachers keenly follow their teachers on what is expected for quality performance. However, there are still gaps. Seriously noted is that head teachers lag behind in giving advice in curriculum implementation. Besides, head teachers are not keen in assessing the progress of pupils in relation to the curriculum content covered. These areas are sensitive and call for the head teachers' attention so as to provide instructional and leadership skills well to all pupils, teachers and parents. If embraced, it would ensure that teachers help pupils to attain quality performance with love, fairness and consistency, but not through coercion. Therefore, head teachers' mean summaries are shown in Table 3.

Table 3: Head Teachers' Means and Standard Deviations on Checking Of Teachers' Professional Documents

As a head teacher I :-		N	M	SD	AM
i.	Monitor the preparation of professional documents	40	4.00	.97	
i.	Monitor syllabus coverage for all classes.	40	4.08	.99	
i.	Advise on curriculum implementation in the school	40	4.50	.15	
7.	Assess the progress of pupils in relation to the curriculum content covered	40	4.25	1.1	
7.	Monitor curriculum implementation in school	40	4.28	1.1	
i.	Ensure there is assessment of school's staff requirements	40	4.15	1.0	
i.	Check teachers' schemes of work	40	3.83	.92	
i.	Check the lesson plans	40	3.82	.92	
z.	Check record of work covered	40	4.25	1.1	
z.	Ensure standard 8 pupils are given assessment tests as per the timetable	40	4.50	1.2	
i.	Check regularly standard 8 assessment tests are analyzed	40	4.25	1.1	4.17

Table 3 shows how head teachers perceived instructional supervision practices of checking of teachers' professional documents in schools. Therefore, head teachers specified that, instructional supervision practices of checking of teachers' professional documents was well carried out in schools with most of its items with a mean above 4 scores giving an average mean of 4.17 and standard deviation of 0.96. These findings indicate that, head teachers' instructional supervision practices of checking of teachers' professional documents in schools was high and strong with an overall mean of 4.17 scores. According to these findings, it was noted that these areas are sensitive and call for the head teachers' attention so as to provide instructional supervision skills well to all

teachers. If embraced, it would ensure that teachers help pupils to attain quality performance with love, fairness and consistency, but not through coercion.

Further, teachers rated head teachers on how they practice instructional supervision practices of checking of teachers' professional documents in schools using the scales; 4-Always, 3-Sometimes, 2-Rarely, 1-Never and their responses are shown in Table 4.

Table 4: Teachers' response on head teachers' checking of professional documents

The head teacher:-			4	3	2	1	Total
i.	Monitoring the preparation of professional documents	f	32	130	13	5	180
		%	17.8	72.2	7.2	2.7	100
ii.	Assessing the progress of pupils in relation to the curriculum content covered	f	75	74	27	4	180
		%	41.7	41.1	15.0	2.2	100
iii.	Checking teachers' schemes of work	f	48	106	18	8	180
		%	26.7	58.9	10.0	4.4	100
vi.	Checking the lesson plans	f	54	94	10	22	180
		%	30.0	52.2	5.6	12.2	100
v.	Checking record of work covered	f	54	110	6	10	180
		%	30.0	61.1	3.3	5.6	100
vi.	Analyzing standard 8 assessment tests	f	89	84	5	2	180
		%	49.4	46.7	2.8	1.1	100

Table 4 shows that monitoring the preparation of professional documents majority (72.2%) of the teachers said sometimes and some teachers (17.8%) showed that always headteachers monitor these documents. However, a few teachers (7.2%) said rarely and others (2.7%) said that headteachers never monitor the preparation of professional documents. Majority of teachers concurred with majority of headteachers (75.0%) responses that they monitor preparation of professional documents which had a lot of influence on syllabus coverage resulting to good students' academic performance in KCPE examination.

On checking of records of work covered majority of teachers (61.1%) indicated sometimes and others (30.0%) said that headteachers always check them. This concurred with majority of headteachers (67.5%) who agreed and others (30.0%) strongly agreed that they check records of work covered. However, a few teachers (5.6%) indicated never and others (3.3%) showed that head teachers rarely do check records. This study findings concurred with the findings by Daresh and Playko (1992) who found that through supervision in areas of checking teachers' records, a positive impact was realized in students' academic performance. Otherwise, this is one of the roles of headteachers as outlined in the TSC code of regulations (TSC, 2018). On assessing the progress of pupils in relation to the curriculum content covered a fair number of teachers (42.7%) said always and other teachers (42.1%) said that headteachers sometimes assessed the progress of pupils in relation to the curriculum content covered. This indicated that some head teachers tried to follow up what teachers were providing to pupils in class to improve performance but, (15.0%) indicated rarely. This shows the headteachers in Lower Yatta sub-county do not keenly observe the pupils' progress in relation to the curriculum content which is vital headteachers' role. This may have a negative impact to the pupils' performance in national examinations because their progress had not been monitored through the course and improvements made for quality performance. These findings concurred with the findings by Ngunjiri (2012) who attributed poor performance of pupils to ineffective instructional supervision leading to delinquent behavior among some pupils and their subsequent failure in national examinations.

On checking teachers' schemes of work Table 4 shows that a fair number of teachers (58.9%) said sometimes and some other teachers (26.7%) indicated that headteachers always check them. However, a few teachers (10.0%) indicated rarely and others (4.4%) said that headteachers never check schemes of work. These findings are almost the same as the findings on headteachers responses, that headteachers (57.5%) agreed and others (25.0%) strongly agreed having checked them. This shows that headteachers in Lower Yatta sub-county fairly do check teachers' schemes of work, but others do not which might have affected the pupils' academic performance. On the checking of lesson plans, teachers (52.2%) said sometimes and others (30.0%) indicated that headteachers always check lesson plans.

However, some other teachers (5.6%) indicated sometimes and others (12.2%) indicated that lesson plans are never checked. This finding again concurred with headteachers findings that 50.0% of headteachers agreed and others (30.0%) strongly agreed that they do check lesson plans, but 12.5% disagreed and 7.5% strongly disagreed that they check them. These findings imply that some headteachers are inactive in performing this role which might demoralize teachers. Teachers might attend lessons being unprepared many times and this would lead to ineffective classroom performance where the lesson objective might fail to be achieved leading to pupil's poor performance.

Checking records of work covered majority (61.1%) of teachers indicated sometimes and 30.0% said that headteachers always check them. Few teachers (3.3%) said rarely and others (5.6%) indicated that headteachers never check records of work covered. This shows that majority of head teachers in Lower Yatta sub-county mostly check on the records of covered which might have some positive impact on the learners' performance. That is, professional records support each other so as to have the required impact on the learners (Mavindu, 2013).

On the regular analysis of standard 8 assessment tests some teachers (49.4%) indicated always and others (46.7%) said that headteachers sometimes guide in regular analysis of the tests. However, a few teachers (2.8%) indicated rarely and others (1.1%) indicated that headteachers never support the analysis. This is contrary to headteachers' responses where more headteachers (55.0%) agreed and 40.0% strongly agreed that they support regular analysis of standard 8 assessment tests. However, a few head teachers (5.0%) strongly disagreed having done so. This shows that headteachers in Lower Yatta sub-county lag behind in supporting the analysis of standard 8 assessment tests. When pupils' progress is not monitored consistently by analyzing their performance in examinations, it is likely that their performance in KCPE cannot be predicted. The teachers would not know the areas that might require more efforts for improved performance. This finding is contrary to the findings by Wangui (2007) who asserted that effective headteachers are those who among other duties were involved in supervision of teachers' and pupils' work, proper testing policy, syllabus coverage and team building that enhanced academic performance.

Having analyzed teachers' responses on head teachers' checking of professional documents using frequencies and percentages; then mean and standard deviation were computed to show the variability of scores about a mean. Table 5 shows teachers means and standard deviations summaries on head teachers' checking of professional documents.

Table 5: Teachers' means and standard deviations on head teachers' checking of professional documents

The head teacher : -		N	M	SD	AM
i.	Monitoring the preparation of professional documents	180	3.05	.83	
i.	Assessing the progress of pupils in relation to the curriculum content covered	180	3.22	.89	
i.	Checking teachers' schemes of work	180	3.08	.84	
7.	Checking the lesson plans	180	2.12	.79	
7.	Checking record of work covered	180	3.16	.86	
i.	Analyzing standard 8 assessment tests	180	3.44	.98	3.01

Table 5 shows there is considerable variation between teachers' perceptions on how practice on checking of teachers' professional documents in public primary schools in Lower Yatta Sub-County. Perception of teachers towards head teachers' checking of professional documents had an average mean of 3.01 indicating high and strong instructional practice by the head teachers. Document analyses data indicated that most professional documents were available meaning that head teachers had instructed teachers to prepare them to improve the academic standards in public primary schools. However, they need to be familiar with these documents, learn their strength and weaknesses and infuse them with the best practices. The means and standard

deviations obtained indicate that teachers had a strong perception that most head teachers in public primary schools can provide instructional supervision that best suit pupils' performance in KCPE examinations. Further, students rated head teachers on how they practice checking teachers' professional documents and their responses are shown in Table 6.

Table 6: Pupils' focus group discussion on professional documents

Item	Pupils' responses	Code/Theme
Professional documents		
i. Do teachers come to class with notes?	<ul style="list-style-type: none"> • Our social studies' teacher writes many notes and drawing of maps. • Mathematics does not have notes. • Our teacher does not write on the blackboard. He talks and gives us exercise to do. 	<ul style="list-style-type: none"> • Fair preparation of notes.
i. Where do you get notes for various subjects?	<ul style="list-style-type: none"> • We get notes from textbooks. • Our teacher prepares notes for us. • We prepare our own notes. 	<ul style="list-style-type: none"> • Textbook notes.
i. Who prepares and writes class notes for you?	<ul style="list-style-type: none"> • Our social studies' teacher writes for us. • Our teacher gives us his/her notebook to write notes. • We write notes from textbook. 	<ul style="list-style-type: none"> • Teachers prepare.

Table 6 show that pupils' focus group discussion on teachers' professional documents indicated that that majority of the teachers had professional documents. The responses were collected, transcribed and triangulated with other instruments' responses for confirmation. The researcher noted that majority of the teachers prepare and give notes to pupils. Well prepared pupils are likely to perform. However, other teachers do not observe this, leading to pupils' poor performance in examinations.

H₀₁. There is no significant relationship between head teachers' checking of teachers' professional documents and pupils' performance at Kenya certificate of primary education in Lower Yatta Sub- County, Kenya.

Data obtained from head teachers was computed in a contingency table, analysed and summarised in a chi-square table to show the strength of the relationship at alpha value 0.05 level of significance (Orodho, 2005; Orodho, Khatete & Mugiraneza, 2016). The findings are shown in Table 7

Table 7: Hypothesis Testing on Head Teachers' Response on Checking of Teachers' Professional Documents

	Value	df	Critical value	P-value
Pearson Chi-square	101.53	40	43.77	< .00001
Nominal by nominal Phi (Φ)	0.05			
Cramer's V	.015			
No. of valid cases	40			

According to Table 7, Chi-square (X^2) = 101.53 is greater than $X^2_{[0.05, 40]} = 43.77$. The value lies in the rejection region. Also, the table gives a nominal by nominal Phi value of .05 and Cramer's V as .015. This implies that the relationship between the variables is significant. Therefore the null hypothesis is rejected and alternative hypothesis adopted (Goodman, 2008; Orodho, Khatete & Mugiraneza, 2016). This implies, therefore, that there is a significant association between head teachers' checking of teachers' professional documents and pupils' KCPE performance in public primary schools in Lower Yatta Sub-County, Kitui County. These findings concur with Tableman's best practice brief (2004), stating that head teachers are accountable to improving pupils' performance by ensuring that professional documents are available and being utilized. It is also in line with Mathooko (2009) who states that head teachers need to become familiar with instructional supervision documents, learn their strengths and weaknesses and infuse them with best practices.

HAI. There is significant relationship between head teachers' checking of teachers' professional documents and pupils' performance at Kenya certificate of primary education in Lower Yatta Sub- County, Kenya.

Chi-square test for association was applied on teachers' responses. Data obtained from teachers was computed in contingency tables, analysed and summarised in Chi-square tables to show the strength of the relationship at alpha value 0.05 level of significance (Orodho, 2005; Orodho, Khatete & Mugiraneza, 2016). The findings are shown in Table 8.

Table 8: Hypothesis Testing on Teachers' Response on Head Teachers' Checking of Professional Documents

	Value	df	Critical value	P-value
Pearson Chi-square	111.63	15	25.00	< .00001
Nominal by nominal Phi (Φ)	0.026			
Cramer's V	0.012			
No. of valid cases	180			

Results from Table 8 indicate that the P-value is <.00001. The result is significant at $P < .05$. Chi-square (X^2) = 111.63 and is greater than $X^2_{[0.05, 15]} = 25.00$. The X^2 value lies in the rejection region. Besides, the table gives a nominal by nominal Phi value of 0.026 and Cramer's V as 0.012. This implies that the relationship between the variables is significant. Therefore the null hypothesis is rejected and alternative hypothesis adopted (Orodho, 2005; Orodho, Khatete & Mugiraneza, 2016). There is a significant association between head teachers' checking of teachers' professional documents and pupils' KCPE performance in public primary schools in Lower Yatta Sub-County, Kitui County. The findings are in line with Nyongesa (2007) findings indicating that supervision concerns entails the tactics of efficient and proper management of personnel and those aspects of administration that are aimed at maintaining efforts of personnel in line with the goal of administration. The head teacher has to check professional documents and records that are used by a teacher in the preparation, implementation and evaluation of teaching learning process.

V. DISCUSSIONS

The study findings reveal that, checking of teachers' professional documents has positive and significant relationship with pupils' KCPE performance. This translates that, the practice of checking teachers' professional documents by head teachers in public primary schools is supposed to improve pupils' academic performance in KCPE examinations. If embraced, it would ensure that teachers help pupils to attain quality performance with fairness and consistency, but not through coercion. Document analyses data indicated that most professional documents were available meaning that head teachers had instructed teachers to prepare them to improve the academic standards in public primary schools. The means and standard deviations obtained indicate that teachers had a strong perception that most head teachers in public primary schools provided instructional supervision that best promote pupils' performance in KCPE examinations.

The document analysis proceeding reports from Lower Yatta Sub-County office indicated that some head teachers in public primary schools' lack knowledge on how to check teachers' professional documents. Further, the reports stated that all public primary schools in the Sub-county had good professional documents in place but majority of schools' KCPE performances of (2012-2016) years were low compared to other Sub-Counties in Kitui County. There is no significant influence of demographic variables such as gender, education level, experience and age was found on head teachers' checking of professional documents in public primary schools in Lower Yatta Sub-County, Kitui County.

VI. CONCLUSIONS

According to the findings of this study, checking of professional documents was practiced. However, with mixed reaction where findings concurred or went contrary to given literature. Both head teachers and teachers concur that, checking of professional documents has high and strong influence on pupils' performance in KCPE examinations if exercised well in public primary schools. It would improve results.

Based on the findings of this study, the researcher concluded that MOE and TSC to place sound policies and funds to support seminars and workshops that may enhance academic performance in national examinations.

Quality Assurance Standards Officers to ensure there are constant visits to public primary schools to oversee and get regular feedback on the progress of instructional supervision practices carried out by the head teachers.

Training institutions should ensure that both head teachers and teachers are well equipped with instructional supervision skills during training courses.

Teachers Service Commission to encourage and support headteachers' training on how to use and implement TPAD which is part of instructional supervision in schools.

Headteachers should be encouraged to attend training on how supervision can be enhanced by attending workshops and training courses found at KEMI.

Teachers to be encouraged to ensure they keep and update the professional records through external and internal checks.

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