

Headteachers' Supervisory Role Influence on Pupils Academic Achievements in Kenya Certificate of Primary Education: Murang'a County

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Abstract

Murang'a County of Kenya has been performing poorly in National Examinations for four years running as indicated in the background of the study. The purpose of this study therefore was to establish whether head teachers' supervisory role has influence on pupils' academic achievement in Kenya Certificate of Primary Education in Murang'a County. The study was guided by the following objectives; to investigate the extent to which the head teacher's supervisory role of building the capacity of teachers influence academic achievements in Murang'a County, to establish the extent to which the head teachers' supervisory role of resource provision influence academic achievements in Murang'a County, to find out how the head teachers' supervisory role of visible presence influence academic achievement in Murang'a County, to establish the extent to which the head teachers' supervisory role of monitoring classroom progress influence academic achievement in Murang'a County and finally to establish the extent to which head teachers' supervisory role of setting a clear vision mission and motto influence academic achievements in Murang'a County. The study adopted descriptive research design, data was generated using questionnaires, document analysis and In-depth interview. The target population for the study was 506 head teachers, 5,913 teachers and 31 Curriculum Support Officers in Murang'a County. The public primary schools were selected for the study using stratified random sampling technique. The target population was above 1000 cases hence a third of the cases were selected randomly (Borg and Gall, 2004). A sample of 152 head teachers, 1,774 teachers and nine Curriculum Support Officers participated in the study. Validity of research instruments was ascertained, with the help of the researcher's supervisors who are specialists in this area. Reliability was ascertained using test-retest method and it was found to be 0.85. Quantitative data was analyzed using Pearson's Correlation Coefficient, while qualitative data from interviews was transcribed and grouped into themes and sub-themes. The findings revealed that head teachers do not help teachers to set realistic goals with regard to students' abilities as indicated by the mean of 1.53. On resource provision the study established that there is an acute shortage of text books in Murang'a County whereby four pupils share one book as indicated by the mean of 2.31. However on the head teachers' role of building the capacity of teachers' the study established that some head teachers facilitate teachers in 'Tusome programme' the mean was 4.1. Hypothesis was tested as per the study objectives as follows; on resource provision the $r = 0.189$, $p < 0.05$ show a positive relationship between resource provision and academic achievement. On classroom observation the calculated P value of 0.00 was less than the critical value of 0.05 the null hypothesis was rejected in favour of the alternative. On monitoring

classroom progress $r = 0.306$, $p < 0.05$ the null hypothesis was rejected in favour of the alternative. There was a positive relationship between clear vision and goal setting at $r = 0.391$, $p < 0.05$. On capacity building $r = 0.137$, $p > 0.05$ the null hypothesis was retained. In conclusion failure by head teacher's to perform their supervisory roles has negative implications on pupils' academic achievements in Murang'a County. These finding therefore, can be a reference point for head teachers and curriculum support officers in Murang'a County for improved academic achievements. Major recommendations are; the Ministry of Education should come up with a policy on purchase and replacement of instructional materials. Monitoring of classroom progress should start from early years to avoid unnecessary pressure to the teachers and learners in standard eight, since if it is started early better results would be realized

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