

Critical Student Related Determinants For Effective Instructional Supervision By Head Teachers In Public Primary Schools In Meru County, Kenya

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Abstract

Effective instructional supervision by head teacher has been known to improve teaching and learning outcomes and school discipline. Nevertheless, students, teachers and school characteristics continue to influence how effective instructional supervision in any school. Public primary schools in Meru County continue to witness low performance. The aim of this research was to examine how student's characteristics influence instructional supervision by head teacher. The objectives that inform the study are to find out student related determinants of effective instructional supervision by head teachers in public primary schools in Meru County. Given the fact that head teachers are the in-school instructional supervisors for quality education, this study therefore sought to assess the determinants of effective instructional supervision by head teachers. The theory of teaching and learning supervision as advanced by Glickman, Gordon and Ross-Gordon was used to guide the study. A study adopted a descriptive design. The target population for the study was teachers, class 7 pupils and head teachers of public primary schools in Meru County. The target population was 3 900 pupils, 650 head teachers and 650 teachers. The sample size for the study was 390 class seven students, 65 class teachers and 65 head teachers. Purposive and simple random sampling technique were utilized to choose participants of the study. Primary data was collected by use of structured questionnaires and interview guides. The study instruments were piloted to ensure efficacy in data collection process using 10% of the study sample. In order to produce descriptive statistics in the form of frequencies and percentages, quantitative data was analyzed using the Scientific Package for Social Sciences [SPSS] version 24.0. Thematic analysis was done on qualitative data guided by research objectives and presented in form of narratives and verbatims. The study established that student related determinants such as student discipline, student population class, pupil's attitude, student academic performance, student economic background, social status of the pupils and peer pressure among students greatly influence instructional supervision by head teachers. It was revealed from the study that teacher related determinants such as teacher absenteeism, teacher timely preparation of lessons, teachers' attitude, teachers' cooperation, teacher's discipline, head teacher and teacher discussions, teacher mentoring and demonstrative teaching greatly influence instructional supervision by head teachers. The study overly concludes that student related factors influence instructional supervision by head teachers. The study recommends that the head teachers can use the findings to come up with innovative inclusive policies that can ensure effective instructional supervision by involving teachers, parents and QASOs to improve learning outcomes in education in competence based curriculum.

Key words; *instructional supervision, comtence based education, effective teaching, peer influence, academic performance.*

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I. Introduction

This paper presents informative original scientific research findings that affect quality of learning outcomes based on effective instructional supervision in basic education in Kenya in the context of evolving competence based education. Further, the paper explores innovative strategies that can be instituted to fine tune efficacy and quality of head teacher instruction supervision in modern competence based education.

II. Background to the study

Instructional Supervision are activities carried out by head teachers in schools in order to ensure that classroom teaching by teachers are effective in planning, teaching and supervision of learners to achieve quality in learning outcomes in education. Regular instructional supervision is a proactive strategy for quality in education in learning institutions. Quality education and academic performance of learners all over the world depends on the ability of head teachers to properly conduct instructional supervision in their respective schools. The pervasive high stakes accountability movement, in which has sparked increased interest in supervision as instructional leadership and for which many schools are held responsible for fostering excellent student academic achievement. (Jacobs, Burns & Yendol-Hoppey, 2015). It is evident that effective instruction is necessary for student growth and achievement in academic performance, and that effective instruction necessitates ongoing instructional supervision (Klar, Huggins & Roessler, 2016; Mette, Range, Anderson, Hvidston & Nieuwenhuizen, 2015). Studies highlight the value of instructional supervision when principals collaborate with teachers to enhance education and foster student learning which ultimately leads to good results in examinations at all levels (Murphy, Neumerski, Goldring, Grissom & Porter, 2016). It is quite critical to regularly find out how head teachers instruction supervision influence students' academic performance which is a vital outcome of teaching and learning process, hence the need for this study. The need of teachers themselves critically reflecting on their own teaching using various methodologies, such as action research, appreciative inquiry, lesson studies, meaningful walkthroughs, etc., has also been emphasized by instructional supervision by head teachers. Numerous studies have shown how crucial effective management of instructional supervision is as an essential element of high-quality training and improvement of teaching outcomes in teaching and learning process in education (Glanz & Heinmann, 2018). It was also notable that effective instructional supervision by head teachers can improve effective implementations of competence based curriculum in Kenya, hence, the need for this study to explore determinants of effective head teacher instructional supervision to avail innovative findings to support implementation.

According to the World Bank (2011) Authorities in England, Netherlands, the Finland and New Zealand discovered that the head teachers had been given responsibilities to carry out particular supervisory roles over the instructors. They had the unique responsibility of comparing the teacher's performance to the learners' progress. This ultimately had the effect of ensuring that students would be able to finish their basic education programs with high grades. Based on the study, instructional supervision is therefore very necessary if quality education through effective instructions is to be achieved at all level of education. Nevertheless, it was important for a separate study to assess students, teachers and school the factors which influence and determine the effectiveness of instructional supervision by head teachers within public primary schools. The findings, conclusions and recommendations of this study could be critical in innovative implementation of competence based curriculum in primary school level which is a good foundation of future education.

Vera, Ankoma-Sey, Bashir and Maina (2016) studied the role of Effective Supervision on academic performance of Senior High Schools in Ghana. According to the study, there is a considerable and favourable positive correlation between students' academic achievement and the effective instructional supervision responsibilities of a school head teacher. Furthermore, there was a connection between heads' gender and their duties in supervision that was positive but only mildly significant.

Despite the effectiveness of instructional supervision in ensuring improved academic performance, it is necessary for a separate study to address inside the school determinants of effectiveness of instructional supervision by head teachers at primary school level of education. The current study intended to address this challenge by conducting a study on students, teachers and school characteristics and how they influence instructional supervision by head teachers in Meru County where, public primary school have registered low performance and few studies have been done to find out the role of internal school determinants of effective instructional supervision by head teacher. Critical concerns regarding effective instructional supervision by head teachers within public primary schools had not been fully addressed on onset of competence based curriculum.

Usman (2017) employed quantitative research paradigm, to investigate the connection between head teachers' professional advancement and supervision of instruction in the basic schools of one Ghanaian educational district. According to the study's findings, participation in both formal and informal professional development activities was associated with the supervision of instruction, but only informal participation substantially predicted supervision and evaluation of instruction. This implies that in the chosen district, informal learning opportunities seem to be more valuable than formal professional development events. Therefore, in order to enhance the supervisory skills of head teachers, educational authorities in Ghana must coordinate and strengthen the current informal/on-the-job learning practices in schools... Given these findings, it was, however, necessary to assess individual head teacher related variables that influence their effectiveness in instructional supervision an area that was addressed by the present study.

Omemu (2017) studied the correlates of effective instructional supervision in Bayelsa state secondary schools and found that quality and quantity of teachers, incentives motivation, quality and quantity of supervisors,

and school location were some of the associated factors that influence supervision of instruction in schools rather than demographics, status/personality, and perceptions. It was, however, necessary for the current study to build on this by finding out whether it is true that demographic factors do not influence head teacher's instructional supervision in public primary schools in Meru County. Further, there was need to discover determinants of effective supervision by head teachers in public primary school in Meru County to offer valuable insights on effective instructional supervision by head teachers in era of competence based curriculum.

Briggs (2012) makes the case that supervision, both internal and external, is a key element in enhancing the quality of teaching and learning in schools. He supports tactics like good leaders holding principle roles, effective communication, and enhanced curriculum that boost efficient supervision. The insufficient provision of infrastructure (buildings, learning and teaching materials), irregular staff and student training and retraining, supervisors blaming the supervisee, and partial or non-government implementation of proposed solutions are some of the issues he lists as obstacles to effective supervision in achieving quality. It is however necessary to clearly show how infrastructure and or school environment, students and teacher related factors influence head teachers' instructional supervision effectiveness within public primary schools; these are concerns that the current study intends to explore as these variables always interact in a manner that may hinder or promote the effectiveness of instructional supervision by the school heads as internal instructional supervisor in public primary schools in Meru county. Keilengo (2015) conducted research on Kenya's Lower Yatta Sub-County and Kitui County public secondary schools to determine the factors impacting principals' instructional supervision techniques and showed that the consensus among the principals was that instructional supervision was hindered by their administrative experience; most of the principals' workload highly influenced their supervisory practices since majority of the principals had many responsibilities. Further a big percentage of the principals point out that their relationship with teachers had been strained thus teachers had negative attitude towards instructional supervision. The strained relationship may have arose from teachers feeling that head teachers were intruding too much in their work and also that the supervision also denied them privacy and further made them feel like they were not trusted by the principals leading to poor and or strained affiliation among the principals and teachers. These investigations attempted to establish aspects that impact the supervision of teachers, nevertheless there was need to look at the principal, students and school related factors that influence the effectiveness of instructional supervision an area the current study sought to address.

On the other hand, Saitaga (2015) studied school-based aspects influencing head teachers' instructional supervision in public primary schools in Laikipia North Sub-County and found that there was conflict between teachers and supervisors in schools and subject areas, inadequate materials in schools, brought on by government's low resource allocation in primary schools, and head teachers and teachers had not received any in-service training on instructional supervision since graduating from colleges. These findings implied that various variables influenced head teacher's instructional supervision effectiveness, however, the current study was to build on these results by assessing whether head teachers' demographic factors, student teacher and school related variables are possible determinants of head teachers' instructional supervision effectiveness in public primary schools in Meru County.

A study by John (2011) found that the integrated curriculum for kids with special needs is severely lacking in terms of skilled staff as well as teaching and learning facilities. The investigation further looked at the challenges that Head Teachers, Teachers, and QASOs face when it comes to effective instructional supervision in Mbooni Division's Mbooni West District, public primary schools. The survey also discovered that Head teachers, who were the direct school supervisors, performed extremely little assessment and monitoring tasks. The investigation also revealed that the quality assurance and standards officers. The study also revealed that the quality assurance and standards officers' (QASOs') supervision work was primarily hampered by issues with the road system, teachers' perceptions of supervision as an imposition, a lack of transportation, and teachers' preparation for supervision only when it was imminent. There was however a need for a separate study that specifically focuses on school related issues such as student and teacher discipline, student and teacher attitudes, school characteristics as well as demographic characteristics of the principals and how these influences instructional supervision in primary schools. These are some of the issues the current study addressed in the current study locale. In Meru County, public primary school pupils are taught by their teachers using various strategies under the supervision of school heads. However, most pupils still continue to underperform in school-based examinations. It is against this background that the study sought to assess the determinants of the effectiveness of instructional supervision by head teachers in public primary schools in Meru County Kenya.

Study problem

Every government struggle to offer quality education to learners in all levels of education with special attention given to primary school education since this level is where children begin their academic journey and a strong foundation determines success in studies later in life. Head teachers are therefore tasked with among others, the responsibility of ensuring effective instructional supervision. Effective instructional supervision by a head

teacher may enable a school to have good discipline, interactive learning, decent and neat school environment, proper student's management, i.e. student discipline, existence of positive cordial school social climate and professional relationships among teachers which are determinants of effective supervision in schools. Head teacher's instructional supervision is influenced by student, teacher and school characteristics. Lack of effective instructional supervision by head teacher's led to poor teaching, indiscipline among students, poor preparations, poor time management and lack of syllabus coverage which led to poor results in examinations and school discipline. Poor results are a concern of pupils, parents, teachers, community and county government. The parents, pupils and the rest of society are affected by poor performance in schools. Despite instructional supervision responsibility bestowed upon the head teachers, in Meru County, the learners struggle in their education with majority of pupils scoring less than a quarter of the total score of the marks in school-based examinations and poor discipline. However, it was not clear how students, teachers and school characteristics influenced instructional supervision by head teachers in Meru County? Therefore, the task of this study was to assess influence of student related characteristics on effective instructional supervision by head teachers in public primary schools in Meru County Kenya

Purpose of the Study

The rationale of the study was to assess the determinants of effective instructional supervision of head teachers in public primary schools in Meru County Kenya. This was to enable school head teachers to apply good practices of effective instruction supervision which may improve performance and achievement in teaching and learning outcomes in competence based curriculum.

Study objective

The study sought to find out student related determinants of effective instructional supervision by head teachers in public primary schools in Meru County.

The Theory of Teaching and Learning Supervision

This research was anchored on the theory of teaching and learning supervision as advocated by Glickman, Gordon and Ross-Gordon in 2004. The teaching and learning supervision theory, which was adapted from the "Development Supervision" model by Glickman et al. (2004), explains that the prerequisite to be met by a supervisor in conducting teaching and learning supervision is linked to supervisory knowledge and skills, which include supervisor support for active teaching and supervision that functions as a development. Supervisors must therefore learn the knowledge directly or seek assistance through curriculum development, professional development, action research, or group development in order to facilitate expertise in supervision.

These tenets enabled the study to gather data that aid supervisors in achieving organizational objectives, catering to the requirements of instructors, and ultimately enhancing student learning.

Tenets of this theory supported to gather data on effectiveness of instructional supervision. The first objective sought to identify the student related determinants of effective instructional supervision by head teachers in public primary schools in Meru County while the second objective sought to describe the teacher related determinants of effective instructional supervision by head teachers in public primary schools in Meru County. The theory observes that confidence in the supervisor by students and teachers can improve effectiveness of the supervisor.

The study conceptualized that the independent variables under investigation which are student related determinants such as positive attitudes, self discipline, availability of effective teaching resources, effective time management, constructive classroom engagement during teaching and learning and effective instructional supervision and leadership style are some of the independent variables that determine quality of learning outcomes in a learning setting in competence based education.

The intervening variables of the study were in-service training, professional development, better working environment/condition, staff motivation and government policies provide a moderating environment that leads to effective instructional supervision which is the dependent variable of this research.

The interaction between independent and intervening variables lead to dependent variable of the study which was effective instructional supervision by head teachers. Effective instructional supervision of teachers resulted in effective preparation of teaching and good discipline of students. Effective teaching and good school discipline lead to improvement in learning outcomes which manifested through improved scores in school based and national examinations.

III. Related Literature Review

Student Related Determinants of Effective Instructional Supervision by Head teachers

Globally, school heads face a myriad of challenges rising from learners, which adds to their already busy school administrative duties. For instance, in China, Yuanshan (2014) studied students' attitudes towards different

management strategies employed by the principals. The study utilized a descriptive survey study design. Responses from a total of 2167 students were compiled, examined, and discussed. Data from several regions was gathered via practical sampling. There were 602 participants from Singapore, 759 from Qinhuangdao, a medium-sized Chinese city, 492 from Shanghai, a sizable contemporary Chinese city and 314 from a remote mountain region in the Hubei province of China. A paper and pencil questionnaire with a list of 8 management techniques served as the study's main data collection tool. The results indicated that students from various geographical areas had comparable attitudes toward management techniques. However, there were attitudes that were different between the students from the isolated mountain region and those from the other areas. These kids from the isolated mountain region were more accepting of their teachers' teaching methods. However, there was a need for a study to be conducted using several study groups and not just students alone and focusing on all student related factors influencing instructional supervision. This was because the reviewed study targeted students only and excluded teachers and head teachers as respondents, the study also only focused on learners' attitudes against management strategies while the present seeks to assess how various student related factors affect the effectiveness of head teacher's instructional supervision in public primary schools.

In Nigeria, Ikogosi and Iheanacho (2016) investigated Factors working against Anambra State's secondary schools being effectively run. The study was embarked upon with a view to finding out some of the hitches influencing effective administration of secondary schools in some selected zones of Anambra state namely: Aguata, Onitsha and Otuocha. A descriptive survey was utilized by the study. The population consisted of 110 secondary school principals. A self-administered questionnaire which had eight research questions and twenty-four questionnaire items guided the study. The data was analysed through the use of frequency counts and simple percentages. The study revealed among others that many schools were understaffed and were facing inadequate subject teachers, in other words, most principals were forced to teach some classes in addition to their official work of administration. However, there was need to specifically explore more regarding student related variables that influence effectiveness of instructional supervision by head teachers in public primary schools using descriptive survey study design, qualitative and quantitative tools. This was because the sample size used was too small for the results to be generalized to Kenyan schools. The study also looked at school administration in general and did not focus on instructional supervision. Data was also gathered from school heads alone and not teachers and students. The study only used quantitative data while the current study used data that is both qualitative and quantitative. Lastly, there was a need to find out more on how student related variables (such as discipline management) and how they affect instructional supervision.

Samuel, Sele, and Diepreye (2014) conducted research on the variables that affect the supervision of student teachers during practice. The study was conducted using a descriptive survey approach with three objectives, research questions, and matching hypotheses. 105 teaching practice supervisors from the Federal College of Education (Technical), Omoku, Rivers State made comprised the research population during the 2012–2013 teaching practice exercise, and 95 supervisors were chosen for the sample using a probability sampling technique. Teaching Practice Supervisors Questionnaire (TPSQ) was the tool employed. The reliability test for the TPSQ, which was conducted after expert validation, produced a result of 0.85 using the Cronbach's Alpha method.

The Person Product Moment Correlation (r) approach was used to examine the data. Results showed that class size had a substantial impact on the monitoring of student teachers. The findings showed that, with a correlation coefficient of 0.456, there is a favourable relationship between class size and the supervision of student teachers during teaching practice. As a result of this discovered impact of class size on the monitoring of student teachers in the classroom. However, there was a need for a more focused study to look at how student related variables influenced instructional supervision activities by school heads in primary schools. This was because the reviewed study focused on higher level of education than the present study, focused on student teachers and how they were being supervised during teaching practice and not head teacher's instructional supervision. The reread investigation also employed a sample size which was small (105) of 85 participants and relied on a single instrument for data collection (questionnaire) while this study used a bigger sample to find more on current status of instructional supervision.

Meme (2016) conducted a study on factors influencing principals' instructional supervision practices in public secondary schools in Pokot West Sub County, Kenya using a descriptive cross-sectional survey research design. The target population for the study consisted of 27 principals, 31 deputy principals and 216 heads of department. The study used a sample size of 82 respondents; consisting of 8 (eight) principals, 9 (nine) deputy principals and 65 heads of departments. Schools were chosen using a stratified random selection technique, whereas respondents were chosen purposively. Data were gathered for research using questionnaires. The study revealed that the majority of the respondents indicated that they handled large class sizes of above 50 students per class which leads to increased workloads amongst the teachers.

Principals and available staff. This was accounted for 62.5 percent of the sampled schools. This implied that time for instructional supervision amongst the teachers reduced. This finding suggests a relationship between

class sizes and principals' instructional supervision practices. There was a need for a more focused study to look at existing pupil related factors that influence the effectiveness of instructional supervision by Head teachers at primary school level of education. This was because just like other reviewed studies, this Kenyan study focused on secondary school level of education and utilized only 82 respondents as a sample which is too small to generalize to all regions.

IV. Study Methodology

Research Design

A descriptive survey design was adopted to conduct this research (Creswell, 2014). The design entails acquiring information about events, which is subsequently arranged, tabulated, represented, and explained. This design entailed gathering quantitative data that could be tabulated along a numerical continuum or specify types of data in the study variables as well as qualitative data (Creswell, 2014). The design aided the investigator to collate data of current status and characteristics of the phenomenon under investigation. Utilizing the design, the investigator was capable to use different tools for data collection, employ various sampling procedures as well as data analysis techniques. The chosen design enabled the researcher to get up-to-date information on the factors that influence effective instructional supervision by head teachers in Kenya's Meru County public primary schools. The fact that only a subset of the population was required to supply the necessary information allowed the researcher to examine a sizable population is another justification for using this design.

Location of the Study

The study was carried out in Kenya's Meru County. One of Kenya's 47 counties, this one is in the former Eastern Province. There are 1.4 million individuals living there. Nine constituencies make up the county. There are 335, 879 students enrolled in the county's 647 public primary schools, together with 5, 520 teachers. The teacher-to-student ratio is 1:60, greater than the advised ratio of 1:40. (Meru County Education Report, (MCER) 2018). The selection of the County is occasioned by the statistics that most public primary schools still underperform despite having trained and professional head teachers tasked with responsibilities of supervising teacher instructions (MCER, 2018). The county was also selected because there was under staffing of teachers. Another reason for choosing the study locale was because free primary school education has also increased the number of learners in public primary schools whereas the school facilities and resources remained the same.

Target Population

The term "target population" describes the total set of people or things that researchers are interested in generalizing the findings to. The theoretical population, also known as the target population, typically possesses a variety of features (Jennifer, 2017). 335, 879 students and 5, 520 teachers attended 647 public primary schools in Meru County as the study's target population. Principals and teachers were chosen to participate in the study because they are more knowledgeable on the topic because it directly affects them.

Sampling Techniques

The study adopted probabilistic and non-probabilistic sampling techniques. Three sampling techniques were utilized to choose respondents and informants for the study. These included stratified and simple random sampling (Ashley, 2019) and purposive sampling (Tongco, 2007) techniques. Purposive sampling technique was used to select head teachers since in each school sampled there was only one head teacher. Stratified sampling was adopted to stratify students according to classes from class 1-8. Class 7 were sampled because other than class 8 pupils who were exempted from the study because of ethical reasons of being examination class; class 7 pupils have been in the school longer than other classes and therefore have more knowledge and experiences of being supervised. Their experiences on supervisors were valuable answering the questions for the study. Class 7 pupils were stratified by gender then random sampled for the study. Class 7 teacher's in-charge were stratified by gender then random sampled according to gender. A sample size of 10% was deemed sufficient in social science research (Orodho, 2012) especially when the data is large.

Sampling techniques

Statfied random samling was used to selectstudents from class seven in primary schools in Meru County, Kenya. Meru is one of the 47 county governments in the republic of Kenya. Rotary method was used for simple random sampling where one was blindfolded before selecting a piece at a time, which was opened and recorded before being rolled/folded again and returned to the basket where the process was repeated until an adequate sample was selected. Pieces of paper with 'Yes/No' were cut, folded, and shuffled; one was then picked at a time. (Ashley, 2019). Only pupils who responded "Yes," pieces of paper with numbers were used in the research. Lastly, only sampled respondents were given research instruments.

Sample Size

The target demographic served as the source of the study's sample size using Meru district education report of 2019. Orodho (2012) argued that a sample of 10% is applicable especially when the data is big. The required sample size for the investigation was determined using the following formula.

The sample size of the schools was 10% of 647 schools are $64.7 = 65$ schools. Only class 7 was selected for the study in each school = 65 class seven classes. A total of 65 head teachers were chosen for the study, since all of the head teachers at the chosen schools were chosen. Class 7 class maters were sampled for the study since they are more familiar and knowledgeable about pupils in their class; for the study, a total of 65 classroom teachers were chosen. Total pupils in class 7s with an approximate class size of 60 pupils in 65 schools = $65 \times 60 = 3\ 900$ pupils. The sample size of the pupils was 10% of 3 900 = 390 pupils.

Class 7 Pupils Questionnaires

A thematic questionnaire was adopted to gather data from the pupils who were sampled for the study. The questionnaire had thematic sections A, B, C and D respectively. Section A gathered data on student related determinants of effective instructional supervision by head teachers, part B gathered information on teacher related determinants of effective instructional supervision by head teachers, part C gathered information on school environment related determinants of effective instructional supervision by head teachers and part D gathered information on head teachers related determinants of effective instructional supervision in Meru County's public primary schools.

Piloting Report

The research sought appointment with head teachers of the school where piloting took place. The researcher clarified the motive of piloting and sought informed consent from the school administration. The researcher was introduced to teachers and pupils by the school head teachers. The researcher sought informed consent from each respondent prior to piloting of the tools.

Some of the ethical issues explained to respondents were confidentiality, debriefing informed consent and anonymity.

The study sampled 1% of the informants in schools where piloting was done. The schools were C.C.M Angaine primary school and DEB Madaraka Primary School. The sampling tools used were questionnaires for pupil surveys. The sampling techniques used for piloting included stratified and random sampling to ensure gender perspectives in piloting.

Ethical and specific guideline which were observed during piloting included confidentiality, debriefing, informed consent and anonymity where the informants were asked not to write their names. It was notable that the informants were not used to the research processes and therefore sought much clarification from the researcher. The outcomes of the piloting are tabulated herein.

Piloting Report

Tool	Item number	Adjustments [insert specifics from piloting]
Questionnaire for pupils	3g	Rephrased
	3h	Deleted. Not in line with student related determinants of effective instructional supervision by head teachers.
	5	Rephrased
	7a	Rephrased
	9	Rephrased
	10a	Transfer to 7
	10b	Transfer 3
	12	Rephrased
	13	Rephrased

After piloting rigour, the tools were revised and adjusted based on the piloting findings to enhance their efficiency during field during field work revised tools enabled the study to collect adequate and sufficient data for each of the objectives of the study.

Validity of Research Instruments

Validity, as per Mugenda and Mugenda (2013), is the accuracy and significance of conclusions drawn from research findings or the extent to which outcomes from data analysis genuinely reflect the phenomenon being studied. The researcher used both questionnaires and interview guide which was triangulated to achieve

content validity of the study. This was because each of the instruments complemented each other to overcome weakness of a single tool thus making the findings fairly credible by confirming study findings (Adami, 2005).

Secondly, any unclear questions in each of the tools were corrected after piloting study. Adjustments of data collection tools ensured that the study is objective and gives the true picture of the study by reducing both informant bias and researcher bias, Kothari (2004).

The researcher also took a longer time of three academic terms which were fairly long time in the field to observe the real picture of all instructional supervision throughout the year on how principals practice instructional supervision. This ensured that the observations made reflected what was happening in the bigger part of the principals' instructional supervision.

The researcher was able to make valid conclusions about a chosen sample thanks to the validity (Creswell, 2014). When tools Measure the items they are supposed to measure, validity is achieved (Creswell, 2014).

Reliability of Research Instruments

Creswell (2014) states that an instrument's reliability is determined by how consistently it produces results after numerous trials. The researcher assessed the consistency of the results to ascertain the pilot instruments' dependability. Using Cronbach's Alpha, the reliability of the instruments was evaluated, and strong internal consistency was indicated if the reliability coefficient value achieved was $r > 0.75$ and higher. If the r value, however, is less than 0.75, the instruments were rebuilt and tested once more in order to reach the necessary r value of 0.75. After the instruments had been validated, they were printed for use in the field.

Logistical Considerations

The investigator requested for an introduction letter from Kenyatta University, this letter was afterwards presented to the National Commission of Science, Technology and Innovation (NACOSTI) so as to receive a permit for study. Head teachers were shown the NACOSTI-obtained permit in order to earn their trust and permission to conduct this study among their learners and staff. The researchers sought field logistics and security guide from the county director to find directions to the schools in different parts of the county.

Ethical Considerations

The study observed confidentiality and anonymity of the study respondents and informants (Fouka & Mantzorou, 2011). There were clear guidelines that guide all those who participated in the study not to include any of their details when answering questions in any data collection tool. The study sought informed consent from the head teachers, teachers and pupils of the school sampled in the study. The head teachers gave informed consent of the pupils who were selected for the study in their schools.

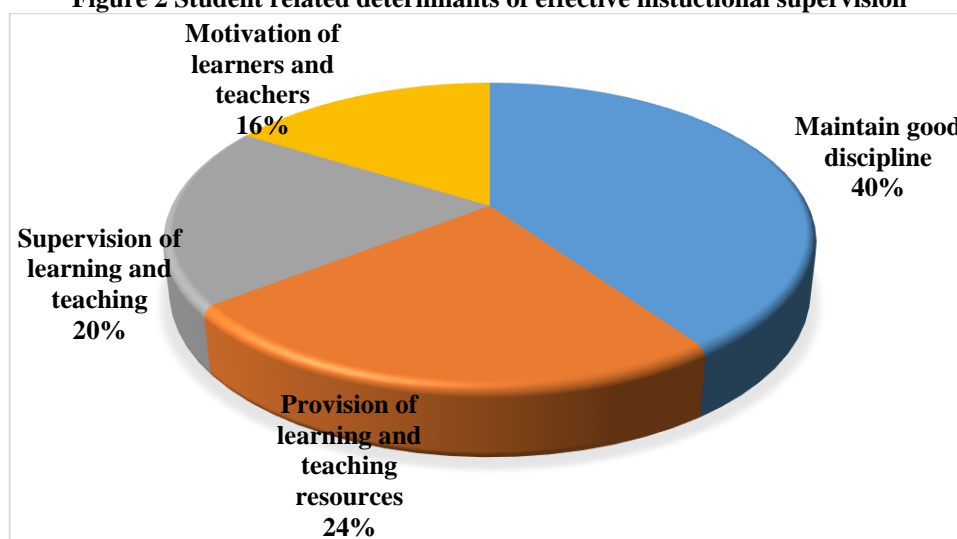
Participation in this study was fully voluntary because informed consent forms had to be signed first before one was involved in the study. They were also informed that they could refuse to partake in the research in their own volition. Additionally, the respondents were informed of their right to remain anonymous. The study's respondents were informed that they had the option to pull out at any moment. They were told that during the fieldwork and analytical process, the data collection was kept safe and confidential. Finally, they learned that one's study data was used for academic purposes only. Data was stored safely under the care of the researcher to ensure safety and confidentiality. Data tools were coded to ensure security and anonymity. Analysed qualitative data was presented using pseudonyms and anonymous codes to ensure confidentiality and anonymity.

V. Study findings and discussions

The student related determinants of effective instructional supervision by head teachers in public primary schools

The first objective sought to ascertain student related determinants of effective instructional supervision by head teachers. The respondents were requested to state ways that the head teacher can use to improve and promote good academic performance among pupils. The key findings are presented in Figure 2

Figure 2 Student related determinants of effective instructional supervision



The findings in figure 2 seem to suggest that majority of headteachers 40% [25] were of the opinion that maintaining sound school discipline was key to improving students academic performance; while, 24% [15] felt that provision of learning and teaching resources and supervision of learning and teaching were effective in academic performance; about 20% [12] and 16% [10%] said motivation of learners and teachers were effective in improving academic performance of students. The qualitative analysis and presentation of their voices is captured and reported in subsequent subthemes.

Discipline of students

The study sought to examine to what extent does discipline among students influence effective instructional supervision by head teachers, the findings are herein presented.

Maintenance of discipline within schools emerged as one of the ways head teachers use to improve and promote good academic performance among pupils. For example, one of the head teachers Mr. KK Observed;

In my school the driving force for ensuring good performance;/.....is anchored on my ability to ensure that my pupils adhere to high code of discipline. To do this I have a teacher in charge of discipline, discipline master, and a teacher in charge of guidance and counselling. The discipline master ensures that our pupils do not deviate from the set rules and regulations and offer punishment accordingly in case of deviation. The guidance and counselling teacher ensures that pupils are counselled and guided on how to adhere to rules and regulations within school and how to co-exist with each other [A male head teacher, KK School, Meru Central, May 2021].

It is evident from the above statement that head teachers ensure that pupils adhere to high code of discipline and are guided and counselled accordingly to enhance performance of pupils in their academic performance. This is in line with Tsouloupas et al. (2010) assertion that teachers play a vital role in pupils' discipline. Good discipline of students is core in improvement of learning outcomes in education. In support of this, one teacher Mrs. KA asserted that;

Our head teacher ensures that our pupils excel in their academics by working hand in hand with various stakeholders including teachers, parents, pupils and the board of management to ensure that the pupils are disciplined and follow school rules and regulations. Any pupils who goes against this is either guided and counselled, punished or requested to come along with the parent or guardian to face the disciplinary committee which in some cases may include teachers, head teacher, a member of board of management and a representative of parents' and teachers' association [A female teacher, KA School, Imenti North, May 2021].

The findings portrays that discipline plays a crucial role on not enhancing the students' performance but as well ensuring teachers do not waste most of time of doing quality teaching and learning in addressing students cases, This is to say that the time which could be used in solving Indiscipline cases is incorporated toward learning thus boosting the performance of the students, This may also imply that in some instances the head teachers engages various stakeholders to uphold discipline among pupils within their schools geared towards improving academic performance of the pupils. The findings corroborate with those of Wanja (2014) argument that the role of student indiscipline resolution is not the reserve of the principal alone, but a concerted effort of the teachers, parents, student council and other stakeholders in the school is vital.

Provision of learning and teaching facilities

The study sought to find to what extent the provision learning and teaching facilities can impact the performance of students. The findings are discussed in subsequent sections.

The respondents asserted that academic performance of pupils could be improved when the head teacher provides adequate physical learning and teaching facilities. For instance, one head teacher Mrs. BK stated that;

In order to enhance academic performance among my pupils, I partner with parents and board of management to ensure that the pupils can access good learning materials such as books and the classrooms are well equipped. Through partnership with various stakeholders we are embracing integration of ICT in our classes to enhance learning and teaching [A female head teacher, BK School, Buuri, May 2021].

The findings imply that provision of adequate learning materials to school by principals is paramount as far as learning, teaching as well as performance of students is concerned. Also it is evident from this that some head teachers additionally integrate ICT in learning and teaching and also involve all stakeholders to improve and promote better academic performance among learners. This supports Wiyono et al. (2021) study findings which indicated that ICT is an essential aspect of instructional supervision in secondary schools. It is also evident that head teachers strive to provide various facilities geared towards enhancing teaching and learning. This finding augments Usman (2015) finding that school infrastructure, teaching staff, educational resources, and a conducive learning environment are some of the factors that affect effective instructional supervision.

Supervision of learning and teaching

The study also established that head teachers enhance performance of pupils in academics through supervising the learning and teaching process. The head teachers do this by ensuring the teaching provide various documentation for teaching such as schemes of work and teaching plans. They also ensure that pupils are evaluated from time to time to gauge the learning process. In some instances, the head teachers attend classes to assess whether the teachers are delivering the content required and whether pupils are able to grasp what they are being taught. To ensure that the learning process is effective the head teacher give guidance to the teachers on how to enhance the teaching and learning process. For instance, one teacher Mr. IN stated that;

The head teacher can enhance performance of pupils by actively participating in the supervision of teaching and learning process. This can be done the head teacher having sit in sessions while the teachers are teaching and evaluating the general teaching and learning process. This need to be followed up with the concerned teacher and offer their thoughts on whether the process was successful and how to improve it. This could motivate the teacher to even do more [A male teacher, IN School, Igembe North, May 2021]. Another teacher stated that;

The head teacher can enhance performance of pupils by ensuring teachers have up to date documentation for teaching such as schemes of work and teaching plans. The head teacher also need to ensure that there are frequent summative and formative evaluations of the pupils to gauge the level of learning taking place and the general performance of the learners [A female teacher, TK School, Tigania Central, May 2021].

The findings portrays that supervision of learning and teaching by head teacher is key; these supervision help the head teachers to identify and know whether the learners receive the attention they need as far as learning and teaching alongside delivering of the contents, understaning alongside the syllabus coverage. This finding are in congruence with Ankoma-Sey and Maina (2016) findings that various strategies employed by head teachers in supervision of learning and teaching enhance academic performance in secondary schools.

Motivation of learners and teachers

The study sought to examine whether the level of motivation to either teachers or learners by head teachers can improve the learners' performance.

It was established that motivated teachers and learners are likely to ensure that the general performance of pupils in academics is improved. For instance, one head teacher Mrs. TT stated that;

In order to enhance the performance of my pupils in their academic performance, I always strive to motivate both the students and teachers. For the pupils, we have a program in our school which is sponsored by various stakeholders to give rewards to the best performing pupils and those who make significant improvements in their academic performance. We also organize for motivational speakers to speak to our pupils in order to for the pupils to understand the importance of good academic performance. For the teachers we also award teachers for their best efforts both individually and as a group [A female head teacher, TT School, Tigania East, May 2021].

The findings portray that any form of motivation to teachers and learners by head teachers will spur learners' performance. This is to say that the more motivated teacher we teacher more, deliver more than the one who is not motivated and such efforts is seen to go hand in hand with enhancing the learner's performance. The results resonate with those of *Jumaboyeva* and *Daminova* (2019) who established that motivated teachers are able to put in more efforts geared towards enhancing students' academic performance.

Student related determinants of effective instructional supervision by head teachers

The teachers and pupils were asked to specify their level of agreement with various statements. Table 4.4 displays responses of teachers while table 4.5 shows responses of pupils on the level of agreement with various statements on student related determinants of effective instructional supervision by head teachers (SD = strongly disagree, D = disagree, NS = not sure, A = agree and SA = strongly agree).

Table 1. Student related determinants of effective instructional supervision by head teachers (teachers)

Statement	SD		D		NS		A		SA		Totals	
	F	%	F	%	F	%	F	%	F	%	F	%
Student discipline determines the effectiveness of instructional supervision by head teachers	11	21.6	8	15.7	0	0	7	13.7	25	49.0	51	100
Student numbers in school and in class determines the effectiveness of instructional supervision by head teachers	3	5.9	0	0	0	0	35	68.6	13	25.5	51	100
Student attitudes determines the effectiveness of instructional supervision by head teachers	3	5.9	5	9.8	0	0	29	56.9	14	27.5	51	100
Student academic performance determines the effectiveness of instructional supervision by head teachers	3	5.9	5	9.8	3	5.9	24	47.1	16	31.4	51	100
Student economic background determines the effectiveness of instructional supervision by head teachers	3	5.9	8	15.7	0	0	19	37.3	21	41.2	51	100
Student social background determines the effectiveness of instructional supervision by head teachers	5	9.8	8	15.7	0	0	25	49.0	13	25.5	51	100
Peer pressure among students determines the effectiveness of instructional supervision by head teachers	0	0	5	9.8	11	21.6	26	51.0	9	17.6	51	100
Conducting impromptu class visits determines the effectiveness of instructional supervision by head teachers	3	5.9	0	0	11	21.6	27	52.9	10	19.6	51	100
Pupil mentoring is a means of solving instructional needs	8	15.7	5	9.8	6	11.8	25	49.0	7	13.7	51	100
High enrolments of pupils determines the effectiveness of instructional supervision by head teachers	7	13.7	5	9.8	14	27.5	17	33.3	8	15.7	51	100

The results from Table 4 indicated that 49.0 % (25) of teachers strongly agreed and 13.7 % (7) of them agreed while 21.6 % (11) of teachers strongly disagreed and 15.7 % (8) disagreed with the assertion that student discipline determines the effectiveness of instructional supervision by head teachers. This was supported by the results in Table 4.5 which showed that 80.4 % (123) of the pupils strongly agreed and 9.8 % (15) disagreed while 5.9 % (9) and 3.9 % (6) strongly disagreed with the statement that student discipline determines good performance. This implies that student discipline is a great determinant of their academic achievement and that majority of teachers felt that the effectiveness of instructional supervision is related to student discipline. This was echoed by the head teachers who indicated that students’ discipline is vital in effective instructional supervision. For instance, one head teacher Mr. AK stated that;

My pupils’ discipline is very important in how effective I will be able to carry out instructional supervision. When the pupils are indisciplined, most of my time will be spent on addressing the cases rather than supervising teachers’ instruction. In severe cases the time will be spent talking to parents and pupils on the need for the kids to maintain a high code of discipline. Thus, to reduce such scenarios, I have put into place various structures for the pupils to uphold a high code of discipline in order to improve instructional supervision [A male head teacher, AK School, Imenti South, May 2021].

The findings imply that learners discipline is paramount as far instructions supervision is concerned. This means that the school with high cases of discipline tend to have less effectiveness of instructions supervision by principals than those with few or no indisciplined cases; this is because when learners keep good discipline in school the headmasters in those schools tend to concentrate on academic matters which will enhance the learners performance, while in cases where the school has high indisciplined cases means more time is lost solving and

addressing indiscipline cases meaning the headmasters from such school will spent quality of time on discipline case leaving little or no time to attend school academic matters thus impacting negatively on effectiveness of instructions supervision as well as overall performance of learners. The findings agree with those of Kieleko, Kanori and Mugambi (2017) who argued that Because of the numerous competing administrative and management obligations they must handle, principals of high enrolment schools have less time to contact directly with teachers about instructional issues.

The teachers were requested to state why they thought that student discipline determines or does not determine the effectiveness of instructional supervision by head teachers. They indicated that discipline is key to self-control therefore a learner who is self-guided follow instructions. Thus, if there is discipline among the pupils, there will be effectiveness of instructional supervision. Since academic achievement is related to instructional supervision, it can be asserted that student discipline greatly influence instructional supervision effectiveness. This supports Wanja (2014) finding that student discipline is essential for pupils' academic performance.

The outcomes in Table 4 also indicated that 68.6 % (35) of the teachers agreed and 25.5 % strongly agreed while 5.9 % (3) of the teachers strongly disagreed with the assertion that student numbers in school and in class determines the effectiveness of instructional supervision by head teachers. This indicates that effectiveness of instructional supervision is to a large extent dependent on student population in school and class. However, this finding was in disagreement with the results in Table 5 which showed that 34.6 % (53) of the pupils strongly disagreed and 30.7 % (47) of them disagreed while 17.6 % (27) of the pupils agreed and 17.0 % (26) of them strongly agreed with the assertion that student numbers in school and in class determines good performance. This implies that student numbers in school has minimal effect on the performance of pupils according to pupils. None of the head teachers pointed out the effect of student numbers on instruction supervision effectiveness during the interview schedule implying that student numbers has little contribution towards instruction supervision. This is contrary to Lindsay and Paton-Saltzberg (1987) who demonstrated that there is a negative connection between academic achievement and the number of learners enrolled in a module.

The teachers were requested to state why they thought that student numbers in school and in class determines or does not determine the effectiveness of instructional supervision school heads. The teachers stated that a big number will require the HT get more resources which in some cases may not be available hence hindering effective instructional supervision. They also indicated that congested classroom mostly lead to ineffectiveness because it is not manageable. The teachers also asserted that the fewer the learners the easier the work for the teacher because s/he can reach to every learner within the lesson. Since performance of pupils in examinations could be impacted by instructional supervision, it could be deduced that the number of pupils in a school has moderate influence on the effectiveness of instructional supervision by school heads. This supports the findings of Lindsay and Paton-Saltzberg (1987).

The study further noted in Table 4 that 56.9 % (29) of the teachers agreed and 27.5 % (14) of them strongly agreed while 9.8 % (5) of the teachers disagreed and 5.9 % (3) strongly disagreed with the assertion that student attitudes determines the effectiveness of instructional supervision by head teachers. The findings were in agreement with results in Table 4.5 which indicated that 46.4 % (71) of the pupils agreed and 24.2 % (37) of them strongly agreed while 25.5 % (39) of the pupils were unsure and 3.9 % (6) of them disagreed with the statement that student attitudes determine good performance. This implies that pupils' attitude moderately impacts on their performance. This finding supports Ali-Ahmed et al. (2021) finding that pupils' attitude plays a vital role in their academic performance. The head teachers in support of this pointed out that pupils' attitude towards education impacts instructional supervision. For instance, one head teacher Mrs. QP stated that;

The attitude of pupils towards education contributes significantly towards instructional supervision. Pupils who are uninterested in education will tend to be absent from school or engage in unwanted behaviour such as drug abuse or other forms of indiscipline. This will interfere with my time of instruction supervision as I attend to these vices among pupils [A female head teacher, QP School, Tigania Central, May 2021].

The findings portray that the learners' attitude plays a crucial role in regards to their learning and their academic performance. This is to say the learners with positive attitude towards education will no skip any lesson, will not be involved in bad behaviours' such as indulging in drug and alcohol abuse thus making him. Her to perform much better than the learners who skip lesson and engage in bad behaviours'.

Further, the teachers were requested to state why they thought that student attitudes determine or does not determine the effectiveness of instructional supervision by school heads. The teachers stated that bad attitude towards learning leads to poor results and that in a school where the learners are positive towards the instructions given then it gives ample time to the head teacher as the supervisor. The teachers also argued that pupils with negative attitude towards learning often dropout of school all the time hence lead to ineffectiveness. This supports Credé and Kuncel (2008) finding that negative students' attitude towards education impedes better academic performance. Since performance is intertwined with instructional supervision, it could be asserted that pupils' attitude in a school could impact on the effectiveness of instructional supervision by school heads.

The outcomes in Table 4 also indicated that 47.1 % (24) of the teachers agreed and 31.4 % (16) strongly agreed while 9.8 % (5) of the teachers disagreed and 5.9 (3) strongly disagreed with the statement that student academic performance determines the effectiveness of instructional supervision by head teachers. However, 5.9 % (3) of the teachers were not sure on whether student academic performance determines the effectiveness of instructional supervision by head teachers. These results imply that student academic performance impacts on the effectiveness of instructional supervision. The teachers were requested to state why they thought that student academic performance determines the effectiveness of instructional supervision by head teachers. The teachers stated that learners who perform well will make the work of HT smooth and that student performance is an indicator of effectiveness of IS by HT because where there is no follow-ups by HT there is poor performance.

The outcomes in Table 4 also indicated that 41.2 % (21) of the teachers strongly agreed and 37.3 % (19) of them agreed while 15.7 % (8) of the teachers disagreed and 5.9 % (3) strongly disagreed with the assertion that student economic background determines the effectiveness of instructional supervision by school heads. The findings were in disagreement with the outcomes in Table 5 which disclosed that 35.9 % (55) of the pupils strongly disagreed and 15.7 % (24) of them disagreed while 28.1 % (43) of the pupils agreed and 7.8 % (12) of them strongly agreed with the statement that student economic background determines good performance. This implies that a big percentage of the teachers felt that economic background of the pupil is a determinant of effective instructional supervision by head teachers. This sentiment was shared with head teachers during interview schedule who indicated that pupils' economic background contributes towards the effectiveness of instructional supervision. For instance, one head teacher Mr. AT asserted that;

The socio-economic status of the pupil and parenting background affects the effectiveness of instructional supervision. Parents with better economic background are able to support school activities which contribute to teacher motivation and hence enhancing instruction capability of teachers. This in turn makes my supervision work to be less riddled with problems especially those arising from teachers [A male head teacher, AT School, Igembe Central, May 2021].

The findings imply that socio-economic status is crucial in relation the effectiveness of instruction as well as students' performance. This is to say that the learners who come from a family with strong economic muscle are able to access extra learning and teaching materials which is seen to contribute more positively to both their learning as alongside their academic success.

The teachers were requested to state why they thought that student economic background determines or does not the effectiveness of instructional supervision by school heads. The teachers indicated that learners from poor background will not be able to acquire the required learning materials. Those who were opposed to this assertion indicated that this cannot determine because some pupils from well to do families and others from poor backgrounds can perform poorly or well. They also argued that with current situations in school many resources are provided by the government therefore instructional supervision may not be affected by economic background of the learner. This finding augments Mupa and Chinooneka (2019) argument that the economic background of the pupil plays a limited impact on instructional supervision effectiveness. Given that instructional supervision is linked to performance of pupils, it can be deduced from this finding that student economic background has little or minimal impact on the effectiveness of instructional supervision by school heads.

The study also established in Table 4 that 49.0 % (25) of the teachers agreed and 25.5 % (13) of them strongly agreed while 15.7 % (8) of the teachers disagreed and 9.8 % (5) of them strongly disagreed with the statement that student social background determines the effectiveness of instructional supervision by head teachers. This implies that social status of the pupils contributes significantly towards instructional supervision by head teachers. This was supported by the results in Table 5 which pointed out that 41.2 % of the learners agreed and 34.0 % of them strongly agreed while 24.8 % (38) of the pupils strongly disagreed with the assertion that student social background determines good performance. This implies that pupils' social background could impact on the connection between instructional supervision and learners' academic performance, the effectiveness of head teachers' instructional supervision. The sentiments were shared by head teachers who pointed out that the stability of pupils' family, pupils' religious believes, pupils' security, parental age and educational level were determinants of effective instructional supervision. This was however, contrary to Mupa and Chinooneka (2019) study findings.

The teachers were requested to state why they thought that student social background determines or does not determine the effectiveness of instructional supervision by school heads. The teachers pointed out that learners who have issues at home will transfer the same issues in school such as violence which will consequently deter effective instructional supervision. Those who were opposed said that pupils are equalized by the sense of having uniform and their interactions are a key to effective supervision.

The study further noted in Table 4 that 51.0 % (26) of the teachers agreed and 17.6 % (9) of them strongly agreed while 21.6 % (11) of the teachers were not sure and 9.8 % (5) of them disagreed with the assertion that peer pressure among students determines the effectiveness of instructional supervision by school heads. This implies that to some extent peer pressure among pupils might contribute towards instructional supervision even though there was some doubt among some teachers on the extent of this contribution. This was augmented by the

results in Table 5 which established that 47.7 % (73) of the pupils strongly agreed and 37.9 % (58) of them agreed while 12.4 % (19) of the pupils were unsure and 2.0 % (3) of them strongly disagreed with the assertion that peer pressure among students determines good performance. This implies that to a greater extent, peer pressure could have a bearing on academic achievement and hence it can be deduced that pupils' peer pressure could affect the effectiveness of instructional supervision. The teachers were requested to state why they thought that peer pressure among students determines or does not determine the effectiveness of instructional supervision by school heads. The teachers indicated that peer pressure may spread undesired behaviour among learners hence interfering with effective instructional supervision.

The outcomes in Table 4 also exposed that 52.9 % (27) of the teachers agreed and 19.6 % (10) of them strongly agreed while 21.6 % (11) of the teachers were not sure and 5.9 % (3) of them strongly disagreed with the assertion that conducting impromptu class visits determines the effectiveness of instructional supervision by school heads. This implies that majority of the teachers supported the assertion that impromptu visits has an effect on instructional supervision effectiveness.

This implies that when the head teachers observe how teachers instruct the pupils, this is likely to result in good performance of pupils in their examinations. Thus, observation of teachers' instruction could enhance the effectiveness of instructional supervision by school heads. The teachers were requested to state why they thought that conducting impromptu class visits determines or does not determine the effectiveness of instructional supervision by school heads. The teachers indicated that such visits often ensure that teachers are always prepared and use appropriate teaching methods to enhance learning process. The teachers who were against impromptu visits indicated that any instructional supervision should be planned communicated to avoid witch-hunting.

The study went on to find out pupil related determinants of effective instructional supervision by head teachers. The findings are presented in table 5.

Table 2. Pupil related determinants of effective instructional supervision by head teachers (pupils)

Statement	SD		D		NS		A		SA		Totals	
	F	%	F	%	F	%	F	%	F	%	F	%
Student discipline determines good performance	6	3.9	9	5.9	0	0	15	9.8	123	80.4	153	100
Student numbers in school and in class determines good performance	53	34.6	47	30.7	0	0	27	17.6	26	17.0	153	100
Student attitudes determines good performance	0	0	6	3.9	39	25.5	71	46.4	37	24.2	153	100
Student economic background determines good performance	55	35.9	24	15.7	19	12.4	43	28.1	12	7.8	153	100
Student social background determines good performance	38	24.8	0	0	0	0	63	41.2	52	34.0	153	100
Peer pressure among students determines good performance	3	2.0	0	0	19	12.4	58	37.9	73	47.7	153	100
Observing instructions made by teachers determines good performance	0	0	6	3.9	9	5.9	25	16.3	113	73.9	153	100
High enrolments determines good performance	19	12.4	46	30.1	50	32.7	31	20.3	7	4.6	153	100

The outcomes in Table 5 point out that 41.2 % of the pupils agreed and 34.0 % of them strongly agreed while 24.8 % (38) of the pupils strongly disagreed with the assertion that student social background determines good performance. This implies that pupils' social background could impact on the given the connection between instructional supervision and learners' academic performance, the effectiveness of head teachers' instructional supervision. This understanding was shared by school heads who pointed out that pupils' social background such as religious beliefs, family stability and the social standing of the pupils' family in the society contributed towards effective instructional supervision.

The study went on to explore whether observing instructions made by teachers can improve academic performance. The results in Table 4.5 which specified that 73.9 % (113) of the pupils strongly agreed and 16.3 % (25) of them agreed while 5.9 % of the pupils were unsure and 3.9 % (5) of them disagreed with the assertion that observing instructions made by teachers determines good performance.

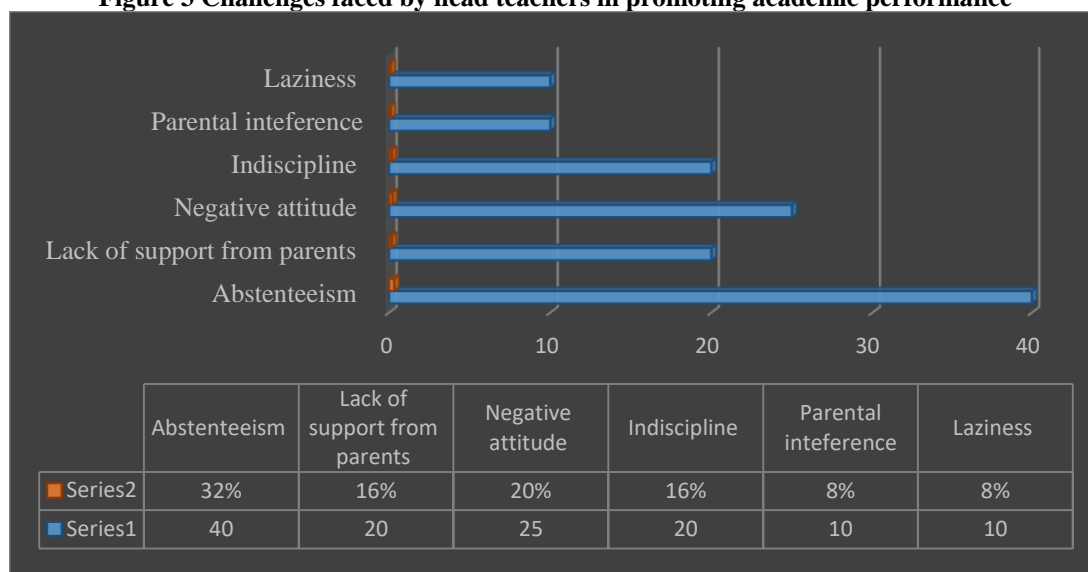
A comparative analysis of analysed data in Table 4 also specified that 33.3 % (17) of the teachers agreed and 15.7 % (8) of them strongly agreed while 27.5 % (14) of the teachers were not sure and 13.7 % (7) of them strongly disagreed with the assertion that high enrolments of pupils determines the effectiveness of instructional supervision by school heads. This implies that the contribution of enrolment on instructional supervision is minimal. This finding was augmented by the results in Table 4.5 which portrayed that 32.7 % (50) of the pupils were unsure on whether high enrolments determine good performance and 30.1 % (46) of the pupils disagreed and 12.4 % (19) of them strongly disagreed while 20.3 % (31) of the pupils agreed and 4.6 % (7) of the pupils

strongly agreed with the statement that high enrolments determine good performance. This implies that high enrolments have minimal effect on pupils' performance hence it can be deduced that it also has less effect on the effectiveness of head teacher's instructional supervision. The teachers were requested to state why they thought that high enrolments of pupils determine or does not determine the effectiveness of instructional supervision by head teachers. The teachers indicated that high enrolment may have challenges in management of time that the HT has contact with and may affect instruction.

Pupil related Challenges towards improvement of performance

The teachers and head teachers were asked to state the challenges that the head teacher may face from pupils when trying to improve and promote academic performance. The findings are presentddin figure 3

Figure 3 Challenges faced by head teachers in promoting academic performance



[N=125]

The findings in Figure 3 indicate that teachers and head teachers asserted that absenteeism 32% [40]; lack of support from parents; indiscipline cases 16% [20]; negative attitude 20% [25]; parental interference 8% [10] and laziness 8% [10] among pupils were some of the challenges that the head teacher may face from pupils when trying to improve and promote academic performance. For instance, one head teacher Mr. TT stated that;

Some of the challenges that I face from pupils that deter effective instructional supervision include but not limited to pupils' indiscipline, pupils' negative attitude towards education and inadequate support from parents [A male head teacher, TT School, Tigania West, May 2021].

The findings portray that apart from learners' indiscipline and negative attitude towards education, there also challenges such as inadequate parents supports, inadequate finances which also continue to hinder effectiveness of instructions supervision which later contribute either positively or negatively performance of learners.

One teacher Mr. TH also pointed out that;

Parental interference, pupil laziness and sometimes absenteeism among pupils are some of the challenges our head teacher faces that deter effective instructional supervision since most of the time the head teacher is called upon to address these issues [A male teacher, TH School, Imenti South, May 2021]

The finding implies pupil laziness, absenteeism in class as well as parents' interference contribute negatively to effectiveness of instructions supervision by head teachers which in turn interferes with the both learning and performance of the learners.

The action taken by head teacher to overcome pupil related challenges

The head teachers and teachers were inquired to give their opinion on the action taken by head teacher to overcome pupil related challenges. They indicated that the head teachers try to overcome these by conducting parent meetings; instilling discipline among the pupils; increasing the number of instructors; involving all teachers in discipline maintenance; offering guidance and counselling; and involving parents. It also emerged that pupils are instilled with Christian values in order to reduce indiscipline cases within schools. The findings also indicated that some head teachers encourage mentoring, guidance and counselling, parental induction, and advocating for

provision of adequate learning material so that to mitigate some of the pupil related challenges. For instance, one head teacher Mr. SA stated that;

Religious teachings, guidance and counselling, instilling on the importance of discipline and holding parents meeting are some of the ways that I use to address some of the challenges encountered from pupils which could interfere with instructional supervision [A male head teacher, SA School, Buuri, May 2021].

The findings reveal that providing mentorship, counselling, involving the parents and providing moral teachings was seen to impact positively to enhance the learners discipline. Thus better learning and improved performance as well among the learners.

VI. Summary of the study findings

It was established that several students related determinants were essential for effective instructional supervision by head teachers. They included student discipline, student population class, pupil's attitude, absenteeism, student academic performance, student economic background, social status of the pupils and peer pressure among students.

VII. Study conclusions

Based on the results of the study, it can be concluded that student related determinants such as student discipline, student population class, pupil's attitude, student academic performance, student economic background, social status of the pupils and peer pressure among students greatly influence effectiveness of instructional supervision by head teachers.

VIII. Recommendations

Policy recommendations

Based on the study results the following policy recommendation are made:

- i. The ministry of education should also put in place a policy to curb teacher absenteeism in order to enhance instructional supervision by head teachers.
- ii. The ministry of education also needs to device a policy to increase pupil population is and to provide adequate physical facilities and teaching and learning materials in order to enhance instructional supervision by head teachers.
- iii. The ministry of education can come up with a policy that takes into consideration the managerial experience and the level of education of the teacher prior to being promoted to the position of the head teacher in order to enhance instructional supervision by head teachers.

IX. Recommendations for practice

The following recommendations for practice are made based on the study r:

- i. Schools can come up with an effective school level policy that can enhance pupil discipline within public primary schools in order to enhance instructional supervision by head teachers.
- ii. Head teachers can mobilise teachers and parents to ensure that high standards of student discipline are upheld in their respective schools to enhance instructional supervision by involving parents, teachers and pupils in coming up with inclusive and innovative ways of promoting discipline for effective academic performance.
- iii. Head teachers can mobilise board of management and parents should device mechanisms to motivate teachers in order to enhance effective instructional supervision.
- iv. The head teachers in conjunction with other school stakeholders should strive to provide adequate and appropriate school infrastructure and environment to enhance effective instructional supervision.
- v. Head teachers should enhance their level of education of the head teacher and teaching supervision knowledge through further training in order to improve their instructional supervision capabilities.

X. Recommendations for further research

Instructional supervision is essential for the academic performance of pupils. Thus the following studies need to be done:

- i. A comparative study on the determinants of effective instructional supervision of head teachers in public and private primary schools should be carried out.
- ii. Another comparative study on the effect of instructional supervision of head teachers in public and private primary schools should be carried out.

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