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RESEARCH ARTICLE

LEARNERS' ASSESSMENT SUPERVISION TRAINING NEEDS OF PUBLIC PRIMARY SCHOOL HEAD TEACHERS IN BUNGOMA WEST SUB - COUNTY, KENYA

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ABSTRACT

Effective curriculum supervision by head teachers is necessary for schools to offer quality education to learners. Learners' assessment is one of the key areas of curriculum supervision. Thus head teachers should possess requisite knowledge, skills and attitude in supervision of learners' assessment. In Bungoma West Sub-County low academic achievement was an issue in most public primary schools. In Kenya Certificate of Primary Education (KCPE) examination, the Sub-County's mean scores for the year 2012 to 2014 were below average with performance indices of 237.22, 239.63 and 232.30 respectively out of possible 500 marks. This was attributed to various factors, with inefficiency in learners' assessment often mentioned by stakeholders in the Sub-County as one of the factors. In-Service Education and Training (INSET) courses for primary school head teachers had previously been organized based on the whims of course organizers and not actual curriculum supervision needs of head teachers. The purpose of the study was to assess learners' assessment supervision training needs of public primary school head teachers in Bungoma West Sub-County. Specific objectives were to determine the discrepancies between the ideal and actual learners' assessment supervision knowledge, skills and attitudes of the head teachers. The study used descriptive survey research design. A conceptual framework comparing the ideal and actual outcome was used to guide the study. The study population was 81 primary school head teachers, 1 Sub-County Director of Education (SCDE) and 1 Teachers Service Commission Sub-County Director (TSC SCD). The research instruments comprised of head teachers questionnaire, interview schedule and document analysis guide. To ascertain reliability of the instruments, a pilot study was carried out involving 10% of the study population. Curriculum studies experts at Bomet University College were consulted to ascertain content validity. Test re-test method was used to determine an acceptable reliability Pearson coefficient of 0.9. Quantitative data was analyzed by descriptive statistics of frequencies, percentages and means. Qualitative data was grouped based on objectives and analyzed based on emerging themes. The study found very low discrepancy between ideal and actual learners' assessment supervision knowledge and skills of head teachers ($m=4.02$). The study equally observed very low discrepancy in the attitude of head teachers towards learner's assessment supervision ($m=3.75$). The study concluded that head teachers had training needs with regard to learners' assessment. Based on the findings of the study, it was recommended that INSET courses for primary school head teachers should focus on participants' knowledge, skills and attitudes in learners' assessment supervision with specific emphasis on construction of various types of test items and mechanisms for monitoring quality of both internally and externally designed evaluation tests. The study is significant to the Ministry of Education and Teachers Service Commission Sub-County officials in the organization of INSET courses for head teachers. The study findings further contribute significantly to the knowledge in the field of teacher education and training.

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INTRODUCTION

Head teachers as educational managers are expected to be equipped with knowledge, skills and attitude that would enable them carry out effective curriculum supervision in order for schools to provide learners with quality education (Awiti *et al.*, 2016). Curriculum supervision is one of the aspects of school management. For an educational institution to realize its goals, effective curriculum supervision should be put in place.

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The 2014 Global Monitoring Report (GMR) estimated that globally, 250 million primary school age children are not achieving the basic literacy and numeracy skills even though 130 million of them have spent at least four years in school (UNESCO, 2014). On capacity building of teachers in U.S.A, Fullan (2001) points out weaknesses in organization of courses to empower educators to enhance learning outcomes. He found out that capacity building courses for teachers were not based on researched needs of participants. The same has been mentioned by the Ministry of education (2010) to be the case in public primary schools in Bungoma West where in-service education and training (INSET) courses for head teachers are

based on the whims of the organizers and not on the actual needs of the participants. This may lead to inadequate knowledge and skills in internal supervision of curriculum that adversely affect learning outcomes (Omulako and Jepchumba, 2012). Office for Standards in Education (Ofsted) in United Kingdom (UK) in their survey on 'how head teachers achieved success in running their schools' noted that head teachers ensured teachers were monitored closely in order for them to assess learners in line with assessment strategies in the schools' assessment programmes. The report also noted that head teachers in UK had the capacity to lead in drawing up school improvement plans which resulted into a better way for monitoring and evaluating learners. The report observed that head teachers were able to organize their staff to analyze pupils' assessment data and the information used to track pupils academic progress. According to the report; head teachers were well equipped with knowledge, skills and attitude to explain to teachers the reasons for tracking pupils' progress. Ofsted Report further revealed that head teachers organized regular meetings to discuss learners' progress and to establish proper assessment system to determine learners' achievement. In addition the Report also points out that head teachers in UK made teachers to be accountable to learners' achievement especially when assessment data showed low achievement of learners in academic work. Ofsted Report is quite relevant to the current study as it outlines what head teachers in UK did in order to improve learning outcomes in their schools. Ofsted Survey Report examined the key steps taken by head teachers in schools that improved from satisfactory to good. However, in the current study the focus was on discrepancy between the ideal and actual knowledge, skills as well as attitudes of public primary school head teachers on learners' assessment (a gap which the current study sought to fulfill).

UNESCO (1994) recognizes education as one of the basic rights and that investment in quality primary education enhances pursuit of higher education. This has made many nations globally to embrace educational policies such as Education for All (EFA), Universal Primary education (UPE) and others. However, Buregeya (2011) noted that in pursuance of these global education policies most developing nations have been facing challenges related to low learning outcomes. Buregeya cited failure of UPE in Uganda as an example. UNESCO (2000) attributes low learning outcomes in education system in developing nations to inefficiency in curriculum supervision especially internal supervision of curriculum. The World Bank (2010) asserts that systems of supervision if properly utilized have potential to mitigate educational challenges brought about by global education policies. Buregeya and UNESCO studies are quite relevant to the current study in that the two studies attribute low learning outcomes in developing countries to inefficiency in curriculum supervision particularly internal supervision in primary and secondary schools. However, in the current study the focus was on low learning outcomes in public primary schools which the researcher attributed to failure of public primary school head teachers to carry out effective learners' assessment which is a key element of internal supervision of curriculum in Bungoma West Sub-County.

Chapman and Burchfield (1994) in their study on how headmasters perceive their role in Botswana noted that instructional leadership functions are rare in developing countries and that principals are likely to favour management

and administration. According to Chapman and Burchfield (1994), Ghana in West Africa seems to be exception among African countries; its principals perceive their roles in curriculum supervision to include helping teachers to apply new pedagogical approaches in teaching and learning process. Otunga *et al.*, (2008) identified lack of resources as one of the challenges facing the head teachers in Africa. In Tanzania Onguko *et al.*, (2012) noted general lack of leadership preparation for head teachers which to some extent adversely affected quality of education received in learning institutions. The same applies to Kenyan system where one is appointed a head teacher after serving as a deputy head teachers for a period of time. Dejaehgere *et al.*, (2009) in their study on head teachers' skills in secondary schools in Uganda found that school size affected the extent to which head teachers were directly involved in leading learning, with head teachers of small schools being more likely to supervise curriculum effectively. The study by Dejaehgere *et al.*, (2009) is relevant to the current study though carried out in secondary schools. It outlines effectiveness of curriculum supervision in relation to the size of a school.

The current study focused on specific curriculum supervision skills that related to learners' assessment among public primary school head teachers which Dejaehgere *et al.*, (2009) did not mention in their study. According to Shoraku (2008); good educational management is critical in raising access, improving learning outcomes and empowering people to secure education. Shoraku observes that school based management is of importance in realizing educational goals. Effective internal supervision of curriculum is a component of school based management mentioned by Shoraku. However in Bungoma West sub-county, discrepancy between the ideal knowledge, skills and attitudes of public primary school head teachers and their actual practices have been mentioned by the stakeholders as factors ailing academic standards in public primary schools (MoEST, 2015). Swists (1998) observed that training programmes are often prescribed as the drug of choice to problem situation in organizations and that proposing a solution or an intervention can be a costly and fruitless endeavor. According to Swists (1998), often overlooked as the first step in the performance improvement process is the training needs assessment which is defined as a gap between what is and what ought to be. Therefore in this study the researcher focused on curriculum supervision training needs of public primary school head teachers in line with knowledge, skills and attitudes they possessed in learners' assessment. Review of literature reveals that capacity building in teaching is a term associated with learning institution's improvement and professional development of staff being one of the aspects. Obanyi (2006) in his study on administrative training needs of public primary school head teachers in Kuria Sub-County found out that primary schools head teachers expressed training need in curriculum and instruction supervision. Obanyi's study emphasized curriculum and instruction supervision in general. However in this study the researcher considered elements of curriculum and instructional supervision such as learners' assessment. Orwa (1986) stated that the In-service Education and Training (INSET) for teachers has been and continues to be subject of great interest to education policy makers and planners all over the world. He observes that INSET is an important and integral part of education system and that its importance has been given prominence by governments, international organizations and through research and writing by academicians. Orwa (1986)

noted that INSET has not been given attention it deserves in teacher training programmes in Kenya. He points out that teacher education and training is made up of three cycles: personal education, initial teacher education (pre-service) and INSET. Kafu (2011) concurs with Orwa (1986) on attention or emphasis given to in-service teacher education in Kenya. Kafu noted lack of proper INSET curriculum in Kenyan education system. Sossion (2014) also identified lack of proper policy framework that would enhance continuous professional development of teachers in the Kenyan education system. Sossion asserts that for a very long time, the training needs of teachers have not been addressed and there has been no known in-service programme for the teachers.

Sossion's observation pertains to teachers in general. What is not clear is whether Kenya Education Management Institute (KEMI) INSET programme for head teachers and some of the recently organized INSET programmes for public primary schools head teachers address effectively their curriculum supervision training needs in line with capacity building of the key stakeholders. Besides that, the MOE (2010) Report on standards assessment in Bungoma West Sub-County noted inadequate capacity building among some of the head teachers which adversely affected their managerial skills. In the current study, the researcher sought to establish the discrepancy between the ideal and actual capacity building knowledge, skills and attitudes of public primary school head teachers which Kafu (2011), Sossion (2014) & MOE (2010) did not mention concerning professional development of teachers (i.e. the gap in capacity building of head teachers that the current study addressed). Saitaga (2015) in his study in Laikipia North Sub-County, Kenya also noted that head teachers and teachers had no in-service training on instructional supervision since graduating from college. Saitaga (2015) study focused generally on school based factors that influenced head teacher's instructional supervision in public primary schools and in-service training was one of the factors, unlike the current study that sought to establish the discrepancy between the ideal knowledge, skills and attitude of public primary school teachers in capacity building as the key education stakeholders.

Nzambi (2012) study in Kitui, Kenya, on head teacher's roles in instructional supervision observed that instructional effectiveness is related to students' academic achievement and that in Kenya roles of head teachers in curriculum supervision includes: checking schemes of work, checking lesson books, record of work covered, class attendance registers and clock in clock out. Nzambi's study is quite relevant to the current study as it links effective instructional supervision and academic achievement in secondary school. However, in Nzambi's study emphasis was given to perception of teachers on head teachers' roles in curriculum supervision which entails checking of professional records compared to the current study that addressed discrepancy between the ideal and actual knowledge, skills and attitudes of head teachers in line with learners' assessment. Kibet (2002) found out that in Baringo District, the frequency of performance of instruction supervisory practices by head teachers were low especially checking students' notes and teaching lessons. However, in the current study the researcher looked at the discrepancy between the ideal and actual knowledge, skills and attitudes of head teachers in line with learners' assessment which Kibet did not consider. Wesanga, Noor and Nyaga (2010) in their study on learner assessment entitled assessment for the 21st century

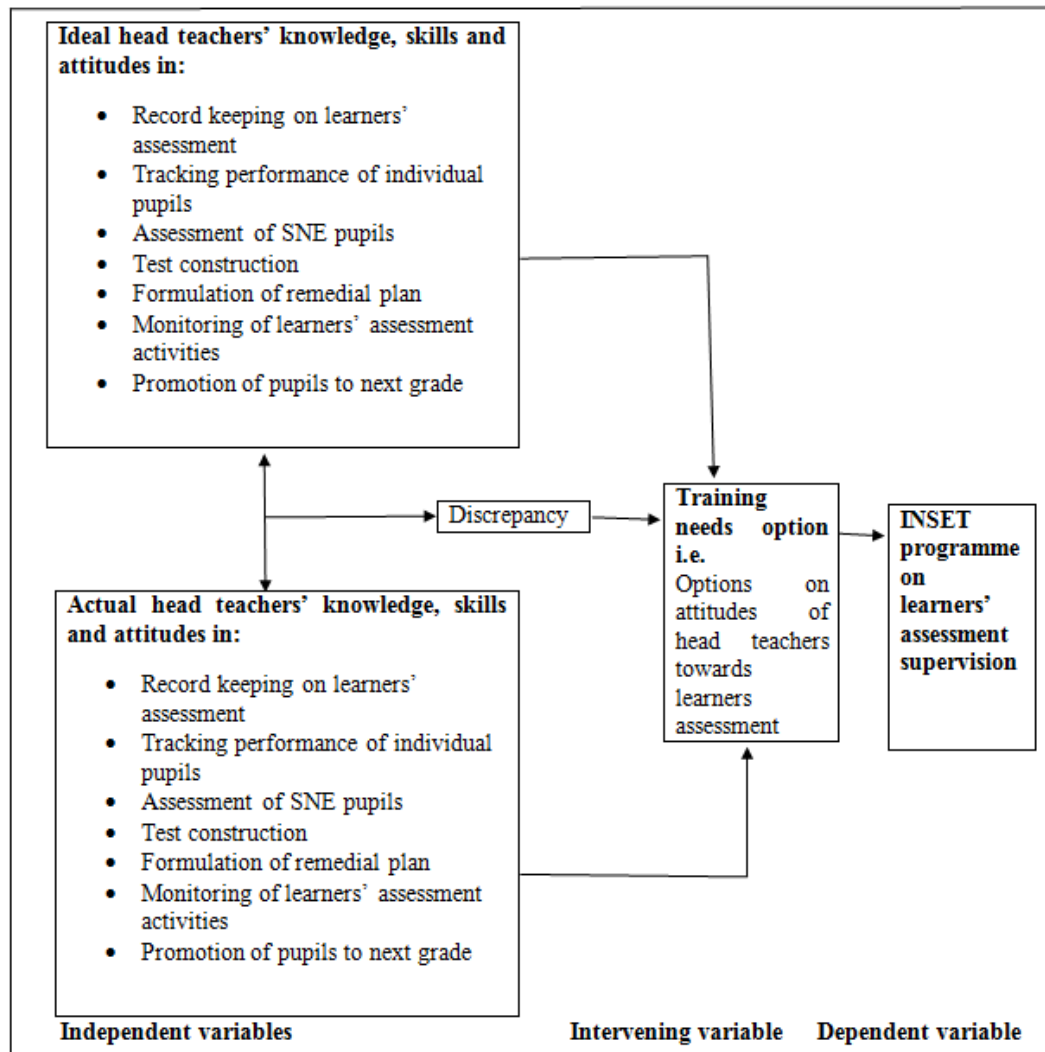
impact of school management factors on academic achievement of primary schools in Kenya view INSET and training needs for teachers as some of the variables that determine learner achievement. Head teacher characteristics namely sex, education level and experience were also some of the factors identified by Wesanga *et al.*, (2010) as determinants of learners' achievement. The study by Wesanga *et al.*, (2010) like the current study view curriculum supervision training needs of head teachers as a factor that determines quality education. However in the current study the researcher determined discrepancy between the ideal and actual Knowledge, skills and attitudes of head teachers in learners' assessment which Wesanga *et al.*, (2010) hardly addressed in their study. The Republic of Kenya (2013) report on education and training point to the fact that poor achievement of desired reading and numeracy competencies among pupils is attributed to various factors. Inadequate internal as well as external supervision of curriculum are some of the factors mentioned by the Republic of Kenya (2013) report on education and training as challenges that adversely influence quality of education in basic education institutions in Kenya. The low learning outcomes in Kenya basic education system is confirmed by Uwezo Kenya (2013 and 2014) reports on learning outcomes assessment which revealed that results had remained static in the last three years (i.e. no change noticed in acquisition of literacy and numeracy skills).

The Reports observed that only three out of ten children in standard three could do standard two works. It noted that on average one out of ten children in Kenyan primary schools were completing standard eight without having acquired the necessary skills of standard two level. Uwezo Reports and the Republic of Kenya (2013) are quite relevant to the current study as they point out a gap in education quality in public primary school pupils in Kenya which the researcher examined. However, Uwezo (2013 and 2014) reports hardly offer practical solution to low learning outcomes in primary schools apart from pointing out the short falls. This study sought to fill the gap in the Uwezo reports by focusing on teacher based factors that are likely to lower quality of learning outcomes, especially the internal supervision of curriculum. It is against the low learning outcomes in public primary schools that the current study focused on curriculum supervision training needs of head teachers in line with learners' assessment. Eshiwani's (1993) publication concerning views of Kenyans on quality education established that stakeholders associate quality education with high academic achievement in national examinations hence basic education institutions curriculum implementation was geared towards attainment of high grades and mean scores. Ngome (2014) study in Bungoma County on low academic achievement in national examinations (Primary and secondary schools) observed inadequate teaching and learning materials and that impaired pupils learning. Ngome (2014) study in Bungoma County on low academic achievement in national examinations (Primary and secondary schools) observed weaknesses in primary schools for example failure of head teachers to monitor teacher attendance and quality of teaching that takes place in schools (i.e. curriculum supervision inefficiencies). Ngome's (2014) study also addressed factors ailing quality of education in Bungoma County hence quite useful to the current study. However, Ngome in his study did not consider professional characteristics of head teachers that contributed to their failure to supervise curriculum implementation effectively and that is the gap that the current study addressed.

Table 1. Comparison of KCPE Exams Results for Bungoma West Sub-County with Neighbouring Sub-Counties in Bungoma County from the Years 2010 to 2014

Sub-Counties	Time in years					Average Mean Score
	2010	2011	2012	2013	2014	
Bungoma West	230.22	228.84	237.22	239.63	232.30	233.64
Bungoma East	250.45	246.72	255.00	250.69	253.98	251.39
Kimilili Bungoma	244.52	246.81	250.16	253.52	245.83	248.17
Mt Elgon	245.05	255.81	255.04	254.22	239.44	249.91
Bungoma South	266.10	266.15	271.18	271.65	270.56	269.13
Bungoma North	244.40	246.60	246.57	243.70	247.20	245.69

Source: KCPE exam results Reports of the Sub Counties

**Figure 1. A conceptual framework showing learners' assessment supervision training needs of public primary school head teachers in Bungoma West Sub-County, Kenya**

Therefore the current study established discrepancy between the ideal and actual knowledge, skills and attitude possessed by public primary school head teachers in line with learners' assessment. Table 1 compares Bungoma West Sub-County Kenya Certificate of Primary Education examination (KCPE) mean scores with other Sub-Counties in Bungoma County. From Table 1, it is clear that Bungoma West Sub County had the lowest average mean grade of 233.64 as compared to other Sub Counties in Bungoma County. The head teachers' taskforce report in the Sub County points out dismal performance in the national examination in Bungoma West and says that it had become a major concern of all stakeholders who wished to reverse the trend. Some of the challenges mentioned in the Report that contribute to low quality education in the Sub-County are: inadequate teaching/learning

resources, lateness and absenteeism of some teachers and pupils that lead to time wastage and negative attitude towards education by both parents and learners. Lack of teacher dedication and parental support were also stated as factors ailing standards of education in Bungoma West Sub-County. The Bungoma West Head teachers' Report (2014) is quite relevant to the current study as it addressed ways and strategies of improving learners' academic performance in national examination in the Sub-County. However, the Report hardly focused on head teachers' professional knowledge, skills and attitudes as one of the challenges that could adversely influence effective curriculum implementation. It only points out lack of parental commitment and teacher dedication as factors lowering academic standards while effective school management and curriculum leadership are not mentioned.

Therefore in the current study the researcher focused on discrepancy between the ideal and actual knowledge, skills and attitudes of head teachers in line with learners' assessment.

Objectives of the Study: Objectives of the study were to establish the discrepancies between the ideal and actual learners' assessment knowledge, skills and attitudes possessed by head teachers in public primary schools.

Conceptual Framework: The study was guided by a conceptual framework. Kombo and Tromp (2011) view conceptual framework as a research tool intended to assist a researcher to develop awareness and understanding of the situation under study and thereafter to communicate it. The independent variables in the study comprised of the ideal knowledge, skills and attitudes for head teachers in curriculum supervision. Under independent variables, actual knowledge, skills and attitudes of head teachers were measured against the ideal knowledge, skills and attitudes in learners' assessment element of curriculum supervision. The discrepancy observed between the ideal and actual knowledge, skills and attitude led to training needs option. Training needs option was treated as intervening variable to INSET training programme which is illustrated as dependent variable. According to Kaufman (2011), the ideal is "what should be" while actual is "what is"; therefore Kaufman's model was appropriate for the study.

MATERIALS AND METHODS

Research Design: The research design was descriptive survey. A descriptive survey was suitable for the study as the researcher did not control any variables in the field. The phenomena were described as observed by the researcher. Descriptive survey according to Kombo and Tromp (2011) describes the state of affairs as it exists and the researcher reports the findings. The researcher obtained data from the respondents on their perception and opinion pertaining to discrepancies between the ideal and actual knowledge, skills and attitudes of public primary school head teachers on curriculum supervision aspects that were answered by the study's research questions.

Study Area: The area of the study was Bungoma West Sub-County. Geographically Bungoma West Sub-County is one of the nine Sub-Counties in Bungoma County which lies between latitude 0° 25.3 and 0° 53.2 north and longitude 34° 21.4' and 35°4' East. A study by Broach (2009) found out that Bungoma West Sub-County experiences a number of challenges related to socio-economic development of the people such as: high poverty index of 47.3, increased number of orphans and vulnerable children due to Hiv/Aids prevalence. Broach also observed that many girls were dropping out of school due to economic and social factors. Concerning the INSET courses for head teachers, there was no proper basis for identifying curriculum supervision training needs for head teachers other than INSET course content based on whims of course organizers.

Study Population: In Bungoma West sub County, there were 81 public primary schools whose head teachers were the focus of the study. Besides head teachers of public primary schools, education officers dealing with supervision of curriculum implementation in the Sub-county were included in the study. They comprised one Sub-County Director of Education

(SCDE) and one TSC Sub-County Director (SCD). These officers provided data pertaining to knowledge, skills and attitudes possessed by head teachers in line with curriculum supervision training needs.

Sample and Sampling Techniques: Saturated sampling technique was applied in the study i.e. the entire population treated as a sample. Sample size comprised of 73 public primary school head teachers, one SCDE and one TSC SCD. Since the number was small the whole population was taken as saturated sample (Mugenda and Mugenda, 1999).

Table 2. Population Sample Frame

Population	Study population	Sample Size	Percentage (%)
Head teacher	81	73	87.65
DEO	1	1	100
TSC SCD	1	1	100

Research Instruments

Questionnaire for the Head Teachers: The main research instrument in the study was head teacher questionnaire. The researcher used closed ended and open ended questionnaires (Mugenda and Mugenda, 1999). Questionnaire for the head teachers was used to collect data on knowledge, skills and attitude they possessed on the aspects of curriculum supervision training needs. Review of literature indicated that head teachers play vital role in determining learning outcomes, head teachers' curriculum supervision knowledge and skills play significant role in determining learners' achievement in education. Therefore other factors determining academic achievement are secondary hence were not considered for this study.

Document Analysis Guide: The researcher administered Document Analysis Guide in the 25 public primary schools where the respondents worked. Document Analysis Guide assisted the researcher to confirm data collected through questionnaires especially skills possessed by head teachers regarding learners' assessment supervision. According to Mugenda and Mugenda (2009) a sample of 30 percent was a representative sample and assisted the researcher to make non biased conclusion. Some of the documents analyzed were training needs assessment records for various subject.

Interview Schedule for the SCDE and the TSC SCD: The researcher interviewed the aforementioned officers on the learners' assessment supervision training needs of the primary school head teachers. This assisted in gauging authenticity of data obtained from the respondents through the questionnaires and document analysis guide.

Validity of the Instruments: To give content validity to the research tools, there was effective consultation with the lecturers in the Department of Curriculum Instruction and Educational Media, Bomet University University. The lecturers analyzed the items and the researcher did corrections appropriately before carrying out the pilot study.

Reliability of the Instruments: For reliability of the data collecting instruments, pilot study was conducted on 10% of the 81 primary schools head teachers in Bungoma West Sub-County. For piloting, the questionnaires were administered in

the two divisions to four respondents from each division in the Sub County. In total eight respondents were used in the pilot study which is equivalent to 10% of the study population of 81. Test-retest method Pearson correlation coefficient of index 0.9 was obtained, an indicator that the main tool was reliable. This according to Fraenkel and Wallen (2000) was high enough to determine reliability of the questionnaire. The Index exceeded the proposed index (0.7) i.e. what the researcher had proposed.

Data Collection Procedure: A research permit from the National Council for Science, technology and Innovation (NACOSTI) was sought. The researcher also obtained research permission from the Deputy County Commissioner and District Education Officer Bungoma West Sub- County. Thereafter questionnaires for the main study were issued to the respondents in each division by the researcher himself. The researcher gave the respondents at least a week to respond to the items and thereafter the researcher went to the respective schools to collect the questionnaires. Concerning administration of Document Analysis Guide the researcher visited the schools identified for the purpose, at least three schools were visited per day. In addition to that interview schedule was administered to the two education officers in their respective places of work by the researcher himself.

Methods of Data Analysis: Quantitative data were analyzed using descriptive statistics. Descriptive statistics was used in the analysis of data because they enabled the researcher to meaningfully describe a distribution of scores these were: percentages, frequency distribution tables and mean. Quantitative data collected by questionnaires was coded by assigning numeral value 1 or 0 to responses such as strongly agree, agree, somehow, strongly disagree and so on. Data obtained through Likert Scale of measurements (1-5) provided basis on which need was determined. SPSS version 17 was applied in the analysis of quantitative data. Qualitative data obtained through open ended questionnaires for the head teachers and interview schedule for the education administrators were analyzed by being organized into categories, themes, and patterns created, to describe certain phenomena in the study.

The likert scale of 5 ratings: SA-strongly Agree (5), A- Agree (4), SH- Somehow (3), D- Disagree (2), and SD – strongly disagree (1) was used. The aforesaid rating applied in situation where a statement was positive while for negative statements strongly disagree scored 5, disagree 4, somehow 3, agree 2 and strongly agree 1. From the key the researcher was able to determine whether respondents had training needs in line with the variables of curriculum supervision. Mean score of data obtained on scale of 1-5 was used to identify existence of need, i.e. need was identified where mean score was 3.9 and below.

Low discrepancy downward showed that a respondent had training needs in line with the areas or aspects assessed. Overall Mean was used to make judgment whether there was discrepancy between ideal and actual knowledge, skills and attitude possessed by respondents in line with the study's five objectives. Descriptive statistics indices: mean, overall mean and percentage were also summarized in the tables. These indices were used by the researcher to explain whether discrepancy existed between ideal and actual variables in the study.

Ethical Considerations: A research permit from the National Council for Science and Technology was acquired. Approval was sought from the local authorities in the study area for permission to undertake the research. Respondents were informed about the objectives and benefits of the study.

RESULTS AND DISCUSSIONS

Socio – Demographic Characteristics of the Head Teachers: Majority of the head teachers were male (73.2%) and females were 26.8%. The results reveal that male still dominate in education administration despite aggressiveness in gender campaign that promote feminism in leadership. From the results, majority of the head teachers (84.7%) were 46 years and above, 9.7% were aged 41-45 years, 2.8% were aged 31-40 years and 2.8% were 30 years and below. This is a true reflection since most heads are experienced and are aged over 40 years. Also the results indicated that majority (83.3%) of head teachers had attained Approved Teacher Status (ATS), 12.5% were graduates, 2.8% were Senior Teacher1 (S1) while 1.4% was Primary Teachers 1(P1). The results were in agreement with qualitative data obtained from the DEO and TSC SCD which indicated that most head teachers possessed an ATS qualification. The results are in line with Namachi *et al.*, (2011) study in Samia Sub-County that found only a few graduate teachers in primary schools. However, the percentage of graduate teachers in the study was higher compare to Namachi's 4 years ago. From the results, 48.6% of the head teachers had 21-30 lessons per week, 29.2% had 11-20 lessons, 19.4% had 31-40 lessons while 1.4% had ten or below and over 40 lessons respectively. This shows that majority of head teachers were overburdened with classroom lessons, which might influence supervision of the teaching and learning process in their schools. From the results, 5.6% had been head teachers for 1 year and below, 8.3% 2-3 years, 16.7% for 4-6 years, 29.2% 7-10 years, 31.9% 11-20 years and 8.3% above 20 years. The data indicate that most of the head teachers were experienced enough and they had undergone several INSET courses organized by the MoEST or its agencies therefore they should be able to supervise curriculum effectively.

Knowledge and skills on Learners' Assessment: Descriptive statistics were carried out to rate the head teachers' knowledge and skills on learners' assessment. The results were summarized in Table 4.9. Table 3 shows that the overall means score for head teachers' knowledge and skills on learners' assessment was 4.02, which indicated very low discrepancy between ideal and actual knowledge possessed by the head teachers on learners' assessment. Generally, the results indicated existence of a training need for primary school head teachers in learners' assessment. This result is confirmed by higher professional grades and experience of most head teachers which was analyzed from socio-demographic characteristics. However, in terms of skills that head teachers believed they possessed did not match with actual practice at their place work. Document Analysis Guide results indicated that 44.44% of the head teachers had kept records on learners' assessment. Negative deviation was 55.56%. This implies that there was discrepancy between the ideal and actual skills possessed by most of the head teachers as pertains to skills on learners' assessment (see Appendices A and F). This observation is in line with the Republic of Kenya (2008) that noted deficiency among the primary school teachers concerning designing of internal continuous assessment tests.

Table 3. Head Teachers' Knowledge and Skills on Learners' Assessment (N=72)

Statement	SA		A		SH		D		SD		Mean
	f	%	f	%	f	%	f	%	f	%	
I have adequate knowledge and skills to enhance effective assessment and evaluation of pupils in my school.	30	41.7	36	50.0	1	1.4	4	5.6	1	1.4	4.30
In my school I encourage teachers set multiple choice questions compare to other types of questions.	7	9.7	18	25.0	10	13.9	31	43.1	6	8.3	3.15
In my school I have put in place effective mechanism for monitoring quality of internally and externally designed formative evaluation tests.	13	18.1	52	72.2	5	6.9	1	1.4	1	1.4	4.04
I have the ability to monitor pupils progress in various Developmental aspects like academic, social ,emotional, physical and spiritual	28	38.9	38	52.8	3	4.2	2	2.8	1	1.4	4.25
I am quite familiar with MoEST policy on academic progress and promotion of pupils from one class to the next.	28	38.9	43	59.7	1	1.4	0	0	0	0	4.38
Overall Mean											4.02

KEY: SD - Strongly Agree, A - Agree, SH - Somehow, D – Disagree, (SD) - Strongly Disagree

4.21 – 5.0 No discrepancy
 3.41 - 4.20 Very low discrepancy
 2.61 - 3.40 Low discrepancy
 1.81 - 2.60 Big discrepancy
 1.0 - 1.80 Very big discrepancy

In fact most public primary schools prefer to buy commercially prepared tests instead of teacher made tests. Regarding the statement on whether head teachers have adequate knowledge and skills to enhance effective assessment of pupils in their schools, the mean score for the statement was 4.30 indicating no discrepancy. This implies that head teachers have adequate knowledge and skills to enhance effective assessment of pupils in their schools. The qualitative data equally revealed that head teachers had put in place proper mechanism for monitoring tests set internally for example in some schools the head teachers delegated to the subject panels and examination committee to perform the duty. These findings are in line with Education Act 2013, regulation number 39 of the year 2015 which emphasizes school based continuous assessment of all learners. This implies that a head teacher should be equipped with adequate knowledge and skills to monitor learner's progress in various developmental aspects through effective assessment procedures. Republic of Kenya (2012b) recognizes limitation in the education system where curriculum hardly addresses varied leaning needs of the learners.

That is; learners are not accorded adequate opportunity to explore their talents other than pursuing content that are likely to be tested in the national examination. The Republic of Kenya proposes opportunities where those with certain talents can be of use to themselves and society. According to the Republic of Kenya, the world is endowed with almost limitless opportunities therefore learners' creativity and diversity in think should be enhanced. Head teachers are expected to put proper mechanism in place to monitor tests set by teachers and even tests set outside the school. Thiong'o (2000) research in Nairobi on teachers' perception towards supervisory practices reveals that head teachers were conversant with their administrative duties while they were not quite clear or certain about their supervisory duties. The results of the study compared to Kibet and Thiong'o are different in that the two studies identified a gap in internal supervision of curriculum. The respondents in their studies did more administrative duties which had little to do with what was going on in the classroom. Regarding the statement on whether head teachers encouraging teachers in their schools to set multiple choice questions compared to other types of questions, the mean score for the

statement was 3.15 indicating low discrepancy. This implies that head teachers hardly encourage teachers to set both multiple choice questions and other types of question. This further means that teachers often set multiple choice questions in the assessment of pupils instead of using even none multiple choices. Multiple choice questions are form of objective types of questions which are the key assessment items used by Kenya National Examination Council in the Kenya certificate of primary education examination (KCPE) however, other forms of test items should be used by teachers in assessment of learners. It happens that most primary schools teachers hardly employ other form of test items other than multiple choice questions. This finding is in line with Republic of Kenya (2008) which noted inefficiency among primary teachers in assessment of pupils especially designing test items internally. Concerning the statement on whether head teachers have put in place effective mechanisms for monitoring quality of internally and externally designed formative evaluation tests, the mean score for the statement was 4.04 indicting very low discrepancy. This implies that head teachers had put in place effective mechanisms for monitoring quality of internally and externally designed formative evaluation test. Internally designed formative evaluation mainly is the assessment prepared within the school while externally designed is tests from outside an institution. This finding is not in line with Kibet (2002) findings in Baringo County on curriculum supervision which observed that head teachers did not check student's notes and teaching lessons regularly and that tended to affect adversely learning outcomes. However, information obtained through Document Analysis Guide indicated that all the head teachers had kept records on testing policy in their schools (see Appendix A and E).

Regarding the statement on whether head teachers have ability to monitor pupil's progress in various developmental aspects, the mean score for the statement was 4.25 indicating no discrepancy. This implies that head teachers have the ability to monitor pupils' progress in various developmental aspects. This observation is in line with MoEST (2004) which views curriculum supervision as the process of overseeing and ensuring effective curriculum implementation. MoEST asserts that it's the responsibility of a head teacher to support teachers

Table 4. Head Teachers' Attitudes on Learners' Assessment (N=72)

Statement	SA		A		SH		D		SD		Mean
	f	%	f	%	f	%	f	%	f	%	
Teacher made tests are never reliable in measuring learning outcome	7	9.7	7	9.7	0	0	24	33.3	34	47.2	3.99
Monitoring learners progress through regular CATS is important in curriculum implementation	37	51.4	28	38.9	0	0	7	9.7	0	0	4.32
Written assessments tests sometimes are not suitable for children in standard one	12	16.7	28	38.9	1	1.4	19	26.4	12	16.7	2.88
Remedial teaching conducted in a class without establishing individual learners strength and weakness is time wasting to most of the pupils	12	16.7	46	63.9	2	2.8	10	13.9	2	2.8	3.78
In an inclusive education system teaching children with special needs without individualized educational programme is a waste of time for such children	19	26.4	34	47.2	4	5.6	14	19.4	1	1.4	3.78
Overall Mean											3.75

KEY:

SD - Strongly Agree, A - Agree, SH - Somehow, D - Disagree, SD) - Strongly Disagree

4.21 - 5.0 No discrepancy

3.41 - 4.20 Very low discrepancy

2.61 - 3.40 Low discrepancy

1.81 - 2.60 Big discrepancy

1.0 - 1.80 Very big discrepancy

in order to enable them to identify and build on learners abilities. Likewise Education Act 2013 Regulation No. 39 2015 emphasizes assessment of learners in various aspects, character and talent inclusive. Concerning the statement on whether head teachers are familiar with MoEST policy on academic progress and promotion of pupils from one class to the next, the mean score for the statement was 4.38 which reflected no discrepancy between ideal and actual knowledge, skills possessed by the head teachers as pertains to MoEST policy on learners' progress. This implies that head teachers are familiar with MoEST policy on academic progress and promotion of pupils from one class to the next. This finding is in line with Education Act 2013 Regulation No. 39 2015 that emphasizes assessment of learners in various aspects, character and talent inclusive and discourages forced repetition of learners that is common in some of the public primary schools.

Head Teachers' Attitude on Learners' Assessment:

Descriptive statistics were carried out to rate the head teachers' attitude on learners' assessment and evaluation. The results were summarized in Table 4. 10. Table 4 shows that the overall mean score for head teachers' attitudes on learners' assessment was 3.75, which indicated very low discrepancy between the ideal and actual attitudes of head teachers on learners' assessment. Regarding the statement on whether teacher made test is never reliable in measuring learning outcome, the mean score for the statement was 3.99 indicating very low discrepancy. This implies that head teachers view teacher made test as not reliable in measuring learning outcomes, which is not true. This finding is in line with Republic of Kenya (2008) which noted that teachers have the tendency to buy exam instead of setting themselves. However, information obtained through qualitative data indicated that most head teachers expressed their opinion that teacher-made tests are the best since they help the teacher gauge the level of understanding of the taught work. Besides that these head teachers said that teacher made tests also help to correct misconceptions and help learners in transition from one topic to the next. Also some head teachers expressed their views that commercially designed assessment tests were never the best since they don't consider the environmental conditions of the pupil. They went further to say that some of the commercial based tests are sub-standard hence cannot evaluate learners

effectively. Interview with education administrators indicated that most head teachers in the Sub-County do not have right attitudes to co-ordinate teacher made test at school level. Also information obtained through Document Analysis Guide revealed that only few head teachers had kept proper records on data bank for internally set tests. This implies that in most of the schools sampled for the study there was lack of evidence to support head teachers' feelings that teacher made tests are frequently used in assessment of pupils. Concerning the statement on whether monitoring learners' progress through regular CATs is important in curriculum implementation, the mean score for the statement was 4.32 indicating no discrepancy. This implies that head teachers are of the view that monitoring learners' progress through regular CATs is important in curriculum implementation. Frequent monitoring of students progress is a factor cited by Nyangosia *et al.*, (2013) that determine better achievement in national examinations. Therefore this finding is in line with Nyongosia *et al.*, (2013) which asserts that student's progress on the essential objectives is measured frequently and that results of learner's progress to be used in improving students learning outcomes. However, Document Analysis Guide tool used for data collection indicated that head teachers hardly kept proper records on tracking performance of individual pupils. Other records not kept on assessment of learners: record on remedial plan, Individualized education Programme for SNE pupil, records on syllabus coverage and records showing other forms of assessment in a school apart from written tests. Regarding the statement on whether written assessment tests are sometimes not suitable for children in standard one, the mean score for the statement was 2.88 indicating low discrepancy. This implies that head teachers do not supported the view that written assessment tests are sometimes not suitable for children in standard one. Though empirical study not cited for this item, the researcher feels that written assessment tests sometimes are not suitable for children in standard one, especially during first term when most of the pupils especially those from economically disadvantaged families, where they hardly come into contact with written materials/reading materials. The best method of assessing such children should be through oral test rather than forcing them with written tests which are likely to make then develop negative attitude towards education. Concerning the statement on whether, remedial teaching

conducted in a class without establishing individual learners' strength and weakness is a waste of time, the mean score for the statement was 3.78 indicating very low discrepancy. This implies that head teachers hardly value identification of strengths and weaknesses before embarking on remedial teaching in a given class. The finding is not in line with Nyangosia *et al.*, (2013) study which pointed out that assessment results should be used to improve the individual learner's behavior and performance. Remedial teaching is commonly mentioned in learning institutions from ECDE to secondary school level. However, the concept is usually misunderstood. The purpose of remedial teaching should be to bridge gaps in learning or correct faulty learning but not to drill pupils or impart new concepts to the learner. Therefore training needs identified in line with the concept remedial teaching.

Regarding the statement on whether in an inclusive education system teaching children with special needs without individualized educational programme is a waste of time, the mean score for the statement was 3.78 indicating very low discrepancy. This implies that head teachers do not support the view that in an inclusive education system teaching children with special needs without individualized educational programme is a waste of time. A significant percentage (20.8%) of the respondents disagreed simply because they had limited knowledge on SNE therefore either strongly disagreed or disagreed. To educate learners with special needs Individualized Educational Programme (IEP) is a must. In addition to that 5.6% was undecided an indicator that such respondents did not understand the concept special needs education hence could not respond appropriately. Appendices (A and E) show summary of document analysis guide that was administered to the 25 head teachers in the public primary schools that were randomly selected to represent the target population of the study. The result of document analysis guide has been summarized further in line with the five variable of the study and the content reflects documents available or not available. Availability of a document implies that a head teacher possessed a particular skill as purported in the questionnaires by the head teachers who were the key respondents in the study.

Summary, Conclusion and Recommendations

Summary: Overall mean score was 4.024 which indicated very low discrepancy between ideal and actual knowledge/skills possessed by the head teachers in line with learners' assessment. However, document analysis guide which was used to measure the actual skills possessed by head teachers visa-avis the ideal indicated negative deviation of 55.56%, only 44.44% kept expected documents. This implies that over half of the head teachers in the sampled schools hardly practiced the skills they purported to possess. However, this cannot cancel the fact that majority of the head teachers were knowledgeable and skilled in learners' assessment. Overall mean of 3.75 indicating very low discrepancy between the ideal and actual attitudes possessed by head teachers on learners' assessment was observed. On assessment, 80.5% of head teachers had confidence that teacher made tests were reliable in measuring learning outcomes. Most head teachers indicated that monitoring learners' progress through regular CATs is important in curriculum implementation. About half (55.2%) of head teachers were of the view that written assessment tests were sometimes not suitable for children in standard one. Majority (80.6%) of head teachers were of the

view that remedial teaching conducted in a class without establishing individual learners' strengths and weaknesses was a waste of time to most of the pupils.

Conclusion

Generally, the results indicated existence of a training need for public primary school head teachers in learners' assessment knowledge, skills and attitudes.

Recommendations

Based on the findings of the study, it is recommended that INSET courses for primary school head teachers should focus on participants' knowledge, skills and attitudes in learners' assessment. Specific emphasis should be on construction of various types of test items and mechanisms for monitoring quality of both internally and externally designed evaluation tests.

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