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Influence of Head teacher's Supervision on KCPE Performance in Primary schools in Kaptagat Division, Uasin Gishu County-Kenya

Dr. Andrew Kibet Kipkosgei

Director, Quality Assurance University of Kabianga, Kenya

Abstract:

The united nation declaration of human rights article 26(1984) and millennium development goals (MDG) No.2 state that; every child is entitled to quality free and compulsory primary education. The purpose of this study was to establish the extent to which supervisory techniques influence KCPE performance in public and private primary schools in Kaptagat division. The objectives of the study was to determine the extent to which supervisory technique influence KCPE performance in private and public schools, of Eldoret east sub county, Uasin Gishu County. This study adopted a mixed methods design. The study employed cross-sectional research design. The instruments used in the study were questionnaires, and interviews. The questionnaires were administered to 160 teachers (31 private and 129 public). Simple random sampling and purposive sampling were used to select the sample. The data collected analyzed using descriptive and inferential statistical techniques. Descriptive statistics such as frequencies and percentages were used. Inferential statistics used were Analysis Of Variance (ANOVA) and t-test. The private school performance scores vary much more than the public school scores. There was a statistically significant difference between the public and private school performance for the years 2009-2013. Results showed that school status variation really does have an effect on the KCPE performance. There was significant difference in supervisory techniques and KCPE performance. The head teachers should consult stakeholders before making certain decisions in order to improve instructional supervision. Also the head teachers should do random inspection by asking pupils how they are being taught and use exam results to gauge teacher's performance.

Keywords: Supervision, supervisory, KCPE, Performance

1. Introduction

The United Nation Convention on rights of the child (UNCRC) Article 26(1984) and millennium Development Goals no. 2, states that every child is entitled to quality, free and compulsory Primary Education (UNESCO, 2007). In United States, basic education is free and compulsory. Most African countries, including, Ethiopia, Tanzania and Malawi have also introduced free and compulsory primary education for all (Achieng, Akech & Simatwa, 2010). Much effort has been put in place by United States, Australia and most African countries to provide free and compulsory basic education. However, the academic performance in public or state schools has been poor compared to privately owned schools. According to study by Murname (2011), there is an indication that catholic and non-catholic private schools were more effective than public schools in academic performance in United States. The difference in academic performance between state and private schools in United States is attributed to socio- status which is also linked to family structure. Considine & Zappala, (2002) argue that students from independent private schools in Australia are more likely to achieve higher end of school scores and thus private schools are more likely to have a greater number of students from higher socio- economic status because they have greater financial resources.

According to Okyerefo (2011), there is an ever increasing poor performance in most public schools in Ghana. The study revealed that private schools performance was better due to more effective supervision of work. The same scenario was witnessed in other African countries, especially in Uganda after the introduction of Universal Primary Education (UPE) (Bagunywa, 2006). In Uganda free primary education was introduced by president Museveni in 1996 as a pledge to his presidential campaign promise (Bagunywa, 2006). The children Act (2001) number 8 creates a Kenyan law that provides similar provision as the United Nations and state that every child has a right to free and compulsory basic education. It is with these reasons, that the Kenyan government introduced free and compulsory Primary education in 2003 for all children of school going age. The Sessional paper No. 14 of 2012, also asserts that every child aged between four and 17 years should not only attend school, but also receive quality education (Machio, 2013).

According to Gitogo (2006), the government of Kenya since independence has not been in a position to offer educational opportunities to all deserving Kenyans. Bongonko (1994) argues that, the Fraser report of 1909, proposed separate education system for African children (category A), Asian children (category B), European children (category C). The report was adopted and the three categories of schools were inherited from the colonial government at independence. Category C Schools were patronized by children from upper and middle class Kenyans. These schools had the best learning facilities, small class sizes and most qualified teachers. These made them perform well in National Examinations and as a result were popular with those who could afford their high fee. The number of

middle class Kenyans and upper class increased and the demand for such quality schools outstripped their availability (Bongonko, 1994).

According to Machio (2013), academic performance in private schools, especially in Kenya certificate of Primary Education has been on the upward trend since 2003, while academic performance in public schools has been either stagnating below average or deteriorating with time. Research has shown that better Physical facilities and provision of adequate learning materials like textbooks is Key to improving academic performance. There has been an increase in the number of private schools in Eldoret East District since 2003. For instance only 3 private primary school registered candidates for KCPE examination in 2008, which rose to 11 in 2011 an increase of 266 percent. For this reason one logically may argue that there are aspects about private and public schools that cause the former to perform compared to the latter. In 2010, 7 private schools were ranked among the top ten, while only 3 public schools appeared among the top ten. In 2009, the schools ranked top ten were all private schools and in 2011, 8 private schools and 2 public schools were ranked top ten. Similarly, in 2012 and 2013, 9 private schools were ranked among the top ten while only 1 public school appeared in the top ten.

KCPE analysis done by Education Watch between the years 2007-2012 clearly indicates that the top 1000 schools nationally are heavily dominated by private schools. The stunning performance by private schools is replicated in almost all the counties in the country. Similarly, private primary schools in Eldoret East Sub-county of Uasin Gishu County have also been performing exceedingly well in KCPE examinations. The same scenario is experienced in Kaptagat division of Eldoret East sub-county. However, public primary schools have continued to perform dismally in KCPE examinations despite intervention by the government to invest heavily in them to improve KCPE performance. The difference in KCPE performance between private and public schools is alarming and has raised a lot of concern to the educationalist and other stakeholders. Head teachers supervisory techniques, teaching and learning resources, Instructional practices and teacher characteristics are perceived to contribute to the existing gap in KCPE performance between public and private schools. However little research has been done on factors influencing KCPE performance in public and private schools in Kenya and no study has been conducted in Kaptagat division. It is against this background that a study determines the effect of supervision techniques on KCPE performance between public and private schools in Kaptagat division is being carried out.

2. Literature Review

2.1. Influence of Supervision Techniques on Academic Performance

Taking the primary schools as the point of references, supervision can be regarded as a service to teachers and pupils both as individuals and in groups as a means of offering specialized help in improving instruction. Supervision of instruction aims at enhancing teaching and learning through proper guidance and planning and devising ways of improving teachers professionally and thereby helping them release their creative abilities so that through them the instructional process is improved (Okendu, 2012). Supervision is an administrative activity whose strategy is to stimulate teachers to greater pedagogic effectiveness and productivity. In most countries, supervision services have a long history. Many European countries set up their supervision system generally known as the inspectorate. In England, Her Majesty's Inspectorate (HMI) was founded in 1834 and became a model for quite a number of developing countries. Similarly, the inspection system of France whose origin goes back even further, to Napoleonic era was copied by several of its former colonies (UNESCO, 2007). In American, a statute was adapted in 1654 that empowered selection of towns to be responsible for appointing teachers of sound faith and morals. The appointed teachers would only stay in office as long as they possess these stipulated qualities.

Supervision concentrated on such matters as appraising the general achievements of pupils in subject matter, evaluating methods used by teachers, observing the general management of schools and conduct of pupils and ascertaining whether money spent on education was wisely spend. These early supervisory concepts were characterized by inspection. The functions of the inspector were more judicial than executive in nature. The supervisor or inspector made judgment about the teacher rather than the teaching or the pupils learning in the classroom. The supervision during this period was mainly concerned with management of schools and fulfillment of the prescribed curricular needs rather than the improvement of teaching and learning (Okumbe, 2007).

According to Okumbe (2007), the period that followed, "efficiency orientation", (1876-1936) attention was now being placed on assisting the teachers to improve their teaching effectiveness. During this period, professionals replaced the lay people in supervisory activities. The supervisor started providing a friendly atmosphere and a warm interpersonal relationship for the supervised teachers. The autocratic relationship between the supervisors and the teachers began to wane during the succeeding period. This gave rise to the period of "cooperative group effort" (1937-1959). The foregoing period was followed by the current period of research orientation (1960 to present). The school administration and supervision are being studied with increasingly improved research procedures and professionally inspired vigour. This study will find out if the head teachers' relationship with teachers influences academic performance in both categories of schools. Nevertheless, since the beginning of the 1990s, there has been renewed worldwide interest in issues of monitoring and supervision (UNESCO, 2007).

Some countries that had dismantled their supervision services earlier re-established them for example the Philippines, China and Sweden did not have it in the past, and thus have created them. More importantly, the number of countries that initiate a process of reorganizing and strengthening supervision services is increasing every year (UNESCO, 2007). The management of public primary schools is the responsibility of the head teachers who ensures instructional supervision and school management in general. The government of Kenya and other stakeholders look upon the head teacher at this level upon which his/her supervising activities among

others include; planning, organizing, coordinating, influencing and communication as well as evaluating (where the head teacher acts as an education auditor, (Okumbe, 2007).

For effective supervisory leadership, Okumbe (2007) explains that, the supervisor, who in this case is the head teacher, must acquire basic skills of supervision which may include; conceptual skills which entails the ability to acquire, analyze and interpret information in a logical manner. Another skill is human relation, which refers to the ability of the head teacher to understand and to interact effectively with others. He continues to say that head teachers should be able to act professionally and humanely and at the very least possess some technical skills to enable him /her to perform effectively some of the specific processes, practices and techniques required of specific jobs within the school organization.

Supervision is one of the critical factors that influence academic performance. A study done in Ghana by Okyerefo, Daniel & Steffi (2011) revealed that academic performance is better in private schools due to effective supervision. Thus, effective supervision improves the quality of teaching and learning in the classroom. However, the scenario is different in public schools. The study showed that, some teachers in public schools leave the classroom at will without attending to their duties because there was insufficient supervision by circuit supervisors. This lack of supervision gave the teachers ample room to do as they please (Okyerefo, *et al*, 2011). This observation is relevant to the current study because it will compare supervisory techniques in private and public primary schools in Kaptagat Division.

Shahida (2008) points out that head teachers are instructional leaders in school who should be at the forefront in supervising, instructing and providing academic leadership in the institution. She observes that poor supervision of teaching especially syllabus coverage is the cause of difference in academic achievements among learners. The focal point between Shahida's observations and the current study is in the variable of supervisory technique and the role it plays in enhancing KCPE performance. The current study looks at the influence of supervisory techniques on KCPE performance in public and private primary schools in Kaptagat Division. Experience has shown that when pupils in public schools do not do well, it is the head teacher who is blamed and has to suffer the consequences. Little is known whether better performance in private schools is attributed to the head teacher's supervisory techniques or other factors within the school. The present study will compare supervisory techniques in both categories of schools.

2.2. Theoretical Framework

The theory used in this study is the system theory advanced by Lunenburg (2010), who viewed a system as an interrelated set of elements functioning as an operating unit. The method which aims at discovering how this is brought about in the widest variety of system has been called General system theory as stated by Simuyu (2001). System theory can also be defined as the orderly combination of two or more individuals whose interaction is intended to produce a desired outcome (Mulnar, 2009). The theory is not restricted to one discipline, but takes into account the relationships between various specialized disciplines and their contributions to one another. It does not seek to replace other specialized theories of particular discipline but makes an attempt to establish interfaces between them. It therefore, relates to the structure, operation or functions of an entity as a whole. All the elements of a system work towards achieving a common goal.

For instance, a school aims at providing universal literacy for the students who are pursuing their studies in it. It also provides education for self-reliance to the students enrolled in the school (Mukwa and Too, 2002). The purpose of the systems approach is to ascertain that the behavior of an individual is controlled in a way which is consistent with the total demands of the environment and not by the skilled manipulations of one or a few individuals acting independently or in concert. As applied to this study, the theory should assist the researcher to establish the difference in the way head teachers, teachers and pupils in public and private schools work to solve problems and to enhance performance in KCPE examinations. This view is supported by Mulnar (2009) who says systems theory has been used for several decades as a framework for analyzing and solving problems in schools.

System theory maintains that a school does not exist alone. It does not only depend on its environment but also a part of the larger system such as the society or the economic system of the country to which it belongs. The theory lays emphasis on unity and integrity of the organization and focuses on the interaction between the component parts and the interaction and the environment (Simiyu, 2001). As applied to this study, the theory will assist the researcher to investigate selected factors that influence KCPE performance in private and public primary schools. The theory holds that the component parts of a system interact with each other and the environment thus help the researcher to determine the influence of supervision, teaching and learning resources, instructional practices and teacher characteristics, which are the variables in this study.

Schools are open systems, hence they respond to external influence as they attempt to achieve their objectives. The introduction of free primary education in 2003 is an example of a change from the outer environment. The environment surrounding the school includes the social, political and economic forces that impinge on the organization (Lunenburg, 2010). As applied to this study the variables; supervisory techniques, teaching and learning resources, teacher characteristics form the inputs into the school, while instructional practices form the transformational process and KCPE performance is the feedback which indicates the effectiveness of the school as a system.

3. Research Methodology

This study adopted a mixed methods design for it is useful in helping researchers meet the criteria for evaluating the "goodness" of their answers (Tashakkori & Teddlie, 1998) better than do the single approach designs. A mixed method research is an approach to inquiry that combines both qualitative and quantitative forms. It involved integration of philosophical assumptions, the use of both quantitative and qualitative approaches in a study. It was more than simply collecting and analyzing both kinds of data and involves

the use of both approaches in tandem so that the overall strength of a study was greater than either one of the two approaches (Creswell, 2009). The study intended to establish the extent to which supervisory techniques influencing KCPE performance in public and private primary schools

The target population consisted of head teachers, teachers and standard eight pupils from both private and public primary school in the division. The total number of schools targeted is 54 (42 public and 12 private). The respondents targeted in the study was 54, head teachers, 533 teachers and 1541 pupils. The respondents of the study have been selected on the basis that they provided the required information regarding the objectives of the study. This study employed purposive and random sampling techniques. Simple random technique will be used to select schools from lists of public and private primary schools which were obtained from the Assistant Education Officer (AEO). Purposive sampling was used to select head teachers from the selected schools. The teachers and standard eight pupils were randomly selected from each category of schools. A Sample of 30% as recommended by Kerlinger (1983) was used. The study used questionnaires, for teachers to collect information. The questionnaires were administered to the respondents and picked upon completion. Data from questionnaires were organized, collected and coded according to study objectives and variables. The data was coded and entered into the computer for analysis using the statistical package for social sciences (SPSS). Data was analyzed using descriptive and inferential statistics. Inferential statistics used included t-test and Analysis of Variance (ANOVA). Descriptive statistics such as frequencies and percentages were used to describe the factors influencing KCPE performance in public and private primary schools.

4. Results

4.1. KCPE Performance in Private and Public Schools

The KCPE performance in private and public schools were established in order to determine whether there was a significant difference in performance between years 2009 and 2013. This was done using descriptive and inferential statistics as summarized in table 1. From the mean descriptive results the performance of KCPE in private schools has increased steadily from 2009 to 2013 compared to that of public schools as shown in table. The highest mean score of private school was 343.03 obtained in 2013 compared to 245.46 in public school.

School Category	2009	2010	2011	2012	2013
Private	324.54	336.69	325.60	331.14	343.03
Public	245.47	258.24	250.95	250.57	245.46
Mean	285.01	297.47	288.27	290.86	294.25

Table 1: Comparison of KCPE performance in private and public schools

The difference in KCPE performance was evaluated using a t-test. The use of this method was attributed to the nature of the data because it had only one continuous dependent variable and only one categorical independent variable. An Independent Samples t-test was used so as to randomly assign to one of the two groups. The t-test was calculated to determine if there was any difference between the two school status groups and whether it was statistically significant. To determine type of school variation on the performance of KCPE independent samples t-test was used as summarized in the (Table 2).

Year	School Status	N	Mean	Std. Deviation	t	df	Sig. (2-tailed)
2009	Public	15	245.47	19.47	-3.932	14	.002
	Private	1	324.54
2010	Public	15	258.24	16.87	-6.387	15	.000
	Private	2	336.69	2.56			
2011	Public	15	250.95	20.34	-6.662	17	.000
	Private	4	325.60	17.78			
2012	Public	15	250.57	19.33	-7.250	17	.000
	Private	4	331.14	21.61			
2013	Public	15	245.46	22.55	-7.313	17	.000
	Private	4	343.03	28.52			

Table 2: Independent Samples t-test on KCPE performance

The performance of KCPE showed that there was variation in the type of school. Despite the fact that the number of public school involved in the study being high (n=15) compared to private (n=1-4) the mean performance of private schools was higher in private schools than public schools. An independent-samples t-test was conducted to compare the type of school variation in the performance of KCPE. The private school scores vary much more than the public school scores. This means that the variability in the type of school variation in performance of KCPE was significantly different for the years 2009-2013. From these results there is a statistically significant difference between school status and performance in KCPE and variation is not likely due to chance but due to the IV manipulation. The performance in KCPE 2009-2013 ($p < 0.05$) indicated that there was a statistically significant difference between the public and private school performance. Since, the mean for the public schools was greater than that of private schools; it showed that

most private schools were able to utilize significantly more instructional strategies to boost their performance compared to public schools.

4.1.1. Influence of supervision techniques on KCPE performance in public and private primary schools

The teacher's view on the influence of supervisory techniques on KCPE performance in public and private primary schools was sought using descriptive statistics and independent sample t-test as summarized in table 3. From these results there is a statistically significant difference on head teacher was friendly to teachers and pupils between public and private schools leading to difference in KCPE performance. Overall majority of the teachers in private (n=27, m=4.4) compared to public schools (n=124, m=3.8) had significant difference in supervisory techniques $t(149) = -3.94, p = 0.000 (p > 0.05)$. From these results there was difference in supervisory techniques between public and private and schools. From the study the Head teacher's supervisory techniques that influenced KCPE performance in public and private primary schools included; firmness, friendliness to teachers and pupils, consultation before making decision, competent, knowledge ability and understanding of their duties, presents in school and effective supervision of curriculum implementation.

	School Status	N	Mean	Std. Deviation	t	df	Sig. (2-tailed)
Head teacher's firmness has influence on KCPE performances in the school.	Public	124	3.8306	1.20110	-2.099	149	.037
	Private	27	4.3333	.67937			
The head teacher is friendly to teachers and pupils	Public	124	3.9597	1.32763	-2.710	149	.008
	Private	27	4.6667	.55470			
The head teacher consults widely before making decision	Public	124	3.8710	1.23609	-2.339	149	.021
	Private	27	4.4444	.64051			
The head teacher is competent	Public	124	3.8790	1.17973	-1.951	149	.053
	Private	27	4.3333	.55470			
The head teacher supports and encourages staff professional advancement	Public	124	4.1694	.89007	-.901	149	.369
	Private	27	4.3333	.67937			
The head teacher is knowledgeable and understands his/her duties well	Public	124	3.9597	1.03907	-3.039	149	.003
	Private	27	4.5926	.63605			
There is proper supervision of teachers on time management in the school	Public	124	3.5968	1.27464	-2.516	149	.013
	Private	27	4.2593	1.05948			
The head teacher is always present in school	Public	124	2.9435	1.41020	-4.856	149	.000
	Private	27	4.3333	1.00			
There is effective supervision of curriculum implementation by the head teacher	Public	124	3.6290	1.22619	-2.814	149	.006
	Private	27	4.3333	.91987			
Supervision techniques	Public	124	3.7762	.83849	-3.939	149	.000
	Private	27	4.4120	.33936			

Table 3: Influence of supervisory techniques on KCPE performance in public and private primary schools

However support and encouragement of staff professional advancement in school did not influenced KCPE performance in public and private primary schools. From the study there was difference in supervisory techniques between public and private and schools. The Head teacher's supervisory techniques that influenced KCPE performance in public and private primary schools included; firmness, friendliness to teachers and pupils, consultation before making decision, competent, knowledge ability and understanding of their duties, presents in school and effective supervision of curriculum implementation. It concurs with Okumbe, (2007) that the management of public primary schools is the responsibility of the head teachers who ensures instructional supervision and school management in general. For effective supervisory leadership, Okumbe (2007) explains that, the supervisor, who in this case is the head teacher, must acquire basic skills of supervision which may include; conceptual skills which entails the ability to acquire, analyze and interpret information in a logical manner. The findings concur with UNESCO, (2007) that there has been renewed worldwide interest in issues of monitoring and supervision. Shahida (2008) points out that head teachers are instructional leaders in school who should be at the forefront in supervising, instructing and providing academic leadership in the institution. She observes that poor supervision of teaching especially syllabus coverage is the cause of difference in academic achievements among learners.

Supervision of instruction aims at enhancing teaching and learning through proper guidance and planning and devising ways of improving teachers professionally and thereby helping them release their creative abilities so that through them the instructional process is improved (Okendu, 2012). The findings showed that support and encouragement of staff professional advancement in school did not influenced KCPE performance in public and private primary schools. This concurs with UNESCO, (2007) that some countries had dismantled their supervision services earlier re-established them for example the Philippines, China and Sweden did not have it in the past, and thus have created them. Supervision is one of the critical factors that influence academic performance. The result concurs with Okyerefo, Daniel & Steffi (2011) that academic performance was better in private schools due to effective

supervision. Thus, effective supervision improves the quality of teaching and learning in the classroom. However, the scenario is different in public schools. The study showed that, some teachers in public schools leave the classroom at will without attending to their duties because there was insufficient supervision by circuit supervisors. This lack of supervision gave the teachers ample room to do as they please (Okyerefo, *et al*, 2011).

5. Conclusions

The private school performance scores vary much more than the public school scores. There was a statistically significant difference between the public and private school performance for the years 2009-2013. Results showed that school status variation really does have an effect on the KCPE performance.

There was significant difference in supervisory techniques between private and to public schools. The head teachers are instructional leaders in school and should be at the forefront in supervising, instructing and providing academic leadership in the institution. There was no significant difference in the effect of supervision on KCPE performance for private and public schools.

The poor supervision of teaching especially syllabus coverage is the cause of difference in academic achievements among learners. The findings showed that support and encouragement of staff professional advancement in school did not influenced KCPE performance in public and private primary schools.

6. Recommendation

The head teachers should consult stakeholders before making certain decisions in order to improve instructional supervision. Also the head teachers should do random inspection by asking pupils how they are being taught and use exam results to gauge teacher's performance.

The head teachers are instructional leaders in school should be at the forefront in supervising, instructing and providing academic leadership in the institution.

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