

## **EXAMINING THE INFLUENCE OF CHECKING PEDAGOGIC DOCUMENTS ON TEACHERS' PEDAGOGICAL PRACTICES IN HOMABAY COUNTY, KENYA**

<sup>1\*</sup> **Joseph Opoko Arot**  
[oarotjo@gmail.com](mailto:oarotjo@gmail.com)

<sup>2\*\*</sup> **Dr. Jack Ajowi**  
[jackajowi@yahoo.com](mailto:jackajowi@yahoo.com)

<sup>3\*\*\*</sup> **Dr. Ruth Otienoh**  
[rmbonya@gmail.com](mailto:rmbonya@gmail.com)

<sup>1, 2, 3</sup> *Department of Curriculum and Educational Management, Jaramogi Oginga Odinga University of Science and Technology, Kenya*

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**Abstract:** *This study investigated the influence of checking pedagogic documents on teachers' pedagogical practices in public primary schools in Homabay County, Kenya. Despite the acknowledged importance of pedagogic documents such as schemes of work, lesson plans, and records of work in guiding curriculum delivery, their systematic use and monitoring remain inconsistent. The study adopted a descriptive survey design complemented by qualitative inquiry to capture both quantitative trends and experiential perspectives. A sample of head teachers, teachers, and Quality Assurance and Standards Officers (QASOs) was selected using stratified random and purposive sampling techniques. Data were collected through structured questionnaires and semi-structured interviews, with validity and reliability ensured through expert review, pre-testing, and test-retest methods ( $r \geq 0.75$ ). Quantitative data were analyzed using descriptive and inferential statistics, while qualitative data were thematically examined. Findings revealed that while a majority of head teachers regularly checked schemes of work, there were significant gaps in the preparation and submission of lesson plans and records of work by teachers. Teachers reported that the preparation and checking of pedagogic documents enhanced lesson planning, timely syllabus coverage, and the use of appropriate instructional strategies. However, inadequate time, heavy teaching workloads, and competing responsibilities of head teachers constrained the effectiveness of this practice. Regression analysis indicated a significant relationship between document-checking practices and improvements in pedagogical practices, particularly in lesson preparation and classroom delivery. The study concludes that systematic and supportive checking of pedagogic documents positively influences teachers' pedagogical practices. However, inconsistent implementation weakens its potential impact. It is recommended that school leadership institutionalize structured document-checking frameworks, provide targeted training, and create a supportive supervisory culture to strengthen teaching quality and improve learning outcomes.*

**Keywords:** Pedagogic Documents, Instructional Supervision, Pedagogical Practices, Lesson Planning

### **Introduction**

In the increasingly dynamic landscape of education, the role of pedagogic documents as tools for shaping teaching practices has garnered significant attention. This manuscript explores the influence of checking pedagogic documents on teachers' pedagogical practices specifically within Homabay County, Kenya,

emphasizing how these documents can either facilitate or hinder effective teaching methodologies. Research has highlighted the critical nature of educational materials in guiding the instructional strategies employed by educators, as these documents encapsulate curricular frameworks, teaching goals, and assessment criteria, all integral to the educational experience (Nind & Lewthwaite, 2018).

In the context of Homabay County, the unique socio-cultural dynamics further complicate the implementation of these pedagogic frameworks. The interplay between socio-economic factors and educational outcomes is well documented, suggesting that teachers' pedagogical practices are influenced not only by educational policies but also by the surrounding community and its attitudes toward education (Odhiambo et al., 2023). It becomes essential, therefore, to assess how local contexts shape teachers' engagement with these pedagogic documents and the resultant pedagogical practices.

Moreover, advancements in technology and their integration into educational settings underscore a pressing need for educators to continuously adapt their teaching strategies to incorporate digital literacy competencies into their classrooms. Current literature emphasizes the importance of aligning pedagogical methods with technological tools, thereby promoting a more interactive and engaging learning environment. For example, embedding technology effectively into pedagogical practices can enhance students' learning outcomes and digital literacy (Angraini et al., 2023; Achieng et al., 2024). This manuscript aims to investigate how checking these pedagogic documents can bolster teachers' ability to navigate this integration, fostering a more effective learning atmosphere that prepares students for contemporary challenges.

Ultimately, this exploration aligns with broader educational goals, focusing on maximizing learning outcomes through effective pedagogical strategies, reflecting national and global educational standards. By examining the specific case of Homabay County, this study endeavors to highlight the nuanced ways in which pedagogic documents influence teachers' practices, contributing to the national dialogue on educational reform and pedagogical excellence.

## **Problem Statement**

In recent years, the quality of education in Homabay County, Kenya, has garnered attention due to persistent challenges that affect teaching and learning outcomes. A significant aspect of these challenges is the manner in which pedagogic documents—such as curricula, lesson plans, and educational policies—are utilized by teachers within classrooms. Despite the availability of these documents, educators often exhibit inconsistencies in their incorporation into daily pedagogical practices, leading to a disconnect between intended learning objectives and actual instructional methodologies deployed in schools.

Reports from both national educational assessments and localized studies indicate that many teachers may lack familiarity with or fail to engage thoroughly with pedagogic documents, resulting in suboptimal teaching practices that do not meet the diverse needs of learners (Nind & Lewthwaite, 2018). This situation is further exacerbated by the socio-economic context of Homabay County, where resource constraints limit access to professional development and ongoing pedagogical support for teachers (Odhiambo et al., 2023). Consequently, students often experience limited engagement with the curriculum, inadequate development of critical thinking skills, and poorer academic performance, which undermines their overall educational experience (Angraini et al., 2023).

Moreover, there is an apparent absence of empirical research specifically examining the relationship between teachers' interaction with pedagogic documents and their pedagogical practices in this region. Existing studies

tend to focus broadly on educational policy or teacher training, leaving a gap in our understanding of how the practices surrounding the checking and utilization of pedagogic documents directly influence teaching effectiveness. This lack of targeted research restricts the potential for developing focused interventions that could enhance teachers' pedagogical practices through better engagement with these essential educational tools.

The present study, therefore, seeks to address this gap by systematically investigating the influence of checking pedagogic documents on teachers' pedagogical practices in Homabay County. By elucidating this relationship, it aims to inform policy makers, educational stakeholders, and educators themselves about the critical role that pedagogic documents play in shaping effective teaching practices. By doing so, the research intends to contribute to the enhancement of teaching quality and students' learning outcomes in the region.

## **Related Literature**

A comprehensive review of literature concerning the role of pedagogic documents and their impact on teachers' pedagogical practices reveals a multitude of insights relevant to the context of education in Homabay County, Kenya. Pedagogic documents serve as essential artifacts that encapsulate educational standards, curriculum stipulations, and instructional methodologies. Wanzare Wanzare (2011) emphasizes that an analysis of teaching artifacts, including schemes of work and lesson plans, is critical for monitoring teaching standards in schools. This alignment with pedagogical mandates underscores the importance of utilizing these documents for enhancing educators' teaching capabilities and ensuring that they meet set educational objectives.

Furthermore, the effectiveness of pedagogical practices is often contingent upon the extent to which teachers engage with these documents. Komen and Nyandoro Komen & Nyandoro (2023) assert that the availability of adequate teaching and learning materials is fundamental in fostering a quality education environment. Their findings suggest that the Government of Kenya's initiatives to provide educational resources have a significant influence on instructional quality. However, studies also indicate that simply having access to these resources is insufficient; active engagement with them is crucial for effective curriculum implementation and teaching effectiveness, particularly in relation to the influence of learning resources on teaching processes (Xu et al., 2019).

Moreover, the literature reveals a concerning trend that inadequate monitoring of teaching and learning, as evidenced by insufficient checks of pedagogic documents, can lead to ineffective teaching practices. Benson and Njuguna Benson & Njuguna (2023) explore this notion by investigating the effects of monitoring in early childhood education centers and find that consistent oversight is necessary for successful implementation of the Competency-Based Curriculum (CBC). This highlights the need for systemic monitoring and the importance of reflective practices among educators when utilizing pedagogic documents.

In addition, a variety of studies emphasize the need for quality instructional resources to optimize learning outcomes. For instance, research by Njoroge Njoroge (2019) indicates that appropriate utilization of teaching materials correlates strongly with academic performance, thereby reinforcing the necessity of actively checking and implementing pedagogic documents. Similarly, Kirui et al. Kirui et al. (2022) demonstrate that teachers' professional knowledge—which includes their understanding of and ability to utilize relevant pedagogic documents—positively influences student performance. This suggests that a well-informed approach to

teaching practices, anchored in a solid understanding of pedagogic frameworks, is critical for educational success.

Finally, the challenges posed by inadequate training and preparation of teachers to utilize these documents effectively cannot be overstated. As Amimo's work Amimo (2021) indicates, modern educational demands necessitate that teacher education programs equip future educators with the necessary skills to adapt to evolving pedagogical landscapes, particularly as technology becomes increasingly integrated into the learning environment. Addressing these gaps is essential if educational institutions in Homabay County are to foster effective pedagogical practices that enhance student learning experiences.

In conclusion, the existing literature collectively underscores the vital role of pedagogic documents in shaping effective teaching practices. However, the challenges of inadequate resource utilization, lack of monitoring, and insufficient teacher preparation underscore the need for targeted interventions to support teachers in Homabay County. By addressing these issues, the study aims to provide insights that can strengthen educational outcomes and improve the overall quality of teaching and learning in the region.

## **Research methodology**

The study employed a descriptive survey design complemented by qualitative inquiry to capture both numerical and experiential perspectives on the influence of checking pedagogic documents on teachers' pedagogical practices. This mixed approach was chosen to ensure triangulation of findings, thereby enhancing the validity and reliability of the results. The design enabled the researcher to quantify the prevalence of supervisory practices while also exploring the lived experiences of teachers and head teachers within the instructional supervision process.

The target population comprised head teachers, teachers, and Quality Assurance and Standards Officers (QASOs) in public primary schools across Homabay County. From this population, a representative sample was drawn using proportionate and stratified random sampling techniques to include diverse educational sub-counties. Saturation sampling was applied for QASOs due to their limited number, while purposive sampling was employed for participants in interviews. This multi-stage sampling procedure ensured inclusivity, allowing for generalization of findings while also capturing in-depth insights from key informants. Data were collected using structured questionnaires and semi-structured interview schedules. Questionnaires provided quantifiable data on teachers' and head teachers' perceptions of document-checking practices, while interviews elicited detailed qualitative responses regarding supervisory challenges and benefits. Content validity of the instruments was established through expert review and pre-testing, and reliability was confirmed using the test-retest method with a Pearson correlation coefficient ( $r \geq 0.75$ ). Quantitative data were analyzed using descriptive and inferential statistics with SPSS software, while qualitative data were subjected to thematic analysis following Braun and Clarke's framework. Integration of findings from both strands allowed for a comprehensive understanding of how checking pedagogic documents influences teachers' pedagogical practices.

## **Results and discussion**

The study objective was to examine the influence of checking pedagogic documents on teachers' pedagogical practices. The researcher sampled schemes of work, lesson plans and lesson notes for investigation to determine whether head teachers are checking them on regular basis, whether teachers are presenting these

documents for checking by head teachers and corrections are made on time, whether head teachers are checking these documents to determine syllabus coverage, and whether checking of these documents influence teachers' pedagogical practices.

This was investigated through questionnaires designed to collect views from teachers and head teachers about their involvement and participation in checking pedagogical documents. The questionnaires were in Likert scaled item statement, where respondents were to choose from a 5 – scaled option of: Strongly Agree (SA-5), Agree (A-4), Uncertain (U-3), Disagree (D-2), and Strongly Disagree (SD-1). Both teachers and head teachers were asked to score on the statement based on their perception on their level of involvement and participation in the checking of pedagogic documents.

### Head Teachers' View on Checking Pedagogical Documents

To establish whether checking of teacher's professional records influence teachers' pedagogical practices, the researcher sought to find out whether head teachers check teachers' records of work, schemes of work, lesson plans and the findings presented in table 1.

*Table 1: Head teachers view on checking pedagogic documents*

		SA	A	U	D	SD	Mean	Std.
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Check Schemes of work, lesson plan and notes.	F	12	19	17	16	8	2.847	1.263
	%	16.7	26.4	23.6	22.2	11.1		
Teachers present professional records for checks	F	9	21	5	23	14	3.167	1.374
	%	12.5	29.2	6.9	31.9	19.4		
Check lesson work to determine syllabus coverage	F	17	19	6	10	20	2.958	1.578
	%	23.6	26.4	8.3	13.9	27.9		
Checking professional records influence teaching practices.	F	14	22	16	17	3	2.625	1.168
	%	19.4	30.6	22.2	23.6	4.2		

The findings presented in table 1 shows a mean range between 2.625 and 3.167 for all the measures, implying that emphasis is to a great extent for most of the practices, hence the respondents highly agreed to head teachers checking teachers' professional records as a measure of instructional supervision. Notably, the measure of teachers presenting their professional records for assessment by head teachers was ranked highest with a mean score of 3.167.

Most head teachers, 26.4%, agreed to checking schemes of work, lesson plan and lesson notes hence these aids in ensuring timely preparation of schemes of work by the teachers(Bush, 2003). Checking of pedagogical documents informs on whether all concepts within the subject areas have been captured hence determining the syllabus coverage as agreed by half of the head teachers (SA- 23.6, A-26.4).

However, it can be inferred that, some head teachers in Homabay County have not been checking all the records and not conducting all these activities because some of the head teachers disagreed that checking professional documents does not improve teachers' pedagogical practices. It is therefore safe to conclude that, checking teachers' professional records ensures teachers preparedness to deliver in the classroom (Rowe, 2007).

From the above findings majority of head teachers with a mean of 2.847 and SD of 1.263 agreed that they regularly check the schemes of work. This is done on a termly basis and teachers are supposed to make their schemes of work and avail to the head teachers for checking before the beginning of every term, this was in concurrence with the findings of Fuchs (2009) study in America who found out that head teachers' constant monitoring and support to the teachers in making schemes of work ensures effective delivery in various subjects.

When asked how they were determining syllabus coverage, the study found that head teachers check records of work to determine the timely completion of syllabus by teachers

During an interview with head teachers, one of the head teachers commented;

*Teachers prepare and present their schemes at the beginning of every term for checking before they start teaching in the classrooms. Some teachers are however lazy in preparing schemes of work and have to be pressed". The preparation of pedagogic documents, like the schemes of work help the teachers to plan in advance the type of resources and methods of teaching to be used in a particular topic in a subject like science and this helps the teacher to use the appropriate methods in the classroom.( HT 12)*

Another head teacher commented:

*I usually inform the teachers to present their schemes of work through staff meetings and notice boards. Most of the teachers abide by the set deadlines and present their schemes of work to my office for checking.(HT 5)*

The above findings concur with Gachoya (2008) study in Nyeri who found that, checking teachers' schemes of work is necessary for good performance in classroom teaching.

In a separate interview with the teachers, one teacher commented'

*I always prepare my schemes of work over the holidays and present them to my head teacher for checking before the beginning of a new term. The schemes of work helped me to organize my work and avail the necessary teaching and learning aids for the various lessons in different subjects.(T 18)*

In an interview with the head teachers, one head teacher commented;

*I always ensure that the teachers prepare their schemes of work before the term begins. Teachers try to meet the deadlines posted on the notice board to hand in their schemes of work for checking. It helps them to cover the syllabus in good time and plan their lessons according to children's ability. ( HT 3)*

Another head teacher also had this to say;

*I always check the content and check whether it conforms to the syllabus. I invite the teachers for advice when there is need but most of the teachers are trained and knows how to scheme their subjects. Teachers however present few lesson plans for checking and are advised on the appropriate methods of lesson delivery.( HT 9)*

The above statement infers that teachers' preparation of schemes of work greatly influence their pedagogical practices in class. Across check by head teachers (51%) disagreed that pedagogical documents were presented in good time for checking with a few 29% for head teachers who agreed.

In an interview with the teachers one of them said;

*I do not make and present my documents in time. I have so many lessons to teach in a day and this makes it difficult for me to prepare all the documents in time. I would better go to class and teach the pupils than sitting in the staffsroom to prepare the records. (T 36)*

The study also found that the preparation of lesson plans were minimal. Afolabi (2008) in Nigeria also reported that the head teacher should critically examine the lesson plan, its clarity and appropriateness to the learner, content and methods applied to realize the lesson objectives. Simpson (2001) noted that teachers' competence in instructional design helps them to develop expertise in teaching that topic. The effort put in the preparation opens teachers' mind to various possibilities that can arise during the actual teaching and learning encounter. Wasike (2003) study in Bungoma, also found out that teachers' use of lesson plans that have simplified language and relevant activities in teaching leads to improved method in teaching and enhances learners' achievement in school.

In an interview with the teachers, one teacher commented;

*I make a few lesson plans at least three per day. I cannot make all the lesson plans since I have many lessons per day. I do not have a break and teachers are few, so I can only make three and in most cases I use the scheme of work and text books as a guide for my teaching in class". . I can only make a few lesson plans since I have many lessons to teach in a day due to understaffing in our school. I am expected to attend all the lessons and find it difficult to prepare all the lessons and teach at the same time, one teacher commented. (T 28)*

One head teacher also commented;

*Teachers make lesson plans but are not regular. They have more subjects and then find it difficult to plan for all the lessons. I am also a classroom teacher and getting time to check all these plans is a challenge since I had other responsibilities to take".(HT 4)*

Majority of head teachers (50% ) agreed that head teachers check record of work. One of the teachers interviewed indicated;

*Records of work help me to prepare enough content for my learners in a term. It helps me to organize my work and set targets to accomplish within a term to adequately cover the syllabus on time. (T 9)*

In a separate interview with the head teachers, one of them said;

*Record of work help us to determine the syllabus coverage in every subject. It helps us to advise the teacher appropriately to plan his/her work within the time frame. I usually discuss with teachers on the challenges they encounter especially when I find that the work covered is below average.( HT 9)*

Head teachers regular checking of teachers' record of work might improve their pedagogical practices, as the content and methods applied should be relevant and appropriate to the level of the class.

A majority of head teachers (50%) and teachers (46.9%) reported that the checking of pedagogic documents by the head teacher greatly influence teachers' pedagogic practices in class. A few teachers and head teachers

23.6% however disagreed with the statement. It was found out from the study that head teachers' checking of pedagogic documents had positive influence in teachers' pedagogical practices. Teachers indicated that when their records are being checked they tend to prepare the records hence strengthening their instructional practices. The findings concurs with Makunja, 2004 study in Kenya who found that checking teachers records of work strengthens their pedagogical practices and adjust where necessary.

In a separate interview with the teachers, majority indicated that they present their professional records for checking but not on regular basis. One teacher said;

*That is the first thing I do before the school opens. I find it better to scheme earlier so that I have time to make lesson plans on a weekly basis when the new term begins. I am however not able to present all the records in time as required.(T 1)*

The above findings concurs with Afolabi (2008) study in Nigeria who stated that teachers do not regularly prepare professional records and heavily rely on textbook teaching in public schools. It however contradicts Gachoya (2008) study in Nyeri district in Kenya who found that checking and keeping professional records helps the teacher to identify areas where pupils have weaknesses and give remedial teaching where necessary. However, as it may be, the research reported limited lesson plans availed for checking by the head teacher. It infers that teacher's preparation of pedagogic documents help the teachers and adjust by using different strategies in class for lesson delivery to support their learners.

### **Summary and conclusion**

From the findings majority of head teachers with a mean of 2.847 and SD of 1.263 agreed that they regularly check the schemes of work. This is done on a termly basis and teachers are supposed to make their schemes of work and avail to the head teachers for checking before the beginning of every term, this was in concurrence with the findings of Fuchs (2009) study in America who found out that head teacher's constant monitoring and supporting the teachers in making schemes of work ensures effective delivery in various subjects. Across check by head teachers and teachers (50.3%) disagreed that pedagogical documents were presented in good time for checking with a few ( 38%) who agreed.

The findings indicated that (39%) of head teachers and teachers agreed that lesson plans are presented and checked on a regular basis. It is however important to note that 50% of both teachers and head teachers disagreed .However, the research reported limited lesson plans availed for checking by the head teacher. Teachers complained of many lessons that denies them time to prepare for all the lessons in a day. Afolabi (2008) in Nigeria also reported that the head teacher should critically examine the lesson plan, its clarity and appropriateness to the learner, content and methods applied to realize the lesson objectives.

Majority of head teachers and teachers (62%) agreed that head teachers check records of work. Head teachers and teachers reported that the checking of pedagogic documents by the head teacher greatly influence teachers' pedagogical practices in class. A few teachers and head teachers however disagreed with the statement. It infers that teacher's preparation of pedagogic documents help the teachers to adjust by using different strategies in class for lesson delivery to support their learners.



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