



Influence of Headteachers' Supervision of Teachers on Academic Performance in Public Primary Schools in Moyale Sub-County, Marsabit County, Kenya

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Abstract: *Headteachers' supervision of teachers is crucial in improving academic performance in schools. However, in public primary schools in Moyale Sub-county, academic performance has been low. Thus, this study sought to examine the influence of headteachers' supervision of teachers on academic performance in public primary schools. The study was guided by systems theory and academic achievement theory. The study applied mixed methodology and thus adopted concurrent triangulation research design. Target population comprised 38 headteachers, 347 teachers and 2 Sub-county Directors of Education (SCDEs), which totaled 387 respondents from which a sample of 198 respondents was determined using the Yamane's Formula. This comprised 10 headteachers, 186 teachers and 2 SCDEs. Questionnaires were used to collect quantitative data from teachers whereas interviews were used to gather qualitative data from headteachers and SCDEs. Data analysis began by identifying common themes. Qualitative data were analyzed thematically based on the objectives and presented in narrative form. Quantitative data were analyzed using descriptive statistics such as frequencies and percentages and inferentially using Pearson's Product Moment Correlation Analysis using Statistical Package for Social Sciences (SPSS Version 25) and presented using tables. The study found that academic performance has been on the decline, which has prompted headteachers to adopt a multiplicity of teacher supervision practices. However, the study found that many headteachers are not actively involved in supervising teachers, which has contributed to a noticeable drop in academic performance. Hence, the Ministry of Education should provide adequate administrative workload for headteachers to enable them to undertake instructional supervision.*

Keywords: *Public, Primary schools, Supervision of teachers, Academic performance, Headteachers*

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1. Introduction

Education constructively impacts on pupils' minds, character traits and physical ability. According to the United Nations Educational, Scientific and Cultural Organization (2024), education is viewed as the process through which every society intentionally imparts knowledge, skills and values from generation to generation. This has increased demand for primary education. To meet this demand, headteachers'

supervision activities are paramount. According to Rasinki, Homan and Biggs (2022), headteachers' supervision of teachers entail a set of activities or approaches undertaken by school heads to assess how teachers undertake their pedagogical activities. In the United States, headteachers are seen as key players in influencing classroom instruction through various leadership activities. In the words of Leithwood, Harris and Hopkins (2020), headteachers' involvement in curriculum development, teacher support, and school

culture significantly impacts the teaching and learning environment. Leithwood et al (2020) further emphasize that effective headteachers are instructional leaders who actively engage in teacher professional development, facilitate the use of data to inform instructional decisions, and create a positive school climate conducive to learning. They argue that when headteachers take a hands-on approach in guiding teachers, classroom instruction becomes more aligned with educational standards and learner needs.

Headteachers in the USA are also instrumental in setting expectations for teaching practices and fostering collaboration among educators. According to Hallinger and Heck (2021), headteachers who actively engage with teachers through regular classroom observations, feedback sessions, and collaborative planning contribute to improved teaching quality. Their research suggests that these activities lead to higher levels of instructional effectiveness, as teachers are provided with the tools, support, and accountability necessary for success in the classroom. Similarly, in Germany, headteachers are viewed as instructional leaders with significant influence on classroom instruction. However, the German education system differs in that headteachers are often more focused on administrative duties compared to their American counterparts. Despite this, a survey undertaken by Sahlberg (2023) revealed that the activities of German headteachers, such as promoting professional development, fostering teacher autonomy, and supporting a culture of innovation, contribute to the quality of teaching. Sahlberg (2023) further highlighted the importance of headteachers in promoting a shared vision of educational excellence, which is crucial for creating a collaborative and high-performance school environment.

One of the key areas where German headteachers impact classroom instruction is through fostering teacher autonomy. Research carried out by Kirschenbaum and Johnson (2021) found that German headteachers provide teachers with the freedom to implement their instructional strategies, while also offering professional development opportunities to enhance teaching practices. This balance of autonomy and support helps teachers adapt to the diverse needs of learners, improving the overall quality of instruction. Moreover, headteachers in Germany are often involved in setting educational goals and monitoring progress through regular assessments. As Müller (2020) explains, headteachers who are engaged in data-driven decision-making are better equipped to identify areas for improvement in classroom instruction and provide the necessary resources to support instructional strategies. By fostering a culture of continuous improvement, German headteachers contribute to an environment where teachers are empowered to refine their teaching methods and achieve better learner outcomes. However, the extent to which teacher supervision practices adopted by school heads influence the academic performance of

pupils in public primary schools is yet to be fully explored. According to Reusen (2023), academic performance entails the achievement of pupils in internal and national examinations.

In Yemeni, Agran (2023) posits that any learner in primary school who scores a mean grade of 75% and above is considered to manifest excellent academic performance. Despite these postulations, many pupils still register low grades in their internal and national examinations. For example, in Austria, a report by Cotton (2021) shows that academic performance of learners in national examinations stands at 56.9% against an expectation of 85.0% in 2022. Cotton (2021) indicates that many Austrian primary schools sometimes register performance as low as 37.9%. This is the same scenario in Haiti where Gedro, Hartman and Suárez (2021) posit that academic performance in many primary schools range between 24.8% to 44.8%. In Chile, Contreras and Gallardo (2022) indicate that academic performance of learners in internal, joint and national examinations is still low at 36.1% despite a myriad of mitigations introduced by school management. According to Deborah (2021), school heads who have adopted sound teacher supervision practices, have seen their schools witness improved academic performance in internal and national examinations. For example, in the Netherlands, Taylor and Francis (2024) assert that, with increased number of trained teachers and adequate and relevant curriculum support materials, schools were able to improve learners' academic performance with a record 11.3%. This points to the fact that, to ensure that learners perform well in their tests, strategies and practices which headteachers adopt to supervise teaching activities cannot be wished away.

In many countries in Sub-Saharan Africa, there is recognition that teacher supervision practices are key to the improvement of pupils' academic grades. To corroborate these assertions, Lasker, Weiss and Miller (2023) posit that, in KwaZulu Natal Province in South Africa, in schools where headteachers undertake effective supervision of teachers, realize such sustained socio-economic development through quality of learners churned out from learning institutions. In Kenya, performance of learners in primary schools is pegged on how effective school heads offer instructional supervision leadership (Musungu & Nasongo, 2020). According to Hassan (2023), administrative efficiency and performance of a school is appraised against the performance of the person who leads it. In other words, such performance comes because of the efficient role of the headteacher, as a manager, using varied teacher supervision strategies. It is in line with this that despite schools being endowed with various physical and natural resources, some schools still record very low academic grades in national examinations.

In Moyale Sub-county, despite the fact that teacher supervision practices are regarded as key to the academic

success of pupils in public primary schools, many pupils in public primary schools still register low academic grades in KCPE (Hirbo, 2024). For example, a report by the Ministry of Education (2024) shows that pupils in public primary schools in Moyale Sub-county registered 12.1% in 2019, 11.2% in 2020, 10.8% in 2021, 9.3% in 2022 and 7.9% in 2023. This was against a national aggregate which stood at 56.9% in 2019, 60.3% in 2020, 59.9% in 2021, 61.7% in 2022 and 69.3% in 2023. Despite these statistics, many empirical studies had not interrogated the extent to which teacher supervision practices adopted by headteachers influenced academic performance in public primary schools, hence the study.

1.1 Research Objectives

The study sought to address the following objectives:

1. To assess the status of academic performance in public primary schools in Moyale Sub-county.
2. To examine the influence of headteachers' supervision of teachers on academic performance in public primary schools in Moyale Sub-county.

2. Literature Review

Teacher supervision is a series of activities and actions which school managers undertake to ensure that curriculum aims are realized. In the words of Grolnick and Slowiaczek (2022), since teachers deal with complex problems, they should be evaluated as professionals which means that their standards should be developed by their peers and their supervision should focus on the degree to which they solve professional problems competently. School heads are advised to devote significant time in the classrooms observing teaching and learning (DiPaola & Hoy, 2022). Scholars perceive classroom observations as a valuable tool which is employed to understand classroom realities and achieve high standards of effective teaching methodologies. The supervision process usually involves assessing methods of teaching teachers use, how they assess learners and grading of the learners. Buller (2020) suggested that the emphasis of primary school teachers' supervision should be on their teaching and not on them as individuals and take into consideration the involvement and responsiveness of others involved in the curriculum implementation process. This implies that the supervision of teachers is an important aspect of academic performance and aims at regular and continuous monitoring of activities to ensure that the competency-based curriculum goals and objectives are met.

Murphy (2020) conducted a study in Austria which highlighted various aspects of classroom observation. For instance, it offers an opportunity for supervisors to assess teachers' styles, their classroom management skills and various aspects of teaching that are hard to

obtain through other forms of evaluation (Murphy, 2020). Moreover, it allows teachers to receive constructive feedback on their teaching techniques and methods in a bid to improve them further. In other words, it is one of the most common ways of reflecting on pedagogical practices which can help teachers evaluate their strengths and weaknesses. These findings point to the fact that regular classroom observations create room for headteachers to view directly the activities taking place in classrooms, putting them in an improved position to assess teaching, give help to teachers, and inspire the teaching climate of their training institutions.

In a study carried out in a sample of teacher training schools in Venezuela, Frase and Posten (2020) noted that one way to help teachers improve instruction is through clinical supervision. This was consistent with the assertions of Glickman (2021) who, in his model of clinical supervision, presented a cyclical sequence of events which should ideally be implemented at least twice a year. The sequence included teacher pre-conferencing followed by classroom observation which involves making use of physical indicators, visual indicators and interpersonal or directive analysis. Glickman (2021) further opines that the last stage in clinical supervision which is post-conferencing is aimed at discussing results and remedial action and a critique by both the supervisor and the supervisee. Every administration needs an inbuilt supervisory system to provide the cohesion and direction necessary to achieve the purpose of the organization. This indicates that, by observing teachers in the classroom, it is possible to measure the impact of training programs and other interventions on teachers and, in turn, on pupil learning.

According to Zepeda (2022), teacher supervision helps headteachers to benchmark the performance of primary schools in important areas such as teachers' use of instructional time and educational materials, pupil engagement, and use of best-practice teaching techniques. In a study carried out in the Netherlands, Hoerr (2023) established that prudent management of classroom observation can enable headteachers to provide formative feedback for individual teachers. Hoerr (2023) further revealed that, for school systems moving toward performance-based promotion and compensation, teacher supervision is an essential element of a comprehensive evaluation of the performance of individual teachers.

However, to generate useful data, classroom observations must use a standardized method and be carried out by trained observers such as headteachers. In India, Margo (2021) posits that the effectiveness of headteachers' classroom observation depends largely on the extent to which headteachers plan and design instructional objectives to be assessed and issue feedback. Goker (2021) also asserts that this diminishes the specificity of the feedback that teachers receive about how well their instruction is aligned with schools- and

career-ready standards in their content area. In other words, classroom observations become ineffective when headteachers lack the time and skill to conduct rigorous observations and deliver high-quality feedback to all of their teachers. In many countries in Sub-Saharan Africa, effective teacher supervision through classroom observation by headteachers has been recognized as the best way of improving instruction among teachers, which in turn leads to successful completion rates among learners in primary schools. A study carried out in Nigeria by Omiko (2023) established that headteachers' classroom observation as essential to an effective instructional improvement programme. Omiko (2023) revealed that school headteachers, who are genuinely interested in helping their teachers change basic teaching techniques to improve pupil achievement and completion rates, place greater emphasis on the classroom observation component.

In Kenya, instructional supervision of teachers constitutes one of the major responsibilities of the school headteachers while conducting instructional supervision. According to Kimeu (2021), headteachers of primary schools ought to visit the classroom more frequently to inspire the viewing of teachers and then plan for post-observation conferences where matters of supervision are discussed. In a study carried out in primary schools in Matungulu Sub-county, Mutua (2020) found that regular physical observation of lesson presentation is the only way a school headteacher can gain insight into the quality of teaching and learning in the training institution. This indicates that instructional supervision can only be able to assess the teachers' potential for excellence by watching them conduct a lesson which he or she has prepared. This enables headteachers to identify gaps and plan for appropriate ways to fill them, for instance, by servicing the teacher and providing adequate teaching and learning resources.

In a study carried out in Moyale Sub-county, Kariuki (2021) established that instructional supervision of teachers is regarded as a continuous monitoring of pedagogical activities to ensure the quality of primary school education. This leads to the holistic development of children, motivates, enriches and promotes personal as well as professional growth of all those involved. According to Kariuki (2021), supervision is important because it helps to ensure that pupils' needs are met, enables efficient academic performance, checks whether the objectives of the programmes have been achieved, promotes maintenance of basic standards, identifies problems and constraints and identifies strengths and achievements. However, much still needs to be done since Kariuki (2021) as well as other reviewed studies had not interrogated how specific teacher supervision activities undertaken by headteachers influence the academic performance in public primary schools.

2.1 Theoretical Framework

The study was guided by the instructional supervision theory whose proponent was Madeline Hunter in the year 2010, who introduced the concept of clinical supervision, a process in which school leaders closely observe and evaluate the teaching methods used in classrooms. This model stresses that effective supervision should focus on ongoing, constructive feedback rather than merely assessing teachers' performance through high-stakes evaluations. This theory holds that instructional supervision is not solely about monitoring teachers but providing them with opportunities for growth. Headteachers are encouraged to engage in collaborative feedback sessions, fostering a culture where teachers feel supported and motivated to improve.

Effective supervision is directly tied to enhancing the learning experience of students. By observing teaching methods and providing guidance, headteachers aim to positively influence academic outcomes. Instructional supervision relies on using data to guide decisions. For example, headteachers might use assessments, student performance data, and classroom observations to identify areas of improvement and guide teachers accordingly. This theory further holds that a crucial element of instructional supervision is the continuous cycle of reflection and feedback. Headteachers work with teachers through constructive conversations that help reflect on practices, identify areas for improvement, and establish goals for future growth. In the context of this study, this theory is relevant since, in schools, headteachers can apply instructional supervision theory to enhance both teacher performance and student academic achievement. For instance, through regular classroom observations, headteachers can identify strengths and weaknesses in instructional practices. By providing actionable feedback, they can help teachers refine their methods and introduce new strategies to improve student engagement and comprehension. By creating a supportive environment for teachers, headteachers can foster continuous growth and lead their schools toward greater educational success.

The study was also guided by Walberg's academic achievement theory. This theory posits that learners' psychological traits coupled with their immediate learning environments influence educational outcomes. Walberg (2012) proposed nine main aspects which impact learners' educational outcomes. These include learners' ability or prior achievement, motivation, age or developmental level, a quantity of instruction, quality of instruction, classroom climate, parental involvement, home environment, peer group, and exposure to mass media outside of school. Walberg (2012) shows that psychosocial characteristics of classroom learning environments demonstrate incremental validity in predicting learner achievement. These traits are useful in curriculum evaluation studies and can provide teachers with useful information to arrange more optimally

functioning classrooms. In this study, to increase educational productivity and efficiency, educational process goals, as well as achievement goals, must be considered. Thus, the relevance of this theory is that educational process goals are interpreted to include learner perceptions of the social environment, creativity, self-concept, participation in extra-curricular activities, and interest in the subject matter. In other words, ignoring these perceptions and experiences in favor of traditional goals measured by test scores would decrease motivation and ultimately lower educational achievement.

3. Methodology

The study applied mixed methodology and thus adopted concurrent triangulation research design. Target population comprised 38 headteachers, 347 teachers and 2 Sub-county Directors of Education (SCDEs), which totaled 387 respondents from which a sample of 198 respondents was determined using the Yamane’s Formula. Stratified sampling was applied to create 2 strata based on the number of zones in Moyale Sub-county. From each zone, 5 headteachers were sampled using purposive sampling. All the SCDEs were also considered for the study. However, from each zone, simple random sampling was applied to select 93 teachers. This procedure realized a sample size of 10 headteachers, 186 teachers and 2 SCDEs. Questionnaires were used to collect quantitative data from teachers whereas interviews were used to gather qualitative data from headteachers and SCDEs. Qualitative data were analyzed thematically based on the objectives and presented in narrative form. Quantitative data were analyzed using descriptive statistics such as frequencies

and percentages and inferentially using Pearson’s Product Moment Correlation Analysis using Statistical Package for Social Sciences (SPSS Version 25) and presented using tables. In this study, an ethical clearance certificate was obtained from Mount Kenya Ethical Review Committee (MKU ERC) before embarking on data collection processes. The researcher undertook to keep private any information given by the respondents that touched on their personal life. The researcher assured the respondents that no private information would be divulged to a third party. The nature and the purpose of the research was explained to the respondents by the researcher. The researcher explained to the respondents the procedure that would be followed during the data collection so that they could participate willingly. The raw data collected were filed for easy reference. Once the data were analyzed, computer printouts were filed while soft copies were stored in storage devices such as CDs and flash discs.

4. Results and Discussion

In this section, findings of the study as per the objectives are outlined besides highlighting presentation of findings as well as discussions.

4.1 Response Rates

In this study, 186 questionnaires were administered to teachers, and in return, 183 questionnaires were filled and returned. In the same token, the researcher interviewed 8 headteachers and 2 Sub-county Directors of Education (TSC & MoE). This yielded response rates shown in Table 1:

Table 1: Response Rates

Respondents	Sampled Respondents	Those Who Participated	Achieved Return Rate (%)
Headteachers	10	8	80.0
Teachers	186	183	98.4
Sub-county Directors of Education	2	2	100.0
Total	198	193	96.2

Source: Field Data (2025)

Table 1 shows that headteachers registered a response rate of 80.0% whereas teachers registered 97.2%. However, all (100.0%) of the Sub-county Directors of Education (TSC & MoE) took part in the study. This yielded an average response rate of 96.2%, which is consistent with the assertions of Creswell (2018) that a response rate above 75.0% is adequate. This information was important since it allowed the researcher to generalize the study outcomes to the target population.

4.2 Status of Academic Performance in Public Primary Schools

The study sought to assess the status of academic performance in public primary schools in Moyale Sub-county. This was measured by analyzing the KCPE results for the last five years (2020-2024). Results are shown Table 2:

Table 2: KCPE Performance in Public Primary Schools in Moyale Sub-county (Mean scores) between 2020 and 2024

KCPE Results in Mean Score (Marks)	Years of Examination				
	2020 %	2021 %	2022 %	2023 %	2024 %
100-150 marks (Poor)	40.2	43.5	44.2	47.3	48.9
151-200 marks (Below Average)	36.9	35.1	34.9	33.5	32.5
201-300 marks (Fair)	15.4	15.1	14.8	13.7	13.4
301-350 marks (Good)	5.3	4.4	4.3	3.8	3.6
351-400 marks (Excellent)	2.2	1.9	1.8	1.7	1.6

Source: Field Data (2025)

Table 2 shows that academic performance of learners in KCPE has been on a downward trend for the last five years. These findings corroborate the findings of a report by MoE (2024) that the performance of learners in Moyale Sub-county in KCPE has been on a downward trend. These findings affirm the fact that low academic performance in many public primary schools has become a common phenomenon.

4.3 Teacher Supervision and Academic Performance in Public Primary Schools

The study sought to assess how the teacher supervision influences academic performance in public primary schools. Descriptive data were collected from teachers, organized and summarized into specific thoughts. Results are shown in Table 3:

Table 3: Teachers' Views on the Influence of Teacher Supervision on Academic Performance in Public Primary Schools

Test Items	Ratings				
	SA %	A %	U %	D %	SD %
Headteachers usually supervise the teaching methods teachers use to improve the pupils' academic performance in public primary schools	41.1	13.6	7.2	26.6	11.5
To ensure pupils' academic performance in public primary schools, headteachers frequently assesses whether teachers prepare professional documents	50.4	14.4	5.8	20.1	9.3
To improve pupils' performance in public primary schools, headteachers supervise teachers' class attendance	48.2	6.5	4.3	14.4	26.6
Headteachers assess how teachers relate with parents and colleagues to improve pupils' academic performance	63.3	12.9	7.2	13.7	2.9
Pupils' academic performance in public primary schools has not improved despite headteachers' supervision	50.4	10.8	3.6	33.1	2.1

Source: Field Data (2025)

Table 3 shows that 75(41.1%) of the teachers strongly agreed with the view that headteachers usually supervise the teaching methods teachers use to improve the pupils' academic performance in public primary schools while 25(13.6%) agreed, 13(7.2%) were undecided, 49(26.6%) disagreed whereas 21(11.5%) strongly disagreed. More than half, 92(50.4%), of the teachers strongly agreed with the view that, to ensure pupils' academic performance in public primary schools, headteachers frequently assess whether teachers prepare professional documents while 26(14.4%) agreed, 11(5.8%) were undecided, 37(20.1%) disagreed whereas 17(9.3%) strongly disagreed. The study found that 88(48.2%) of the teachers strongly agreed with the view that, to

improve pupils' performance in public primary schools, headteachers supervise teachers' class attendance while 12(6.5%) agreed, 8(4.3%) were undecided, 26(14.4%) disagreed whereas 49(26.6%) strongly disagreed. Majority, 116(63.3%), of the teachers strongly agreed with the view that headteachers assessed how teachers relate with parents and colleagues to improve pupils' academic performance whereas 24(12.9%) agreed, 13(7.2%) were undecided, 25(13.7%) disagreed whereas 5(2.9%) strongly disagreed. Most, 92(50.4%) of the teachers strongly agreed that pupils' academic performance in public primary schools has not improved despite headteachers' supervision whereas 20(10.8%) agreed, 7(3.6%) were undecided, 61(33.1%) disagreed

whereas 4(2.1%) strongly disagreed. These findings point to the fact that headteachers play a pivotal role in shaping the academic outcomes of learners in public primary schools. Through various supervisory tasks, they ensure that teaching methods are effective, teachers maintain professional standards, and pupils' academic performance is enhanced. While the supervision of teaching methods and staff is integral to improving academic performance, research indicates that there remain significant challenges in achieving sustainable improvement despite the efforts made by headteachers. One key area of headteacher involvement is the supervision of teaching methods. These findings corroborate the findings of research carried out by Pitsoe and Maila (2022) which revealed that headteachers regularly monitor the teaching strategies employed by teachers to ensure they align with the school's academic goals. This supervision allows headteachers to provide feedback and professional development opportunities for teachers, ensuring that the teaching methods used are effective and conducive to improving pupils' learning outcomes. In the words of Mubita (2020), teachers are often observed in the classroom to assess their instructional practices, which is believed to contribute positively to learner academic performance. These findings also support the assertions of Thornberry (2021) that another area in which headteachers intervene is the preparation of professional documents by teachers. These documents, such as lesson plans and assessment records, serve as critical indicators of the quality of instruction.

According to Thornberry (2021), headteachers are expected to assess whether teachers are adequately preparing and maintaining these documents, which in turn reflects their preparedness and professionalism. This implies that a review of teacher documentation allows headteachers to ensure that curriculum standards are being met and that teaching methods are consistent with the established educational framework. These findings also support the assertions of Mubita (2020) that headteachers also supervise teachers' attendance as a

strategy to promote consistency in teaching and improve pupil outcomes. Mubita (2020) further notes that teachers' punctuality and regularity in attending school are viewed as vital factors that influence learner performance. Headteachers monitor attendance records and intervene when necessary to address absenteeism or lateness. The consistency of teachers' presence in the classroom is linked to a stable learning environment that is crucial for academic success. The study also noted that the relationship between teachers, parents, and colleagues is another area of focus for headteachers.

This is consistent with the findings of research conducted by Pitsoe and Maila (2022), which established that headteachers assess how teachers communicate and collaborate with parents and colleagues to ensure a holistic approach to learner development. Collaborative relationships within the school and with parents contribute to a more supportive environment for learners, enhancing their academic performance. This implies that effective communication between teachers and parents ensures that learners receive the necessary support at home, which reinforces the learning taking place in the classroom. Despite the supervisory efforts of headteachers, the academic performance of learners in public primary schools often remains stagnant. In other words, despite headteachers' efforts in monitoring teaching methods, class attendance, and teacher professionalism, significant improvements in learners' academic outcomes are not always observed.

4.4 Inferential Analysis

To verify the influence of teacher supervision on academic performance in public primary schools, data were collected from 8 headteachers of the sampled public primary schools on how often (Very Often = 5, Often = 4, Sometimes = 3, Rarely = 2 and Never = 1) they supervise teachers while undertaking their pedagogical activities and the 2023 KCPE results. Results are shown in Table 4:

Table 4: How Often Headteachers Supervise Teachers and Academic Performance in Public Primary Schools

How Often Headteachers Supervise Teachers	2023 KCPE Results
2	214
3	378
3	381
3	280
1	348
3	389
2	409
1	298

Source: Field Data (2025)

Table 4 shows that, in public primary schools where headteachers often supervise teaching activities, academic performance of pupils in national examinations is relatively high. This implies that headteachers who actively supervise teaching activities tend to foster an environment of accountability and high expectations, which can directly improve pupil outcomes, especially in

national examinations. In schools where headteachers regularly monitor lesson delivery, teachers are more likely to prepare thoroughly for lessons and adhere to the curriculum. This close supervision ensures that teaching methods are aligned with the national examination standards, improving the effectiveness of instruction. Furthermore, headteachers who evaluate teachers'

teaching practices and provide timely feedback help in identifying areas for improvement, creating a cycle of continuous improvement in instructional quality. In other words, schools with active headteacher involvement in teaching supervision tend to perform better in national

examinations, underscoring the importance of effective leadership in educational outcomes. Data in Table 4 were subjected to Pearson’s Product Moment Correlation Analysis and the results are shown in Table 5:

Table 5: Relationship between Teacher Supervision and Academic Performance in Public Primary Schools

		Teacher Supervision	Academic Performance
Teacher Supervision	Pearson Correlation	1	.557*
	Sig. (2-tailed)		.025
	N	8	8
Academic Performance	Pearson Correlation	.557*	1
	Sig. (2-tailed)	.025	
	N	8	8

*. Correlation is significant at the 0.05 level (2-tailed).

Table 5 shows Pearson’s Product Moment Correlation Analysis which indicates that there is a positive correlation between teacher supervision and academic performance in public primary schools ($r(8) = 0.557, p = 0.025$ at $\alpha = 0.05$). This further underscores the vitality of effective teacher supervision in enhancing educational outcomes by ensuring that teachers maintain high standards of teaching practices. This implies that regular supervision allows headteachers to assess teaching methods, ensuring they align with the curriculum and meet learners' needs. This oversight ensures that teaching quality remains consistent and that learners receive the appropriate educational support.

Furthermore, supervision contributes to improved teacher accountability. When teachers know that their performance is being regularly monitored, they are more likely to invest time in preparing lessons, engaging with learners, and maintaining classroom discipline. This, in turn, positively influences learner engagement and learning outcomes. Besides, supervision also helps identify areas where teachers may require additional professional development or resources, further contributing to improved teaching practices and, consequently, higher academic performance. In addition to monitoring teaching techniques, supervision also includes evaluating how teachers interact with learners, parents, and colleagues, which fosters a collaborative and supportive learning environment. This holistic approach to supervision positively affects the overall academic achievement of learners, demonstrating the significant relationship between teacher supervision and academic performance in public primary schools.

4.5 Thematic Analysis

During the interviews, however, majority of the headteachers, as did the Sub-county Directors of Education, stated that headteachers usually undertake their supervisory roles as a way of improving quality of education. Headteacher, H2, stated.

In my school, I always offer instructional leadership by ensuring that I assess teaching

methods used by teachers, assess whether teachers prepare professional documents or not, their class attendance, how they relate with parents and colleagues. This has seen improved quality education and thus, improved academic performance.

Similar views were expressed by the Sub-county Directors of Education who stated that headteachers are tasked to supervise teachers and always provide instructional leadership. Despite providing different views from most of the teachers, these findings underscore the fact that teacher supervision activities carried out by headteachers play a critical role in determining the academic performance of learners in public primary schools. Headteachers are tasked with overseeing the overall performance of their schools, ensuring that teaching standards are met, and providing necessary support for teachers to excel in their roles. Through effective supervision, headteachers can influence various factors that directly contribute to improved learner learning outcomes. Teacher supervision helps ensure that teachers are following the curriculum effectively and delivering lessons in a manner that is engaging and educational. By conducting regular classroom observations, headteachers can identify areas where teachers may require additional support, such as teaching techniques, classroom management, or the use of teaching materials.

When teachers are well-supervised, they are more likely to be motivated to improve their teaching practices, which in turn enhances learner’s learning. Moreover, headteachers can foster a culture of continuous professional development by organizing training sessions, workshops, and peer collaboration opportunities for teachers. These activities help teachers stay updated on new pedagogical strategies and approaches, contributing to their growth and ultimately benefiting learners. A headteacher who is actively involved in the development of teachers fosters a positive

learning environment that is conducive to high academic achievement. Additionally, teacher supervision activities allow headteachers to provide targeted support for struggling teachers and ensure that teachers meet the needs of all learners. This includes addressing gaps in teaching, learner understanding, and providing additional resources to improve classroom performance. These mixed findings affirm the fact that, by supporting teachers, providing constructive feedback, and promoting professional development, headteachers contribute to creating an environment where both teachers and learners can thrive.

5. Conclusion and Recommendations

5.1 Conclusion

Academic performance of learners in the Kenya Certificate of Primary Education (KCPE) has been declining steadily over the past five years (2019 to 2023). This decline has triggered various teacher supervision practices by headteachers. However, many headteachers are not actively involved in supervising teachers, which has contributed to a noticeable drop in academic performance. The absence of consistent supervision means that teachers often do not receive the guidance, professional development, or corrective support they need to enhance their teaching practices.

5.2 Recommendations

1. As a practice, the Ministry of Education should provide adequate administrative workload for headteachers to enable them to create adequate time for instructional supervision of teaching activities.
2. As a policy, the Ministry of Education should constantly enforce policy regulations which require headteachers to create conducive environment which promote realization of quality education in public primary schools.

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