

Principals' Management Of Teachers' Of Chemistry Professional Records As Determinant Of Students' Academic Performance In Chemistry In Public Secondary Schools In Machakos County, Kenya

Mulinge, Marietta N.

PhD student, Machakos University

Dr. Stephen Munguti (PhD)

Lecturer, Machakos University

Dr. Patrick Wambua (PhD)

Lecturer, Machakos University

Abstract: The main purpose of this study was to determine the relationship between the principals' management of teachers' of chemistry professional records and students' academic performance in chemistry in public secondary schools in Machakos County, Kenya. The study was guided by Transformational Leadership Theory developed by James MacGregor Burns in (1978). Convergent Parallel Mixed Methods Research Design was employed to enhance simultaneous collection of quantitative and qualitative data. The target population was 365 principals and 545 chemistry teachers in public secondary schools in Machakos County. Simple random sampling was used in sampling 73 principals and 109 chemistry teachers. Data was collected using questionnaires, interview schedules and document analyses. Quantitative data was analyzed using descriptive and inferential statistics with the help of SPSS Computer Programme version 26. Qualitative data from open-ended questions was analyzed using content analysis. Using Pearson moment correlation coefficient, the study established that principals management of professional records significantly influence students' academic performance in chemistry ($r = .774, p < .001$). The study recommends that the ministry of education should regularly organize seminars and workshop in order to equip principals with skills on how to effectively and efficiently manage teachers of chemistry professional records.

Keywords: Professional records, academic performance, teachers of chemistry, principals.

I. INTRODUCTION

Professional records are the requirements that assist teachers' during the instruction process. They are used to guide the direction that the teaching and learning process will take. Teachers who are committed to duties have full knowledge of the subject content to teach and get lesson plan ready before teaching (David, 2017). According to Mecgley (2015), the principal as an instructional supervisor should ensure that lesson plans for teachers are well planned and updated. Schemes of work is a teacher's plan of work derived from the syllabus showing what is to be covered within a

specific period of time. It gives a suggested allocation of time for each section of the syllabus (Orenaiya, Adenowo, Aroyeun and Odusonga, 2014). Thus, the preparation and instructional supervision of professional documents influences the quality of education standards (Mburu, 2017).

The major role of the principal in curriculum implementation is supervision and this leads to quality education (KESI, 2011). In order to improve student's academic achievement, the principal is expected to provide effective supervision of instruction services by focusing mainly on the teaching staff who implement curriculum directly through instruction. Therefore, the principals' role

should be formulation and implementation of schemes of work, delivering of instructional resources, advising and assisting teachers in instructional programmes and even helping in conducting and coordinating staff (Okumbe, 2013). According to Teachers Service Commission (2015) checklist of professional documents to be maintained by the teachers, the documents include schemes of work, lesson notes, learners' progress records as well as other professional documents.

Literature from reviewed studies has indicated performance in KCSE can be influenced by the principals' management of professional records. In Machakos County, students' academic performance in chemistry has constantly remained low in the period of 2016-2020 as compared to physics and biology. Table 1 below shows details of students' academic performance in Machakos County in the sciences.

Year	Physics	Chemistry	Biology
2016	31.31	19.12	27.15
2017	32.47	20.46	28.14
2018	32.62	23.60	28.62
2019	32.71	20.06	28.89
2020	30.52	20.04	27.70
Average	31.9320.66		28.10

Source: Machakos County Director of Education (2021)

Table 1: Machakos County KCSE Percentage Scores in Sciences (2016-2020)

According to information presented in Table 1, Machakos County performance in sciences has been consistently below the national averages, with Chemistry being the least performed of the three at all levels. This trend is worrying as students have to score highly in chemistry to pursue science oriented careers such as medicine, engineering, pharmacy, nursing, among others. Thus, much still needs to be done to improve students' overall performance in chemistry all over the nation. It is against this background that this study assessed the influence of principals' management of professional records on students' academic performance in chemistry in public secondary schools in Machakos County, Kenya.

A. STATEMENT OF THE PROBLEM

Principals play an important role in the management of teachers of chemistry professional records. That is, they ensure that teachers have updated professional records before engaging in classroom activity. Kotirde and Yunos (2014) asserts that in schools where teaching and learning are not consistently monitored and the teachers' records are not regularly reviewed, the end result is that the level of students' achievement is usually affected. As indicated in Table 1, students' academic performance in chemistry in Machakos County is on a downward trend. Despite these statistics, few empirical studies have interrogated the extent to which principals' management of teachers of chemistry professional records influence students' academic performance in chemistry in public secondary schools in Machakos County, Kenya, hence the need for this study.

B. PURPOSE OF THE STUDY

The main purpose of this study was to determine the relationship between the principals' management of teachers' of chemistry professional records and students' academic performance in chemistry in public secondary schools in Machakos County, Kenya.

C. HYPOTHESIS OF THE STUDY

The study was guided by the following hypothesis:

H₀1: There is no statistically significant effect between management of teachers' of chemistry professional records by the principal and chemistry performance in public secondary schools in Machakos County, Kenya.

II. METHODOLOGY OF RESEARCH

In order to be able to answer the research questions, a Convergent Parallel Mixed Methods Research Design was employed. The study targeted all the 365 principals of the public secondary schools and the 545 teachers of chemistry in Machakos County. Hence 73 principals and 109 teachers of chemistry were sampled for the study using simple random sampling respectively. Thus, the total sample size of the study was 182 respondents. The research instrument used include questionnaires, interview and document analysis.

To ensure consistency, data was cleaned so as to detect and remove errors. Cleaned data was coded by assigning numerals to the answers and both descriptive and inferential statistics analyses generated. Coding of the data was done using SPSS computer programme version 26. Descriptive statistics representing various research items were generated in frequencies, mean, standard deviation and variance and summarized using tables and graphs with a statistical discussion of the results given. Responses from the interview guides were recorded on tape then presented in form of narratives. Data from the interviews was transcribed first, then thematically analysed in order to connect main themes that emerged from the study into a clear narrative. Inferential statistics included correlation and regression.

III. RESULTS AND DISCUSSIONS

This section begins with presentation of the return rate of questionnaires and demographic information of the respondents. This is followed by the presentation of the study outcomes and analysis of the findings according to the study objective.

A. RETURN RATE OF QUESTIONNAIRES

A total of 910 participants, including 365 principals and 545 teachers of chemistry from Machakos County were intended to take part in the research. The participants came from 365 public secondary schools in Machakos County. Simple random sampling technique was used to choose 73 (20%) principals and 109 (20%) teachers of chemistry for the

study. The principals' interview guide was administered to 73 principals. The questionnaires were administered to 109 teachers of chemistry. This information is presented in Table 4.1.

Respondents	Questionnaires Administered	Questionnaires returned	Return rate
Teachers of chemistry	109	86	79%
Total	109	86	79%

Source: Survey Data (2023)

Table 2: Respondents' Questionnaire Return Rate

According to Table 2, the questionnaires return rate from the study participants was 79% which is in line with research literature which generally holds that a return rate of 50% and above is the acceptable response rate. Mills and Gay (2016) posit that a response rate of above 50% increases the confidence with which you speak about your findings as generalizable to the population from which your sample was developed.

For the interview schedules, the response rate from principals was 100% as presented in the Table 3.

Respondents	Number of participants	Number interviewed	Return rate
Principals	73	73	100%
Total	73	73	100%

Source: Survey Data (2023)

Table 3: Respondents' Interview Schedule Return Rate

Table 3 indicates that all principals from the 73 sampled schools participated in this study as the researcher made appointments dates and personally conducted the interviews with the respondents.

B. PROFESSIONAL RECORDS

The teachers of chemistry in this study were requested to respond to the frequency at which the principal checks the listed professional records. Table 4 provides information on instructional instruction tasks performed by principals.

Professional Records	W (%)	F (%)	M (%)	O (%)	N (%)
1. Schemes of work	2(2.33)	10(11.63)	24(27.91)	43(50)	7(8.14)
2. Records of work	45(52.33)	19(22.09)	9(10.47)	8(9.3)	5(5.81)
3. Lesson plans	66(76.74)	11(12.79)	6(6.98)	1(1.16)	2(2.33)
4. Lesson notes	0(0)	3(3.49)	8(9.3)	54(62.79)	21(24.42)
5. Students attendance Register	39(45.35)	33(38.37)	13(15.12)	1(1.16)	0(0)

NB: Weekly (W), Fortnightly (F), Monthly (M), Once a term (O) and Never (N)

Table 4: Teachers of chemistry view on tasks supposed to be performed by principals in instructional supervision (N=86)

Scheme of work: The information presented in Table 4 indicate that 43 (50%) of the respondents verified that principals check teachers of chemistry scheme of work once per term. On the other hand, 24(27.91%) of the teachers of chemistry indicated that principals checked their schemes of work every start of the month. Very few, that is 10 (11.63%) and two (2.33%) of the respondents indicated that principals check their schemes of work fortnightly and weekly basis respectively, while seven (8.14%) highlighted that the principals never check the schemes of work. The result established that majority of the principals check teachers' scheme of work every beginning of the term in public secondary schools in Machakos County. In line with these findings, a study by Adrum (2020) revealed that schemes of work are checked by principals on termly basis. The results also concurred with a study carried out by Jugessur (2023),

which established that, every term a new scheme of work is made with an aim of serving the following purposes: guide to the teacher: organisational convenience: and keeping records of what is taught and what ought to be taught.

Records of work: The information on Table 4 reveals that majority 45 (52.33%) of the teachers of chemistry agreed that principals checked teachers' records of work on weekly basis. While 19 (22.09%) of the respondents indicated principals checked teachers of chemistry records of work fortnightly; nine (10.47%) monthly; and lastly that eight (9.3%) checked once a term. On the contrary five (5.81%) indicated that principals never check records of work. A study by Mwangi (2012) supported these findings by indicating that principals often check records of work which is among key instructional supervisory roles in their schools. The results are also in congruence with Lyonga's (2018) study that established that principals frequently checked teacher's records of work as it has a positive influence on teachers' work performances and yield high students' success rates. This in contrast to a study by Kipnetich (2016) which shows that there is a lot of laxity as teachers records of work are rarely checked. The study by Kipnetich (2016) recommends that principals should ensure that they check teachers' professional documents by coming up with innovative strategies that ensures teachers submit records on weekly basis so as to revamp instructional supervision in their schools.

Lesson plans: The information on Table 4 clearly shows that 66 (76.74%) of the teachers of chemistry indicated that principals checked teachers' lesson plans weekly. However, 11(12.79%) of the teachers pointed out that principals check the lesson plans fortnightly; 6(6.98%) monthly; and 1(1.16%) once a term. To the contrary, two (2.33%) revealed that principals never check the lesson plans of teachers of chemistry. From the findings above, the study established that principals have embraced their instructional supervision activities of checking lesson plans regularly in public secondary schools. According to Wabuko (2016), checking of lesson plans informs on whether all concepts within the subject areas have been captured and enables the principal to intervene where subjects have not been adequately covered. A lesson plan ensures that classroom instruction aligns with curriculum goals and objectives and therefore enables students to demonstrate their successful learning during unit or curricular assessment (Jugessur, 2023). A study by Kioko (2021) corroborates the findings of the present study by establishing that the lesson plan review is the most dominant instructional supervision approach practiced by principals of public secondary schools in Machakos County.

Lesson notes: Results in Table 4 indicate that to a large extent 54 (62.79%) principals check lesson notes once in a term in their schools. While three (3.49%) indicated that principals check lesson plans weekly and eight (9.3%) monthly. The results however reveal that a significant number of the principals 21 (24.42%) never check teachers of chemistry lesson plans. Findings from the present study were in agreement with the results of a study by Malunda, Onen, Musaaazi and Oonyu (2016) which revealed that a scrutiny of the teachers' lesson notes showed that only a handful of them had signatures or school stamps to show that they had been reviewed by the principals. This is despite the requirement by

the ministry of education for teachers to submit lesson notes to the principal at the beginning of every term for review. On the other hand, Mburu (2017) study show that principals regularly monitor the preparation of lesson plans by teachers to ensure that lesson objectives are suitable to the academic attainment of students. Straessle (2014) posited that a lesson plan is an important aspect of a teacher's job that directly impacts what and how students learn the necessary material. Sule, Arop and Alade (2012) study recommended regular supervision which must include inspection of lesson notes organized by government to enhance teachers' job performance. Similarly, Sule, Eyiene and Egbai (2015) recommends teachers' lesson notes to be checked regularly as there is significant positive relationship between instructional supervisory practice of checking of teachers' lesson notes and teachers' role effectiveness.

Students' attendance register: In relation to findings concerning students' attendance, Table 4 shows that 39 (45.35%) and 33 (38.37%) of teachers of chemistry agree that principals check students' attendance register weekly and fortnightly respectively. The table further shows that 13 (15.12%) and one (1.16%) of the teachers of chemistry opined that principals check students' attendance register monthly and once a semester respectively. The findings are in agreement with a study done by Njogu (2020) which asserted that principals often checked the students' attendance register. Kataka, Kipkenei and Olango (2023) concurs with this research outcome as they discovered that majority of principals checked students' attendance register and this had a positive impact on students' academic performance. The findings are also consistent with Nyaisuti, Ursulla and Khatete (2020) who established that the majority of the principals regularly checked students' attendance registers and it greatly influenced students' performance at KCSE. According to a study by Wanjiru (2017), schools where principals evaluated schemes of work, lesson notes and class attendance registers and provided effective feedback apparently registered good academic performance compared to schools where this was not carried out.

C. INFLUENCE OF CHECKING OF TEACHERS OF CHEMISTRY PROFESSIONAL RECORDS

Influence of checking of teachers of chemistry professional records was evaluated by use of the questionnaire. The questionnaire was inform of a five Likert scale, where 1-Strongly agree, 2-Agree, 3-Not sure, 4-Disagree, 5-Strongly disagree. The information is shown in Table 5.

Statement	1 (%)	2 (%)	3 (%)	4 (%)	5 (%)	Mean	SD
1. The time allotted for chemistry curriculum instruction is adequate	43 (50)	32 (37.2)	6 (7)	3 (3.5)	2 (2.3)	1.71	.919
2. The principal checks teacher's records of work from time to time	52 (60.5)	24 (27.9)	5 (5.8)	4 (4.7)	1 (1.2)	1.58	.887
3. The principal ensures teachers cover chemistry syllabus	36 (41.9)	40 (46.5)	2 (2.3)	5 (5.8)	3 (3.5)	1.83	.984
4. The principal checks where teachers adhere to the timetable	40 (46.5)	39 (45.3)	0 (0.0)	7 (8.1)	0 (0.0)	1.70	.841
Average score						1.71	.908

Source: Survey Data (2023)

Table 5: Influence of checking of teachers of chemistry professional records (N=86)

The aggregate mean score of 1.71 and standard deviation .908 from Table 4 indicate that the respondents agreed that principals are concerned with monitoring teachers of chemistry professional records to a great extent. The analysed data shows that majority of the respondents 43 (50%) and 32 (37.2%) agree that the time allotted for chemistry curriculum instruction is adequate. Also, majority of the respondents 52 (60.5%) strongly agree that the principal checks teachers' records of work from time to time. They perceived that the principal ensures teachers cover the chemistry syllabus and adheres to the timetable. This is consistent with a study by Murithi (2015) on the role of principals in promoting students' academic performance in secondary schools in Tigania West Sub-County, Kenya which revealed that principals of the high performing schools indicated that they always ensure teachers fill records of work covered. This could account for the difference between the high performing schools and the low performing ones. This is also in line with a study by Mulatya, Okoth and Mugambi (2021) which indicated that a good percentage of principals monitor syllabus coverage for all classes and ensure that learners are given assessment test as per the agreed time table. The principals specified that instructional supervision practice of checking of teachers' professional documents was well carried out in schools with most of its allied items with a mean above 4.0 scores giving an average mean of 4.17 and standard deviation of 0.96.

D. CORRELATION AND REGRESSION ANALYSIS

The study sought to determine the relationship between the principals' management of teachers' of chemistry professional records and students' academic performance in chemistry in public secondary schools in Machakos County, Kenya.

This was guided by the following null hypothesis;

H₀1: There is no statistically significant effect between management of teachers' of chemistry professional records by the principal and chemistry performance in public secondary schools in Machakos County, Kenya.

Pearson product correlation of professional records and students' academic performance was found to be highly positive and statistically significant ($r = .774, p < .001$). Hence, H₀1 was rejected. This show that an increase in management of teachers of chemistry professional records would significantly improve students' academic performance. This study concludes that there is a statistically significant relationship between management of teachers' of chemistry professional records by the principal and chemistry performance in public secondary schools in Machakos County, Kenya. The correlational analysis results are shown in Table 6.

		Professional records	Students' performance
Professional records	Pearson Correlation	1	.774**
	Sig. (2-tailed)		.000
	N	86	86
Students' performance	Pearson Correlation	.774**	1
	Sig. (2-tailed)	.000	
	N	86	86

** Correlation is significant at the 0.01 level (2-tailed).

Table 6: Correlation analysis of professional records and students' academic performance

A Regression analysis was conducted to empirically investigate the extent management of teachers of chemistry professional records by the principal influence performance in chemistry in public secondary schools in Machakos County, Kenya. The findings from Table 6 in the regression analysis suggest that the regression model adequately captures the relationship between independent variables and the depended variable. The R-squared value of 0.976 indicates that 97.6 % of the variability in students' academic progress can be explained by management of teachers of chemistry professional records by the principal. This positive impact is observed across statistical variables related to student performance and academic progress. The findings suggest that the notable improvement in students' academic achievements within public secondary schools in Machakos County, Kenya can be primarily attributed to the effectiveness of management of teachers of chemistry professional records conducted by the principal. It's noteworthy that the observed variation is relatively modest. The regression analysis results are shown in Table 7.

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.988 ^a	0.976	0.976	0.149

a. Predictors: (Constant), Teachers Professional Records

Table 7: Model Summary for the management of teachers of chemistry professional records

The comprehensive significance of the model is detailed in Table 8 With an F-statistic of 75.780, the overall model demonstrates statistical significance. The findings suggest that the notable improvement in students' academic achievements has been attributed by the management of teachers of chemistry professional records by the principal. Table 8 shows the results.

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	76.988	1	76.988	75.780	0.000 ^b
Residual	1.861	84	0.022		
Total	78.849	85			

a. Dependent Variable: Students' Academic Performance

b. Predictors: (Constant), Teachers Professional Records

Table 8: ANOVA for the management of teachers of chemistry professional records

The impact of students' monitoring coefficients are presented in Table 9. The results show that students' academic performance and students' academic progress significantly to the model since the p-value for the constant and gradient are less than 0.05. The findings imply that one positive unit change in the management of teachers of chemistry professional records by the principal leads to a notable improvement in students' academic achievements at the rate of 51.2%. This confirms the positive effect of managing teachers' professional records on students' academic performance.

The fitted equation is as shown below

$$Y = 1.036 + 0.038X_1$$

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	-0.038	0.034		-1.123	0.264
1 Teachers Professional Records	1.036	0.018	0.988	58.956	0.000

a. Dependent Variable: Students' Academic Performance

Table 9: Coefficients of the impact of management of teachers of chemistry professional records by the principal

IV. CONCLUSION AND RECOMMENDATION

A. CONCLUSION

Majority of the principals from public secondary schools in Machakos County check teachers professional records from time to time. Majority of the respondents agree that regular checking of professional records had great impact on students' performance in chemistry.

B. RECOMMENDATION

The ministry of education should regularly organize seminars and workshop in order to equip principals with skills on how to effectively and efficiently manage teachers of chemistry professional records.

REFERENCES

- [1] Adrum, G. A. (2020). Influence of Frequency of Checking Professional Documents of Teachers of English on Their Teaching Effectiveness In English In Secondary Schools of Kakamega County- Kenya. Journal of Electronics and Communication Engineering, 15(3), 32–37. <https://doi.org/10.9790/2834-1503023237>
- [2] David, R. (2017). A Handbook on teacher as a decision maker. Kaduna: Efsion Print.
- [3] Jugessur, Y. (2023). Time management and planning in Teaching and Learning: Syllabus, scheme of work, weekly, Lesson Plan tallying. International Journal of Humanities and Social Science Invention (IJHSSI), 12(4), 101–104. <https://doi.org/10.35629/7722-1204101104>
- [4] Kataka, M. N., Kipkenei, S., & Olango, A. J. (2023). Assessing instructional supervision as a tactic for improving girls' academic performance in Kenya. International Journal of Scientific and Research Publications, 13(3). <https://doi.org/10.29322/ijsrp.13.03.2023.p13526>
- [5] Kenya Education Staff Institute (2011). Diploma in education management of Secondary. Nairobi: Government Printers.
- [6] Kioko, V. M. (2021). Challenges Facing Principals in Instructional Supervision in Public Secondary Schools in Machakos County, Kenya. Unpublished Masters Project, Kenyatta University.

- [7] Kipnetich, L. P. (2016). Influence of Headteachers' Instructional Supervision Practices on Pupils' Performance in Kenya Certificate of Primary Education in Mulot Division, Narok South, Kenya. Unpublished Masters Project, University of Nairobi.
- [8] Kotirde, I.Y., & Yunos, J.B. (2014). The supervisor's role in improving the quality of teaching and learning in Nigeria secondary school education system. *International Journal of Education and Research*, 2(8), 53-60.
- [9] Lyonga, N. A. (2018). Supervision and teachers' work performances in primary schools in Konye sub-division in Cameroon. *Journal of Educational and Social Research*, 8(2), 115-124. <https://doi.org/10.2478/jesr-2018-0022>
- [10] Malunda, P., Onen, D., Musaaazi, J. C., & Oonyu, J. (2016). Instructional supervision and the pedagogical practices of secondary school teachers in Uganda. *Journal of Education and Practice*, 7 (30), 177-187.
- [11] Mburu, M. (2017). Influence of head teachers' instructional supervision practices on pupils' performance in Kenyan Certificate of Primary Education (KCPE) in Murang'a South Sub County, Kenya. Masters' Thesis, University of Nairobi.
- [12] Mecgley, M. N. (2015). *A Handbook for effective supervision*. New Jersey: Prentice Hall Eaglewood Cliffs.
- [13] Mulatya, E. M., Okoth, U., & Mugambi, M. (2021). Influence of Head Teachers Checking of Teachers' Professional Documents on Pupils' KCPE Performance in Public Primary Schools, Lower Yatta Sub-County, Kitui, Kenya. *Journal of Humanities and Social Science*, 26(6), 37-46.
- [14] Murithi, D. M. (2015). The role of the principals in promoting students' academic performance in secondary schools in Tigania West Sub County, Meru County Kenya. Department of Educational Management, Policy and Curriculum Studies. Unpublished Masters Project, Kenyatta University.
- [15] Mwangi, N. J. (2012). Influence of Head Teachers' Instructional Supervision Strategies on Pupils Performance in Kenya Certificate of Primary Education in Public Primary Schools in Rumuruti Division, Kenya. Unpublished Masters Project, University of Nairobi.
- [16] Njogu, D. G. (2020) Headteacher's Instructional Supervisory Practices Influence on Academic Achievement in Public Primary Schools in Kasarani Sub-County in Nairobi City County, Kenya. Unpublished Masters Project, Kenyatta University.
- [17] Nyaisuti, D. M., Ursulla, A. O., & Khatete, I. W. (2020). Principals' Instructional Supervision Strategies on Students' Performance at Kenya Certificate of Secondary Education in Kuria West Sub County, Kenya. *ResearchGate*, 1-7.
- [18] Okumbe, J. A. (2013). *Educational management theory and practice*. Nairobi: Nairobi University Press.
- [19] Orenaiya, S. A., Adenowo, E. A., Aroyeun, F. T., & Odusonga, R. (2014). Schoolinspection or, and supervision effects in public secondary schools in Ogun state, Nigeria: where are we and where do we go? *International Journal of Humanities & Social Science Invention*, 3(6), 74-80.
- [20] Straessle, J. M. W. (2014). Teachers' perspectives of effective lesson planning: A comparative analysis. *Dissertations, Theses, and Masters Projects*. Paper 1550154173. <https://dx.doi.org/doi:10.25774/w4-8swa-7371>
- [21] Sule, M. A., Eyiene, A., & Egbai, M. E. (2015). Instructional supervisory practices and teachers' role effectiveness in public secondary schools in Calabar South Local Government Area of Cross River State, Nigeria. *Journal of Education and Practice*, 6(23), 43-47
- [22] Sule, M. A., Arop, F. O. & Alade, F. O. (2012). Principal's classroom visitation and inspection, and teachers' job performance in Akwa-Ibom State, Nigeria. *Research on Humanities and Social Sciences*, 2(11), 106-111.
- [23] TSC (2015). *Checklist of professional documents to be maintained by teachers*. Nairobi: Government Printers.
- [24] Wabuko, A. M. T. (2016). Influence of head teachers instructional supervision practices on teachers' job performance in public primary schools in Lang'ata sub county, Nairobi, Kenya. Unpublished Masters Project. University of Nairobi.
- [25] Wanjiru, M. B. (2017). Influence of institutional factors on head teachers' instructional supervision practices in public primary schools in Njoro subcounty, Kenya (Doctoral dissertation, University of Nairobi).