

Investigation of the Supervisory Practices Used by Headteachers in Managing Teachers' Work Performance

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Abstract

Although the role of teachers in basic education institutions in Kenya is articulated in the various Teachers Service Commission policy documents, teachers sometimes find themselves overwhelmed due to competing assignments. Simple guidelines like timely reporting to school and mentoring of learners are sometimes missed out. This study, therefore, sought to investigate the supervisory practices employed by headteachers in managing teachers' work performance in Khwisero Sub-County. The study was grounded on McGregor's theory X theory Y which segregates workers into the intrinsically and extrinsically motivated. A sample of 18 headteachers, 144 class teachers, and 144 pupils was adopted. The questionnaire and interview guide were used in data collection. Qualitative and quantitative procedures were adopted for data analysis. Results were interpreted and converged to provide a solution to the research problem. It was established that headteachers used regular class visitations, record book checks, and inspection of lesson plans to enhance teachers' work performance. It was noted that instructional supervision by headteachers helped enhance teachers' work performance. Based on the findings, it was recommended that the Ministry of Education should emphasize supervision-based training to enhance headteachers' supervisory roles.

Keywords: Supervisory Practices, Teachers' Work Performance, Teacher performance

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Introduction

Educational development and practices in most African countries are significantly affected by global policies. Through policies like Education for All (EFA) and Universal Primary Education (UPE), deadlines were set by which particular targets were to be achieved. For these targets to be realized, it was stated that efforts should be generated from schools and performance enhanced through regular appraisals and supervision (UNESCO, 2014). This was because supervision was identified as a major factor in helping headteachers determine the extent to which policies and objectives could be successfully executed. It was noted that supervision helped develop professional skills among teachers, increase accountability and efficiency, and decrease feelings of isolation and role ambiguity, which are all critical for effective learning (Too, Kimutai & Zacharia, 2016). Headteachers are expected to play a pivotal role in enhancing the development of professional skills among teachers and realizing the general education targets.

The headteacher's role is to provide professional leadership and management of the school to guarantee quality education (Anyangre, 2016). Headteachers are agents of supervision in a school. They work to ensure the proper translation of education policies and objectives into a program within the school. The schools' overall success and quality delivery depend on the headteachers' ability to inspire, moderate, guide, direct and listen to all stakeholders, especially teachers (Kipngetich, 2016). This can only be achieved through appropriate supervisory practices. It has variously been opined that a school can rise or fall on the strength of the supervisory practices employed by the headteacher (Abubakr, 2018). If supervision is enhanced then teachers' work performance can be monitored and timely effective corrective measures implemented to ensure improvement of teacher competencies and general professional growth. Instructional problems can also be easily detected and remedied. It is therefore on this basis that many countries have

been keen to determine the supervisory practices used by headteachers to enhance work performance.

In the United Kingdom, for example, headteachers are responsible for evaluating school performance to identify priorities for continuous improvement and raising academic standards (Terra & Berhanu, 2019). They ensure equality of opportunities for all teachers and help in developing policies and commonly acceptable performance practices. They also ensure that resources are efficiently and effectively used to achieve the school's aims and objectives for the day-to-day running of the school.

France has maintained an authoritative approach to the supervision of schools through a highly centralized system (UNESCO, 2019). The minister of education is constantly updated on what teachers are doing at a particular time of the year in terms of syllabus coverage. This is made possible through the supervisory practices of headteachers. The headteachers have the authority to transfer teachers to the schools they want, promote or suspend them for the negligence of duties (Terra & Berhanu, 2019). Through this, work performance by teachers is guaranteed. When constant updates are required or expected from the teachers, more effort is put into work performance to generate acceptable outcomes. However, where no accountability through supervisory practices is required, performance standards are bound to be compromised.

Being a headteacher in Malaysia is a position held towards the end of a teaching career. According to Alim, Rabbani, Karim, Mullick, & Mamun (2017), headteachers must be on average older than 53.5 years. The appointment of headteachers is firmly based on seniority as well as successive evaluations of teaching performance. To raise the standard of preparation for all school leaders and improve the quality of instruction, the Malaysian government introduced the National Professional Qualification for school leadership and all aspiring principals. Through this program, clear role expectations and key

performance indicators were set by the government. These helped define and delimit the leadership responsibilities and practices of headteachers. Headteachers' roles in Malaysia include implementation of educational programs, supervision of the teaching-learning processes, supervision of co-curricular activities, and supportive involvement in the Parent-Teacher Association and Board of Governors. This not only helps enhance supervision but also results in quality performance by all stakeholders.

Various studies in Africa have shown that good supervisory practices positively affect work performance leading to the success of the schools. In Uganda, the Ministry of Education maintains its supervisory roles through the Education Standards Agency (Zikanga, Anumaka, Tamale, & Mugizi, 2021). These are external agencies that are seen from a punitive rather than correctional level. Their contribution to the implementation of supervisory practices at the school may therefore not be fruitful unless the headteachers take full initiative. It is worth noting that failure in the achievement of Universal Primary Education (UPE) and Education for All goals (EFA) in Uganda has been associated with a lack of supervision (Zikanga et. al., 2021). This has adversely affected teachers' work performance and hence students' performance in national examinations.

In Kenya, the government is committed to education that guarantees the right of every learner to quality and relevant education through enhanced teachers' work performance (Republic of Kenya, 2013). This has significant ramifications on supervisors and heads of schools. Due to increased enrolments and other related challenges, the importance of supervision as a means of improving school instruction has been emphasized (Schmidt & Kariuki, 2018). According to Amina (2015), lack of supervision of instruction is one of the major causes of low educational standards in Kenya. Strengthening supervision by school heads is therefore a major ingredient in improving

educational standards. According to Akoth (2015), school headteachers must be knowledgeable of the curriculum and other matters of the school to provide effective supervision of teachers' work performance.

Headteachers have constantly borne the blame for a dismal performance in national examinations by pupils in public primary schools. Nevertheless, there has not been sufficient attention and dedicated research to assess their specific areas of deficiency (Gitau, 2016). Poor performance could be caused by many factors. One of these may include the supervisory practices adopted by the headteachers. Supervision is recognized as essential in improving teachers' instruction, which in turn has a major influence on pupils' performance (Atieno & Raburu, 2015). Since performance by pupils directly reflects teachers' work performance which is connected to headteachers' supervisory practices, there is a need to intensify the use of supervisory strategies that can deal with lesson delivery capacities of teachers and poor performance of students.

So much has been done to ascertain the cause of poor performance but the problem of limited or lack of supervision in schools has not been fully addressed (Makatiani, C., Nyakangi, A. & Wanjiku, J., 2016). Headteachers are either not supervising teachers' work, or their supervisory practices are not effective in guaranteeing teachers' work performance for excellent results. There has been a deterioration of education quality in public primary schools due to indiscipline among learners, teacher lateness, and absenteeism (Magoha, 2020). Many reasons have been propagated for performance disparity in public schools in Khwisero Sub-County but headteachers' supervisory practices have not received enough attention as a factor in performance. This study, therefore, attempted to investigate the supervisory practices used by headteachers to manage teachers' work performance.

Method

The study adopted a mixed methods approach where both qualitative and quantitative data were collected and analyzed. Respondents were exposed to qualitative tools and quantitative tools in a deliberate effort to conclusively address the research problem. The design was preferred because it allowed for the convergence of both qualitative and quantitative data, hence guaranteeing triangulation and complementarity (Ayiro, 2021). The study was based on Douglas McGregor's theory X theory Y (Gannon & Boguszak, 2013). Whereas Theory X applies to individuals who are reluctant to work and need to be urged on, with tendencies of working based on extrinsic rewards, Theory Y focuses on individuals with a high level of autonomy and self-direction, willing to work with minimum supervision.

The study targeted public primary schools within Khwisero Sub-County, Kakamega County in Kenya. Based on the January 2019 Sub-County education office records, there were 60 public primary schools in Khwisero Sub-County with a pupil population of 28,800 and 900 teachers (Khwisero Sub-County office). Based on both probability and non-probability sampling techniques, 18 headteachers, 144 teachers, and 144 students were sampled for the study. Teachers and pupils responded to researcher-administered questionnaires while headteachers were interviewed. The available documents were also analyzed. At the end of the research exercise, quantitative data were coded and entered into the Statistical Package for Social Science version 24 computer packages for analysis. Results were presented in prose form. Qualitative data was reorganized and coded to isolate recurring themes which were categorized, and illustrative quotations were used to support the results. In doing all these, relevant ethical considerations of respect for persons, beneficence, and justice were adhered to.

Findings and Discussions

This study sought to investigate the supervisory practices employed by headteachers in managing teachers' work performance in public primary schools in Khwisero Sub-County. The study findings presented were based on the data that was collected and analyzed.

Response Rate

The study sought to get responses from headteachers, teachers, and prefects of public primary schools within the Sub-County. The responses received were considered sufficient. Out of the sample of 18 headteachers, 16 were successfully interviewed while 103 and 126 responses were received from teachers and students respectively. As noted in Bryman and Bell (2015), a completion rate of less than 50% is unacceptable; 50 – 60% is barely acceptable; 60 – 70% is acceptable; 70 – 85% is good; and over 85% is excellent enough to proceed with statistical analysis. Regarding this study, a 71.5%, 88.89, and 87.5%) response rate was good for the teachers' questionnaire and excellent for headteachers and pupils.

Demographic Characteristics

The study sought to establish the demographic characteristics of study participants. This was critical in helping the researcher establish how this would affect headteachers' supervisory practices. Headteachers were asked to indicate their age bracket. Out of the 16 headteachers interviewed, 14 were above 46 years of age with only 2 slightly below 46 years of age. This explained the limited supervisory practices they could exploit in ensuring teachers' work performance. Indeed, some of them noted that they were just in the waiting mode for a letter of retirement from the Teachers Service Commission. With such an attitude, headteachers generally focused on their exit plans instead of ensuring supervision of teachers' performance.

This is explained by Swanson (2022) who identified 4 main stages of career development, thus, exploration stage, the establishment stage, the maintenance stage, and the decline or disengagement stage. Whereas employees would be at their peak during the establishment and maintenance stages with efforts to prove themselves in their fields of engagement, this declines at the tail end of the maintenance stage as one tends towards the decline stage (above 46 years of age).

Supervisory Practices Employed by Headteachers

The head teachers described the various supervisory practices they adopted and implemented in managing teachers' work performance. Some of the responses were collaborated with responses from pupils and teachers.

Use of Prefects

Headteachers confirmed using prefects to supervise work performance by teachers. Prefects filled out forms to ensure that teachers attended class. Unaware of teachers, prefects marked teachers' time of entry and exit from class. Headteachers also randomly checked pupils' notebooks to see whether they had been marked and if notes matched with topics covered. Pupils were also required to fill out forms to ensure that teachers attended class. This was based on the assumption that all the topics covered had relevant notes taken. To collaborate on this, teachers were also engaged on whether they ensured that all their class notes were ready before the lesson of the day. Lesson notes are considered tools of the trade that a teacher needs. Some teachers were found to perform the required work responsibility due to close supervision and constant follow-up instead of personal responsibility and commitment to work. Some of the headteachers assigned prefects the roles of collaborating with them to check on notes and helping remind teachers of the need to be in class. Prefects were also expected, unaware of the teacher, to record the time a teacher arrived in class, what he did, and the assignments are given.

Prefects fill out forms to ensure that teachers attend class. They mark the teacher's time of entry and exit from class. Teachers are not aware. When the teacher doesn't report to class during their lessons, the prefects go to the staff room to call them out. If they are not in the staff room, the case is reported directly to me so that I can take it up with the teacher. I also document the case in the occurrence book (Headteacher 15: 22nd July 2019: 10 am).

The use of prefects was good supervisory practice. However, they seemed to transfer a lot of work and responsibility to the learner. This level of engagement was heavy given the capacity of pupils that were expected to respond. At this level, pupils are very vulnerable and easy to manipulate especially by those in authority due to their young age. Expecting a pupil to report their teachers could be dependent on the teacher's relationship with the pupils, a situation whose results could not be perfectly relied upon (Hohti, 2016). Requiring a student to spy on their teachers could not only be unethical but also have undesired results (Alim, Rabbani, Karim, Mullick, & Mamun, 2017). However, this effort by the headteachers was collaborated with what was obtained among the teachers. It was established that all these efforts by the headteachers were known to and by the teachers. Whereas headteachers assumed that teachers were not aware, teachers on the other hand seemed to know even the prefects charged with the responsibility of reporting on teachers.

Policy Updates

Constantly apprising teachers of changes in educational policies was found critical in guaranteeing effective work performance. The researcher sought to establish how the headteachers helped the teachers to remain updated on the various developments in the education docket. All the headteachers interviewed confirmed that they attended many meetings where policies from the Ministry of Education headquarters were cascaded down to the school level. The code of regulations book for teachers had also been issued

to help them understand their professional ethics. However, contrary to this, and based on the researcher's observation during the visit, some of the policies were either not known by teachers or were not enforced. There was evidence of corporal punishment, against policy. When interrogated, headteachers responded in this wise.

We cannot do without corporal punishment. Our upbringing influenced current practices. Policymakers are very far from the ground. They or even their children never went through public school so they don't understand life here. When we were growing up, did you ever hear that a student has killed a teacher? Today it is commonplace. This is all because of the lack of corporal punishment. We are Africans (Headteacher 3: 2nd July 2019 at 3 pm).

The statement by headteachers is an indication of the possibility of disregarding policies to the disadvantage of the school community. This has the danger of permeating into other areas of the school system including teachers' and pupils' performance.

Mentorship and Participatory Approach

On a more participative note, headteachers charged students and teachers with the responsibility of driving their learning and teaching experiences respectively. This way, both the learners and teachers were motivated. They did not need to be pushed to discharge their duties. This was also consistent with the study theory describing those with theory Y tendencies since they do not need any motivation to discharge their various duties. The work itself was motivational enough. Teachers' work performance was based on desiring the best for the learners and not seeking their profits. Some of the strategies that had been adopted included requiring students to set their academic performance targets and checking each other on the attainment of these targets.

Each pupil sets and moves around with a tag on his neck reflecting his target. If you meet the pupil at any time, he or she will tell you the target or you will be

able to see the target hanging on the neck. When a pupil doesn't attain the target, they interrogate themselves before a teacher meets them. By that time, they should have established the reason so that they can work around it with the support of the teacher. When a target is exceeded, a new target is set. All candidates are boarders *to* create more time. Classes begin at 6 am but pupils start their preps at 5 am. Between 1 and 2 pm, students work on mathematics and handwriting. Evenings are reserved for debate or games before supper at 6 pm. Night classes begin at 7.30 pm and end at 9.30 pm. Pupils also learn on Saturdays. Sunday afternoons, from 2 pm to 5 pm are used for group discussions. The secret is in creating more time with learners (Headteacher 9: 10th July 2019 at 11 am).

This significantly impacted the general performance of the learners and the school by extension. This supervisory practice was closely linked to the two best-performing schools in the Sub-County. There was a clear routine whose implementation was vested in the students. On the other hand, headteachers mentored teachers in what they were expected to do. They led from the front by doing what they asked the teachers to do. They freely interacted with the teachers and ate together.

We don't have a big-man syndrome here. We all do our things together. I'm allocated classes like everybody else and I also take a 6 am morning class like all the other teachers. I have to be here on time. On most occasions, I arrive at school before everybody else. I have to lead by example and my teachers follow (Headteacher 16: 22nd July 2019 at 3 pm).

Management by Walking Around

Although all the headteachers walked around the school compound to ensure work performance by teachers, there was one school where nothing would move unless the headteacher walked around. The headteacher reported having to walk around classes and check out in the staff room for teachers to attend class and teach.

I walk around to see what the teachers are doing in class. Some teachers go to class but do not teach. Some of them will not even go to class unless they see you walk out to check in the staff room or around the classes. If I just sit in this office without walking out to check on them, I can assure you that no teaching will take place. I am telling you the truth of God (Headteacher 2: 2nd July 2019 at 1 pm).

The tendencies of teachers waiting for the headteacher to appear before they attend to their work as noted in the case of headteacher interviewee 2 perfectly fit into McGregor's theory X theory Y. The propagators of theory X prefer to invest just the mere minimum in any work. This close follow-up is therefore important to ensure work performance. These tendencies of waiting for a supervisor to show up before a performance of relevant work can easily affect learners. They may also wait for teachers to show up in class before they can engage in any constructive academic work. This has the potential of affecting the academic performance of pupils in national exams.

Although all headteachers confirmed walking around to ensure teachers' work performance, the same question generated different results with prefects. When asked to confirm whether headteachers walked around, 104 (83%) of the prefects reported that headteachers walked around the school compound to assess work. Only 14 (11%) disagreed. This indicated that in their supervisory roles, most headteachers walked

around to ensure that everything went well. A small percentage of the headteachers (11%) did not walk around.

Studies have indicated that management by walking around produces good results among subjects (Al-Sharman & Jubran, 2018). According to this study, management by walking around is critical in discovering employment problems that no one would normally be able to tell. The philosophy behind walking around is that managers become more effective when acquainted with what is taking place in their organizations than when they sit in offices to receive reports from the field (Abbad & Alshoraty, 2020). In a school set up, this leads to more work performance by teachers leading to good performance by pupils in national exams.

Punctuality and General Observation

Teachers were also interrogated regarding the number of times headteachers visited teachers during class sessions. Fourteen (13.6%) of the respondents indicated that the visits were weekly, 35 (34%) stated they were monthly, 44 (42.7%) indicated termly visits, 1 (1%) once per year and 5 (4.9%) stated that headteachers made no visits at all. This demonstrated that in many of the schools, visiting teachers during class sessions was one of the supervisory practices employed by headteachers to enhance teachers' performance. However, given the manner the exercise was carried out, it was evident that there was no uniform approach. The 14 teachers who recorded weekly visits were from the top two performing schools. This was a confirmation that if well utilized, class visits were a good supervisory strategy to enhance teachers' work performance.

Some headteachers were not in school for all the working days. They were unaware of teachers' work performance standards. This led to low performance of pupils in national examinations. Some of the reasons for the constant absence of headteachers from school included sickness and other responsibilities outside school. It was further

established that the practice was a spiral effect, unconsciously being propagated through the system by those who were up the ladder in the Sub-County Education Office. Most of the headteachers had not seen the Sub-County leadership in a long time.

The education office does not respond. Being new, I expected a visit from the education office, but it is now 8 months, and no one has visited. Lack of leadership and follow-up from the office is the main reason for poor performance. The education office lacks manpower. Sub county director of education only visits a school upon invitation for a function' (Headteacher interviewee 10: 10th July 2019 at noon).

This trend could not be blamed on the road network because all the roads in the Sub-County, especially those leading to public primary schools were either tarmacked or all-weather murram roads. There was also a dedicated vehicle with a driver for use by the office. However, a shortage of manpower was hampering the operations of the education office.

Our main undoing in this office as you can see for now is a lack of manpower. Out of the three senior officers that should be operational in this office, one has retired and has not been replaced since. It is now going to 6 months. The other one had accumulated so many leave days and has now proceeded for annual leave. I'm the only one and you can see how overwhelming it is. I haven't sat down since morning (Interviewee 19: 24th July 2019 at 10 am).

Based on this response, it can be deduced that the lean staff incapacitated the Education Office operations. Nevertheless, with good planning, it was found possible to visit all the sixty public primary schools in a term. This had not happened.

The Teacher Performance Appraisal and Development (TPAD)

One of the main supervisory practices that all headteachers executed on a termly basis was checking and submitting the Teacher Performance Appraisal and Development (TPAD) documents. The TSC (2015) code of regulations provides for the Commission to develop an open performance appraisal system for teachers to strengthen supervision and continuous monitoring of their performance at the institutional level. The headteacher executes this mandate. These documents are required and should always be prepared, used, updated, and maintained by teachers. The documents must be checked by headteachers three times in a term. The Headteacher is expected to sign the checklist at the end of each term.

Although documented as part of the headteachers' supervisory practices, there was no record to confirm execution. There was no record to show that teachers were observed three times in a term. Asked why there were no records of execution, some headteachers observed that the work was classified and completed online. Moreover, they noted that some requirements were for Nairobi and did not have a place in the local school environment.

The issues of completing TPAD forms are only applicable to the TSC headquarters my friend. Things are very different on the ground. How would you expect me to do all that paperwork and still fulfill my other responsibilities? To make it worse, you know we don't have internet here in the village. For me, I just complete these things in the Sub-County Office and leave them there. They are also classified so don't ask too much (Headteacher interviewee 7: 9th July 2019 at 10 am).

The TPAD forms were all completed by headteachers from the Sub-County Office without much input from the teachers. To be well completed to generate appropriate interventions, performance appraisals require the interaction between the appraiser and

the appraisee (Iqbal, Akbar, Budhwar, & Shah, 2019). This was lacking. Headteachers wondered how they were expected to complete all paperwork and still be able to execute other administrative and pedagogical responsibilities. They felt that TPAD added pressure to their already full plate of responsibilities.

It was noted that the headteachers looked at the TPAD requirements as foreign. It was established that for some of those supervisory practices to succeed, they needed headteacher involvement in the formulation. Research has shown that human beings rebel against what they have not been involved in formulating. They will only develop themselves by what they do by making their own decisions, increasing their knowledge and ability, and their full participation (Newell, Ricketts, & Dale, 2020). Although this full participation may not be possible in the formal setup of a government ministry, it is possible to show appreciation and concern for the headteachers to guarantee ownership and successful implementation of such programs. So much is spent on such programs with good intentions but can easily be misunderstood at the implementation stage, leading the significant wastage.

Debrief and Pedagogical Documents

The researcher also examined whether headteachers in Khwisero Sub-County collected and checked lesson plans and notes to ensure teachers' work performance. Results showed that 84 (81.5%) agreed that as a supervisory practice, headteachers checked and collected lesson notes and plans to enhance their performance, while 18 (17.5%) disagreed and 1 (1%) were undecided. This implied that checks on lesson plans and notes were one of the tools headteachers used to enhance teachers' performance. However, headteachers were not able to avail documentation to confirm discharge of this function, possibly because the documents had been returned to the specific teachers. Moreover, although there was confirmation from both the headteachers and teachers on

checking pupils' notebooks to ensure that they all covered class work, there was scanty evidence of this in a sample of some of the pupils' notebooks. Although it was towards the end of the second school term, there was little evidence of teachers' marking pupils' notebooks. This confirmed that either the supervisory practices were not being discharged as stated or that they were not effective.

There was a need for consistent supervision of work performance to ensure that work performance. When teachers know that the headteacher will, for instance, be checking these documents at a particular time, they will always make effort to update their documents. However, without this consistency, the temptation to forget to update the documents becomes real. As earlier noted, consistency is critical in supervising work performance (Iqbal et. al., 2019)

Regarding whether checking schemes of work by headteachers hastened teachers' commitment to syllabus coverage, 78 (75.7%) of the teacher respondents were in agreement that checking schemes of work by headteachers hastened teachers' commitment to syllabus coverage, while 16 (15.6%) of the teachers disagreed. Just as noted with the pupils' notebooks and lesson plans, syllabus coverage is important in confirming pupils' academic ability as well as evidence of completion of a level of education. It provides the areas of assessment for the pupils to determine progression. Good performance in national examinations is pegged on coverage of the syllabus because it is not to expect pupils to respond to questions that are not within their content coverage (Schmidt & Kariuki, 2018). Headteachers are expected to ensure syllabus coverage. Poor performance in the national examinations in Khwisero Sub-County was therefore indicative of failure by teachers to cover the syllabus.

Headteachers were also expected to hold sessions of mentorship with teachers. A majority of the teachers (70 -68%) agreed that headteachers held sessions to guide them,

while 28 (27.2%) did not share the same opinion. This demonstrated that as part of their supervisory practices, headteachers held sessions with teachers. Such common engagements are important as debrief sessions to share experiences and identify areas that may need intervention. The headteacher can identify problem areas in time before they explode. Up to 28 (27.2%) teacher respondents did not hold sessions with headteachers. This could either be because the headteachers were not available for such sessions or because the individual teachers did not see the need of holding such sessions with the headteacher. As articulated in McGregor's theory X theory Y, individuals with the theory Y tendencies are intrinsically motivated. They do not like to be closely supervised. They feel demotivated when closely supervised because this indicates mistrust of their abilities (Lawter, L., Kopelman, R. E., & Prottas, D. J., 2015). The small percentage of teachers that did not agree to have sessions with headteachers could be in such a group. Headteachers must learn to isolate different supervisory practices for different teachers based on their approach to work. Theory Y individuals love work and are intrinsically motivated while theory X individuals do not like work and try to avoid it.

Conclusions

Based on the literature reviewed and discussions held, it was concluded that headteachers' supervisory practices were important in guaranteeing teachers' work performance. Teachers' work performance was found a critical indicator not only of the headteachers' supervisory performance but as a catalyst to students' academic performance as well. Although the supervisory practices employed could vary from one headteacher to another, there were basic aspects that were important in guaranteeing work performance. They all rotated around checking pedagogical documents and teachers' interactions with the pupils. Based on the observations made, it was concluded that this research was important in identifying the additional training needs for

headteachers in public primary schools. It was recommended that the Ministry of Education should emphasize supervision-based training, refresher courses, seminars, and workshops to update headteachers on the latest educational practices. Additionally, and through the support of the boards of management and parents' associations, headteachers should develop and adopt sound development and motivation programs that would encourage and enhance teachers' commitment to work performance.

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