

Challenges and Strategies for Head Teachers' Instructional Supervisory Practices in Enhancing Academic Achievement in Lower Grades in Public Primary Schools in Kenya

¹Piah Atieno Olima, ^{*2}Dr. Jack Odongo Ajowi, ³Dr. Mary Anyango Onditi

¹Department of Curriculum and Educational Management, Jaramogi Oginga Odinga University of Science and Technology., P. O. BOX 120- 40601 BONDO, KENYA

^{*2}Jaramogi Oginga Odinga University of Science and Technology, Department of Curriculum and Educational Management., P. O. BOX 120- 40601 BONDO, KENYA

³Department of Curriculum and Educational Management, Jaramogi Oginga Odinga University of Science and Technology., P. O. BOX 120- 40601 BONDO, KENYA

Abstract: Head teachers are instrumental in carrying out instructional supervision in primary schools worldwide. The nature and quality of instructional supervision is presumed to have effects on teaching and learning process in schools. The purpose of this study was to determine challenges and strategies for head teachers' instructional supervisory practices in enhancing lower grades academic achievement in public primary schools in Kisumu East Sub-county, Kenya. The objectives of the study were to: analyze the supervisory practices used by head teachers in enhancing lower grades academic achievement, establish the challenges faced by head teachers in their supervisory practices and identify the strategies used by head teachers to overcome the challenges on supervisory practices. A theoretical framework based on the social Theory pioneered by John Dawson which has three functions as relates to Kadushin Model was used to guide the study. The study employed descriptive survey and correlation design. The study population comprised of 46 head teachers, 46 deputy head teachers, 521 teachers, 46 grade three English and Mathematics teachers and 1090 grade three learners. Saturated sampling was used to select head teachers; Purposive sampling was used to select deputy head teachers and learners. Simple random sampling was used to select teachers and grade three English and Mathematics teachers. A total of 46 head teachers, 15 Deputy Head teachers, 172 teachers, 15 grade three English and Mathematics teachers and 109 grade three learners participated in the study. Data was collected using questionnaires, interview guides, classroom observations, focus group discussions and document analysis guide. Reliability of the instruments was determined by piloting the instruments in 5 public primary schools in the neighboring Nyando Sub-County. Validity of the instruments was enhanced by requesting the experts in the University to examine the instruments. The quantitative data was analyzed using statistical package for social sciences (SPSS) version 23 and presented descriptively using frequency counts and percentages while qualitative data from interviews, classroom observation, focus group discussions was analyzed by organizing the content into themes and sub themes as they emerged. According to study findings the head teachers employed supervisory practices: classroom observations, giving feedback, check learners' exercise books, coaching and mentoring. Learner's exercise books in lower grades were not checked sufficiently by the head teacher, it is the class teacher who did the exercise. Majority of head teachers put more emphasis on grade eight exercise books. The findings also revealed that the classroom observation was inadequate, feedback was not given effectively; coaching and mentoring were also done at a very minimal level. Scheme of work was checked once a term, lesson notes and lesson plans on a monthly basis instead of weekly while attendance register was well

checked weekly and learners were also involved. Challenges included lack of training in supervisory practices, shortage of teachers, teachers were reluctant to participate in supervision exercise since they viewed it as fault finding activity, increased workload hence no time to conduct instructional supervision. The head teachers were coping by: giving relevant training on supervisory practices, checking and approval of professional documents. The study concluded that there is general laxity in internal supervision in grade three. The study recommended that Ministry of Education Science and Technology to organize training courses for the head teachers to acquire the right skills in supervision before appointment, the head teachers should enforce preparation and use of professional documents to ascertain teachers' preparedness, Teachers' Service Commission should employ more teachers to reduce the workload for the head teachers and enhance participation in supervisory practices.

Keywords: instructional supervision, teaching, learning process, public primary schools.

1. INTRODUCTION

BACKGROUND OF THE STUDY

Globally, 250 million children of primary school age, especially those in lower grades (classes) are not learning the basics in reading, writing and mathematics (UNESCO, 2014). The worst affected are in the developing countries (UNESCO, 2014). In Guyana in 2008, 29% at the start of grade 3 could not read and do simple arithmetic by the end of grade three (Gove & Cyelich, 2011), while in India, in 2016, less than 28 percent of learners in grade three could master double-digit subtraction (World Bank Report, 2018). In Honduras, half of the grade three learners from the poorest quintile scored at the lowest reading competency level in a 2013 regional Latin American assessment; as compared to only 7 percent of those from the richest quintile (World Bank Report, 2018).

One of the major causes of the poor academic achievement in primary schools can be ineffective instructional supervision (Alimi, 2012). The main objective of instructional supervision in primary schools is to improve instruction, which is teaching and learning. It is mainly concerned with improving schools by helping teachers to reflect on their practice to learn more about what they do and why; and to develop professionally and contribute towards learners' academic success (Sergiovanni & Starrat, 2007). (Gregory, 2010 and Alimi, 2012) postulate that the way supervision is carried out greatly influences learning outcomes of learners and how employees feel towards school management and their profession in general. Supervision requires the leader to oversee, assess, evaluate and direct employees to ensure an organization meets its goals. This generally involves an administrator observing and evaluating lessons in a classroom, documenting the teachers' performance and sharing suggestions for improvement (Gregory, 2010).

The World Bank Report (2010) contended that systems of supervision and support to schools are frequent areas of reform employed by world nations to improve their education outcomes and mitigate education challenges associated with global education policies. According to Matt and Matt (2010) in USA the capacity of education to effectively impact positively on the consumers can only be actualized by the quality and standards upon which the beneficiaries access it. This has been by way of regulation and building the capacity of the teachers with the aim of improving the conditions which surround the learning and growth of students and teachers. Instructional supervision has therefore, been employed as a tool to assure quality and standards up holding in many countries.

In developed countries supervision of instruction is better organized and well-coordinated than in developing countries (Afolabi & Loto, 2008). In the United States (US) the main aim of supervision as practiced in schools is to improve classroom instruction. Findings from (Glickman & Gordon, 2010) in France notes that school supervisors fulfill their tasks through a highly structured instruction and a very centralized system of supervision. The structure enables the minister of education to be aware of what a teacher is doing at particular time of the year in terms of syllabus coverage anywhere in the country.

In sub-Saharan Africa, over half of children are not learning the basics in reading, where a quarter of primary school aged children reached grade four but still did not learn the basics (World Bank Report, 2018). In Malawi and Zambia in 2012, more than 89 percent of learners could not read a single word by the end of grade two (UNESCO, 2014). According to a 2014 regional assessment, among grade three learners in West and Central Africa, nearly 58 percent are not sufficiently competent in reading or mathematics to continue schooling (UNESCO, 2014). Similarly, available regional assessment of

grade four learners in southern and East Africa (from 2007) shows that 37 percent are not competent in reading, and more than 60 percent are not competent in mathematics (UNESCO, 2014).

The current study sought to find out challenges and strategies for head teachers in supervisory practices in enhancing academic achievement in lower grades. According to World Development Report of 2018 pages 71-90, illiteracy at the end of grade two has long-term consequences for two reasons; learning is cumulative and education systems around the world expect learners to acquire foundational skills such as reading by grade three. World Development Report (2018) further indicates that when grade three learners were asked to read a sentence such as “The name of the dog is Puppy,” three-quarters did not understand what it said. Kisumu County is among the worst hit counties in Kenya, with overall 30.1% who cannot do grade two work, but the rural areas such as Kisumu East Sub-county are lowest at 23.3% while urban areas at 36.9%. This shows that 76.7% can do grade 2 work and only about 63% can read grade 2 in urban areas. The report adds that children who cannot read by grade three fall behind and struggle to catch up, perhaps irreparably. More so, schooling without learning is a wasted opportunity and great injustice to the children.

In Kenya supervision of teaching and learning was conducted by Quality Assurance and Standards Officers (QASO) from the Ministry of Education (2009). This mode of supervision was referred to as inspection and the function left to head teachers (Ministry of Education, 2011). The Kenyan Education Act (2013) and other government reports, has continued to emphasize on supervision of schools and instruction practices. Studies done in Kenya by Ngunjiri (2012) asserted that effective instructional supervision results to students getting higher grades in national examinations, while fewer instances of supervision or lack of it leads to laxity of teachers hence poor performance. Thunguri and Kiongo (2014) study found that instructional supervision ensures that goals of schools are well articulated; learning environment is safe and teachers’ efforts are focused on teaching hence improving their professional skills and classroom teaching. Waweru and Orodho (2014) posits that the head teachers’ responsibilities include checking teachers’ classroom work and assessing learners’ overall performance. Despite many efforts made by the government to improve instructional supervision, these realities provide the essence of the current study.

Generally, it is assumed that in schools where the head teachers effectively carry out instructional supervisions, the results would be seen in terms of how learners perform in national examination in relation to other schools and how they are absorbed in higher institutions of learning. At the same time, it cannot be assumed that the above results may be generalized to other regions. There could be a possibility of regional variations in school supervision depending on quality check from higher offices too and motivation of teachers. Despite all this, the Kenya Certificate of Primary Education (KCPE) performance in Kisumu East Sub-County has not shown any measurable improvement. Table 1 below the researcher analyzed the Kenya Certificate of Primary Education (KCPE) results from 2015 to 2019 to determine the prevailing level of Performance in the past few years from each of the seven Sub-Counties.

Table 1: Kisumu County Kenya Certificate of Primary Education Examination mean scores for the years 2015-2019.

SUB-COUNTIES	MEAN 2015	MEAN 2016	MEAN 2017	MEAN 2018	MEAN 2019
KISUMU CENTRAL	301.44	310.60	300.37	273.09	283.76
KISUMU EAST	247.4	250.92	243.81	234.13	250.96
KISUMU WEST	256.41	256.46	258.80	254.13	252.92
SEME	249.90	243.32	250.95	242.14	243.22
NYANDO	260.48	250.03	253.17	242.99	247.61
MUHORONI	263.75	263.89	259.18	261.43	257.37
NYAKACH	250.03	245.31	258.46	257.47	257.26

Source: *Kisumu County Director of Education Exam Analysis, 2019*

Table 1 shows the performance of various sub-counties within Kisumu County including the area of study which is Kisumu East Sub-County. It is clearly noted that during the five consecutive years, Kisumu East Sub-county as compared to other sub-counties is not consistent in KCPE performance. This means that very few pupils get admission to good secondary schools. Research has shown that foundational courses in primary schools’ act as a basis for later academic

achievements. The researcher therefore wishes to determine the challenges faced by head teachers in lower primary schools which may be reflected in the average or low performance at the Kenya Certificate of Primary Education.

Statement of the Problem

To enhance the quality of teaching competencies and learning outcomes the Teachers Service Commission (TSC) has developed Teacher Performance Appraisal and Development (TPAD) and observation checklist tool. (TSC code of regulations for teachers, 2015). The Curriculum Support Officers (CSO) and head teachers have been mandated to do supervision in schools and thus, it would be expected that all grades learn and perform well academically. Public primary schools in Kisumu East Sub-County have been fluctuating in KCPE performance in comparison to other sub-counties and this could be emanating from among other things, lack of acquiring necessary skills in lower grades as was observed by the Uwezo Initiative (2016) that only 3 out of 10 grade three learners can do grade two mathematics, coupled by the fact that learning outcomes are even lower among primary school children in rural areas as compared to urban areas and therefore, a lot of learners complete primary schools without basic competencies. Lower grades are supposed to acquire numeracy and literacy skill before they transcend to upper grade because it is the foundation grade. It is important to carry out studies to find out if the cause of poor performance in grade eight is as a result of ineffective head teachers' instructional supervisory practices in lower grades.

Most studies have been done on grade eight, it is not known whether head teachers may be concentrating their supervisory practices in the upper grades especially examination grades while ignoring the lower grades which then transit to the upper grades with minimal capacity to write or do simple arithmetic. Based on this, the study therefore sought to investigate the challenges and strategies for head teachers' instructional supervisory practices in enhancing academic achievement in lower grades in public primary schools in Kisumu East Sub-county.

The purpose of the study was to determine the challenges and strategies for head teachers' instructional supervisory practices in enhancing academic achievement in lower grades in public primary schools in Kisumu East Sub-County, Kenya. The specific objectives were:

To analyze the supervisory practices used by head teachers in enhancing academic achievement in lower grades in public primary schools in Kisumu East Sub-County. The study was guided by the following question: Which are the supervisory practices used by head teachers in enhancing academic achievement in lower grades in public primary schools in Kisumu East Sub-County? This study was confined to public primary schools in Kisumu East Sub-County between 2015 and 2019. It involved head teachers, deputy head teachers, teachers, grade three English and Mathematics teachers and grade three learners. The study was confined to challenges and strategies for head teachers' instructional supervisory practices and how it enhances academic achievement in lower grades. Descriptive survey and correlation design was used; questionnaires, interview schedules, classroom observation, focus group discussion and document Analysis, were also used for data collection.

Theoretical Framework

The study was based on the social theory of supervision by Dawson (1926), which relates to Kadushin's (1992) model of supervision which has three functions: administrative, educational and supportive which are interlinked. The administrative function entails the promotion and maintenance of good standards of work. The theory further explains that the primary goal of this function is to ensure that there is adherence of policy and procedures. The supervisor is given authority to oversee the work of the supervisee. It further illustrates that educational function involves the educational development of each individual member of staff evoking fully to realize their potential and usefulness. The theory further explains that the primary goal of supervision is to dispel ignorance, upgrade knowledge and skills, promote change in attitude and values through staff development programs (Kadushin, 1992).

Supportive function entails the maintenance of harmonious working relationships and cultivation of the group morale. It is thus concerned with workers' morale and job satisfaction. It emphasizes that workers should be helped to deal with job related stress which can seriously affect their work and lead to less satisfactory service to clients (Hawkins and Shohet, 1989). Proctor (2008), Hawkins & Smith (2006) and Newton (2012) relates to Kadushin (1992) and they have a number of elements that emerge, each context is integral to the goal and purpose of supervision. There is a joint accountability, with supervision being mutually supportive and beneficial to both supervisor and supervisee. The above case work

approach was largely rejected by social workers that it is too closely aligned to therapeutic model as well as potential violation of the individual rights of supervisees (Tsui, 2008). Similarly, Smith (2012) also argued that managers must have a concern for both performance and learning. The way in which the three functions of supervision are portrayed tends towards seeing supervisees in deficit, that is they are lacking in certain ways and it is therefore, the work of the supervisor to give clear direction and put things right. The ultimate justification of managers' existence is the improvement of the work of their subordinates, if managers fail in this way they fail as managers.

However, the current study deemed Dawson's theory (1926) appropriate because it seeks to ensure that employees work within a safe framework for practice and maintains trust and professional standards by exploring option within supervision session. This is supported by Weld (2012) which looked at transformative potential that supervision holds. The theory also promotes the development of the supervisees' skills and knowledge within the area of clinical practice and the boundaries of their own professional organization (Smyth, 1986). Applying Dawson (1926) principles in the context of this study, the head teacher is an administrator, manager and a supervisor charged with the responsibility of overseeing all programs in the school by implementing policies and ensuring the supervisee (teacher) work to the best of their ability (Brown and Bourne, 1996.) This is inclusive of monitoring and improving what goes on in classroom by planning for classroom observation, giving teachers feedback, coaching and mentoring, checking pupils' books and teachers' professional documents. The teachers are to help the learners better as they interact with them in class in order to enhance academic achievement in lower grades. The head teacher has the responsibility to help the teachers by mentoring and processing feedback to improve on lesson preparation and delivery in class. These supervisory practices set the benchmark, direction, tone of the school, and the climate for teaching and learning hence high learning outcome in lower grades. When these practices are not carried out well, then the head teachers fail as supervisors in the school.

2. METHODOLOGY

This study adopted both descriptive and correlation designs. According to (Creswell, 2014) descriptive survey design is intended to depict the current status of affairs as it exists; understand it in general before making valid conclusions from the facts discovered. It is based on the premise that if a statistically significant relationship exists between two variables, then it is possible to predict one variable using the information available on another variable (Kothari, 2011). On the other hand, correlation design attempts to discover or establish the existence between two or more aspects of a situation (Creswell, 2014). Correlation analysis also facilitates determination of relations between the dependent variables and their influence on independent variable (Cooper &Schindler,2014).The study suited within the provisions of descriptive survey and correlation design because the researcher collected data on views about challenges and strategies for Head teachers' instructional supervisory practices in enhancing academic achievement in lower grades in public primary schools, and reported the way information was given by the respondents without manipulating any.

The study was conducted in Kisumu East Sub-County. It is one of the Sub-Counties that constitute Kisumu County, Lake Region, Kenya. The Sub-County is situated on Winam gulf and lies within longitudes 33, 20 E and latitudes 0, 20 S. It borders Nyando Sub-County to the East, Kisumu West Sub-County to the West, Vihiga and Hamisi Sub-Counties of Western region to the North and Nandi South Sub-County to the North East. The main economic activity in this Sub-County is subsistence farming in the rural areas where the majority of the population lives. Crops grown include maize, beans, millet, rice and cassava. Fishing in Lake Victoria is another economic activity in the Sub-County. Kisumu County which is the headquarters of Lake Region is also found within the Sub-County. The general economic activities in Kisumu County greatly influence the lives of the people of Kisumu East Sub-County. The Sub-County has a fair distribution of social amenities such as dispensaries, health facilities, water, electricity, churches and rural access roads. The term study population is defined as the total number of subjects or the total environment of interest to the researcher according to Oso and Onen (2011). In this study this refers to; primary school head teachers, deputy head teachers, teachers, grade three English and Mathematics teachers and grade three learners.

According to the Kisumu East Sub-County Education Office (2019) the Sub-County has a total of 72 primary schools; 46 publics and 26 private schools. In the Sub-County there are 521 teachers, 46 head teachers, 46 deputy head teachers 46 grade three teachers and 1090 learners in grade three drawn from 46 Public Primary Schools. Each school has one Head teacher and one deputy, the total number of the study population was 1749. The study was conducted in all public primary schools during the study period (2015-2019). Public primary schools were sampled because they have different

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administration styles from private schools (Table 2). Head teachers participated as informants in this study because they are the supervisors and have information concerning supervision in schools while the deputy head teachers are the immediate supervisors that assist head teachers in overseeing curriculum implementation. Teachers were sampled because they are direct beneficiaries of supervisory practices in schools and grade three teachers were sampled as participants because they teach English and Mathematics which leads to the acquisition of literacy and numeracy skills. Grade three learners were sampled since they are the main target group in the study.

The study sample was drawn using Saturated, Purposive and Simple random sampling techniques to ensure fair representation of each category of the population. Saturated sampling method was used to select 46 head teachers. The sampling technique was convenient because the head teachers were few and all of them had equal opportunity to participate in filling the questionnaires on instructional supervisory practices in enhancing lower grades academic achievement (Manson, 2010). Deputy Head teachers were sampled using purposive sampling because they assist head teachers on administration hence they possess an appropriate level of understanding and knowledge about supervisory practices in their schools. Purposive sampling was also used to arrive at 15 schools of which; 109 grade three learners participated in focus group discussions, 15 deputy head teachers were interviewed, 15 grade three English and Mathematics teachers for classroom observation were purposively sampled. This allowed the researcher to gain relevant, appropriate, diverse and rich information required from a group of learners with similar backgrounds and interest with respect to the objectives of the study (Dawson & Clapham, 2014). Simple random sampling was used to select 172 out of 521 teachers which gave every element equal and independent chance of being selected (Kombo & Tromp, 2009).

For the study samples the number of the teachers was arrived at according to Mugenda and Mugenda (2008) who asserted that 10% and a third (33%) of a population is an adequate sample size for a survey study. Further assertion that 10% is used where the sample frame is large and exceeding a minimum of sample size of 30 respondents. Therefore, out of 46 head teachers, 46 deputy head teachers, 46 grade three English and Mathematics teachers, 521 teachers and 1090 grade three learners from the target population; A total of 15 deputy head teachers, 15 grade three English and Mathematics teachers, 46 head teachers, 172 teachers and 109 grade three learners were selected to participate in the study.

Table 2: Sample Frame

Category of respondent	Target population	Sample size	Percentage
Head teachers	46	46	100
Teachers	521	172	33
Grade three English and Mathematics teachers	46	15	33
Deputy head teachers	46	15	33
Learner's in lower grade Three	1090	109	10
Total sample	1749	357	33

Source: Modified from data obtained from Sub-County Education Office, Kisumu East Sub-county (2019).

This study employed five instruments for data collection: questionnaire was administered to Head teachers and teachers. Interview schedule was administered to deputy head teachers, classroom observation for grade three English and Mathematics teachers. Focus Group Discussion for grade three learners and document Analysis. A questionnaire is used to obtain facts and opinions about a phenomenon from people who are informed on a particular issue (Orodho, 2012). The current study used questionnaires to collect data from teachers and head teachers. The questionnaire was used for data collection because it allowed the researcher to reach a larger sample within limited time, allow for comparisons and it guarantees confidentiality (O'Leary, 2014). The study also used questionnaires as the researcher was mainly concerned with views, opinions, perceptions, feelings and attitudes in relation to instructional strategies employed, challenges and strategies for Head teachers' instructional supervisory practices in enhancing academic achievement in lower grades in public primary schools. Two sets of questionnaires were constructed on the objectives of the study for purposes of collecting data. Some of the questions in the questionnaires were open-ended while others were close-ended. The open-ended questions gave the respondents opportunity to give further opinion by qualifying or substantiating their answers (Creswell, 2014). According to Mugenda and Mugenda (2013) close -ended items had an advantage that they are easy to administer, analyze and also economical in terms of time.

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This instrument was used to source data from teachers. It comprised of four sections. Section one collected the background information. Each of the other three sections sought information related to the three objectives of the study; supervisory practices used by the head teachers, challenges faced by head teachers in supervisory practices and the strategies being employed by head teachers to cope with the challenges in supervisory practices to enhance lower grades academic achievement in public primary schools. The teachers participated as informants in the study because they are direct beneficiaries of supervisory practices in school. In each sampled school, the questionnaire was given out to the teachers and a brief introductory note to the head teacher. The researcher requested them to fill the questionnaires and then collected them later after one week. The questionnaires given out were 172 the respondents were also asked not to indicate their names or school names for the purposes of confidentiality.

This instrument was used to source data from head teachers. It comprised of four sections. Section one collected the background information. Each of the other three sections sought information related to the three objectives of the study; supervisory practices used by the head teachers, challenges faced by head teachers in supervisory practices and the strategies employed by head teachers to cope with the challenges in supervisory practices to enhance lower grades academic achievement in public primary schools. Head teachers participated as informants in the study because they are the supervisors and have information concerning supervision in schools. In each sampled school, the questionnaire was given out to the head teacher and a brief introductory note. The researcher requested them to fill the questionnaires and then collected them later after one week (Bell & Waters, 2014). The questionnaires given out were 46, the respondents were also asked not to indicate their names or school names for the purposes of confidentiality.

Interview schedule is a form on which the researcher records answers supplied by the participant in the study. The researcher asked questions from an interview guide, listened to responses, observed behavior and recorded responses on the survey (Creswell, 2014). Interview schedule suited this study as it provided in depth information and a detailed understanding of the issue under study. The use of interviews allows for a greater flexibility to explore new or unfamiliar ideas that participants report (Mugenda and Mugenda, 2010). The researcher also requested permission from the interviewees to allow recording the information for precision. All the interviewees agreed and the researcher not only wrote down the information from the interviewees, but also recorded the information.

Deputy Head teacher interview schedule sought to obtain information related to head teachers' participation in challenges and strategies for Head teachers' instructional supervisory practices in enhancing academic achievement in lower grades in public primary schools in Kisumu East Sub-County. Fifteen deputy head teachers who were purposively selected were interviewed on arranged dates on one to one basis in their respective schools. Some interviews were conducted in the deputy head teachers' offices or under the trees within the school compound for the purposes of privacy and avoidance of a lot of distraction. The researcher asked for consent of the respondents to be interviewed for the study by asking them to sign a consent form (Creswell, 2012). They were asked to be free to ask any question before and after interview, they were assured that the information would not be divulged to any other parties except those directly involved in supervising and examining this study and that information would be protected by keeping transcripts in a secure place. The interviews took at least one hour (Jamshed, 2014). Respondents were coded as deputy head teacher 1, 2, 3 and so on (DHT1, DHT2, DHT3, etc.) to ensure anonymity and confidentiality.

The researcher visited the 15 sampled schools for the study and 15 teachers 7 teaching English and 8 teaching Mathematics were observed while teaching. There was disparity on the number of teachers observed since there were more teachers teaching mathematics. Classroom observation in English and Mathematics were ideal for the study because the lower grade learners acquire numeracy and literacy skills which enhances academic achievement before they transit to upper grades and later transcends to better performance in grade eight in the primary schools. During classroom observation the researcher used a check list to gather data on; the teachers' Professional documents (Schemes of work, lesson plans, lesson notes, record of work and attendance register) if they were in existence and updated. Lesson development and presentation that entailed linking the present and previous lesson, motivating and sustaining learners' interest, clarity of explanation and instruction, knowledge and accuracy of the subject matter, sequence of learning, encouraging learners' participation, systematic use of chalkboard and other instructional materials and learning aids were checked by the researcher. In classroom management the researcher checked on discipline, class control, time management and monitoring learners' activities in the lesson. Teachers' record in form of learner's marked exercise books, clear records of work and how teachers interacted with the learners were also checked (Appendix 6). Classroom

observation method suited this study because it has the limitation of subjective biasness and the information obtained under this method relates to what is currently happening (Mugenda & Mugenda, 2008). It is not complicated by either the past behavior of future intentions or attitudes. In this study, it gave the researcher opportunity to assess the challenges and strategies for head teachers in instructional supervisory practices and how it enhances academic achievement in lower grades.

Focus group discussion was conducted with grade three learners on challenges and strategies for Head teachers' instructional supervisory practices in enhancing academic achievement in lower grades in public primary schools in Kisumu East Sub County. There were 9 focus group discussions which had 12 participants each except one group which had 13 because of high performance. After identifying suitable discussion participants, the researcher invited a meeting in nearby schools that was accessible. During each FGD the researcher attempted to create a positive atmosphere to enable the participants to contribute to the study willingly, the discussion was guided to avoid unnecessary information or arguments and generation of irrelevant information. The researcher began each session by expressing gratitude for participants' presence and reminded them of the purpose of the session and assured them of confidentiality of the research and their anonymity. They were also requested to maintain confidentiality regarding the sessions.

Each participant was asked to introduce self by stating their names and speaking briefly about themselves and what they liked. Focus group discussion suited this study as it allowed the researcher to explore attitudes and opinion in a more in depth manner (Johnson, 2014). Document analysis deals with the systematic examination of current records or documents as a source of data. For this study the researcher analyzed professional documents which included; schemes of work, lesson plans, lesson notes, teachers record of work and attendance register. Document analysis provided more information on the objectives (Nkinge, 2009). Document analysis method suited this study because it enabled the researcher to collect information on the existence, check and usage of the professional documents in lower grades in public primary schools Kisumu East Sub-County.

Validity refers to the degree to which a study accurately reflects or assesses the specific concept based on research results (Creswell, 2014) or the extent to which research instruments measure what they are intended to measure (Oso & Onen, 2011). For this study, validity was ascertained by making clear statements on challenges and strategies for Head teacher's instructional supervisory practices in enhancing academic achievement in lower grades in public primary schools in Kisumu East Sub-County. Face and content validity of the instruments were determined by the researcher submitting the questionnaires to the experts from the Department of Curriculum and Educational Management, Jaramogi Oginga Odinga University of Science and Technology for scrutiny and verification on the relevance used in the instrument. Their suggestions, comments and recommendations were used in revising the instrument before preparing the final draft. Items that failed to measure the variables they were intended to measure were modified and others discarded. Internal validity was obtained by controlling research design and instruments of data collection. The external validity was controlled by ensuring that the study population was representative enough and the research environment which was done in a natural school environment (Seliger & Shahomy, 1989).

For a research instrument to be reliable it must be capable of yielding consistent results when applied repeatedly under similar conditions (Eisinga, Tegrotenhius & Pelzer, 2014). A pilot study was conducted to ascertain the reliability of the instruments in five public primary schools in Nyando Sub-county which was outside the study area. The schools were under similar conditions as sampled schools in Kisumu East Sub-County to help validate the questionnaires. The total population sampled was 10% of sample size as recommended by Mugenda and Mugenda (2003). The information gathered was used to help the researcher identify areas and questions that were not well understood to be clarified and modified. From the feedback provided by the pilot group on the questionnaire and interview schedule in the instruments, adjustments were made accordingly, items considered relevant for the study were included in the research instrument (Bell & Waters, 2014). Test-retest technique was used to determine the reliability of the questionnaire. It involved administering the same instrument twice to the same group of respondents. This approach was appropriate since it gave a time lapse between the two tests and the researcher could use this to prove instruments' reliability. The retest was done after two weeks the scores for both testing periods was correlated to ensure the adequacy of the results and Pearson's Product Moment Correlation Coefficient of 0.81 achieved which tells of high correlation and strong relationship. This reliability coefficient was considered appropriate for the study. (Kothari, 2011) recommended that a reliability coefficient of >0.7 and above for a questionnaire is appropriate and considered strong.

Data analysis refers to separation of data into consistent elements (Creswell, 2012). Upon completion of data collection exercise, all completed research instruments were edited to eliminate errors that were made by respondents. After data collection, data was analyzed using both quantitative and qualitative methods of data analysis. Quantitative data from closed ended questionnaire items were coded and analyzed by using Statistical Package for Social Sciences (SPSS) version 23.0 and presented descriptively using tables, charts, with frequency distribution and percentages, (Kothari, 2011). The percentages and frequencies were used because they easily communicate the research findings to majority of readers (Musungu and Nasongo, 2008). The above mentioned was appropriate for this study because it involved the description, analysis and interpretation of circumstances prevailing at the time of study on challenges and strategies for head teachers' instructional supervisory practices in enhancing academic achievement in lower grades in public primary schools in Kisumu East Sub-county.

Qualitative data analysis involves processes of data reduction, display, conclusion and verification (Denzin & Lincoln, 2011). Qualitative data from interview schedules, classroom observation focus group discussions and document analysis was analyzed for content by organizing the content into themes and sub themes as they emerge, then tallied and presented in word verbatim. The researcher transcribed and organized all the data by giving codes to the first set of field codes drawn from the interviews, classroom observation, focus group discussion and document analysis. Having noted personal reflections and other comments in the margin, the researcher labelled, sorted and resorted data by sifting through the materials to identify themes or sub- themes, relationships between the variables, patterns and common sequences. Constant comparisons were used to determine if the data segments were in the most appropriate categories. Data segments were re-arranged, categorized and amended where necessary. Categories that were most appropriate to the study were identified and the relationship between them found. Through this data analysis process data links between challenges and strategies for Head teachers' instructional supervisory practices in enhancing academic achievement in lower grades in public primary were sought. The themes were reviewed, defined and named. Finally, report was produced by examining those generalizations made in light of a formalized body of knowledge in the form of constructs or theories and a report was produced. Descriptive analysis was used to analyze coded responses.

The present study took into account several ethical issues according to (Creswell, 2014). Prior to conducting interviews, the respondents were given consent forms. The consent form discussed the steps taken to protect the respondents from harm and outlined the ways in which the data would be kept confidential (Creswell, 2014). Although the questionnaires that were used entailed personal information, privacy and confidentiality by a promise of not exposing the participants' views identified with a particular participant to the public was the priority of the researcher (Babbie, 2010). No information was allowed into the public domain without the consent of respondents other than the generalized report on the analysis of data. The consent form was reviewed with participants prior to starting the interview and each participant was given an opportunity to ask questions about the study and procedures. The consent form included information regarding the intent of the study, the voluntary nature of the study, risks, benefits of participating in the study, confidentiality and schools contact information. Each participant was told that they had a right to terminate their participation in the interview at any time. After the research process, a letter of appreciation was written to each institution from which the study population was drawn, to thank all the participants for their participation in the study.

3. FINDINGS

Supervisory practices used by head teachers

Head teachers and teachers were asked to analyze the Supervisory practices used by head teachers in enhancing academic achievement in lower grades. The responses are illustrated in Table 3.

Table 3: Supervisory practices used by head teachers as indicated by head teachers (n=46) and teachers (n=167)

Supervisory Practices	Head teacher		Teachers	
	F	%	F	%
Classroom observation	25	54.3	75	44.9
Giving Feedback	27	58.6	50	29.6
Check learners books	15	32.6	20	11.9
Coaching and mentoring	29	63.0	60	35.9

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Table 3 shows that 54.3% head teachers and 44.9% teachers confirmed that the head teachers were undertaking classroom observation. Giving feedback was indicated by 58.6% of head teachers and 29.9% teachers, checking of learners books was mentioned by 32.6% head teachers and 11.9% teachers while coaching and mentoring was indicated by 63% head teachers and 35.9% teachers. The above finding shows that supervisory practices were used by the head teachers and supervision was real in the primary schools in Kisumu East Sub-county. These findings are similar to Fitzgerald (2011) a working paper for the World Bank on the importance of technical education training which confirmed that head teachers are charged with the responsibility of supervising teachers in their respective schools and seeing to it that they carry out their duties effectively.

Head teachers undertaking classroom observation was indicated by 54.3% head teachers and 44.9% teachers. Similarly, in a study carried out by Farrell (2011) in Cambridge University on keeping score: reflective practice through classroom observation indicated that classroom observation is one of the most common ways of reflecting on pedagogical practices, this can help teachers evaluate their strengths and weakness. The above finding concurred with Murphy (2013) study in England on testing teachers: 'what works best for teachers' evaluation and appraisal, which revealed that classroom observation offers an opportunity for supervisor to assess teachers styles, their classroom management skills and various aspects of teaching that are hard to obtain through other forms of evaluation. Fischer (2011) reaffirmed that through classroom visits, the supervisor can have insight into quality benchmarks and performance.

During the interviews, respondents revealed that head teachers are charged with the responsibility of carrying out instructional supervision in primary schools. When asked whether the head teachers did classroom observation in lower grades. A Deputy Head teacher interviewed reported:

The head teacher normally visits grade eight most of the time since it's an examination class, grade three is rarely visited. (D/HT, 2)

From the focus group discussion one grade three learner had this to say concerning the head teacher visiting their classroom when the teacher is teaching:

The head teacher has never visited our class while the teacher is teaching we only see the head teacher in the assembly on Mondays and Fridays. (FGD, 3)

One Grade three learner remarked the following during the focus group discussion;

Head teachers rarely visit our classroom when learning is going on, sometimes the Curriculum support officer (CSO) visits our class and sits behind us as the teacher is teaching. (FGD, 12)

Another one reported;

Sometimes the head teacher walks around the classes or passes by the door but does not enter inside or talk with the teacher. (FGD, 8)

The findings from D/HT 2 and a participant of FGD 3, FGD 12 and FGD 8 was similar to Buregeya (2011) in Entebbe Municipality Uganda study findings which revealed that senior teachers had been teaching for more than a decade in schools where they were but had never been supervised in class. Similarly Wambui (2015) in Kiambu Sub-county also supported the present study that majority of the head teachers 66.6% never visited teachers in class to observe teachers'

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instructional process with only a minority percentage 6.7% indicated they always visited teachers in class. In addition, Behlol (2011) in Pakistan concluded that supervisors do not visit schools to facilitate teachers in solving classroom problems. However MET (2012) in United States of America (U.S.A.) revealed that although classroom observations do significantly correlate with teacher performance, compared to value added scores and pupils surveys on teacher performance, they are less accurate measure of teacher performance in the long run because they can only be a snapshot of the teaching process.

Deputy Head teacher 9 revealed that head teachers did classroom observation to see the work of individual teachers. They also teach reasonable load as way of being in touch with actual teaching situation in the school and this led to improvement of learning outcomes in lower grades. Another D/HT pointed out:

In our school our lower grade is given so much attention since it is the foundation the head teacher visits our class when teaching is going on and sometimes the work is delegated to the deputy head teacher (D/HT 7)

Another focus group discussion had this to say:

Our head teacher usually visits our class once in a term and sits behind the class as the teacher is teaching. (FGD, 4)

The above findings from D/HT 9, D/HT 7 and a participant of FGD 4 is in agreement with confirms Amina (2015) in WA Municipality Ghana whose study established that 76.8% head teachers visited classrooms to observe teaching and learning activities. In addition Opicha (2016) in Khwisero contended that classroom observations were done on monthly basis from both teachers' 41% response and head teachers' 28%. The finding further concurs with Awuah (2011) study in Ghana which indicated that instructional supervision deals with monitoring teachers' instruction-related duties, providing teachers with teaching resource, visiting classrooms to observe lessons and providing assistance and support to help teachers do their work effectively.

Giving feedback was indicated by 58.6% of the head teachers and 29.9% teachers. Findings from the current study were in line with Archibong (2012) who carried a study in Konye Sub-Division, Cameroon on supervision and teachers' work performance in primary schools. The study found that feedback obtained from the visits provided teachers with input to correct various issues highlighted as well as congratulate teachers who performed as per the expectations.

From interviews with the deputy head teachers, the study established that after the classroom visit there was need to give feedback to individual teachers. Further interviews with them revealed that giving of feedback was very good as it helped teaches to improve in their delivery and what took place in classroom.

One of the deputy head teachers commented:

Giving feedback does not benefit individual teacher much, as sometimes the head teacher in our school, instead of giving an individual his or her feedback, he waits during a staff brief and gives a general comment such as some of you go to class without proper preparation. (D/HT, 10)

The analysis of the current study from D/HT 10 was reaffirmed by Marshall (2010) in New York that evaluations often fail to give teachers 'judgmental' feedback. These evaluations do not tell teachers where they stand on clearly articulated performance standards and do not give clear direction on the ways in which teachers can improve their performance. Similarly Pansiri (2008) in Botswana supports the finding of this study as it reported that their supervisors visited classrooms with intention of supervising instruction but were unable to provide professional support to the teachers.

Another deputy head teacher when responding whether feedback is given to the teachers had this to say;

Our head teacher usually takes notes during classroom observation but does not invite the teacher after the lesson to give feedback on what went well or what needs to be improved upon. (D/HT, 6)

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The finding from D/HT 6 contrasts with Archibong (2012) findings which noted that the feedback obtained from the visits provided teachers with input for them to correct various issues highlighted as well as congratulates the teachers who had performed as per the expectations. Similarly Sidhu and Fook (2010) in Malaysia indicated that supervision should be viewed as a process of observing, nurturing and giving feedback on the professional activity of teaching and learning to teachers.

One of the Deputy Head teachers also revealed that:

Our head teacher gives feedback but some of the teachers

Perceive it negatively while others take it positively. (D/HT, 1)

Another Deputy Head teacher commented:

In our school after the classroom observation the head teacher usually invites the teacher who has been observed to give feedback on how the lesson was and encourages the teacher to improve. (D/HT, 13)

The findings from D/HT 1 and D/HT 13 were similar to the findings of Amina (2015) which observed that 71.4% of the head teachers gave feedback to teachers on their performance and was in contrast with Wambui (2015) study in Kiambu sub-county which indicated that an estimated 67% of head teachers did not give feedback after classroom observation, which clearly give an indication that in some areas, head teachers are unable to give timely and appropriate feedback to teachers after classroom observation.

It emerged that checking of pupils' books was indicated by 32.1% of the head teachers and 11% of the teachers. This implies that few head teachers were checking the pupils' books sufficiently. This finding is in contrast to the study carried out by Waititu and Orado (2009) which found that inspection of lesson notes was important because they assist teachers to receive feedback from the students, hence they are able to give more guidance to students on lesson activities and make appropriate adjustments in the conduct of the lesson.

During the focus group discussion with grade three learners it was established that majority of the head teachers were not checking the lower grade learner's exercise books. This implied that majority of the head teachers neglected the function of assessing learners note books as a way of supervision which could be a course of poor learning outcomes in lower grades in Kisumu East Sub-county.

One Grade three learner reported the following during focus group discussion;

The head teacher has never come to our class to check our exercise Books, it is our teacher who usually marks our books and checks those who did not finish work given. (FGD, 6)

In agreement with focus group discussion 6 during classroom observation Grade three English teacher noted that:

Grade three learners are regularly given work in their exercise books and subject teachers' marks and checks whether or not work is done. (GRADE, 3TR 5)

The findings from a participant of FGD 6 and Grade three English teacher 5 were in agreement with Pashler, McDonald & Bjork (2009) in California San Diego study on *learning styles: concepts and evidence*, which indicated that the process of marking assignments is the duty of the subject teachers. It also concurs with Wambui (2015) study which noted that 53.4% of the head teachers never check students' note books whether assignments are done or marked.

During the focus group discussion, responding to enquiries on whether the head teachers checked their exercise books and what specific information is checked. One grade three learner observed that:

Sometimes the deputy head teacher usually comes to our class before class teacher comes in the morning and collects a few exercise books for different subject but we are not sure what he does with them and they are returned before the lessons starts. (FGD, 1)

The finding from a participant of FGD 1 was contrary to the findings of Opicha (2016) study in Khwisero which indicated that 89.9% of the head teachers checked learners lesson notes.

Further interviews carried out with the deputy head teachers also established that, the head teachers did not check the pupils' exercise books. One Deputy Head teacher noted:

In our school it is my responsibility to oversee what happens in the lower grade which includes checking of their exercise books. And our lower grade performance is good. The class teacher is answerable to the deputy head teacher who is in charge of curriculum. (D/HT, 5)

During classroom observation one Grade three Mathematics teacher revealed that in their school the administration took initiative to check learner's exercise books. The teacher noted that:

There was improved performance in the school even at Kenya Certificate Primary Education (KCPE) level. (GRADE, 3TR 9)

Interviews further indicated that in most schools the focus is in grade eight because it is an examination grade and exercise books are checked to ensure syllabus coverage. One of the Deputy Head teachers said:

The head teacher in my school checks grade eight exercise books on a monthly basis to ensure assignments are given, marked and corrections done. (D/HT, 12)

The findings from D/HT 5, D/HT 12 and Grade three Mathematics teacher 9 concurred with the findings of Alimi (2012) whose findings indicated that there is significant impact on checking pupils' notes on academic performance in English language. Contrarily Leithwood & Janzi (2010) had a different view that checking of students' notes did not produce a direct effect on students' performance. They argued that checking of students' record of work is a mediating influence on teachers and did not directly impact on performance of students.

Similarly Waititu and Orado (2009) observed that inspection of lesson notes is important because they assist teachers to receive feedback from the students hence they are able to give more guidance to students on lesson activities and make appropriate adjustments in the conduct of the lesson. Pashler, McDonald & Bjork (2009) in California, San Diego concluded that constant process of evaluation by way of always reviewing the development of the learners can only be assured in the event of verifying that the pupils are carrying out the exercise at hand by way of reviewing their note books.

Coaching and mentoring was indicated by 63% of the head teachers and 35.9% of the teachers. The findings of the current study are inconsistent with those of Behlol (2011) in Pakistan whose study concluded that the head teachers did not believe in the concept of supervision as a process of counseling, sharing and supporting teachers to improve their performance in classroom and giving feedback. In addition, Pearson (2009) cited that when supervising in the educational realm, supervisors should seek to help those being supervised realize their possibilities and usefulness.

From interviews with the deputy head teachers, the study revealed that head teachers were responsible for coaching and mentoring teachers in the staff to promote greater self-awareness and foster more informed decision making, so that the participants can each learn something. One D/HT respondent noted that:

In our school when a new teacher reports they are delegated subjects and given responsibilities depending on area of interest then they are introduced to the staff and then pupils respectively. (D/HT, 6)

The finding from D/HT 6 was similar to Makori (2014) study in Kisii and Nyamira Counties which found that 40% of the newly posted P1 teachers received induction when they joined public primary schools. For those who received, they indicated that induction was short and limited. In agreement Alemayehu (2008) study in Addis Ababa cited lack of adequate support for the newly deployed teachers. This was demonstrated by infrequent support for the newly deployed teachers on infrequent use of classroom visits, peer coaching by instructional supervisors on administration matters rather than academic issues and lack of mutual trust between supervisors and teachers.

Further interviews with the deputy head teachers revealed that some of the head teachers were not taking an active role in coaching and mentoring. Majority of the head teachers neither mentored nor coached teachers as required by the Ministry of Education. One D/HT respondent argued:

Since I joined this staff I have never witnessed a teacher being mentored during supervision, what happens is that sometimes feedback is given and other times it is not there. (D/HT, 4)

The findings from D/HT 4 was inconsistent to Feger, Woleck and Hickman (2004) whose study established that effective coaching encourages collaborative reflective practice; embedded professional learning which promotes positive cultural change and implementation of learning reciprocal accountability. It also supports collective interconnected leadership across a school and a sound pedagogical practice that enables them to discuss instructional practices and models for explicit teaching and learning as cited by Department of Education Early Childhood Development DEECD (2006).

3.1 Head teachers check of professional documents from teachers.

Head teachers and teachers were asked to indicate how often the head teachers checked professional documents from the teachers; weekly, monthly or once a term. The responses are shown below in Table 4

Table 4: Head teachers Check of professional documents from the teachers as indicated by head teachers (n = 15) and teachers (n = 167)

Records	Respondents	Weekly		Monthly		Once a term	
		F	%	F	%	F	%
schemes of work	Head teachers	0	0.0	10	21.7	36	78.2
	Teachers	0	0.0	30	17.9	137	82.0
lesson notes	Head teacher	10	21.7	30	65.2	6	13.0
	Teacher	43	25.7	110	65.8	14	8.3
Lesson plans	Head teacher	8	17.3	28	60.8	10	21.7
	Teacher	37	22.1	102	61.0	28	16.7
Lesson attendance register	Head teacher	46	100	0	0.0	0	0.0
	Teacher	167	100	0	0.0	0	0.0

From Table 4 the main ways by which the head teachers checked professional documents from teachers were: checking schemes of work as cited by 21.7% head teachers on monthly basis and 78.2% once a term as cited by teachers 17.9% monthly and 82% once a term. Lesson notes was indicated by head teachers as 21.7% weekly, 65.2% monthly and 13% once a term; while teachers 25.7% weekly, 65.8% monthly and 8.3% once a term. Lesson plan was cited by the head teachers as 17.3% weekly, 60.8% monthly and 21.7% once a term; teachers 22.1% weekly, 61% monthly and 16.7% once a term. Majority of head teachers and teachers were in agreement that lesson attendance register was checked on weekly basis 100%. The above findings show that public primary schools have a regular supervisory schedule but the frequency at which supervision was done in Kisumu East Sub-County by the head teachers was not consistent to ascertain teachers'

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preparedness for the lesson. Afolabi and Loto (2008) study reaffirmed that the aim of checking the professional records is to assess the teachers' level of preparedness and efforts in gathering information relevant to the lesson.

Similarly Ayeni (2012) in Nigeria contended that instructional supervision roles performed by supervisors include: monitoring of teachers' attendance during lessons, checking and ensuring adequacy of schemes of work and record of work. The current study concurs with Fischer (2011) whose finding showed that record keeping is an important component in the learning of school, where teachers are required to make and retain records such as schemes of work, lesson plan, records of work, mark book, progress record book and attendant register.

From the current study 21.7% of head teachers cited that schemes of work were checked on monthly basis while 78.2% reported that they were checked once a term. On the other hand 17.9% and 82% teachers revealed that the schemes of work were checked monthly and once per term respectively. These present findings were similar to that of Opicha (2016) in Khwisero which revealed that 62.6% of the teachers indicated schemes of work were checked very often while 34.3% reported they were checked rarely. Among the head teachers themselves, it was established that 66.6% checked schemes of work very often as opposed to those who cited never or rarely at 16.7%.

During the interviews with deputy head teachers the study established that head teachers are responsible for checking of professional documents in school. One of the deputy head teachers pointed out that:

The aim of checking the professional document is to assess the teachers' level of preparedness in content delivery and improve the performance. Teachers are expected to prepare documents before going to class.

(D/HT, 11)

During Classroom observation the researcher used a checklist tool to ascertain whether the teachers had professional documents and their usage during the lesson. One of the Grade three English teachers reported that:

The professional documents they use included, schemes of work, lesson plan and lesson notes; attendance register and record of work. Majority of the teachers had them; though not regularly used or prepared. (GRADE, 3TR 7)

The findings from D/HT 11 and Grade three English teacher 7 concurs with Otunga, Odero and Barasa (2011) as cited in handbook for curriculum and instruction in Kenya, which noted that instructional documents are important tools of instruction because they help the teachers to effectively and appropriately plan for and carry instruction. Professional documents include the syllabus, scheme of work, lesson plan, record of work covered and student progress record.

From the interviews with the deputy head teachers, the study revealed that it is important for the head teacher to check schemes of work, since it is an important tool that has guidelines that defines the structure and content of a course. From the scheme of work the teacher develops the lesson plans and records of work. One of the deputy head teachers commented that:

Scheme of work states out clearly how resources such as time, books and learning resources will be utilized by the teachers. (D/HT, 9)

Another deputy head teacher noted that their head teacher was constantly reminding the teachers during staff briefs to submit their professional documents for certification and advising teachers on how to make good professional records. One of the Deputy Head teachers reported:

I have worked in two schools as a deputy and this is my third station, but schemes of work are only checked once at the beginning of each term for certification. (D/HT, 13)

Similarly another deputy head teacher interviewed concurred with Deputy Head teacher 9 and explained why schemes of work are checked once at the beginning of the term:

It is from the scheme of work that the teachers develop the lesson plans and record of work in order to optimize the classroom resources for teaching needs, so it has to come first and should be certified at the beginning of the term before the teacher prepares lesson plans. (D/HT, 15)

Findings from document analysis from the head teachers' office and the records from Grade three Mathematics teacher 12 revealed that schemes of work are checked once a term. During Classroom observation the researcher noted that there were no teaching and learning resources displayed on the wall or interest corner within the class to arouse learners' interest; perhaps this is an indication that supervision was not being done regularly.

The above findings from D/HT 9, D/HT 13, D/HT 15, Document analysis and Grade 3 Mathematics teacher 12 were in line with Mburu (2017) in Muranga Sub-county whose findings indicated that the head teachers only check on schemes of work once a term at the beginning of the term. This finding concurred with O'Lempira (2014) observation in Loitokitok. The results revealed that 95% of head teachers checked teachers' professional records termly, which is not frequent to help learners improve learners' academic performance. In contrast Muriithi (2014) study concluded that supervision by the head teachers was good and it was done daily.

When asked why head teachers did not check and approve schemes of work frequently despite the regular supervisory schedule of weekly, monthly and once a term, another Deputy Head teacher had this to say;

The head teachers have a lot of other responsibilities such as co-ordination of school programs, making it very difficult to fulfill that requirement of regularly checking records of work. Apart from that they also have lessons to teach, so they have very little time to frequently check the Schemes of work. (D/HT, 1)

*The head teachers have a lot of other responsibilities such as
Co-ordination of the running of the school, making it very difficult*

This finding from D/HT 1 was in agreement with Mburu (2017) findings which indicated that head teachers did not regularly check schemes of work; they usually delegated the work to the deputy or senior teacher giving the reason of their busy schedule.

It emerged on the frequency of checking of lesson notes that, 21.7% of head teachers indicated that it was done weekly, 65.2% of them reported that it was done monthly and 13% once a term. On the part of teachers 25.7% revealed that lesson notes were checked weekly, 65.8% said it was done monthly while 8.3% once a term. From the current study 17.3% of head teachers cited that lesson plans were checked on weekly basis while 60.8% reported that they were checked monthly and 21.7% once per term. On the hand 22.1% teachers revealed that lesson plans were checked weekly, 61% monthly and 16.7% once per term. It implies that the lesson notes were not sufficiently checked, these findings contrasts with Amina (2015) who, revealed that 86% ensured teachers taught according to the syllabus and that 91.9% vetted the teachers lesson notes regularly which is inclusive of learners exercise books to find out teachers output.

Majority of the deputy head teachers interviewed indicated that head teachers instructional supervisory practices included monitoring teachers' work by checking their lesson notes and lesson plans. One D/HT noted that:

In our school, the head teacher do not frequently check the lesson notes and lesson plans the work is delegated to the deputy head teacher, to ensure that there is syllabus coverage as pertaining what is spelt in the scheme of work. (D/HT, 14)

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The findings from D/HT 14 is inconsistent with the findings of Ngipuo (2015) which indicated that majority of teachers 56.4% revealed that head teachers evaluated teachers lesson plan while 3.1% considered that head teachers check on lesson notes. This was supported by Kariuki (2013) study which indicated that only 36% of head teachers check teachers' professional records.

Most of the deputy head teachers when asked how often the lesson plans and notes should be checked in their schools, some stated that ideally the documents should be checked on weekly basis and not monthly or once a term. Response from one D/HT was:

We are fifteen teachers in the staff but you will find that only three have presented their lessons plans and notes which are supposed to be certified on weekly basis and majority of teachers do not prepare or have them. (D/HT, 8)

Our head teacher only checked these documents on monthly basis or when need arises in order to have a comprehensive report. (D/HT, 15)

In addition, another deputy head teacher had this to say:

From the interviews with the deputy head teachers the study also revealed that majority of teachers prepare scheme of work, but when it comes to daily lesson planning and lesson notes the head teacher has to keep on reminding the teachers every now and then.

One D/ HT even commented:

When the teachers are given information that external supervision is on, you will see them making good lesson plans and lesson notes even for the lessons that had been taught before. After that supervision is done that is the end of lesson planning, some would just go to class with text books. (D/HT, 1)

Further Classroom observation by the researcher revealed that majority of the teachers never plan the lessons regularly or prepare lesson notes on time, these could be seen from their previous records in their others books. Grade three mathematics teacher noted that:

Most teachers only plan when there is an external supervisor, they do not plan after supervision. (GRADE 3, TR 4)

The finding from D/HT 15, D/HT 8, D/HT 1 and Grade 3 Mathematics teacher 4 concurred with the findings of Kiamba (2011) which revealed that most teachers prepare professional records in haste on the verge of external supervision, that they hardly refer to soon after the visit. This was corroborated by the findings of Mwinyipembe and Orodho (2014) which also asserted that teachers plan good records just to show the head teachers, yet they teach using textbooks, using prefects to write notes on the chalkboard and even send work to be done by pupils while they are either in or out of school running their personal errands.

In contrast to D/HT 15, D/HT 8 and D/HT 1, Grade three English teacher 12 noted that in some schools where the results were good, lesson plan and lesson notes were checked on weekly basis.

*For in instance in a particular school the lesson plan and lesson notes were checked every morning before a teacher attends the lesson.
(GRADE 3, TR 12)*

The finding from Grade three English teacher 12 concurs with the survey of Reche, Bundi, Riungu and Mbungua (2012) which revealed that head teachers in high performing schools checked lesson books, schemes of work, record of work

covered, attendance records and clock in and out books more frequently than those in average and low performing schools. These findings were supported by Opicha (2016) study which indicated that most head teachers 75% checked lesson plans and notes, 89.9% on weekly basis as opposed to 25% that cited they checked the professional records on monthly basis. Afolabi & Loto (2008) in Nigeria concluded that supervision of lesson plan should be based on the clarity and appropriateness of the learners' behavioral objectives, selection of appropriate teaching and learning resources, selection of appropriate evaluation techniques to determine achievement of objectives and the adequacy and relevance of lesson notes.

Lesson attendance register was indicated by 100% head teachers and teachers. This present finding is in agreement with Amina (2015) study which revealed that 96.2% head teachers kept attendance registers for their teachers in their schools, 95.7% head teachers ensured regular attendance of teachers, 93% head teacher's ensured teachers were punctual to class. This concurred with the Teachers' Service Commission (TSC) (2016) policy on checklist tool that monitors class attendance on every day basis.

From the interviews with the deputy head teachers, lesson attendance register was used to check on the attendance of teachers to grade three and ensuring that lessons are attended, hence minimizing absenteeism and missing of lessons. During interviews with D/HT one mentioned that:

Teachers' lesson attendance register tool is used to monitor attendance to lessons in each class from Monday to Friday, at the end of the week it is handed over to the head teacher who counter check and signs. (D/HT, 10)

A participant in Focus group discussion had this to say concerning how often the head teachers check teachers' attendance register in agreement with D/HT 10:

Every Monday the prefects are given teacher lesson attendance register tool in each class to mark, whether teachers attend their lesson and at what time, then every Friday they submit it back to the head teachers office. (FGD, GP 9)

From interviews carried out across schools with the deputy head teachers it was revealed that the teachers feared the attendance register tool because it indicated the number of contact hours lost so teachers tried to avoid absenteeism. This tool when checked strictly on weekly basis it leads to completion of syllabus coverage and minimal absenteeism hence improving teacher pupil contact in class thus enhancing academic achievement in lower grades. One of the deputy head teachers said;

When teachers absents self they must recover lessons not taught, then sign a lesson recovery form, because this goes hand in hand with the Teacher performance and appraisal development (TPAD). (D/HT, 3)

Document analysis from the head teachers office indicated that the lesson attendance register was present, regularly used and well updated by the class prefect who later submitted it to the head teacher to certify at the end of the week.

According to some Grade 3 teachers head teachers checked lesson attendance registers on a weekly basis .During classroom observation one of the Grade three Mathematics teacher reported that:

Lesson attendance registers are checked regularly and teachers usually recovered lessons not taught. (GRADE, 3TR 10)

The finding from D/HT 10, D/HT 3, a participant of FGD 9, Document analysis and Grade three mathematics teacher 10 revealed that teachers in Kisumu East Sub-County are committed to proper use of Instructional time. This finding is supported by the TSC Act (2016) policy on head teachers checking lesson punctuality and supervising the teachers on

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curriculum delivery with the use of Teacher Lesson Attendance Register Annex 1. In addition Too, Kimutai and Kosgei (2012) is in conformity that there is a positive relationship between the teachers' inspection of record of work, lesson attendance and teachers on duty giving report at the end of the week and student academic achievement.

4. CONCLUSION

Based on findings discussed in the previous chapter, the study concluded that: Learners exercise books in the lower grade needed to be checked since it's a foundation grade, to ascertain whether they do assignment given and it is marked by teachers. More follow up should be done to ensure that head teachers conduct classroom observation in lower grades to monitor teachers work and implementation of curriculum. There is need for feedback to be given effectively to benefit individual teachers and teachers should change their attitude towards supervision. Head teachers should play an active role in coaching and mentoring, in order to improve competency in instructional delivery and improve academic achievement in lower grades.

5. RECOMMENDATIONS OF THE STUDY

The following recommendations were made to improve current practice:

There is need for MOEST to organize training courses for the head teachers to acquire the right skills in supervision.

Suggestions for Further Research

The study suggests that further research be conducted in the following areas which this study did not cover:

Challenges and strategies for head teachers' instructional supervision practices in enhancing academic achievement in private primary schools in Kisumu East Sub-county.

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