

**RELATIONSHIP BETWEEN HEADTEACHERS' PERSONALITY TYPES,
INSTRUCTIONAL SUPERVISION PRACTICES, AND ACADEMIC
PERFORMANCE IN SELECTED PUBLIC PRIMARY SCHOOLS IN EMBU
COUNTY, KENYA**

TARSIANER MUTHANJE PETER

**A THESIS SUBMITTED IN PARTIAL FULFILMENT OF THE
REQUIREMENTS FOR THE AWARD OF THE DEGREE OF MASTER OF
EDUCATION IN EDUCATIONAL ADMINISTRATION AND PLANNING OF
THE UNIVERSITY OF EMBU**

SEPTEMBER, 2021

DECLARATION

This thesis is my original work and has not been presented elsewhere for a degree or any other awards.

Signature..... Date.....

Tarsianer Muthanje Peter

Department of Education

E551A/1041/2014

This thesis has been submitted for examination with our approval as university supervisors.

Signature..... Date.....

Dr. Ciriaka Muriithi Gitonga

Department of Education

University of Embu

Signature..... Date.....

Dr. Kaberia Isaac Kubai

Department of Humanities

University of Embu

DEDICATION

This thesis is dedicated to my husband, Patrick Ndwiga for moral support throughout the research work. Thank you for persevering with the long hours of my absence which was an ingredient towards my success. To beloved my son Victor Mutuiri and daughter Amazing Grace Mwende, may this thesis be an inspiration in all your endeavors.

ACKNOWLEDGEMENTS

My deepest gratitude goes to the Almighty God who has made all possible to me as the Bible says, 'I can do all things through Christ who strengthens me.' To Him, I give praises, all the glory, and honor. I am grateful to the University of Embu for offering me the opportunity to pursue my Master's course and am highly indebted to all my lectures who immensely shaped my course. I thank my supervisors, Dr. Ciriaka Gitonga and Dr. Kaberia Isaac Kubai for tirelessly encouraging and guiding me throughout this work and lecturers in the School of Education and Social Sciences for their support. I thank my sisters, Mercy, Holida, Lancy, Lydiah and Immaculate for their prayers and encouragement. I recognize my devoted and caring husband Patrick Ndwiga, for his understanding, tolerance, and moral support. My beloved son, Victor Mutuiri, and daughter, Amazing Grace Mwende, thank you for your love, patience, and understanding. I acknowledge my niece, Joy Mukami for her support and encouragement. Special gratitude goes to my parents, Mary Mwendia Muru and Peter Ndwiga Ireri for their prayers and encouragement. Special thanks to Jeremiah Kanyimbo, Pamela Phares, Juliana Nyaga, and Damaris Mwea for the foundation they laid in my education endeavors. I sincerely thank all those who played a major role during my studies.

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LIST OF ABBREVIATIONS/ACRONYMS

KCPE	Kenya Certificate of Primary Education
MOEST	Ministry of Education, Science, and Technology
NACOSTI	National Commission for Science, Technology, and Innovation
RIASEC	Realistic, Investigative, Artistic, Social, Enterprising, Conventional
SDS	Self-Directed Search
SPSS	Statistical Package for Social Sciences
TSC	Teachers Service Commission

OPERATIONAL DEFINITION OF TERMS

Academic performance: The scores that are obtained by individual pupils or schools in KCPE examinations.

Headteacher: The person appointed by TSC as the administrative head of a school and is responsible for its administration.

Instructional supervision: The process of headteacher working with the teachers and pupils towards assisting them in the teaching and learning process with the intent of promoting academic performance.

Personality types: Characteristics as shown by the RIASEC letter codes measured by the SDS activities, with the first letter indicating the personality type.

Supervision: The system of overseeing that employees perform their duties well.

Practices: Skills/behavior of headteachers.

ABSTRACT

Personality types and practices can be viewed as factors that possess a great role in the improvement of academic performance in schools. Good personality types and effective practices can translate to better performance but very little is known about headteachers' personality types, instructional supervision practices, and academic performance in public primary schools in different Sub-Counties in Embu County, Kenya. This study examined the relationship between headteachers' personality types, instructional supervision practices, and academic performance in selected public primary schools in Embu County, Kenya. This study was based on John Holland's (1959) theory on vocational personality types. The study adopted a descriptive research design. The purposive sampling technique was used to access a sample of 108 headteachers in which 71 and 37 headteachers were from Embu East and West public primary schools respectively. The independent variables were headteachers' personality types and instructional supervision practices, while the dependent variable was academic performance. A standardized Self-Directed Search 4th edition questionnaire by John Holland was used to collect data on headteachers' personality types. The instrument to measure headteachers' supervision practices was a self-developed five-point Likert scale questionnaire. Demographic data were analyzed and presented using descriptive statistics. The study used Spearman's rank correlation to determine the relationship between personality types and instructional supervision practices, and schools' performance. Similarly, instructional practices and schools' performance. The results reveal that most headteachers were in the social personality type (48.9%). There was a statistical significance between enterprising personality type and schools' performance ($r = .125$, $p < .05$); a positive ($r = .229$, $P < 0.05$) correlation between realistic personality type and holding parents-pupils-teachers' conferences. Results further revealed no statistically significant correlation between realistic, investigative, artistic, social, and conventional personality types and schools' performance ($r = .111$, $p > 0.05$, $r = -.102$, $p > 0.05$, $r = -.118$, $p > 0.05$, $r = -.160$, $p > 0.05$, $r = .075$, $p > 0.05$) respectively. However, the enterprising personality type ($r = .125^*$, $p < .05$) was found to significantly influence schools' performance. The study concludes that the headteachers' personality types do not influence instructional supervision practices. The study recommends that headteachers should be sensitized on how their personality types influence their instructional supervision hence need to change their instructional supervision practices in an attempt to enhance academic performance. Additionally, as Competency-Based Curriculum (CBC) gives equal focus to artistic and artisan areas like mechanics, masonry, electricians, and art among others, a study to find out a relationship between headteachers' personality types and successful implementation of CBC can be conducted. Further, future researchers to identify gaps in other related areas of education in an attempt to improve academic performance.

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Personality types refer to characteristics as shown by the realistic, investigative, artistic, enterprising, and conventional|(RIASEC) letter codes measured by the SDS activities, with the first letter indicating the personality type (Holland, 1997). Headteachers' personality type affects pupils' academic performance. For example, if a headteacher is social, he/she is likely to provide professional assistance to teachers and help them in professional development which will improve pupils' academic performance. Additionally, social headteachers tend to be sociable, supportive, help both teachers and pupils with difficulties, give feedback and, have good human relations with them.

Ibukun and Oyewole (1997) argue that characteristics such as intelligence, self-confidence, and initiative contribute positively to the leadership of any organization. Northouse (2018) argues that some individuals possess certain natural personalities which make them have preferences for becoming leaders. Such characteristics include intelligence, self-confidence, responsibility, and sociability. Individuals who possess these personalities can be effective and efficient in supervision hence can be useful in instructional supervision practices in schools. Teklemariam (2010) further asserts that personality traits can make someone be an influential leader because of how they act; for example, social headteachers can help teachers to carry out their duties effectively because they are helpful, friendly, like teaching, and have good human relations, which are related to the ability to lead schools effectively. Teclelmariam also noted a significant correlation between headteachers' personality types and schools' academic performance.

It is assumed according to Holland that social headteachers would find it easier to carry out instructional supervision as they provide leadership in schools because their personality type corresponds to their profession. This means that they can be useful in instructional supervision because they are more satisfied in the school environment as it matches their personality type, thereby achieving good academic performance of pupils (Holland, 1997).

Headteachers who possess Holland's personality types; realistic, investigative, artistic, enterprising, and conventional are more likely to find difficulties in instructional supervision practices than headteachers who are social. Holland, explains that individuals working in a job that does not match their interest type are most likely to be dissatisfied. For example, headteachers who are realistic personality types enjoy doing things that characterize the realistic type. Realistic people like working as firefighters, mechanics, carpenters and, technicians. Investigative personality types like work that requires them to solve problems especially in the field of science. They are specific in their undertakings and like work that requires thinking. Investigative careers include chemists and doctors. The Artistic personality type likes creating things, is attracted to creative activities, is good at arts and music. Artistic type careers include interior decorators, film editors, journalists and, artists. Enterprising personality type individuals enjoy leading, persuading, selling things and ideas. Enterprising people fit in careers such as consultants, promoters, and sales leaders. Finally, the conventional personality type is considered as individuals who enjoy systematic processes, secretarial and keeping records among others. They are neat and organized. They enjoy work like public accountants, and other clerical jobs (Capuzzi & Stauffer, 2012). Elizabeth (2009) states personality types can be used as a basic prediction of why people choose certain works and jobs. These personality types would therefore experience school instructional supervisors' problems because their personality types do not match their careers. This could adversely affect the schools' performance as keen supervision is vital for schools to realize their goals.

Globally, instructional supervision is viewed as an endeavor that school headteachers as supervisors carry out in schools to improve instruction. Wanzare (2012) argues that in Kenya, the headteachers are responsible for instructional and supervisory duties. Instructional supervision practices involve all those activities carried out by the headteacher to maintain and improve effectiveness in the teaching and learning process towards improving academic performance (Archibong, 2013). Effective instructional supervision involves improving pupils' academic performance thereby providing a better educational opportunity for them (Oyewole & Ehinola, 2014). Some scholars argue that headteachers' supervision practices should help teachers in professional development to improve the instructional process in schools (Dangara, 2015). The main purpose of

supervising teachers and pupils is to achieve an improvement in academic performance. To ensure that schools function effectively towards achieving good academic outcomes, close supervision of teachers and pupils is an important role that every school head should carry out. This will not only help the school head but also members of staff to know areas of weaknesses thereby find out ways of addressing the identified weaknesses. Orodho (2012) states that different education stakeholders acknowledge that pupils in different public primary schools perform differently even within similar environments depending on physical and instructional materials available. Today all public primary schools are competing to ensure that pupils perform well, for instance, some schools have managed to maintain better pupils' performance whereas other schools still lag behind due to differences in headteachers' instructional supervision practices (Ndiza, 2015).

Sule (2013) argues that if headteachers are not aware of their supervision practices in schools, it creates an opening for poor pupils' performance. On the other hand, if the headteachers carry out their supervision practices effectively and efficiently, it improves the teachers' professional performance thus boosting the academic performance of pupils. The headteachers' instructional supervision practices are important in improving pupils' academic performance. Hattie and Anderman (2013) affirm that schools are established to impart knowledge, skills, values and, attitudes to pupils. Therefore, school headteachers as chief administrators should enhance the good academic performance of pupils. To achieve this success, headteachers must set up high-quality education by carrying out their supervisory duties effectively. They should help teachers to realize their full potential as teachers and also for all pupils if good academic performances are to be maintained in schools. Oluremi (2013) asserts that instructional supervision helps in imparting self-confidence in teachers and develops good qualities in teaching and learning. Thus, empowering teachers in becoming more competent and professional in imparting skills, knowledge, and values to pupils. Therefore, it is the headteachers' supervisory practices that ensure that teachers perform their duties well hence improved pupils' academic performance. He further argues that supervision enhances good quality teaching and learning process through checking professional records, giving teachers feedback, and monitoring timetables which are known to lead to good academic performance. Failure to

carry out these practices is connected to poor academic performance (Dangara, 2015). Poor pupils' academic performance is connected to headteachers' supervisory duties.

Nike (2014) examined the instructional supervision practices of headteachers and asserts that those who carry out instructional supervision practices effectively and efficiently boost schools' academic performance. The ability to carry out instructional supervision is a demonstration of effective school leadership. It is viewed that effective instructional supervision leads to high academic performance while ineffective instructional supervision leads to low academic performance (Muiruri, 2012). Thiguri and Mosiorie (2015) further explain that primary school course does not give teachers adequate skills needed to conduct administrative tasks required to manage public primary schools, since they lack supervisory skills and competencies necessary for effective instructional supervision. Headteachers who are competent in their supervision will supervise instructional activities inside the classroom, assist and make a follow-up towards availing proper ways of improving teacher-pupil engagement. This will help teachers and pupils to build upon their strengths and improve in their weak areas which will therefore boost pupils' academic performance. Headteachers who fail to supervise the teaching and learning process, create a loophole for laxity from teachers and pupils which will affect the performance (Dangara, 2015).

Some of the ability in a headteacher to supervise is inborn. Northouse (2018) explains that individuals who possess traits such as intelligence and confidence have a preference for becoming future effective leaders. Such individuals are presumed to possess the ability to supervise hence can be effective in instructional supervision practices. Still, personality types can influence the ability to supervise, for example, according to Holland's personality types, headteachers who are social are presumed to be effective in instructional supervision practices because they are naturally friendly, interactive, and consider the well-being of others. The academic performance in Embu East and West Sub-Counties has been poor and this may be attributed to headteachers' instructional supervision practices. There has been a lot of concern by various education stakeholders on the poor academic performance of pupils in Embu East and West Sub-Counties public primary schools. For example, parents in Embu County and the country at large have protested and

agitated for the removal of headteachers every time the Kenya Certificate of Primary Education (KCPE) results are released because of schools' poor performances. Little research has directly examined school headteachers' personality types, instructional supervision practices, and academic performance in Embu East and West Sub-Counties. The study, therefore, sought to establish the relationship between headteachers' personality types, instructional supervision practices, and academic performance in selected public primary schools in Embu East and West Sub-counties, Embu County.

1.2 Statement of the Problem

Great concern has been made by various education stakeholders on poor pupils' academic performance in Embu East and West Sub-counties public primary schools. For example, parents in Embu County and the country at large have protested and agitated for the removal of headteachers every time the KCPE results are released due to schools' poor performances. Headteachers possess different personality types and utilize different instructional supervision practices. This results in differences in schools' performances. Good instruction and schools' general academic performance heavily depend on the constant and continuous school-based headteachers' instructional supervision practices. To achieve goals of education and provide quality basic education mainly depends on the headteachers who are responsible for overseeing that schools run smoothly. Due to the increased number and size of primary schools in Kenya, the problem of supervision practices by headteachers could obviously become more difficult. Several schools undergo more conflicts than others concerning headteachers' instructional supervision practices which may be attributed among other things to differences in headteachers' instructional supervision practices and the level of supervision. Personality types and instructional supervision being a key element in effective teaching and learning which translates to improved academic performance makes it critical to establish the relationship between headteachers' personality types, instructional supervision practices, and academic performance.

1.3 General Objective

The study sought to establish the relationship between headteachers' personality types, instructional supervision practices, and academic performance in public primary schools in Embu County.

1.4 Specific Objectives

- i. To establish personality types of headteachers in Embu East and West Sub-Counties.
- ii. To establish headteachers' instructional supervision practices in Embu East and West Sub-Counties.
- iii. To establish the academic performance of schools in Embu East and West Sub-Counties.
- iv. To determine the relationship between headteachers' personality types, instructional supervision practices, and academic performance in Embu East and West Sub-Counties.

1.5 Research Questions

- i. What are the personality types of headteachers?
- ii. What are the headteachers' instructional supervision practices?
- iii. What is the academic performance of schools?
- iv. What is the relationship between headteachers' personality types, instructional supervision practices, and academic performance?

1.6 Justification of the Study

School(s) better academic performance can result from headteachers' instructional supervision practices. Since the headteachers' instructional supervision practices are acknowledged as essential in the improvement of pupils' academic performance in schools. Headteachers as internal instructional supervisors and quality assurance officers are supposed to ensure that there is an effective teaching-learning process in their schools. Headteachers possess different personality types and carry out instructional supervision practices differently. Public primary schools perform differently in academic performance and some schools still perform poorly even within a similar environment as well as infrastructures. The poor pupils' performance may be due to headteachers' personality

types and ineffective instructional supervision practices. The findings of this study, therefore, provides insight on how the headteachers' personality types and instructional supervision practices can affect schools' academic performance in public primary schools.

1.7 Significance of the Study

This study will enable the researcher to become a voice and help headteachers to realize how their personality types influence instructional supervision hence need to change their instructional supervision practices in an attempt to enhance academic performance.

The findings will provide insights on how headteachers can provide mentorship training to teachers on how to manage primary schools to improve on the practices that significantly affect academic performance.

The study will provide insights to the education policy-makers in coming up with pre-service and in-service training programmes for headteachers in order to equip them with knowledge and skills in relation to effective instructional supervision practices.

Finally, the study has recognized different opinions from various scholars on personality types, instructional supervision practices as well as pupils' academic performance.

1.8 Assumptions of the Study

This study presumed that respondents were truthful and accurate as they responded to all items in the questionnaire. Another assumption is that headteachers carried out instructional supervision practices in their respective schools.

1.9 Limitations of the Study

The study was conducted in Embu East and West Sub-Counties. As such, the findings may not be generalized to all public primary schools in Kenya. However, the study illustrates useful insight into how school heads can utilize different personality types to ensure good instructional supervision practices on teachers that will result in better pupils' academic achievement in KCPE results.

1.10 Delimitations of the Study

Public primary schools' academic performance is largely affected by numerous factors. However, the study only engrossed in the relationship between headteachers' personality

types, instructional supervision practices, and academic performance and only in Embu East and West Sub-Counties public primary schools.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

The chapter presents a literature review in thematic areas aligned on the study objectives; theoretical framework, the conceptual framework, and finally summarizes research gaps.

2.2 Personality Types of Headteachers

According to Holland (1997), personality types are characteristics as shown by the RIASEC letter codes measured by the Self-Directed Search (SDS) activities, with the first letter indicating the personality type. He argues that most people belong to six personality types; realistic, investigative, artistic, social, enterprising, and conventional. As Holland explains, people possess attributes of all the six personality types with one being dominant. The most dominant type always influences one's choice of work environment and consequently the career. When choosing a career, people choose jobs that allow them to be around others who are in similar jobs. They prefer working in environments that give them a chance to exercise their skills and abilities.

In addition, Holland asserts that individuals whose work environment matches with their personality types are presumed to be more satisfied, successful, and stable than those whose work environment does not match with their personality types. For example, social headteachers are likely to find satisfaction in work that involves teaching thus become successful. Social personality type, therefore, applies to headteachers because according to Holland, individuals who are in social personality type prefer teaching. This means they may excel and be effective in instructional supervision because they are more satisfied in the school environment as it matches with their personality type (Schneider & Burton, 2005).

Moreover, Holland asserts that individuals who choose to work in an environment that does not resemble their interest type are unlikely to be satisfied with their job, perform poorly, and may quit. For example, Realistic individuals possess mechanical abilities and may feel comfortable in semi-skilled positions because such jobs have consistent requirements and few demands. They are therefore likely to be less satisfied and

ineffective in instructional supervision where one has to interact with other colleagues and help them solve their problems. Investigative individuals like activities involving observation, analyzing phenomena, developing knowledge and understanding, and therefore, are likely to be ineffective in instructional supervision practices. Similarly, artistic individuals like playing music, writing, drawing, and painting. Artistic individual career includes; actors, art teachers, reporters, and book editors (Holland, 1997).

Further, Holland explains that enterprising individuals prefer leading, persuading people, selling things or ideas. Their careers include salespersons, business executives and hotel managers hence are likely to be less satisfied and could be less effective in instructional supervision practices. Likewise, conventional personality types are mainly skilled, like to maintain and manipulate data, organize schedules, and operate office equipment. Typical conventional careers include; secretary, accountant, bookkeeper, mail carrier, and bank teller. Therefore, this study sought to establish the headteachers' personality types, instructional supervision practices, and academic performance in selected public primary schools in Embu East and West Sub-Counties, Embu County.

2.3 Headteachers instructional supervision and academic performance

Headteachers' instructional supervision practices are key for a school to be effective and accomplish its set goals (Fehintola, 2014). Instructional supervision practice entails undertakings carried out by headteachers to improve the teaching-learning process thereby boosting academic performance (Archibong, 2008). Akinfolarin et al. (2017) revealed that supervision is aimed at assisting the teachers realize their weaknesses and improve on them so that pupils can benefit from the teaching-learning process. They further argue that quality learning depends largely on effective supervision. Additionally, supervision helps teachers to be effective in teaching which is geared to the achievement of set goals. Sule (2013) argues that schools are established to assist pupils to acquire knowledge, skills, values and, attitudes. To achieve this success, headteachers must effectively supervise the teaching-learning process. They should help teachers implement the school curriculum effectively to realize the full potential of all pupils. Headteachers must establish cultures that promote academic excellence, equality, and high potentials of all pupils (Thomas, 2010).

Marks and Printy (2003) explain that effective instructional supervision practice translates to improved academic performance, while ineffective instructional supervision practice leads to poor academic performance. Supervision improves teaching and learning thus, it is the duty of headteachers to deliberately stress and impart excellence in the quality of teaching. It is through supervision that teachers as core curriculum implementers are assisted in striving towards the achievement of the expected goals and objectives in schools. Supervision should be accomplished for the benefit of teaching and learning hence boosting the pupils' performance. Additionally, headteachers as instructional supervisors are expected to act as managers, mentors, group leaders, and facilitators in the teaching and learning process.

Mecgley (2015) argues that the supervisor's primary function is to help others become efficient and effective in the teaching and learning process. In addition, he/she should be held personally for the academic performance of his/her school. Instructional supervision aims at headteachers focusing mainly on the teaching staff who affect pupils' academic performance directly through teaching. In this regard, headteachers should embrace instructional supervision as they carry out their responsibilities. Headteachers' instructional supervision practices enable every pupil to maximize their abilities. Therefore, the headteachers' instructional supervision practices ensure that teachers perform their duties well, hence improving academic performance. Keen supervision is crucial for a school to realize the desired goals and objectives.

Ayeni and Akinfolarin (2014) asserted that supervision practices like checking professional records, giving teachers feedback, monitoring timetables, checking marking of pupils' attendance register, and holding parents-pupils-teachers' conferences help headteachers to maintain and improve effective instructional supervision thus improve academic performance. Yunas (2013) says that supervision is a crucial role of a headteacher, which is geared towards improving teaching and learning hence headteachers must oversee the instructional supervision process. He asserts that it is the role of headteachers to carry out supervision and give effective feedback to teachers. He further argues that headteachers are instrumental in the instructional supervision process in schools.

Sigilai and Bett (2013) affirm that headteachers should supervise how the curriculum is implemented and provide effective guidance on programmes aimed at improving instruction in schools. He/she should identify teachers' weaknesses and find out ways of assisting them to enhance the improved academic performance of the school. The core duty of headteachers is to oversee and uphold the quality of instruction which translates to good pupils' academic performance in schools. If headteachers are not aware of their supervision practices in schools, it creates an opportunity for poor academic performance. On the other hand, if headteachers carry out their supervision practices effectively and efficiently, it improves academic performance. Instructional supervision practice is key in improving academic performance (Odumbe, 2016; Akoth, 2015). The main duty of the headteachers as chief supervisors is to see that schools maintain high standards of supervision according to the set guidelines. They should provide professional guidance to teachers to improve conditions that affect teaching and learning. In discharging their supervision practices, the headteachers should help the teachers to facilitate effective instruction in schools (Nakpodia & Dafiaghori, 2011).

Osakwe (2010) explains that headteachers' as internal supervisors should aim at assisting and guiding teachers and pupils towards effective teaching and learning process, thereby enhancing good pupils' academic performance. School headteachers should assist teachers in the preparation of professional records and giving them timely feedback among others. Through supervision, headteachers can help teachers improve in teaching hence good academic outcomes. Headteachers should set time to carry out instructional supervision on how teachers carry out teaching-learning activities with pupils. The core responsibility of headteachers is to make sure that teachers prepare and avail the professional records for instruction and check-ups. If headteachers carry out their instructional supervision practices effectively, there is improved academic performance of pupils. Likewise, if headteachers fail to perform their instructional supervision practices effectively, the results are poor performance which is reflected in pupils' academic performance (Kipngetich, 2016). Through proper supervision of teachers, checking of professional records, giving teachers feedback, monitoring timetables among other practices, pupils' academic performance is enhanced (Ayeni and Akinfolarin, 2014).

Leina (2013) affirmed that headteachers should be competent in supervising teaching and learning as well as making a follow-up. This will help teachers and pupils to build upon their strengths and improve in their weak areas, therefore, boosting academic performance. If headteachers fail in supervision, there may be laxity from teachers and pupils which will affect the academic performance. Effective headteachers' instructional supervision practices are acknowledged to boost the individual and the school's performance as a whole. Egbai et al. (2015) asserted that headteachers should ensure that teachers prepare professional records, create good relationships with pupils, and implement the curriculum as expected. Headteachers' effectiveness in instructional supervision practices helps in boosting the academic performance in their schools.

Ndiza (2015) found that in primary schools where the headteachers checked professional records and teachers' class attendance register performed better than schools where this was not carried out. Poor performance of pupils is linked to poor supervision of schools by the headteachers. Further, Samoei (2015) found that the instructional supervisory roles that include monitoring timetables, setting targets for pupils, and giving teachers feedback lead to improved pupils' academic performance. The quality of teaching and the level of schools' performance heavily depend on the constant and continuous headteachers' instructional practices. Headteachers have the responsibility of overseeing that schools run smoothly.

Supervision is crucial in ensuring that every teacher performs his/her duties hence assist the school realize its objectives. The primary responsibility of headteachers as school internal supervisors is to assist teachers to execute their duties well by maintaining high teaching standards in schools. Instructional supervision requires headteachers to focus their efforts on the teaching and learning process which affects academic performance (Brazer & Bauer, 2013). Effectiveness in headteachers' instructional supervision can bring improvement in academic performance.

Instructional supervision faces numerous challenges and has become more complex for headteachers. Some schools are likely to experience more problems because of the personal characteristics of the headteacher. The ability to offer the best instructional supervision practice largely depends on the headteachers' leadership skills. Holland (1997)

emphasizes that individuals whose work environment matches their personality types are more likely to be successful and satisfied. For example, a social headteacher can interact with teachers more than realistic, investigative, artistic, enterprising, and conventional individuals. This is because social individuals like teaching, and are friendly. A social headteacher, therefore, is presumed to carry out the assigned tasks effectively to promote pupils' academic performance whereas; realistic individuals like working with animals, tools or machines, plants, and animals. Investigative individuals like studying, solving math and science problems; artistic individuals like creative activities like art, drama, crafts, and dancing enterprising likes leading and persuading people, selling things or ideas while conventional individuals like to work with written records and numbers in an organized manner (Holland, 1997).

Further, Holland argues that realistic individuals mainly like to work outdoors. They like activities like fixing electrical things, repairing cars, and building things with wood. Investigative individuals like activities such as working in a laboratory, working on a scientific theory, and working with chemicals among others. Artistic individuals like to create and design things, performing for others (dance, sing, act, etc.), and arranging or composing music of any kind. Enterprising people like to meet people, lead, talk to, influence, and encourage as well as to work in business. Conventional personality types like work involving organizing, accuracy, and following procedures. Moreover, they enjoy working with data and numbers, plan work, and events. Social headteachers are more likely to have good human relations skills because they are interactive as compared to realistic, investigative, artistic, enterprising, and conventional individuals (Holland, 1997). Several studies have examined challenges that headteachers face in instructional supervision, but few studies have directly examined the headteachers' personality types. This study examined the headteachers' personality types and instructional supervision practices on academic performance. In Embu East and West Sub-Counties public primary schools, limited studies have directly investigated headteachers' personality types and instructional supervision practices on academic performance, yet there has been much concern by various education stakeholders about headteachers' instructional practices and academic performance in public primary schools; therefore, this was the gap that existed hence the researcher wanted to fill in this study.

2.4 Theoretical Framework

John Lewis Holland's Theory on Vocation Personality Types (1959) informed the study. The theory tries to explain how personality types match with the work environments. The theory proposes that people like choosing a work environment that is compatible with their personality types. John Holland defines personality as characteristics as shown by the realistic, investigative, social, enterprising, and conventional (RIASEC) three-letter codes measured by the Self-Directed Search (SDS) activities, with the first letter indicating the personality types. Holland emphasizes that people who possess the same personality types, work together in a job and create an environment that fits and reward their personality type. He emphasizes that individuals who work in an environment that is congruent to their personality types can be contented and successful.

The theory claimed that individuals and work environments can be categorized and then matched to each other. Holland argued that people tend to act on their dominant interests and seek careers in which their interests can be expressed to the fullest potential. This theory is best for this study because Holland's model offers a technique that can be used to determine the relationship between headteachers' personality types and instructional supervision practices because the dominant characteristics can be observed and measured. In addition, the theory can address how personalities can influence the behavior of headteachers.

The theory explains that people like working around others who possess similar personality types. They like working in work environments that allow them to utilize their skills and abilities besides expressing their attitudes and values. Further, the interaction between individuals' personality types and environment determines behavior. Therefore, people are expected to be satisfied and successful in work environments that match their interest types. For instance, a headteacher who is social with teachers and learners can know their problems and assist where necessary. He/she can interact with teachers and pupils hence influences pupils' performance indirectly. A social headteacher ensures that there are good human relations between teachers and pupils which can lead towards achieving the set goals as well as outstanding academic performance. Further, Holland asserts that interest types express people's personalities. The assumptions of the Hollands

theory are; individuals belonging to a particular work environment possess similar personality types hence people like choosing to work in environments that are matching with their personality type. The work environment gives individuals an opportunity to express their skills, interests, and talents.

2.5 Conceptual Framework

The independent, dependent, and intervening variables are conceptualized as presented in Figure 2.1.

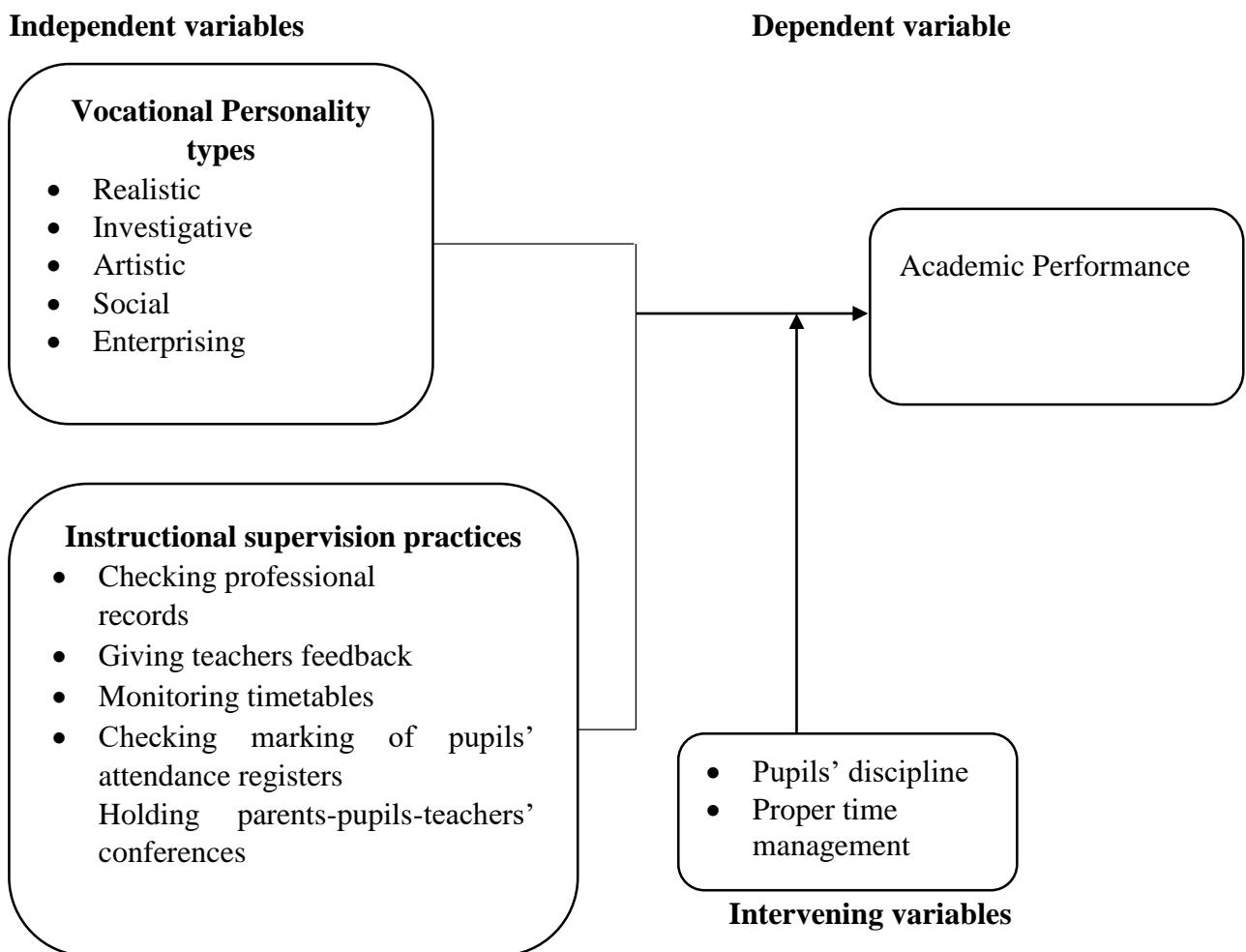


Figure 2. 1 Conceptual framework

A conceptual framework displays a diagrammatic relationship between dependent and independent variables (Gemino & Ward, 2004). The independent variables were headteachers' personality types and instructional supervision practices. The dependent variable was academic performance. Figure 2.1 explains how the dependent and

independent variables are related. Realistic, investigative, artistic, social, enterprising, and conventional personality types influence instructional supervision practices which in turn affect academic performance either positively or negatively.

Holland (1997) holds that realistic individuals enjoy manual activities, such as building, machinery operating machinery among others. They enjoy working with things rather than ideas and people. Typical realistic careers include; electricians, engineers, carpenters, veterinarians, and the military hence realistic headteachers are likely to experience problems in instructional supervision practices which could adversely affect academic performance. Investigative individuals like carrying out activities like research, mathematical or scientific. Typical investigative careers include; pharmacist, computer programming, mathematician, medical technologist, biologist, and chemist. Artistic individuals like writing, drawing, and painting, composing, or playing music as well as acting. Artistic love careers such as musician, actor, art teacher, journalist, and book editor. Therefore, investigative and artistic headteachers may not carry out instructional supervision practices effectively because their personality types do not match with the teaching profession thus adversely affect academic performance. He continues to argue that social individuals enjoy helping and training. healing. Social personality types careers include; teaching and social worker. Thus, a social headteacher can be effective in instructional supervision because his/her personality type matches with his/her career hence lead to good academic performance (Holland, 1997).

He argues that enterprising individuals like work that involve persuading others, such as sales. They also like seeking out leadership roles. Enterprising type fit in careers such as salesperson, business management, and hotel manager. Individuals who possess conventional personalities love to maintain and manipulate data, organize schedules, and operate office equipment. Conventional types of careers include; secretary, bookkeeper, mail carrier, and bank teller. Hence, enterprising and conventional headteachers may not be satisfied in their work environment and may not carry out the supervision practices effectively because their personality types do not match their profession thus affecting academic performance.

Holland's model, therefore, offers a technique that can be used to define the relationship between the personality types and instructional supervision practices because the dominant characteristics can be observed and measured. The Self-Directed Search (SDS) has a set of activities that have been used to measure personality. Similarly, instructional supervisory practices can be qualitatively described because the activities carried out are very distinct. Headteachers as instructional supervisors need to be in control of all that entails excellent academic performance in their respective schools. Effective instructional supervision translates to improved academic performance. Headteachers' practices such as; checking professional records, giving teachers feedback, monitoring timetables, checking marking of pupils' attendance register, and holding parents-pupils-teachers' conferences are assumed to influence the academic performance.

The intervening variables in this study are pupils' discipline and proper time management. Even though the headteacher possesses good personality types and carries out the instructional supervision practices effectively, pupils' discipline and proper time management by both teachers and pupils could adversely affect academic performance. For example, pupils who are not well disciplined may not perform well in academics. In addition, if teachers and pupils fail to manage their time well, a lot of time is wasted and this could negatively affect academic performance.

2.6 Summary of the Literature Review and Research Gaps

The reviewed literature exposes that headteachers' instructional supervision practices are crucial in the improvement of academic performance. They are therefore accountable for all the activities that take place in schools. The literature shows that personality types can influence supervision. From the reviewed literature, most studies addressed the instructional supervision practices and academic performance but did not address headteachers' personality types, the relationship between headteachers' personality types, and instructional supervision practices in the area of study. Therefore, the researcher wanted to fill in these gaps.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

The chapter gives information about the research design, location of the study, target population, sampling procedures, and sample size. Also, this chapter gives details concerning the data collection instruments, pre-testing of the research instruments, reliability test, validity test, data collection procedures as well as data analysis.

3.2 Research Design

This study adopted a descriptive survey design to collect information by administering a questionnaire to sampled headteachers to collect information about their opinions, and habits (Creswell, 2014). Descriptive survey design allows a researcher to collect data, summarize, present, and interpret data for clarification (Orodho, 2003). Descriptive research design helped the researcher to collect data by administering a questionnaire to sampled headteachers and collected information about their habits and opinions. The descriptive survey design was appropriate as this study involved collecting and reporting data of headteachers' personality types, instructional supervision practices, and gender differences in headteachers' instructional supervision practices as it existed in the field without manipulating the variables. The researcher analyzed and evaluated in detail the relationship between the dependent and independent variables. Independent variables were personality types and instructional supervision practices while the dependent variable was academic performance.

3.3 Location of the Study

This study was carried out in public primary schools in Embu East and West Sub-Counties, Embu County. Since great concern has been made by various education stakeholders on poor academic performance of pupils in Embu East and West Sub-Counties public primary schools. Moreover, parents in Embu County have protested and agitated for the removal of headteachers every time after the release of the KCPE results because of schools' poor performances. In Embu East, the schools are distributed in

Runyenje's, Kyeni, and Gachoka zones while in Embu West the schools were distributed in Nembure and Central zones.

3.4 Target Population

This study's target population was public primary school headteachers in Embu County. The headteachers were preferred because they are appointed by the TSC as internal school supervisors.

3.5 Sampling Procedures and Sample Size

Embu East and West Sub-Counties were purposively sampled. All the headteachers in the 108 schools participated in the study because the population was small in number. To achieve this, the researcher obtained the number of public primary schools in Embu East and West Sub-Counties from the County Director of Education Office, Embu County.

3.6 Data Collection Instruments

Data was collected from public primary school headteachers in Embu East and West Sub-Counties. An adapted Self-Directed Search (SDS) questionnaire by Holland (1997) was the main data collecting instrument. Only section "A" that measures the occupational interest of the SDS test was used. This instrument has 66 items that measure interest and area score "like" or "dislike" that ranks six types of personality types in a hexagonal order: Realistic, Investigative, Artistic, Social, Enterprising and, Conventional (RIASEC). A respondent indicates those activities that he/she likes by checking "Like" "L" and for those activities, they dislike by checking "Dislike" "D". The highest score in likes shows the personality type which is generated by a three-letter code. For instance, a RIASEC scores R = (32), I= (10), A= (25) S= (16), E= (28) and C = (2) where highest scores, R = (32), E = (28), A= (25) give the summary code for the participant (REA). The researcher used the 1st letter to determine the personality type of the respondent, in this case, the Realistic personality type "R" has the highest score. According to Holland, realistic individuals mainly like to work outdoors. They like activities like fixing electrical things, repairing cars, and building things with wood. Investigative individuals enjoy discovering and research ideas, observing and investigating, experimenting, asking questions, and solving problems. They like working in a laboratory or with chemicals among others. Artistic individuals like to create and design things, performing for others (dance, sing, act, etc.),

and arranging or composing music of any kind. Social people like teaching and have great concern for the well-being of others. Enterprising people like to meet people, lead, talk to, influence, and encourage others as well as to work in business. Conventional like working indoors. They like work that involves organizing and accuracy, follow procedures, working with data/numbers, planning work, and events.

The instrument to measure instructional supervision practices and gender differences in headteachers' instructional supervision practices was a self-developed Likert scale questionnaire. According to Mugenda and Mugenda (2013), the use of a questionnaire ensures that confidentiality is upheld, saves time and it is very easy to administer. Respondents were required to tick () one of the options that would best describe them; 1= Never, 2= Rarely, 3=Sometimes, 4=Often, 5=Always. The scoring was out of five. If the score was below 2.5, it meant that the headteacher did not carry out instructional supervision practices effectively. Likewise, if the score was above 2.5, it meant that the headteacher carried out instructional supervision practices effectively.

In this study, 'always' was taken to mean that headteachers carried out the instructional supervision practices effectively while 'sometimes', 'often', and 'never' meant that headteachers did not carry out the instructional supervision practices effectively.

3.7 Pre-Testing of Research Instruments

The researcher conducted a pre-test to test the validity and reliability of the research instruments. The instrument was pre-tested in five randomly selected public primary schools in Embu-North Sub-County that shared similar characteristics in terms of challenges experienced with the sampled public primary schools in Embu East and West Sub-Counties. This was to ensure that each school had an equal opportunity of being selected to participate in the pilot study. Piloting assisted the researcher to gauge the clarity and relevance of the items in the research instrument hence items that were found to be inadequate to measure intended variables were either discarded or modified thus improving the quality of the research instrument.

3.8 Reliability Test

Reliability of instrument refers to the degree to which specific measuring procedures give the same result over several repeated trials (Orodho, 2009). In this study, the reliability of the research instrument was ensured by carrying out a test-retest method of assessing reliability. The researcher administered the questionnaire to a selection of non-respondents twice with a one-week interval to the same group of individuals to allow for reliability testing. The correlation coefficient was calculated to find out whether the instrument yielded data that had the highest-retest reliability about the study. The test re-test Cronbach's alpha value of 0.87 was attained which was more than 0.05 thus indicated that the research instrument was valid and reliable to get sufficient data to support the study. This score is similar to that reported by Holland (1997) 0.92.

3.9 Validity Test

The research instrument was validated through the pilot administration of a self-developed five-point Likert scale questionnaire to five headteachers. The participants were taken from five public primary schools in Embu North Sub-County who did not participate in the study although they possessed the same characteristics as the respondents of this study. The results and the comments of the pilot study helped the researcher to arrive at content validity. Content validity means to the degree to which the yielded scores by a test effectively represent the content that these scores purpose to measure (Nachmias & Nachmias, 2008). The researcher's supervisors examined the questionnaire in order to justify the content validity of the questionnaire. To establish the validity of the research instrument, content validity was used to assess whether the tool was likely to provide valid data. The researcher sought an opinion from the supervisors and experts in the research field. The researcher modified or discarded completely the items that did not measure the intended variables. This enhanced fine-tuning of the research instrument to enhance instrument was varied. The piloted schools were not included in the final study.

3.10 Data Collection Procedures

A letter from the University of Embu assisted the researcher to obtain a research permit from the National Commission for Science, Technology, and Innovations (NACOSTI). Further, the researcher obtained a consent letter from the County Director of Education,

Embu County in order to contact the school headteachers in preparation for collecting data. The researcher visited the schools the sampled schools and produced the introductory letter to the respondents in order to build confidence for respondents to participate freely in the study. The researcher guaranteed the respondents that the information collected will be treated as confidential and respondents did not disclose their names in order to eliminate biasness as indicated in the questionnaire. The researcher clarified the purpose of the study then administered the questionnaire personally to the respondents using the drop-pick technique, then picked them after a week through arrangements then the questionnaires were collected for analysis.

3.11 Data Analysis

Data from a self-structured questionnaire was collected and edited by the researcher for completeness and consistency. Editing improved the quality of the data for coding and organize for analysis. Descriptive statistics were used to analyze demographic data to get frequencies, percentages, mean, and standard deviation facilitated by the Statistical Package for Social Sciences (SPSS) version 25.0. Spearman's rank correlation was used to determine if any relationship existed between personality types and gender, instructional supervision practices, and schools' performance. Similarly, it determined if any correlation existed between instructional supervision practices and schools' performance. The research based data analysis on the research objectives. In particular, the first objective which was finding out the headteachers' personality types was analyzed using the Self-Directed Search questionnaire by (Holland, 1997). This instrument has 66 items that measure interest and area score "like" or "dislike." The highest score in likes shows the personality type. Also, the second objective on determining the relationship between headteachers' personality types and instructional supervision practices was answered by the results obtained from Spearman's correlation coefficient. To answer the third objective on determining the schools' academic performance, a desktop review was carried out to determine the average schools' performance in the Kenya Certificate of Primary Education mean scores in a period between 2015-2019.

3.12 Research Permit

The researcher got a permit from the National Commission for Science, Technology, and Innovation (NACOSTI), County Director of Education Office, Embu County, and consent from the respondents. Then, the researcher booked appointments with participants who were public primary school headteachers and administered the questionnaire personally.

CHAPTER FOUR

RESEARCH FINDINGS, INTERPRETATION, AND DISCUSSIONS

4.1 Introduction

This chapter presents analysis and interpretation of research findings based on the objectives of the study, namely; to establish personality types of headteachers, to establish headteachers' instructional supervision practices, to establish the academic performance of schools, and to determine the relationship between headteachers' personality types, instructional supervision practices, and academic performance.

4.2 Questionnaire Response Rate

The researcher administered a total of 108 questionnaires to the sampled respondents. A total of 88 questionnaires were duly filled and returned. This was a response rate of 82% which was adequate to give the findings sufficient credibility and consistency. Babbie (2004) affirms that 50% return rates are acceptable, 60% is good and 70% is very good hence the questionnaire response rate was considered adequate.

4.3 Demographic Information of the Respondents

This study collected data regarding the general characteristics of respondents. The information was grouped according to their gender, age bracket, highest academic qualification, and headteachers' experience.

4.3.1 Gender Distribution

Table 4.1: Gender distribution

Gender	Frequency	Percentage
Male	48	54.5
Female	40	45.5
Total	88	100

The results in Table 4.1 show that 54.5% of headteachers were males while 45.5% were females implying that male headteachers were more than females in public primary schools in this study. These findings are similar to those reported by Kitavi (2014) who found that male headteachers (66.7%) were more than female headteachers (33.3%).

4.3.2 Distributions of Respondents by Age

Table 4.2: Age distribution

Age	Frequency		Percentage
	Male	Female	
41-50	8	6	14 (15.9%)
Above 50	40	34	74(84.1)
Total	48	40	88(100%)

The results in Table 4.2 reveal that 15.9 % of headteachers aged between 41-50 and 84.1 % of headteachers were above 50 years. This implies that the majority of public primary school headteachers belong to the age bracket of 50 years and above.

4.3.3 Distribution of Respondents by Highest Academic Qualification

Table 4.3: Respondents' highest academic qualification

Highest Qualification	Aca.	Frequency		Percentage
	Male	Female		
P1	5	7	12 (13.7%)	
Diploma	19	20	39 (44.3%)	
Bachelors	22	10	32 (36.4%)	
Masters	2	3	5 (5.7%)	
Total	48	40	88 (100%)	

As indicated in table 4.3 the result shows that 13.7% had P1, 44.3% had Diploma, 36.4% had bachelors' degree while 5.7 % had masters' degree. This revealed that headteachers in the two Sub-Counties were professionally trained and equipped with relevant knowledge, skills, and values on academic matters. These findings are similar to those reported by Eshiwani (1993) who argues that both academic and professional qualifications are very crucial in influencing academic performance. Further, these results are supported by (Kosgei et al., 2013) who found that all teachers were trained in the teaching profession.

4.3.4 Distribution of Respondents by Experience

Table 4.4: Respondents' work experience

Years of expe.	Frequency	Percentage
6-10	9	9(10.2%)
Above 10	79	79(89.8)
Total	88	88(100%)

The results in Table 4.4 reveal that 10.2% of respondents were headteachers for 6-10 years while 89.8% had served for over 10 years. These findings imply that the majority (89.8%) had been headteachers for a period of above 10 years while few (10.2%) had served for 6-10 years. Additionally, these results imply that majority of headteachers were adequately experienced to provide leadership for effective supervision.

4.4 Distribution of Respondents by Personality Types

Table 4.5: Respondents' personality types

Personality type	Frequency		Percentage
	Male	Female	
Realistic	7	3	10 (11.4%)
Investigative	4	5	9 (10.2%)
Artistic	4	4	8 (9.0%)
Social	20	23	43 (48.9%)
Enterprising	9	2	11 (12.5%)
Conventional	4	3	7 (7.9%)
Total	48	40	88(100)

The results in Table 4.5 reveal that realistic personality type headteachers were 11.4%, with males being more than females. The investigative personality type was 10.2%. The artistic personality type overall percentage was 9.0 %. The results further reveal that social personality types were 48.9%, implying that most headteachers were in social personality type, which is similar (Holland 1997). The enterprising personality type was 12.5%, while the conventional personality type there was 7.9 %. Social personality type had the highest number of headteachers (48.9%), while conventional had the least number of headteachers (7.9%). This implies that the majority of headteachers were social while few were conventional. This agrees with Holland (1997) who affirms that social personality type matches with teaching. Further, it indicates that nearly 50% of headteachers belong to social personality types which implies it is assumed they can interact well with teachers and pupils hence being able to perform instructional supervision effectively. The results confirm the finding by Holland (1997) who explains that social individuals enjoy teaching.

4.5 Instructional Supervision Practices

4.5.1 Distribution of Respondents' Instructional Supervision Practices

The study investigated the distribution of headteachers' instructional practices in which the respondents were to indicate how regularly they carried out the instructional practices. This was based on the following: checking professional records, giving teachers' feedback, monitoring timetables, check marking of pupils' attendance registers, and holding parents-pupils-teachers' conferences. In this study, 'always' was taken to mean that headteachers carried out the instructional supervision practices effectively while 'sometimes', 'often', and 'never' meant that they did not perform the instructional supervision practices successfully and competently. The result of how regularly headteachers carried out instructional practices are shown in Table 4.6.

Table 4.6: Respondents' instructional supervision practices

Always supervise instructional practices	MALE	FEMALE	TOTAL
Checking professional records	38	37	75 (85.4%)
Giving teachers feedback	29	26	55(62.6%)
Monitoring timetables	39	33	72(81.8%)
Checking marking of pupils' attendance registers	31	26	57 (64.7%)
Holding parents-pupils-teachers' conferences	25	34	59(67.0%)

The results in Table 4.6 show that 75(85.4%) of headteachers checked the professional records. The result further reveals that 55(62.6%) headteachers gave feedback to teachers. Additionally, 72(81.8%) headteachers monitored timetables suggesting that this was another critical practice of headteachers' practices. A total of 57(64.7%) headteachers checked marking of pupils' attendance registers which suggests that it was one of the practices observed closely by headteachers. Furthermore, the result shows that 59(67%) of the headteachers held parents-pupils-teachers' conferences. These results imply that

most headteachers attach great importance to instructional supervision practices, with male headteachers appearing to carry out instructional supervision than females (Nike, 2014).

4.6 Schools' Academic Performance

A desktop review was carried out to determine the average schools' performance in the Kenya Certificate of Primary Education mean scores in a period between 2015-2019 as shown in Table 4.7. The analysis indicated that most of the public primary schools did not attain a mean score average of 250 marks while only 19 out of 88 schools scored an average of 250 marks out of a possible 500 marks.

Table 4.7: Summary of KCPE average performance between 2015-2019

MARKS	NO. OF SCHOOLS
Below 200 marks	7
201-249	62
250-299	13
Above 300 marks	6

4.7 Correlation Analysis

Spearman's rank correlation was used to determine if any significant correlation existed between headteachers' personality types and gender, instructional supervision practices, and schools' performance. Similarly, instructional supervision practices and schools' performance.

4.7.1 Correlation between Headteachers' Personality Types and Instructional Supervision Practices

To determine if a correlation existed between headteachers' personality types and instructional supervision practices, Spearman's rank correlation coefficient was established as indicated in Table 4.8.

Table 4.8: Correlation between headteachers' personality types and instructional supervision practices

Personality type	Checking professional records	Giving teachers' feedback	Monitoring Timetables	Checking marking of pupils' attendance	Holding pupils-teachers' registers
Spearman's rho					
Realistic correlation					
coefficient	.121	.092	.147	.085	.229*
Sig (2-tailed)	.262	.394	.172	.434	.032
N	88	88	88	88	88
Spearman's rho					
Investigative Correlation					
Coefficient	.121	.013	-.058	.164	-.028
Sig (2-tailed)	.262	.902	.590	.128	.794
N	88	88	88	88	88
Spearman's rho					
Artistic Correlation					
Coefficient	.113	.068	.138	.061	.052
Sig (2-tailed)	.264	.531	.201	.575	.632
N	88	88	88	88	88
Spearman's rho					
Social Correlation					
Correlation	-.008	.055	-.134	-.112	-.070
Coefficient	.940	.613	.213	.298	.517
Sig (2-tailed)	88	88	88	88	88

N					
Spearman's					
Enterprising					
Correlation					
Coefficient	.027	-.009	-.117	-.091	-.097
Sig (2-tailed)	.802	.934	.276	.401	.367
N	88	88	88	88	88
Spearman's rho					
Convention					
Correlation					
Coefficient	-.434	-.223*	.128	.034	-.060
Sig (2-tailed)	.000	.037	.235	.752	.579
N	88	88	88	88	88

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

4.7.2 Correlation between Realistic Personality Type and Instructional Supervision Practices

The results in Table 4.8 show that there was no statistically significant correlation between realistic and instructional supervision practices; checking professional records, giving teachers feedback, monitoring timetables, and checking pupils' attendance registers with the coefficient score; $r = -0.121$, $p > 0.05$; $r = 0.092$, $p > 0.05$; $r = 0.147$, $p > 0.05$, $r = 0.085$, $p > 0.05$ respectively. This indicates that the realistic personality type does not influence these instructional supervision practices. Holland (1997) explains that realistic individuals enjoy working with things rather than people and ideas thus, like careers such as electricians, engineers, carpenters, and veterinarians. Therefore, realistic headteachers perform instructional supervision practices because they are very crucial in running schools. For example, by monitoring timetables, the headteacher ensures that all subjects are allocated as per the guidelines, the workload is shared equally hence the curriculum is implemented effectively. This concurs with Wanzare (2012) who asserts that headteachers are responsible for all instructional and supervisory duties in schools.

The results show that realistic personality type influences holding parents-pupils-teachers' conferences with the coefficient score; $r = .229$, $p < 0.05$ implying that headteachers who are realistic always held parents-pupils-teachers' conferences. Holland (1997) argues that realistic individuals enjoy working with hands, such as building, mechanics, operating machinery among athletics. They enjoy working with things rather than people and ideas. Artistic headteachers carry out supervision practices, possibly because they are responsible for all the activities that take place in schools and instructional supervision practices are one of them. Additionally, supervision is a crucial role of a headteacher, which leads to effectiveness in instructional supervision (Yunas, 2013).

4.7.3 Correlation between Investigative Personality Type and Instructional Supervision Practices

The results show no statistically significant correlation between the investigative headteachers and instructional supervision practices; checking professional records, giving teachers feedback, monitoring timetables, checking marking pupils' attendance registers, and holding parents-pupils-teachers' conferences with a coefficient $r = -0.121$, $p > 0.05$; $r = 0.013$, $p > 0.05$; $r = -.058$, $p > 0.05$, $r = 0.164$, $r = -.028$. $P > 0.05$ respectively. Holland (1997) argues that investigative individuals enjoy research, mathematical or scientific activities. This suggests that enterprising headteachers carried out supervision practices, possibly because they are charged with the responsibility of overseeing that schools run smoothly. This indicates that headteachers as internal supervisors attach great importance to supervision practices as supported by (Muiruri, 2012).

4.7.4 Correlation between Artistic Personality Type and Instructional Supervision Practices

The results show that no statistically significant correlation between the artistic headteachers and instructional supervision practices; checking professional records, giving teachers feedback, monitoring timetables, checking marking of pupils' attendance registers, and holding parents-pupils-teachers' conferences with a coefficient $r = -0.113$, $p > 0.05$; $r = 0.068$, $p > 0.05$; $r = 0.138$, $p > 0.05$, $r = 0.061$, $p > 0.05$ $r = 0.059$, $p > 0.05$, $r = .052$, $P > 0.05$ respectively. This means that there is no correlation between artistic personality type and instructional supervision practices. Holland (1997) argues that artistic individuals

like playing music, writing and drawing among others. This suggests that artistic headteachers carried out supervision practices, possibly because they have a responsibility of overseeing that all school activities run smoothly (Wenzare, 2012).

4.7.5 Correlation between Social Personality Type and Instructional Supervision Practices

Further, the results show no statistical significance correlation between social personality type and instructional supervision practices; checking professional records, giving teachers feedback, monitoring timetables, checking marking of pupils' attendance registers, and holding parents-pupils-teachers' conferences ($r = -.008$, $p > 0.05$; $r = 0.055$, $p > 0.05$; $r = -.134$, $p > 0.05$, $r = 0.058$, $p > 0.05$ $r = -.070$, $p > 0.05$). This means that the social personality type is not related to instructional supervision practices suggesting that a headteacher can be social and fail to carry out instructional supervision practices effectively. Holland (1997) asserts that social individuals enjoy teaching. Therefore, if a headteacher is social, he/she can be presumed to be outstanding in instructional supervision because his/her personality type matches his/her career hence lead to good academic performance (Holland, 1997).

4.7.6 Correlation between Enterprising Personality Type and Instructional Supervision Practices

Moreover, the results no statistical significance link between enterprising personality type and instructional supervision practices; checking professional records, giving teachers feedback, monitoring timetables, checking marking of pupils' attendance registers, and holding parents-pupils-teachers' conferences with a coefficient of $r = -0.027$, $p > 0.05$; $r = -.009$, $p > 0.05$; $r = -.117$, $p > 0.05$, $r = -.091$, $p > 0.05$ $r = -.097$, $p > 0.05$). This means that there is no correlation between enterprising personality type and instructional supervision practices. Holland, (1997) contends that enterprising individuals enjoy activities that aim at persuading others, such as sales, and seeking out leadership roles suggesting that enterprising headteachers carried out supervision practices, possibly because they are internal school supervisors. Further, it is the role of headteachers to supervise all school activities and provide effective guidance on programs thereby improving the teaching/learning process (Bett & Sigilai, 2013).

4.7.7 Correlation between Conventional Personality Type and Instructional Supervision Practices

Additionally, the result shows no statistically significant correlation between conventional personality type and instructional supervision practices; giving teachers feedback, monitoring timetables, checking pupils' attendance registers, and holding parents-pupils-teachers' conferences with a coefficient of $r = -0.223$, $p = >0.05$, $r = -0.128$, $p > 0.05$; $r = 0.034$, $p > 0.05$; $r = -.060$, $p > 0.05$) respectively. There was a positive ($r = -.424$, $p < 0.05$) correlation between conventional personality types and checking professional records. This implies that headteachers who are conventional always checked the professional records.

Holland (1997) argues that conventional individuals maintain and manipulate data, organize schedules, and operate office equipment suggesting that conventional headteachers carried out supervision practices, possibly because they have to carry out instructional supervision (Samoei, 2015).

4.7.8 Correlation between Headteachers' Personality Types and Schools' Performance

Spearman's rank coefficient was established to determine if there was a correlation between headteachers' personality types and schools' performance as indicated in Table 4.9.

Table 4.9: Correlation between headteachers' Personality types and schools' performance

Personality types	Schools' performance
Spearman's rho Realistic correlation coefficient	.111
Sig (2-tailed)	.307
N	88
Spearman's rho Investigative correlation coefficient	-.102
Sig (2-tailed)	.346
N	88
Spearman's rho Artistic correlation coefficient	-.118
Sig (2-tailed)	.275
N	88
Spearman's rho Social correlation coefficient	-.160
Sig (2-tailed)	.136
N	88
Spearman's rho Enterprising correlation coefficient	.215*
Sig (2-tailed)	.045
N	88
Spearman's rho Conventional correlation coefficient	.075
Sig (2-tailed)	.489
N	88

The results in Table 4.9 show no statistically significant correlation between realistic and investigative personality type and schools' performance $r = .111$, $p > 0.05$, and $r = -.102$, $p > 0.05$ respectively. The finding in this study revealed that realistic and investigative personality types do not influence schools' performance. Additionally, results reveal no statistically significant correlation between artistic and social personality type and schools' performance $r = -.118$, $p > 0.05$, $r = -.160$, $p > 0.05$ respectively. Further, conventional personality type was not statistically significantly related to schools' performance $r = .075$, $p > 0.05$. However, the enterprising personality type $r = .125$, $p < 0.05$ was found to significantly influence schools' performance. Even though the enterprising personality type was found to significantly influence school performance, the majority of the variables tested indicate that personality types do not influence schools' leadership therefore, the Ministry of Education should ensure that seminars and workshops are embraced to educate headteachers on how to carry out their instructional practices effectively to improve pupils' academic performance (Bett, 2018).

4.7.9 Correlation between Instructional Practices and Schools' Performance

To determine if there was a correlation between the instructional supervision practices and schools' performance, Spearman's rank correlation coefficient was established as indicated in Table 4.10.

Table 4.10: Correlation between headteachers instructional practices and schools' performance

Instructional practices	Schools' performance
Spearman's rho checking professional records correlation coefficient	-.210*
Sig (2-tailed)	.049
N	88
Spearman's rho giving teachers feedback correlation coefficient	-.152
Sig (2-tailed)	.157
N	88
Spearman's rho monitoring timetables correlation coefficient	-.022
Sig (2-tailed)	.840
N	88
Spearman's rho checking pupils' attendance registers correlation coefficient	-.111
Sig (2-tailed)	.303
N	88
Spearman's rho holding parents-pupils-teachers' conferences correlation coefficient	.028
Sig (2-tailed)	.798
N	88

The results in Table 4.10 above, show a negative ($r = -.210$, $p < 0.05$) correlation between checking professional records and schools' performance. This means checking professional records negatively influences schools' performance even though they help headteachers identify teachers' preparedness. Therefore, supervision practices should not only be based on professional records but also other individual factors affecting every teacher. Additionally, results reveal no statistical significance between giving teachers' feedback and schools' performance $r = -.152$, $p > 0.05$. This implies that giving teachers feedback does not influence schools' performance even though through feedback, challenges in teaching-learning are identified and addressed, thus improving the teaching and learning process. Also, results reveal no statistically significant correlation between monitoring timetables and schools' performance $r = -.022$, $p > 0.05$. This implies that schools' performance is not influenced by monitoring timetables even though by monitoring timetables, headteachers ensure that all the teachers' workload is genuinely shared among the teachers. Further, there is no statistical significance between checking the marking of pupils' attendance registers and schools' performance, and holding parents-pupils-teachers' conferences with a coefficient $r = -.111$, $p > 0.05$, $r = .028$, $p > 0.05$ respectively.

4.8 Discussion

This study sought to establish the relationship between headteachers' personality types, instructional supervision practices, and academic performance in selected public primary schools in Embu East and West Sub-Counties, Embu County, Kenya. The specific objectives were; to establish personality types of headteachers, to establish headteachers' instructional supervision practices, to determine schools' academic performance, and to determine the relationship between headteachers' personality types, instructional supervision practices, and academic performance.

This study found that 54.5% of headteachers were males, while 45.5% were females. This indicates the number of males was more male headteachers than females. These findings are supported by Kinyanjui and Orodho (2014), who found that male headteachers (66.7%) were more than female headteachers (33.3%). Further, this study found that

84.1% of headteachers aged above 50 years. This finding is supported by Nakpodia and Dafiaghori (2011), who argue that headteachers are appointed according to age and experience. This study found that the majority (89.8%) headteachers had been headteachers for over ten years, while few (10.2%) headteachers had worked as headteachers for 6 to 10 years. This means that teachers who have served for a long time have high chances of being appointed to headship positions. This finding is supported by Gaziell (2007), who argued that school headship was carried out by headteachers who had served in the profession for a longer time; hence, they had gained ample experience and effectively carried out their supervision roles.

Further, the results reveal that realistic personality type headteachers were 11.4%; investigative personality type was 10.2%; artistic personality type overall percentage was 9.0%; social personality types were 48.9%; enterprising personality type was 12.5%, while the conventional personality type there was 7.9%. Social personality type had the highest number of headteachers (48.9%), while conventional had the least number of headteachers (7.9%). This indicates nearly 50% of headteachers belong to social personality types, which implies it is assumed they can interact well with teachers and carry out instructional supervision practices effectively. This concurs with Holland (1997) who asserts that individuals who possess social personality type likes teaching.

The study found that the majority of headteachers carried out instructional supervision practices in their schools; 85.4% of headteachers checked professional records; 62.6%) of headteachers gave feedback to teachers; 81.8% of headteachers monitored timetables; 64.7% of headteachers checked pupils' attendance registers; 67% of headteachers held parents-pupils-teachers' conferences. These findings are supported by the Republic of Kenya (2004), who explains that the headteachers' role is to monitor all school activities to boost schools' academic performance. Further, these findings are supported by Mecgley (2015) who affirms that the supervisor's primary function is to help teachers become efficient and effective in carrying out the assigned tasks.

The study found a significant relationship between headteachers in the realistic personality type and holding parents-pupils-teachers' conferences ($r = 0.229^*$, $p < 0.05$). This implies that headteachers who were realistic held more parents-pupils-teachers' conferences than

other personality types. Holland (1997) argues that realistic personality types enjoy working with things rather than people and ideas; hence, realistic headteachers carry out supervision practices, possibly because they are responsible for all school activities (the Republic of Kenya, 2004). This finding is supported by Ayeni and Akinfolarin (2014), who argue that headteachers' role is to embrace effectiveness in instructional supervision, thereby boosting pupils' performance. There was a negative ($r = -0.424$, $p < 0.05$, $r = 0.223$, $p < 0.05$) correlation between conventional personality types and checking professional records and giving teachers feedback, respectively. Holland (1997) states that conventional individuals like activities such as maintaining and manipulating data and operating office equipment. Conventional personality types like careers such as secretary, bookkeeper, and mail carrier among others suggesting that conventional headteachers carried out supervision practices, possibly because supervision practices like checking professional records, giving teachers feedback, monitoring timetables, checking marking of pupils' attendance register, and holding parents-pupils-teachers' conference help headteachers in improving their effectiveness in instructional supervision which translates to improved academic performance (Ayeni & Akinfolarin, 2014).

The enterprising personality type ($r = 0.125$, $p < 0.05$) significantly influenced schools' performance. According to Holland (1997), enterprising individuals like activities that require persuading others and seeking out leadership roles. Typical enterprising careers include; salesperson, business executive, and hotel manager suggesting that enterprising headteachers influenced schools' performance possibly because they are responsible for all the activities in schools (Mecgley, 2015). Additionally, there was a positive ($r = -0.210$, $p < 0.05$) correlation between checking professional records and schools' performance. This means checking professional records does not influence schools' performance even though they help headteachers identify teachers' preparedness, implying that other factors affect academic performance (Kiamba, 2011). Further, there was no statistically significant relationship between the artistic personality type of headteachers and instructional supervision practices; checking professional records, giving teachers feedback, monitoring timetables, checking to mark of pupils' attendance register, and holding parents-pupils-teachers' conferences with a coefficient ($r = -0.113$, $p > 0.05$; $r = 0.068$, $p > 0.05$; $r = 0.138$, $p > 0.05$; $r = 0.061$, $p > 0.05$; $r = 0.059$, $p > 0.05$; $r = 0.052$, $P > 0.05$)

respectively. Holland (1997) asserts artistic individuals like creative activities like art, drama, crafts, and dancing; suggesting that artistic headteachers carried out supervision practices, possibly because it is the role of headteachers to observe effectiveness in the instruction which translates to good academic performance (Ayeni & Akinfolarin, 2014).

Results revealed no statistical significance between social personality type and schools' performance ($r = -0.160$, $p > 0.05$). Although Holland (1997) argues that individuals who are in social personality types enjoy teaching and fit in the teaching profession, this finding suggests that other factors affect schools' performance.

Results indicated that the enterprising personality type $r = .125$, $p < 0.05$ was found to significantly influence schools' performance.

Further, results indicated that most of the public primary schools did not attain a mean score average of 250 marks while only 19 out of 88 schools scored an average of 250 marks out of a possible 500 marks.

CHAPTER FIVE

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

5.1 Introduction

The chapter gives a summary of the research findings, conclusions, recommendations, and suggested areas for further research based on the analysis of the data collected for this study. This study was guided by the following objectives; to establish personality types of headteachers, to establish headteachers' instructional supervision practices, to determine schools' academic performance, and to determine the relationship between headteachers' personality types, instructional supervision practices, and academic performance.

5.2 Summary of Research Findings

This section presents the summary of the study findings based on the specific objectives of the study which were; to establish personality types of headteachers, to establish headteachers' instructional supervision practices, to determine schools' academic performance, and to determine the relationship between headteachers' personality types, instructional supervision practices, and academic performance.

5.2.1 Personality Types of Headteachers

Examining personality types, the study found out that the majority of headteachers possessed social personality types (48.9%). This indicates that nearly 50% of headteachers belong to social personality types which imply it is assumed they can interact well with teachers hence being able to carry out instructional supervision practices effectively fit in the teaching profession. This concurs with Holland (1997) who explains that social people like teaching. Further, the results show that realistic personality type headteachers were 11.4% while investigative personality type was 10.2%. Additionally, the artistic personality type overall percentage was 9.0 %. The results further revealed that the enterprising personality type was 12.5%, while the conventional personality type there was 7.9 %. Therefore, the social personality type had the majority of headteachers (48.9%), while the conventional had the least number of headteachers (7.9%). This finding is similar to that reported by Holland (1997) who contends that social headteachers enjoy

teaching. Further, this finding concurs with Elizabeth (2009) who argues that personality types can be used as a basic prediction of why people choose certain works and jobs.

Holland further argues that realistic personality type careers include; electrician, engineer, carpenter, and military among others. Investigative careers include; pharmacist, computer programming, mathematician, medical technologist, biologist, and chemist; Artistic fit in careers such as musician, actor, art teacher, journalist, and book editor. Enterprising careers include; salesperson, business executive, and hotel manager while conventional careers include; secretary, accountant bookkeeper, mail carrier, and bank teller. According to Holland's personality types, headteachers who possess these personality types possibly carry out the supervision practices because they consider the instructional practices as one of their essential responsibilities as well as guiding the school instruction thus improve pupils' performance.

5.2.2 Headteachers' Instructional Supervision Practices

The research found that 75(85.4%) of headteachers checked the professional records, 55(62.6%) headteachers gave feedback to teachers, 72(81.8%) headteachers monitored timetables, 57(64.7%) headteachers checked marking of pupils' attendance registers while 59(67%) of the headteachers held parents-pupils-teachers' conferences. This implies that most headteachers attach great importance to instructional supervision practices, (Nike, 2014).

5.2.3 Schools academic performance

This research found that most of the public primary schools did not attain a mean score average of 250 marks while only 19 out of 88 schools scored an average of 250 marks out of a possible 500 marks. This implies that most of the schools were below average.

5.2.4 The Relationship between Headteachers' Personality Types, Instructional Supervision Practices, and Academic Performance

This research found no statistically significant relationship between headteachers who were realistic personality type and instructional supervision practices; checking professional records, giving teachers feedback, monitoring timetables, and checking pupils' attendance register $r = -0.121$, $p > 0.05$; $r = 0.092$, $p > 0.05$; $r = 0.147$, $p > 0.05$, r

=0.085, p>0.05 respectively. Further, this study found that realistic personality type influences holding parents-pupils-teachers' conferences $r = .229$, $p < 0.05$.

This research found no significant relationship between the headteachers who possessed investigative personality type and instructional supervision practices; checking professional records, giving teachers feedback, monitoring timetables, checking marking pupils' attendance register and holding parents-pupils-teachers' conferences $r = -0.121$, $p > 0.05$; $r = 0.013$, $p > 0.05$; $r = -.058$, $p > 0.05$, $r = 0.164$, $r = -.028$. $P > 0.05$ respectively. Further, this research found no statistically significant relationship between the artistic headteachers and instructional supervision practices; checking professional records, giving teachers feedback, monitoring timetables, checking marking of pupils' attendance register, and holding parents-pupils-teachers' conferences $r = -0.113$, $p > 0.05$; $r = 0.068$, $p > 0.05$; $r = 0.138$, $p > 0.05$, $r = 0.061$, $p > 0.05$ $r = 0.059$, $p > 0.05$, $r = .052$, $P > 0.05$ respectively.

This research also found that there was no significant correlation between social personality type and instructional supervision practices; checking professional records, giving teachers feedback, monitoring timetables, checking marking of pupils' attendance register, and holding parents-pupils-teachers' conferences $r = -.008$, $p > 0.05$; $r = 0.055$, $p > 0.05$; $r = -.134$, $p > 0.05$, $r = 0.058$, $p > 0.05$ $r = -.070$, $p > 0.05$. The findings indicate that the personality types of headteachers do not influence instructional supervision practices. This implies that headteachers as school supervisors carry out instructional supervision practices because they must be concerned with the quality of instructional supervision as well as pupils' academic performance (Ayeni & Akinfolarin, 2014).

This study found no significant correlation between enterprising personality type and instructional supervision practices; checking professional records, giving teachers feedback, monitoring timetables, checking marking of pupils' attendance register, and holding parents-pupils-teachers' conferences $r = -0.027$, $p > 0.05$; $r = -.009$, $p > 0.05$; $r = -.117$, $p > 0.05$, $r = -.091$, $p > 0.05$ $r = -.097$, $p > 0.05$ respectively. This finding is supported by Ibukun et al. (1997) who found that personality types do not influence supervision. In addition, this study found that no significant relationship between conventional personality type and instructional supervision practices; giving teachers feedback, monitoring timetables, checking pupils' attendance register, and holding parents-pupils-

teachers' conferences $r = -0.223$, $p > 0.05$, $r = -0.128$, $p > 0.05$; $r = 0.034$, $p > 0.05$; $r = -.060$, $p > 0.05$ respectively. Furthermore, there was a positive ($r = -.424$, $p < 0.05$) correlation between conventional personality types and checking professional records. From the findings, it is evident that personality types do not influence instructional supervision practices. This, therefore, means that headteachers carry instructional supervision practices because of the importance they attach to these practices. For instance, giving teachers feedback helps them to know their weaknesses and find out the best ways of addressing them. This helps in improving academic performance. Also, headteachers are charged with the responsibilities of overseeing that all school activities run smoothly and supervision is one of the roles (Wenzare, 2012).

This study found no significant correlation between realistic and investigative personality type and schools' performance $r = .111$, $p > 0.05$, and $r = -.102$, $p > 0.05$ respectively. This study found no significant correlation between artistic and social personality type and schools' performance $r = -.118$, $p > 0.05$, $r = -.160$, $p > 0.05$ respectively. Further, conventional personality type was not significantly related to schools' performance $r = .075$, $p > 0.05$. However, this study found a statistical significance between enterprising personality type and schools' performance $r = .125$, $p < 0.05$. feedback and schools' performance $r = -.152$, $p > 0.05$; monitoring timetables and schools' performance.

This study found a positive ($r = -.210$, $p < 0.05$) correlation between checking professional records and schools' performance. The study found no statistically significant relationship between giving teachers feedback and performance $r = -.022$, $p > 0.05$; checking marking of pupils' attendance register and schools' performance $r = -.111$, $p > 0.05$; and holding parents-pupils-teachers' conferences $r = .028$, $p > 0.05$. This implies that practices such as checking professional records do not influence good academic performance. This is because teachers can prepare these records to avoid disciplinary actions and fail to use them accordingly. Therefore, headteachers should not base teachers' preparation of professional records as a basis for good academic performance. Therefore, they should not only focus more on preparation and checking professional records but also on the real practical work done by teachers in the classes. They should assist and guide teachers and

pupils where necessary in an attempt to achieve good results. They should also find out other factors that affect academic performance and address them.

5.3 Conclusion

From the findings, the study has come up with the following conclusions regarding headteachers' personality types and instructional supervision practices on academic performance in public primary schools in Embu East and West Sub-counties. It is established that there is strong evidence that proposes that headteachers' personality types do not influence instructional supervision and schools' performance. This is a unique finding which implies that other factors affect instructional supervision practices such as teaching experience. Moreover, realistic, investigative, artistic, social, and conventional personalities do not influence academic performance. This indicates that other factors influence academic performance in schools. Moreover, this research concludes that gender differences in headteachers' instructional supervision practices do not influence academic performance hence a school can perform well whether it is headed by a male or female headteacher.

All public school headteachers were professionally trained, were experienced and the majority of them possessed social personalities (48.9%). Concerning gender differences in headteachers' instructional supervision practices and academic performance, it can be concluded that a headteacher can be effective in supervision practices whether male or female. Thus, a school can achieve good academic performance whether it is headed by a male or female. (Thomas, 2008; Alhourani, 2013).

The headteachers carried out their practices in their schools. The reason was that the study found that more than 50% of headteachers carried out instructional supervision. This indicates great importance headteachers attach to instructional supervision practices. For example, when headteachers as chief instructional supervisors in schools interact with teachers through checking professional records and giving feedback, problems, and weaknesses are identified and addressed which translates to an improvement in the instruction which affects the academic performance. This finding is supported by Samoei (2015) who argues that headteachers should oversee that all school activities run smoothly.

5.4 Recommendations

The study recommends the following:

Headteachers should be sensitized on how their personality types influence their instructional supervision practices hence need to change their instructional supervision practices in an attempt to enhance academic performance.

In addition, headteachers to be appointed based on their good classroom performance so that the same is reflected in the schools they head. moreover, the Teachers' Service Commission should provide continuous professional development to develop capacities for instructional practices to enhance schools' academic performance.

Moreover, good pupils' academic performance can be used as a marketing tool to help primary schools attract more pupils, satisfy the current parents and reduce transfers from one school to another.

Further, parents should be involved in school matters so that they can have forums to express their views that would significantly affect the pupils' academic performance.

Furthermore, future researchers to identify gaps in other related areas of education in an attempt to improve academic performance.

5.5 Suggestions for Further Study

The researcher suggests the following:

Further study to focus on headteachers' personality types and instructional supervision practices in public primary schools, Embu county as well as the views of teachers on effective instructional supervision practices on academic performance. Moreover, further studies to assess the contribution of principals' personality types towards the students' performance in secondary schools. Finally, studies to establish whether personality types influence other performance aspects like co-curricular activities.

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APPENDICES

Appendix A: Letter of Introduction to the Respondents.

I am a postgraduate student at the University of Embu. I am carrying out research on the headteachers' personality types, instructional supervision practices, and academic performance in selected public primary schools in Embu East and Embu West Sub-counties, Embu county. Your response will be treated with confidentiality. Do not write your name or the name of your school on the questionnaire. Please complete all the sections of the questionnaire as honestly as you can. Your positive response will be highly appreciated.

Yours Faithfully,



Tarsianer Muthanje Peter

Appendix B: Questionnaire for Headteachers

I am a postgraduate student at the University of Embu. I am carrying out research on headteachers' personality types, instructional supervision practices, and academic performance in selected public primary schools in Embu East and West Sub-Counties, Embu County. The purpose of this questionnaire is to gather information on the evaluation of the headteachers' personality types and instructional supervision practices on academic performance. Please answer these questions as honestly as possible. The information you will give will be kept confidential and will be used for research only. Do not write your name or the name of your school on the questionnaire. Your positive response will be highly appreciated.

SECTION A: Demographic data (Please tick (/) one)

1. Gender: Male Female

2. Age bracket: 20-30 31-40 41-50 Above 50

3. Highest academic qualification

P1

Diploma

Bachelor's Degree

Master's Degree

4. Experience as a school headteacher

0-5 years 6-10 years above 10 years

SECTION B: Personality types of headteachers

Indicate those activities that you like by checking "Like" "L" and for those activities, you dislike by checking "Dislike" "D".

R	L	D
Fix electrical things	<input type="checkbox"/>	<input type="checkbox"/>
Repair cars	<input type="checkbox"/>	<input type="checkbox"/>
Fix mechanical things	<input type="checkbox"/>	<input type="checkbox"/>
Build things with wood	<input type="checkbox"/>	<input type="checkbox"/>
Take a Technology Education (e.g., Industrial Arts, Shop) course	<input type="checkbox"/>	<input type="checkbox"/>
Take a mechanical drawing course	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Take woodworking course	<input type="checkbox"/>	<input type="checkbox"/>
Take an Auto Mechanic or technician	<input type="checkbox"/>	<input type="checkbox"/>
Work with an outstanding mechanical or technician	<input type="checkbox"/>	<input type="checkbox"/>
Work outdoors	<input type="checkbox"/>	<input type="checkbox"/>
Operate motorized machines or equipment	<input type="checkbox"/>	<input type="checkbox"/>
Total No. of Ls	<input type="checkbox"/>	

I	L	D
Read scientific books or magazines	<input type="checkbox"/>	<input type="checkbox"/>
Work in a research office or laboratory	<input type="checkbox"/>	<input type="checkbox"/>
Work on a scientific project	<input type="checkbox"/>	<input type="checkbox"/>
Study a scientific theory	<input type="checkbox"/>	<input type="checkbox"/>
Work with chemicals	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	

- Apply mathematics to practical problems
- Take a Physics course
- Take a Chemistry course
- Take a Mathematics course
- Take a Biology course
- Study scholarly or technical problems

Total No. of Ls

A	L	D
Sketch, draw, or paint	<input type="checkbox"/>	<input type="checkbox"/>
Design furniture, clothing, or posters	<input type="checkbox"/>	<input type="checkbox"/>
Play in a band, group, or orchestra	<input type="checkbox"/>	<input type="checkbox"/>
Practice musical instrument	<input type="checkbox"/>	<input type="checkbox"/>
Create portraits or photographs	<input type="checkbox"/>	<input type="checkbox"/>
Write novels or plays	<input type="checkbox"/>	<input type="checkbox"/>
Take an Art course	<input type="checkbox"/>	<input type="checkbox"/>
Arrange or compose music of any kind	<input type="checkbox"/>	<input type="checkbox"/>
Work with a gifted artist, writer, or sculptor	<input type="checkbox"/>	<input type="checkbox"/>
Perform for others (dance, sing, act, etc.)	<input type="checkbox"/>	<input type="checkbox"/>
Read artistic, literacy, or musical articles	<input type="checkbox"/>	<input type="checkbox"/>
	Total No. of Ls	<input type="text"/>

S **L** **R**

Meet important educators or therapists	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Read sociology articles or books	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Work for a charity	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Help others with their personal problems	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Study juvenile delinquency	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Read psychology articles or books	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Take Human Relations course	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Teach in high school	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Supervise activities for the mentally ill patient	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Teach adults	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Work as a volunteer	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Total No. of Ls

E	L	D
Learn strategies for business success	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Operate my own service or business	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Attend sales conferences	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Take a short course on administration or leadership	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Serve as an officer of any group	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Supervise the work of others	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Meet important executives and leaders	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Lead a group in accomplishing some goal	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Participate in a political campaign	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Act as an organizational or business consultant	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Read business consultant

Read business magazines or articles

Total No. of Ls

C **L** **D**

Fill out income tax forms

Add, subtract, multiply, and divide numbers in business or bookkeeping

Operate office machines

Keep detailed records of expenses

Set up a record-keeping system

Take an Accounting course

Take a commercial Math course

Take inventory of supplies or products

Check paperwork or products for errors or flaws

Update record or files

Work in an office

Total No. of Ls

SECTION C: Instructional Supervision Practices.

Please tick (✓) the number that reflects your opinion.

Key: 1-Never: 2-Rarely: 3-Sometimes: 4-Often: 5-Always

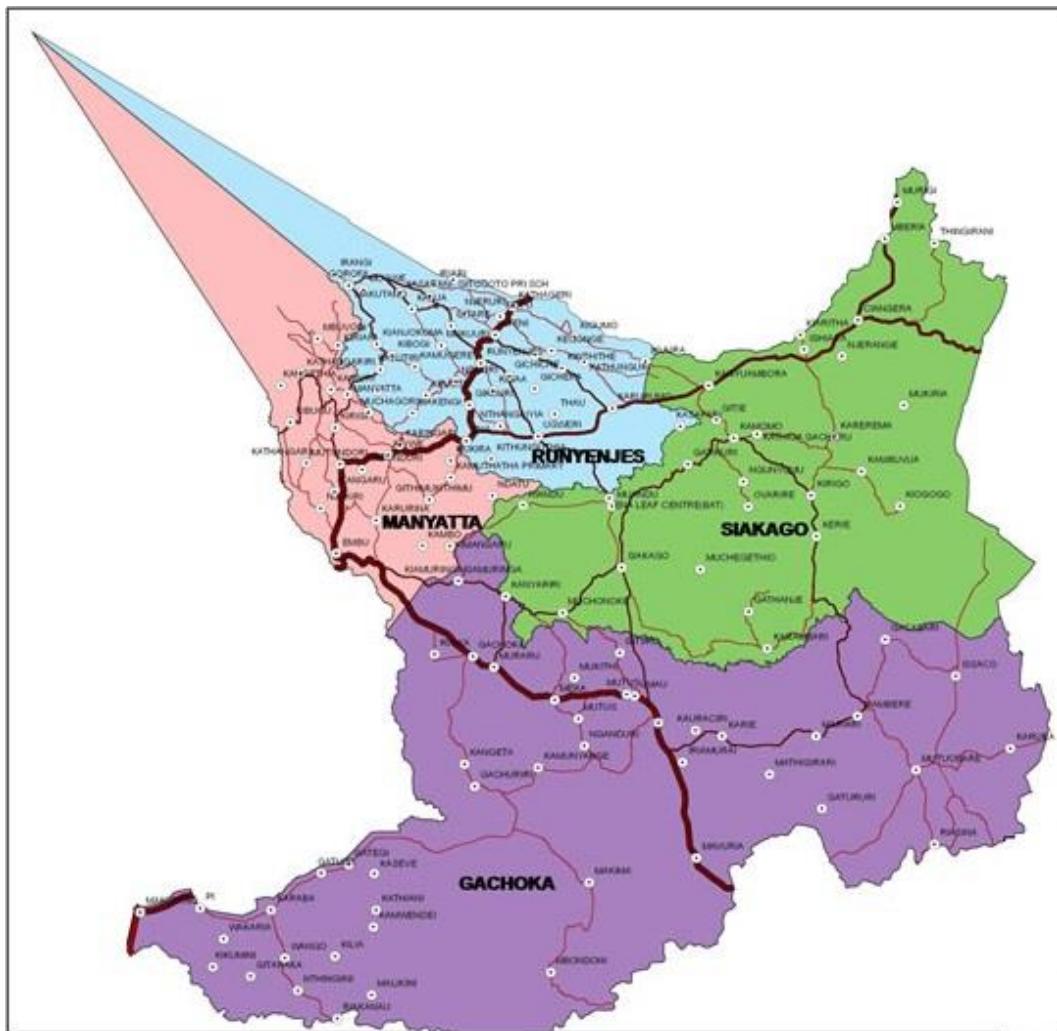
ITEM	1	2	3	4	5
Checking professional records					
Giving teachers feedback					
Monitoring preparation of timetables					
Checking marking of pupils' attendance register					
Holding parents-pupils-teachers' conferences					

SECTION D: School's academic performance

KCPE Mean scores between 2015-2019

2015	2016	2017	2018	2019	Average

Appendix C: Map of Embu County



Appendix D: Research Permit

