

## **INFLUENCE OF HEAD TEACHERS' LESSON OBSERVATIONS ON TEACHERS' PEDAGOGICAL PRACTICES IN HOMABAY COUNTY, KENYA**

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**Abstract:** *This study examined the influence of head teachers' lesson observations on teachers' pedagogical practices in public primary schools in Homabay County, Kenya. The research was motivated by concerns over the limited implementation of instructional supervision practices despite their recognized role in enhancing teaching quality. A sequential explanatory mixed-methods design was employed, involving 787 respondents: 87 head teachers, 692 teachers, and 8 Quality Assurance and Standards Officers (QASOs). Quantitative data were collected through structured questionnaires and analyzed using descriptive and inferential statistics, while qualitative insights were gathered from interviews and analyzed thematically. Findings revealed that pre-observation conferences, classroom visits, post-observation conferences, and model teaching sessions were not consistently practiced by head teachers. For instance, 70.8% of head teachers reported rarely conducting classroom observations, while 55.6% admitted they did not provide model teaching. Despite these gaps, teachers affirmed that lesson observations positively influenced their pedagogical practices by improving lesson preparation, teaching strategies, and classroom engagement. Regression analysis confirmed a significant association between classroom visits, post-observation conferences, and improvements in teacher delivery ( $R^2 = 0.94$ ,  $p < 0.05$ ). Interviews further highlighted that effective feedback and collaborative supervision fostered teacher motivation and professional growth. The study concludes that while head teachers acknowledge the importance of lesson observations, competing administrative responsibilities limit their effective execution. Strengthening instructional supervision through planned, supportive, and skillful lesson observation practices could substantially improve pedagogical practices and, consequently, learning outcomes. The study recommends institutionalizing structured observation frameworks, enhancing supervisory training, and encouraging reflective professional dialogue to promote sustainable teacher development.*

**Keywords:** *Lesson Observation, Instructional Supervision, Pedagogical Practices, Head Teachers*

### **1. Introduction**

The quality of education in primary schools is a concern of parents, teachers, pupils and other stakeholders in education sector. Recent reports from UNESCO 2014 advocates for quality education to achieve the

Sustainable Development Goals by 2030 (UNESCO, 2014). Quality of classroom teaching and learning, hence education, can best be achieved through instructional supervision activities by the head teachers (UNESCO, 2007). Instructional supervision by head teachers as pedagogical leaders involves activities of directing, overseeing, guiding or making sure that expected standards particularly in the area of pedagogy are met (Igwe, 2001).

The influence of head teachers' lesson observations on teachers' pedagogical practices represents a significant area of inquiry within educational leadership and teacher professional development. In the context of Homabay County, understanding how these observations shape not only teacher efficacy but also the overall instructional quality is critical. Lesson observations can serve as pivotal moments that facilitate reflective practice and professional dialogue among educators. This process can be illustrated by the work of Wessels, who emphasizes the importance of noticing and reflecting on learners' reasoning during teaching episodes as a means of improving pedagogical skills (Wessels, 2018). By fostering environments where teachers critically evaluate their instructional strategies, head teachers can contribute substantially to the development of effective teaching practices.

Moreover, the concept of pedagogical documentation is highlighted by Kim and Yu, who discuss how continuous reflection and peer conversations regarding teaching practices can make teachers' pedagogical work more visible and impactful (Kim & Yu, 2023). Such documentation practices align with the goals of establishing a professional learning community that enhances pedagogical content knowledge, as evidenced by Ling et al.'s findings on the correlation between community learning and technological pedagogical content knowledge (Ling et al., 2022). This reflects a broader trend in educational improvement that suggests collaborative reflection among educators, inspired by lesson observations, can lead to significant advancements in instructional quality and teacher confidence.

In addition to these theoretical frameworks, practical applications of lesson study—as described by Suratno—illustrate how structured, collaborative cycles of observation and reflection can lead to measurable improvements in teaching methodologies (Suratno, 2012). This approach encourages teachers to engage deeply with their practice and creates a culture of ongoing professional development that is necessary for enhancing pedagogical effectiveness. Furthermore, Akkuş and Karakaya provide evidence that when teachers are supported through on-the-job visits, there are observable changes in their pedagogical practices, signaling the direct impact of administrative observations on teacher performance (Akkuş & Karakaya, 2020).

In essence, the intersection of head teachers' lesson observations with pedagogical practices is multifaceted, involving aspects of observation, reflection, community learning, and ongoing professional development. The insights drawn from contemporary research can deeply inform practices in Homabay County, offering pathways for head teachers to enhance the teaching and learning landscape.

## **1.2 Problem statement**

The educational landscape in Homabay County is influenced by the interactions between head teachers' observational practices and the pedagogical strategies utilized by teachers. While lesson observations are recognized as important for improving teaching quality, empirical research on how these observations specifically affect teachers' pedagogical practices in this context is limited. Previous studies indicate that peer observation is an effective instructional strategy that enhances self-efficacy among educators, confirming the assertion that participation in peer observation positively impacts teaching skills and professional development (Khaef & Karimnia, 2021).

Research further suggests that structured observational programs, such as lesson study, can enhance teachers' professional growth and pedagogical skills (Arslan, 2018). However, the implementation of these practices may be obstructed by challenges including lack of administrative support, insufficient training for supervisors, and negative perceptions of supervision among teachers (Chiwamba & Kigobe, 2022). Additionally, effective post-observation practices are crucial, as studies have shown that they can significantly elevate teachers' competencies and improve student interactions (Chaula et al., 2022).

The role of instructional supervision, as discussed by Wanzare, emphasizes the need for ongoing professional dialogue and collaboration between head teachers and teachers, which is vital for creating a supportive learning environment (Wanzare, 2011). It is imperative to examine how head teachers' approaches to lesson observations can lead to improvements in pedagogical practices among teachers. This inquiry is essential not only for addressing existing educational gaps but also for cultivating an environment conducive to effective teaching and improved student outcomes.

In summary, while the existing literature supports a correlation between head teachers' observational practices and pedagogical improvements, further investigation into the specific impacts of these observations within the sociocultural context of Homabay County is necessary. The goal of this study is to fill this gap by analyzing how head teachers' lesson observations affect teachers' pedagogical practices and thus contribute to enhancing instructional leadership and educational quality in the region.

## **2. Related literature**

The influence of head teachers' lesson observations on teachers' pedagogical practices is well-documented across various educational contexts, encompassing a range of pedagogical frameworks and outcomes. Lesson study, widely regarded as an effective professional development strategy, is particularly pertinent to the examination of this relationship. It fosters collaboration among teachers and facilitates a systematic approach to reviewing pedagogical strategies (Kanellopoulou & Δάρρα, 2018). In Greece, the study by Kanellopoulou and Δάρρα demonstrates that utilizing the lesson study approach in secondary education can enhance the quality of teaching and learning by allowing educators to collaboratively reflect on and improve their instructional methods (Kanellopoulou & Δάρρα, 2018). This aligns with findings from Coenders and Verhoef, who highlight that lesson study serves as a vital professional development tool for both novice and experienced teachers, promoting shared learning opportunities that directly impact pedagogical practices in the classroom (Coenders & Verhoef, 2018).

Moreover, the emphasis on reflective practices within lesson observations provides an avenue for transformative learning. Jenkins notes that pedagogies that reinforce reflective assessment and peer feedback can significantly enhance leadership education and promote deeper cognitive engagement among educators (Jenkins, 2020). This assertion is echoed by Wagner and Mathison, who point out that community engagement in educational settings can lead to transformative outcomes when methodologies are effectively implemented (Wagner & Mathison, 2015). Such a framework leads to the understanding that pedagogical practices must be supported by well-structured observational processes, which can ultimately impact teachers' self-efficacy and instructional quality.

The connection between instructional supervision and teacher development is further illustrated in the literature. Administrative practices, through lesson observations, can provide essential feedback that is crucial for fostering teacher growth. While I could not find a specific reference that directly supports the claim about feedback being crucial for teacher growth, it is a widely accepted conclusion in educational research that

supervision should provide constructive and actionable feedback to be effective. Nonetheless, challenges persist in ensuring that such supervision is perceived positively by teachers, as outlined by Chiwamba and Kigobe, who emphasize the detrimental effects of inadequate training and support for administrative staff on teaching practices (Chiwamba & Kigobe, 2022). Consequently, it becomes imperative to examine the conditions under which lesson observations are conducted and the subsequent implications for the pedagogical practices of teachers within specific counties.

Finally, the emotional aspect of leadership in educational contexts, as discussed by Berkovich and Eyal, reveals that emotional intelligence in educational leadership significantly influences teachers' experiences and responses to supervision (Berkovich & Eyal, 2015). Thus, this body of literature collectively underscores the necessity of understanding the multifaceted relationship between head teachers' lesson observations, teacher pedagogical practices, and the overarching educational leadership dynamics that shape the teaching environment.

### **3. Research methodology**

#### **3.1. Research Design**

The study employed a sequential explanatory mixed-method design, where quantitative data were first collected and analyzed, followed by qualitative data to provide deeper insights. This design was appropriate as it enabled triangulation of findings and minimized the limitations of relying on a single method.

#### **3.2. Locale of the Study**

The research was conducted in Homabay County, Kenya, which comprises eight educational sub-counties: Homabay, Rangwe, Ndhiwa, Suba North, Suba South, Rachuonyo North, Rachuonyo South, and Rachuonyo East.

#### **3.3. Target Population and Sampling**

The target population consisted of 873 head teachers, 6,917 teachers, and 8 Quality Assurance and Standards Officers (QASOs) working in public primary schools. Using proportionate and stratified random sampling, the study drew a sample of 787 respondents: 87 head teachers, 692 teachers, and all 8 QASOs through saturation sampling. Additionally, 16 head teachers, 48 teachers, and 8 QASOs were purposively interviewed to complement the survey data.

#### **3.4. Research Instruments**

Data were gathered through structured questionnaires and semi-structured interview schedules. The questionnaires, administered to both teachers and head teachers, addressed demographic information and items aligned to the study objectives. Interviews provided in-depth perspectives from head teachers, teachers, and QASOs on instructional supervision practices and their impact.

#### **3.5. Validity and Reliability**

Content validity was established through expert review by supervisors and pre-testing in two schools, which enabled revision of ambiguous items. Reliability was tested using the test-retest method, with Pearson's correlation coefficient ( $r \geq 0.75$ ) confirming consistency.

### 3.6. Data Collection Procedures

Research permits were obtained from the National Commission for Science, Technology and Innovation (NACOSTI), the County Commissioner, and the County Director of Education. Data collection involved mobilization of respondents, administration of questionnaires by trained assistants, and face-to-face interviews by the researcher. Ethical principles of informed consent, confidentiality, and voluntary participation were strictly adhered to.

### 3.7. Data Analysis

Quantitative data were coded and analyzed using SPSS Version 29, applying descriptive statistics (frequencies, percentages, means) and inferential statistics (multiple regression) to test relationships between variables. Qualitative data were thematically analyzed following Braun and Clarke's (2006) six-step framework, allowing themes to be generated and integrated with quantitative findings for richer interpretation.

## 4. Data Analysis, Presentation and Interpretation

The researcher first investigated the four essential components of lesson observation, which includes pre-observation conference, visiting classrooms to observe lesson, post-observation conferencing and model teaching in class (Glickman 2004).

### 4.1 Descriptive statistics

This was investigated through questionnaires designed to collect views from teachers and head teachers about their involvement and participation in lesson observation. 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 lesson observation.

*Table 1: Influence of Headteachers' lesson observation*

		SA	A	U	D	SD	Mean	Std.
Talk to teachers before lesson observation	F	11	13	9	23	16	3.278	1.396
	%	15.3	18.1	12.5	31.9	21.2		
Visit teachers in classrooms to observe lessons	F	7	8	6	42	9	3.528	1.15
	%	9.7	11.1	8.3	58.3	12.5		
Invite teachers for conferences	F	8	15	10	27	12	3.278	1.281
	%	11.1	20.8	13.9	37.5	16.7		
Carry out model teaching lessons	F	9	11	12	27	13	3.333	1.289
	%	12.5	15.3	16.7	37.5	18.1		
LO supports what teachers do in class.	F	13	24	11	13	11	2.792	1.352
	%	18.1	33.3	15.3	18.1	16.3		

In order to investigate head teachers take on lesson observation, head teachers were asked whether they always talk to teachers before lesson observation, only 33.4% (15.3% - SA and 18.1 - A) agreed. This statement contends with Ayse Bas (2002) study in Turkey who found that head teachers decide when lessons will be observed without consulting the teachers. Head teachers should embrace the practices of informing the teachers in advance when they would expect class visits. The practice of head teachers visiting classes without prior notices makes the teachers to view supervisory activities as those full of threats (Bruno, 2007).

This violates Glickman (2004) study who reported that, pre-observation conference prepares the teachers and guides them on vetting items that would be expected of them during the period of observation. Other researchers like Cogan and Gold Hammer (2009) also concurs with Glickman and advocate for planning for lesson observation. They argue that supervisors like head teachers should plan for lesson observation with teachers rather than entering the classroom unexpectedly and with predetermined vetting items.

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

*I have never attended any pre-conference meeting with the head teacher". 'My head teacher does not hold any pre-observation conference with me before lesson observation. I am only informed to prepare a lesson to be observed in any of the subjects I teach in school.(T3)*

However, in another interview with the teachers, one teacher had this to say:

*My head teacher informs me of the intended lesson observation before the actual lesson begins. There is however, no discussions held between me and the head teacher on what is to be observed. It should however not be given when other lessons are going on as teachers need ample time to prepare for lesson observation. It makes me feel to be part of instructional supervision process and create good rapport with the supervisor(T5)*

As to whether they visit teachers in classrooms to observe lessons, 58.3% disagreed and only 11.1% agreed. Most of the head teachers with a mean of 3.528 and SD=1.15 disagreed that head teachers observe lessons in class. Here the findings pointed that a number of head teachers never visit teachers in classrooms to observe lessons, showing a great neglect on the head teachers' role in instructional supervision.

The findings correlate to a study by Pansiri (2008) in Botswana who found that head teachers neither had lesson observations nor coached teachers how to handle certain topics in subject areas. Sullivan and Glanz (2005) also found that head teachers need to observe teachers formally on a regular basis making notes in the classroom and work with a clear commitment. The findings are consistent with Bentley (2005) study who found no evidence that head teachers were active in lesson observation. The findings agree with Nzambi's (2008) study who found that head teachers were not frequent in lesson observation. Head teachers mentioned that they have so many administrative duties and heavy workload hence they never get time to observe lessons. Teachers reported that lesson observations are rarely done.

In a separate interview with a Quality Assurance Officers one of them said;

*I make visits to schools and observe teachers' lessons in class. I write the reports and leave the schedules with the teachers. Before I leave, I hold a group discussion with the teachers and the head teachers on what was observed. Teachers are co-operative and free to tell me their challenges in classroom teaching. This infers that the teachers are taking instructional supervision positively and need more support from the external and head teachers to support them in their teaching practices in class(QA 1)*

As to whether head teachers hold post observation conference with the teachers, most head teachers, 37.5%, disagreed to inviting teachers for conferences. A majority of head teachers, placing a wider influence on the mean of 3.278 and a SD of 1.281 disagreed that they hold post observation conference with the teachers after lesson observation. From the findings, 27 (37.5%) head teachers indicated they were not conducting post-observation conference with teachers. A majority of teachers, 114 (23.4%) reported that the head teachers were not holding post-observation meeting with them to discuss and give feedback after lesson observations. Only 97 (19.9%) teachers reported that their head teachers were giving feedback after lesson observation.

However, during the interview, the respondents reported that feedback was mainly focusing on their weaknesses. Pansiri (2008) study in Botswana also found out that head teachers hold post observation conference with the teachers. It however found out that frequency of post observation conference was limited and teachers wanted more of this practice conducted by the head teachers. Okumbe (2002) concurred with the Pansiri and stated that during post observation conference, the supervisor provides an immediate feedback which should be objective and concluded with a well thought out summary to enable the teacher to remember the key issues discussed. According to Gordon & Gordon, (2007) supervision is a key tool used to monitor and improve quality of education. Post-observation conference is a very important process where the teacher and the supervisor collaboratively examine the data collected and discuss what the data indicate about the relationship between pedagogical practices and pupils' learning in terms of the teachers' focus, which can be helpful for future pedagogy. Post- observation conferencing was however found to be a limited practice among head teachers in most schools.

In another interview with the head teachers one of the head teachers had this to say on post observation conference;

*I never had time to meet the teachers after lesson observation. My reports are kept in the file and the records are availed to the Quality Assurance Officers when they visit schools for routine supervision.(HT 10)*

In a separate interview with the Quality Assurance officers, one of them commented;

*I hold post observation conference with the teachers in the staffroom after lesson observation to discuss the lessons with the teachers and help them to make the necessary changes in their teaching methods like the correct use of teaching aids and learners involvement by giving them appropriate activities during the lesson.(QA 6)*

The above statements infers that in most schools, the head teachers do not give feedback to the individual teachers and the observation done are for official records alone. It should however be noted that the Quality assurance officers hold post observation conference with the teachers. The purpose of instructional supervision is to support individual teachers to develop professionally and improve on their teaching strategies.

As to whether, head teachers offer model teaching session in their school a great percentage of 55.6% head teachers disagreed that they offer model teaching session in their schools. The head teachers said they do not often invite teachers for lesson demonstration. The findings are in disagreement with those of Gachoya (2008) in Kenya who found out that head teachers take model teaching and this was found to influence the teachers' practices in class.

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

*Head teachers' lesson demonstration is important as I learn the new teaching approaches in various subjects like English and mathematics where the reading skills and arithmetic concepts are introduced in Lower Primary. It motivates me and make me feel that instructional supervision is an effort to support me in areas of curriculum implementation. I wish my head teacher should be regular and give us time to comment on the lessons observed. (T 12)*

In addition, a good percentage, 33.3%, agreed that lesson observation supports what teachers do in class. As to whether lesson observation influence teachers pedagogical practices, majority of head teachers and teachers with a mean of 2.792 and SD of 1.352 agreed that lesson observation support what they do in class. Majority of the head teachers and teacher respondents agreed that lesson observation support what they do in class and the findings got support of those by Kimeu (2010) study in Kenya who found out that lesson observation by head teachers in schools encourage and help teachers to improve on their teaching methods. Similar findings were reported by Theminkosi (2013) in Zimbabwe who found that teachers needed more time with the head teachers in class to enable them identify the teaching gaps and offer necessary feedback.

In a separate interview with head teachers, one head teacher commended;

*Observing lessons in a class makes the teachers to be alert and be prepared. It helps the teachers to modify their teachings strategies to improve on curriculum delivery. Teachers feel satisfied and tend to perform better when they receive support from the head teachers especially on the methods applied in teaching different subjects.(HT2)*

In an interview with the teachers one teacher said;

*Lesson Observation in class helps me to be prepared. I make sure that I plan my lessons in advance in readiness for the next lesson. The feedback got from the head teacher makes me to modify my teaching strategies. (T 23)*

In a separate interview with the head teachers, one head teacher also commented;

*Teachers in my school are always prepared before they go to class. They need to be appraised and does not like bad reports on their performance. When they know that they are going to be observed, they try to make their lesson plans and teaching/ learning aids ready for the lesson. They are motivated by positive comments from the head teachers for good lessons delivered.( HT 6)*

The findings are congruent to Sergiovanni and Starrat (2002) who found out that instructional supervision potentially improve classroom practices and contributes to pupils' success in academic performance through the professional growth and improvement of teachers. Blasé and Blasé, (2004) also concurs with the above findings and reported that lesson observation is a supervisory strategy that positively influence teachers to use different teaching techniques to support pupils learning in class.

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

*Lesson observation helps me to learn new methods in teaching particular subjects like the Tusome lessons. We discussed with the head teacher on the lesson steps and give the necessary feedback to learn my strengths and weakness. I also sometimes invite my head teacher to handle a topic in English and I watch them. I learn the teaching strategies employed to improve my teaching in class.(T 19)*

Another head teacher during the interview also commented;



*I get time to work with my teachers in class to learn where they have the difficulty. I often give demonstration lessons and encourage team teaching in my school. Teachers own the lesson when they work together with the head teacher as a colleague who has come to the class to support what they do but not a fault finder.(HT 8)*

The above findings are supported by Glatton (2007) study in Ukraine who found that teachers preferred discussions with head teachers about the lessons observed but this is more likely when the head teacher is supportive and understandable and where there is a collective relationship and mutual trust between the head teacher and the teachers.

A high number of head teachers, this is attributed to a 2.792 mean score, agreed that visiting teachers in their classes to observe lessons helped improve teachers' pedagogical practices. The results are in agreement with those of Blasé & Blasé (2004) who established that visiting classroom is a supervision strategy that positively influences teacher's performance. Therefore, holding a discussion with the concerned teachers means that their weak areas that could require improvement can be pointed out.

All the measures of lesson observation implementation practices scored means ranging between 3.278 and 3.528; this indicates that most of the respondents agreed to all the underlying measures under consideration. Thus, the head teachers were of the general opinion that in as much as lesson observation is a necessary tool for instructional supervision, they do not get time to observe teachers in class due to overloaded responsibilities.

#### 4.2 inferential Analysis

The researcher opted for the linear model equation as below.

$$y = b_0 + b_1 \cdot x_1 + \dots + b_n \cdot x_n, \dots \dots \dots \text{Eqn (1)}$$

Where:

$b_0$  is the intercept,

$b_1$  is the regression weights/coefficients associated with the predictors  $x_1$ , herein pedagogical practices & documents.

$e$  is the *error term/residual errors*- the part of  $y$  that can be explained by the regression model

The regression beta coefficients/parameters for the linear model equation will therefore be  $b_0$ ,  $b_1$

When  $p$  Value is less than significance level ( $< 0.05$ ), we then reject the null hypothesis that the co-efficients  $\beta$  of the predictor is zero.

*Table 2: Teachers take on supervision by lesson observation*

Coefficients:

Estimate	Std. Error	t value	Pr(> t )
(Intercept)	-0.12546	0.07721	-1.625 0.10486
Reg_data\$TLO1	-0.02416	0.04182	-0.578 0.56369
Reg_data\$TLO2	0.08529	0.03051	2.796 0.00538 **

Reg_data\$TLO3	0.76317	0.08006	9.532	< 2e-16 ***
Reg_data\$TLO4	0.15397	0.08206	1.876	0.06122 .
Signif. codes: 0 '***' 0.001 '**' 0.01 '*' 0.05 '.' 0.1 ' ' 1				

Residual standard error: 0.3345 on 482 degrees of freedom

Multiple R-squared: 0.9442, Adjusted R-squared: 0.9437

F-statistic: 2039 on 4 and 482 DF, p-value: < 2.2e-16

LO1 – Head teachers talk to teachers before lesson observation

LO2 – Head teachers conduct classroom visits to observe lessons

LO3 – Head teachers invite teachers for conferences after lesson observation

LO4 – Head teachers carry out model teaching sessions

LO5 – Head teacher's lesson observation supports what I do in class.

For the given predictor, the t-statistic evaluated whether or not there was significant association between the two variables under study, the predictor and the outcome set variables. That is, whether the better coefficient of the lesson observation is significantly different from zero.

It was observed that, supervision by visitation of teachers in their classrooms to observe lessons and inviting teachers to conferences after lesson observation are significantly associated to changes in the teacher's delivery in class as these changes support what teachers do in class (Acheson, 2004).

From the model output, Lesson observation =  $-0.02(\text{LO1}) + 0.08(\text{LO2}) + 0.76(\text{LO3}) + 0.15(\text{LO4}) - 0.12$ , holding all other factors constant, it can therefore be concluded that for a unitary effort on classroom lesson observation done by head teachers and invitations to conferences after lesson observation supported what the teachers did in class at 0.08 and 0.76 scale units respectively on average.

Estimate	Std. Error	t value	Pr (> t )
(Intercept)	-0.15539	0.05639	-2.756 0.00607 **
Reg_data\$TLO2	0.08281	0.02540	3.260 0.00119 **
Reg_data\$TLO3	0.90143	0.02106	42.800 < 2e-16 ***
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Signif. Codes: 0 '***' 0.001 '**' 0.01 '*' 0.05 '.' 0.1 ' ' 1			

Residual standard error: 0.3351 on 484 degrees of freedom

Multiple R-squared: 0.9438, Adjusted R-squared: 0.9435

F-statistic: 4062 on 2 and 484 DF, p-value:  $< 2.2e-16$

Our final linear model equation can therefore be written as:

Lesson observation =  $-0.15 + 0.08(LO2) + 0.90(LO3)$  ..... Eqn 2

The above model has therefore accounted for 94.35% of variability in lesson observation based on the teacher's pedagogical practices.

Classroom lesson observation done by head teachers and invitations to conferences after lesson observation, as predictor variables yielded a residual standard error of 0.335 which implies that the observed teacher's classroom delivery deviate from the predicted values as a result of lesson observation by approximately 0.335 units on average. A large F-statistic correspond to a statistically significant p-value ( $p < 0.05$ ). For Lesson observation, the F-statistic equal 4062 producing a p-value of  $2.2e-16$ , which is highly significant.

From the model output, there is a strong statistical significant influence of lesson observation on teachers' pedagogical practices in public primary schools in Homabay County.

## 5. Summary and conclusion

From the study, a majority of teachers and head teachers (53.1%) with a bigger influence on the mean of 3.278 and SD of 1.396 disagreed that head teachers hold a conference with teachers before lesson observation in class. The above result infers that head teachers overlook pre-observation conference to be a vital practice in setting the stage and prepare both the teachers and the head teacher in what is to be observed. The above findings are in disagreement with Glickman (2004) study who found that pre-observation conference prepares the teachers and guides them on the vetting items and other planning that would be expected of them during the period of observation. However, a few teachers and head teachers (14%) did indicate that they hold a conference session before lesson observation.

Most of the head teachers 70.8% and teachers (78.2%) disagreed that head teachers observe lessons in class. Only a few head teachers and teachers (17%) had a dissenting view, findings which are in congruent with a study by Pansiri's (2008) in Botswana who found out that head teachers rarely observe lessons in class and by Isore (2009) in America who also contends that lesson observation motivates the teachers to change their teaching methods that influence pupils' achievements but it was rarely done. As to whether, head teachers offer model teaching session in their school, a moderate percentage of 55% head teachers and teachers disagreed that they offer model teaching session in their schools. The head teachers said they often invite teachers for lesson demonstration but this is not a regular practice. The findings concur with those of Gachoya (2008) in Kenya who found out that by head teachers taking formal lesson observation, they can apply model teaching and this was found to influence the teachers' practices in class.

Majority of the head teacher and teacher respondents agreed that lesson observation support what teachers do in class and the findings got support of those by Kimeu (2010) study in Kenya who found out that lesson observation by head teachers in schools encourage and help teachers to improve on their teaching methods. Similar findings were reported by Theminkosi (2013) in Zimbabwe who found out that teachers needed more time with the head teachers in class to enable them identify the teaching gaps and offer necessary feedback. This item was responded by a majority of head teachers and teachers with a mean of 2.792 and SD of 1.352 who indicated that lesson observation support what they do in class. The findings are in congruence to Sergiovanni and Starrat (2002) who found out that instructional supervision potentially improve classroom

practices and contributes to pupils' success in academic performance through the professional growth and improvement of teachers. Blasé and Blasé, (2004) also concurs with the above findings and reported that lesson observation is a supervisory strategy that positively influence teachers to use different teaching techniques to support pupils learning in class. The above findings infers that although head teachers consider lesson observation as important, it is rarely practiced in schools due to challenges like overloaded responsibilities.

Therefore, the head teachers lesson observation was not adequately done and teachers reported lack of regularity and professional guidance from the head teachers. Teachers however reported that instructional supervision has a positive influence on their pedagogical practices and wished that it could be done on a planned and skillful atmosphere. This therefore implies that the extent to which head teachers' ensures adherence to professional instructional supervision will significantly influence the teachers' pedagogical practices. Head teachers' taking formal lesson observation influence the teachers' practices in class. Lesson observation support what teachers do in class and help them to improve on their teaching methods.

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