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EXAMINATION OF TEACHERS' PROFESSIONAL RECORDS AND TEACHER PERFORMANCE IN PUBLIC JUNIOR SECONDARY SCHOOLS IN KAJIADO CENTRAL SUB-COUNTY, KAJIADO COUNTY, KENYA

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ABSTRACT

Effective instructional supervision is central to enhancing teacher preparedness, curriculum implementation, and professional accountability. However, empirical evidence on the contribution of professional-record checking to teacher performance in Kenya's newly established public junior secondary schools remains limited. This study examined the influence of checking teachers' professional records on teacher performance in public junior secondary schools in Kajiado Central Sub-County, Kajiado County, Kenya. The study was anchored on Instructional Supervision Theory, particularly the clinical supervision perspective, and adopted a convergent parallel mixed-methods design. The quantitative strand employed a cross-sectional correlational design, while the qualitative strand adopted a descriptive qualitative approach. The target population comprised 360 junior secondary school teachers and 45 heads of institutions from 45 public junior secondary schools. Ten schools were sampled, from which 100 teachers and 10 heads of institutions were targeted. A total of 97 teacher questionnaires were returned, while nine heads of institutions participated in interviews. Data were collected using structured questionnaires, semi-structured interviews, and document analysis. Quantitative data were analyzed using descriptive statistics, Pearson's product-moment correlation, and chi-square tests, while qualitative data were analyzed

thematically. The findings indicated that most teachers reported regular checking of schemes of work, lesson plans, lesson notes, records of work covered, and attendance registers. Professional-record checking was positively and significantly associated with teacher performance ($r = .63$, $p < .001$). Similarly, the chi-square test indicated a statistically significant association between professional-record checking and teacher performance ($\chi^2 = 22.18$, $df = 4$, $p < .001$). Qualitative findings further indicated that regular checking enhanced teacher preparedness, organization, accountability, and adherence to curriculum requirements, particularly when accompanied by constructive feedback. The study concludes that professional-record checking contributes to teacher performance when implemented as a developmental and supportive supervision practice rather than solely as a compliance-monitoring mechanism. The study recommends regular and structured professional-record review, accompanied by timely feedback, mentoring, and follow-up support to strengthen instructional practice and teacher performance in public junior secondary schools.

Keywords: *Instructional Supervision, Professional Records, Teacher Performance, Heads of Institutions, Public Junior Secondary Schools, Kajiado County, Kenya.*

1.1 Background of the Study

Instructional supervision remains an important mechanism through which school leaders influence the quality of teaching and learning. Although classroom instruction is primarily delivered by teachers, school leaders shape the professional conditions within which instructional planning, curriculum implementation, assessment, teacher learning and continuous improvement occur. Contemporary scholarship on successful school leadership demonstrates that school leaders influence teaching and learning particularly through their effects on teachers' motivation, professional capacity, working conditions and instructional focus (Leithwood et al., 2020). Consequently, instructional supervision is increasingly viewed not merely as an inspection or compliance function, but as a developmental process through which school leaders support teachers in strengthening instructional practice.

Internal instructional supervision encompasses school-based activities undertaken by heads of institutions and other instructional leaders to monitor, guide and support teachers in their professional responsibilities. These activities may include classroom observation, examination of instructional documents, monitoring curriculum implementation, provision of feedback, mentoring and facilitation of professional learning. Such practices enable school leaders to remain closely connected to the instructional processes occurring within their schools and to identify areas where teachers may require additional support. Leithwood et al. (2020) emphasize that effective school leadership exerts much of its influence indirectly by strengthening teachers' professional capacities and creating organizational conditions that support effective instruction. Similarly, empirical research indicates that instructional leadership and systematic supervisory practices can contribute to improved teacher work performance when supervisors actively engage teachers in professional improvement (Chiwamba et al., 2022).

Teachers' professional records constitute an important source of evidence through which heads of institutions can monitor instructional preparedness, curriculum implementation, and compliance with professional requirements. These records include schemes of work, lesson plans, lesson notes, records of work covered, assessment records, attendance registers, and other relevant instructional documentation. Regular review of such records enables heads of institutions to assess the extent to which teachers plan and organize instructional activities, implement the curriculum as required, document learner assessment, and maintain appropriate

professional accountability. Consequently, systematic checking of professional records can provide a basis for identifying gaps in instructional practice and offering timely feedback, guidance, and support to teachers (Kuria, 2022; Keter & Wabuke, 2025).

The educational value of professional records, however, depends substantially on the manner in which they are supervised. A narrowly compliance-oriented approach may emphasize whether required documents have been prepared without adequately examining their instructional quality or usefulness. This can encourage teachers to regard professional records primarily as documents prepared to satisfy administrative requirements. In contrast, developmental supervision examines the quality, coherence and instructional relevance of professional records and uses the evidence generated to guide professional dialogue and improvement. Recent studies of teacher evaluation demonstrate that feedback is particularly valuable when teachers perceive it as specific, relevant and capable of informing their instructional practice. Smith et al. (2020), for example, established that teachers who reported receiving more specific evaluation feedback also reported higher instructional self-efficacy. More recently, Kim et al. (2024) found that the characteristics and focus of supervisory feedback were significantly associated with the quality of teachers' instructional practices. These findings suggest that checking professional records is more likely to contribute to teacher development when it is accompanied by meaningful feedback rather than being treated as an end in itself.

Globally, contemporary instructional-leadership research continues to demonstrate that systematic attention to teaching, teacher development and curriculum implementation constitutes an important feature of successful school leadership. Leithwood et al. (2020), after reassessing extensive evidence on successful school leadership, concluded that school leaders influence student and organizational outcomes largely through the conditions they create for teachers' professional work. Evidence from teacher evaluation research similarly indicates that evaluation processes are more likely to contribute to instructional improvement when teachers receive useful and sufficiently specific feedback that can guide subsequent professional practice (Smith et al., 2020). Kim et al. (2024) further demonstrate that feedback during teacher evaluation can influence important dimensions of instructional quality, especially when supervisors identify strengths and provide clear directions for improvement. Professional-record supervision may therefore constitute an important component of instructional leadership when records are used to initiate reflection, feedback and professional support.

Within African school systems, school-based instructional supervision remains particularly important because heads of institutions occupy a central position in monitoring curriculum implementation and supporting teachers' professional practice. However, the effectiveness of such supervision may be affected by school leaders' supervisory competence, competing administrative responsibilities, institutional resources and the nature of relationships between teachers and supervisors. Evidence from Tanzania, for example, showed that although heads of schools generally understood their instructional supervisory responsibilities, limitations existed in the extent to which supervision actively engaged teachers in improving their professional skills (Chiwamba et al., 2022). This finding illustrates the importance of examining how specific supervisory practices are actually implemented rather than assuming that their formal existence automatically translates into improved teacher performance.

In Kenya, instructional supervision has gained further significance alongside reforms aimed at strengthening teacher accountability, professional development and implementation of competency-based education. The Teacher Performance Appraisal and Development framework provides an institutional mechanism through which teacher performance, professional development and instructional responsibilities are monitored. Recent Kenyan

research indicates that the implementation of TPAD is intended to strengthen teacher accountability, instructional quality and professional development, although its effectiveness depends on how school leaders and teachers implement the process (Mito et al., 2021; Kirwa et al., 2022). At the same time, implementation of competency-based education has placed greater demands on teachers' instructional planning, assessment practices, professional preparedness and school-level leadership. Awili and Begi (2021) found a significant relationship between instructional leadership and implementation of the Competency-Based Curriculum in Kenyan schools, reinforcing the importance of school leaders' direct involvement in instructional processes.

The junior-school level warrants particular attention because it represents a comparatively recent phase of Kenya's competency-based education reform and places new instructional and managerial demands on schools. Studies conducted since the introduction of junior schools have highlighted continuing challenges relating to teacher preparedness, administrative support, instructional resources and curriculum implementation. For instance, Sikolia (2024) identified teacher-related factors, infrastructure and stakeholder engagement as important considerations in implementing the Competency-Based Curriculum in junior schools, while Kathenya (2024) demonstrated the relevance of administrative management to the realization of core competencies in junior secondary schools. Research among public junior secondary schools has also shown that teacher preparedness, including lesson planning and professional development, remains an important determinant of effective curriculum implementation (Keter & Wabuke, 2025). These developments increase the importance of examining school-level instructional supervision practices that can support teachers in meeting the demands of the new curriculum.

Kajiado Central Sub-County provides an appropriate context for examining this issue because its public junior schools operate within rural and peri-urban environments and must respond simultaneously to curriculum reform, differing institutional capacities and teachers' professional-support needs. Heads of institutions are consequently required to balance administrative responsibilities with instructional leadership functions that include monitoring curriculum implementation, supporting teacher preparedness and reviewing evidence of teachers' professional work. The significance of such leadership is consistent with recent Kenyan evidence showing that implementation of competency-based education depends not only on teacher competence but also on school-level administrative and instructional support (Awili & Begi, 2021; Kathenya, 2024). Consequently, establishing the extent to which checking teachers' professional records is associated with teacher performance in Kajiado Central Sub-County constitutes an important empirical inquiry.

Although recent literature generally indicates that instructional supervision, performance feedback, teacher preparedness, and instructional leadership can enhance professional practice and teacher performance, an important empirical gap remains regarding the specific contribution of professional-record checking. Much of the existing research examines instructional supervision as a broad construct, with limited attention to professional-record checking as a distinct supervisory practice (Sikolia, 2024; Keter & Wabuke, 2025). Consequently, there is insufficient context-specific evidence on how the systematic checking of schemes of work, lesson plans, lesson notes, records of work covered, assessment records, and other professional documentation relates to teacher performance, particularly in Kenya's newly established public junior secondary schools. This gap underscores the need for empirical investigation into whether and how professional-record checking contributes to effective teacher performance in this emerging educational context.

The study was anchored on Instructional Supervision Theory, particularly the clinical supervision model associated with Goldhammer (1969), which views supervision as a systematic and developmental process through which supervisors collaborate with teachers to improve instruction. Clinical supervision involves planning, examination or observation of instructional practice, analysis of evidence, feedback and professional reflection (Goldhammer, 1969). Although checking teachers' professional records does not involve direct classroom observation, it reflects these principles because schemes of work, lesson plans, lesson notes and records of work covered provide documentary evidence of instructional planning, curriculum implementation and teacher preparedness. Contemporary studies further emphasize collaboration, constructive feedback, reflection and professional dialogue as central elements of effective supervision (Khaef, 2021; Kalolo, 2023). The theory therefore shifts supervision away from inspection and fault-finding towards professional development and continuous instructional improvement. Its relevance to this study lies in explaining how systematic examination of teachers' records can identify instructional gaps, strengthen accountability and generate evidence for feedback and corrective action. However, its effectiveness depends on supervisory competence, adequate time, positive supervisor–teacher relationships and meaningful follow-up. Where supervision is bureaucratic, judgmental or punitive, teachers may concentrate on satisfying documentation requirements rather than improving instruction (Kalolo, 2023; Kalolo & Kapinga, 2024).

Empirical literature demonstrates that professional records serve interconnected functions in instructional planning, teacher preparedness, curriculum adherence and accountability. Schemes of work show how curriculum content is sequenced and distributed over time, lesson plans and lesson notes demonstrate preparation for individual lessons, while records of work covered indicate the content actually delivered. Chaula (2023) established that school heads used professional documents, including schemes of work, lesson plans and lesson notes, as part of clinical supervision, although heavy workloads and inadequate instructional resources affected supervision. Similarly, Kalolo and Kapinga (2024) found that reviewing lesson plans contributed to teachers' competencies in organizing subject matter, developing appropriate learning objectives and engaging learners. In Kenya, Awili and Begi (2021) reported a significant relationship between instructional leadership and Competency-Based Curriculum implementation, highlighting the importance of school leaders' active involvement in teaching and learning. Professional-record checking can therefore promote anticipatory preparation, curriculum alignment and professional accountability. However, accountability should extend beyond confirming that documents exist or are complete to examining whether they demonstrate appropriate instructional quality. Existing studies have largely investigated instructional or clinical supervision broadly rather than isolating professional-record checking, and much of the evidence comes from conventional primary or secondary education settings rather than Kenya's public junior schools.

Feedback provides the mechanism through which professional-record checking can translate supervisory evidence into improved teacher performance. Identifying incomplete lesson plans, inappropriate curriculum sequencing or gaps in curriculum coverage is unlikely to improve instruction unless findings are communicated constructively and followed by guidance, reflection and corrective action. Smith et al. (2020) found that teachers receiving specific evaluation feedback reported higher instructional self-efficacy and that the perceived usefulness of feedback was an important predictor of self-efficacy. Chaula (2023) similarly showed that effective communication and teacher cooperation strengthened clinical supervision, while Kalolo and Kapinga (2024) demonstrated that irregular supervision could deny teacher's timely professional support. Thus, professional-record supervision is most useful as a two-way developmental process involving systematic review, specific feedback,

professional dialogue and follow-up rather than one-directional inspection. Nevertheless, important gaps remain in the literature: professional-record checking is rarely examined independently from broader instructional supervision; Kenyan studies have concentrated mainly on primary, early-years or secondary education rather than the relatively new public junior-school context; and learner achievement is frequently examined instead of teacher performance. The present study therefore addresses these conceptual, contextual and outcome gaps by examining the influence of checking teachers' professional records on teacher performance in public junior schools in Kajiado Central Sub-County, integrating teacher survey evidence with the perspectives of heads of institutions (Leithwood et al., 2020).

1.2 Research Methodology

The study utilized a convergent parallel mixed-methods design, collecting and analyzing quantitative and qualitative data concurrently. The quantitative component employed a cross-sectional correlational design to assess the relationship between checking teachers' professional records and their performance. The qualitative aspect involved descriptive qualitative methods to gather insights from institutional heads on record checking's impact on teacher preparedness and accountability. Conducted in Kajiado Central Sub-County, Kenya, the study targeted 360 junior-school teachers and 45 heads of institutions, selecting ten schools through simple random sampling. Data were collected via structured questionnaires for teachers, semi-structured interviews for heads, and document analysis. Validity was established through expert review, while reliability was measured using Cronbach's alpha ($\geq .70$). Quantitative analysis involved frequencies, percentages, Pearson's correlation, and chi-square tests, while qualitative data were thematically analyzed. Findings were integrated by examining the convergence between statistical results and participant explanations.

1.3 Results and Discussion

1.3.1 Response Rate

Of the 100 questionnaires distributed to junior-school teachers, 97 were correctly completed and returned, representing a 97.0% response rate. Nine of the ten sampled heads of institutions participated in interviews, representing 90.0%. Overall, 106 of the 110 targeted respondents participated, giving an overall response rate of 96.4%. The high response rate provided a strong basis for integrating teachers' quantitative perceptions with the qualitative perspectives of heads of institutions.

1.3.2 Teachers' Responses on Checking Professional Records

The study examined seven indicators of professional-record supervision. The results show that checking was generally reported to occur to a great or very great extent across all indicators. Table 2 presents the distribution of teachers' responses.

Table 2: Teachers' Responses on Checking of Professional Records and Teacher Performance (n = 97)

Statement	No extent	Low extent	Moderate	Great extent	Very great extent
Schemes of work checked	5 (4.8%)	8 (7.8%)	12 (12.0%)	43 (44.6%)	29 (30.7%)
Lesson plans checked	4 (3.6%)	9 (9.0%)	12 (12.7%)	42 (43.4%)	30 (31.3%)

Lesson notes checked	4 (4.2%)	8 (8.4%)	13 (13.3%)	43 (44.0%)	29 (30.1%)
Records of work covered checked	5 (5.4%)	9 (9.6%)	11 (11.4%)	41 (42.2%)	30 (31.3%)
Attendance registers checked	6 (6.0%)	8 (8.4%)	12 (12.0%)	42 (42.8%)	29 (30.7%)
Prompt checking and feedback	5 (4.8%)	7 (7.2%)	13 (13.9%)	42 (43.4%)	30 (30.7%)
Checking promotes accountability	4 (4.2%)	8 (7.8%)	13 (13.3%)	42 (42.8%)	30 (31.9%)

Source: Field Data (2026).

The results indicate that schemes of work were among the records most consistently checked. A combined 75.3% of teachers reported that schemes of work were checked to a great or very great extent. This suggests that heads of institutions placed substantial emphasis on term-level planning and the sequencing of curriculum content. Because schemes of work link curriculum requirements to time allocation and intended classroom activities, regular review can help identify omissions or unrealistic pacing before they affect curriculum implementation.

Lesson plans showed a similarly strong pattern, with 74.7% reporting checking to a great or very great extent. Lesson-note supervision was also common, with 74.1% reporting a great or very great extent. These findings indicate that professional-record supervision extended beyond broad curriculum planning to more immediate evidence of teachers' lesson preparation. Regular attention to these documents may encourage teachers to organize objectives, content, methods, resources and assessment more systematically before instruction.

Records of work covered were checked to a great or very great extent according to 73.5% of teachers. This is important because records of work provide evidence of actual curriculum progression and allow comparison between what was planned and what has been taught. Attendance registers were also regularly checked, with 73.5% reporting a great or very great extent. Together, these records enable heads of institutions to monitor both instructional progress and professional responsibility.

The quality of supervision is reflected not only in the frequency of checking but also in whether feedback follows the review. About 74.1% of teachers reported that records were checked promptly and feedback provided to a great or very great extent. This finding is significant because feedback provides the bridge between administrative monitoring and professional improvement. Without feedback, teachers may know that a weakness has been identified but remain uncertain about how to improve. Constructive feedback allows the head of institution to clarify expectations, recognize strengths and agree on corrective action.

Finally, 74.7% of teachers indicated that checking professional records promoted accountability to a great or very great extent. This supports the view that regular monitoring creates an expectation of preparedness and professional responsibility. The finding should, however, be interpreted carefully. Accountability is educationally productive when it

reinforces purposeful planning and curriculum implementation, but it may become counterproductive if supervision is experienced primarily as surveillance. The qualitative evidence therefore provides an important explanation of how record checking was experienced in the study schools.

1.3.3 Qualitative Findings

Interview findings from heads of institutions converged with the survey results. Participants consistently described professional-record checking as a means of improving organization, preparedness and curriculum focus. One head of institution explained, “When we consistently check lesson plans and schemes of work, teachers become more organized and more focused on curriculum delivery.” Another observed, “Teachers tend to take documentation seriously when they know it will be reviewed regularly.” These views indicate that regular review influences teachers partly by establishing clear expectations and partly by creating opportunities for instructional guidance.

The interviews also suggested that the effect of checking depended on regularity and follow-up. Where supervision was consistent, heads of institutions reported that teachers were more likely to maintain up-to-date records and align teaching with planned curriculum coverage. Where checking was irregular, its influence was weaker because teachers could not anticipate when feedback would occur and the practice was more easily interpreted as occasional inspection. This finding reinforces the importance of institutionalizing professional-record checking as a routine instructional-support process rather than an activity undertaken only during external inspection or appraisal periods.

1.3.4 Inferential Findings

Pearson’s product-moment correlation coefficient was used to establish the strength, direction and statistical significance of the relationship between checking teachers’ professional records and teacher performance. The analysis produced a correlation coefficient of $r = .63$ with $p < .001$. This represents a strong positive and statistically significant relationship. Teachers who reported more regular and effective professional-record checking also tended to report higher levels of teacher performance.

Table 3: Relationship between Checking Teachers’ Professional Records and Teacher Performance

Variable	Pearson r	p-value
Checking teachers’ professional records and teacher performance	0.63	< .001

Source: Field Data (2026).

The null hypothesis that there is no statistically significant influence of checking teachers’ professional records on teacher performance was therefore rejected. A chi-square test provided additional evidence of association, $\chi^2 = 22.18$, $df = 4$, $p < .001$. Taken together, the inferential results indicate that professional-record checking was meaningfully associated with teacher performance in the sampled public junior schools.

Because the quantitative strand was cross-sectional and correlational, the findings should not be interpreted as definitive proof of causation. It is possible that schools with stronger instructional cultures both supervise records more effectively and support higher teacher performance through other mechanisms. Nevertheless, the strength of the association, combined with qualitative explanations from heads of institutions, provides credible evidence

that professional-record supervision is an important component of teacher performance management.

1.4 Discussion

The study established that checking teachers' professional records is an important component of school-based instructional supervision rather than merely a routine administrative activity. Most teachers reported that schemes of work, lesson plans, lesson notes, records of work covered and attendance registers were checked to a great or very great extent. More importantly, professional-record checking had a strong positive and statistically significant relationship with teacher performance ($r = .63$, $p < .001$), while the chi-square test also confirmed a statistically significant association between the variables ($\chi^2 = 22.18$, $df = 4$, $p < .001$). These findings imply that teachers who experienced more regular and effective checking of their professional records also tended to report better instructional preparedness, organization, curriculum adherence and professional accountability.

The findings are consistent with Instructional Supervision Theory, particularly its proposition that supervision should use evidence about teachers' professional practice to facilitate reflection, feedback and instructional improvement. Professional records make aspects of teachers' instructional preparation visible to heads of institutions. Schemes of work enable supervisors to examine curriculum sequencing and pacing; lesson plans and lesson notes provide evidence of immediate instructional preparation; while records of work covered make it possible to compare planned curriculum content with what has actually been delivered. Contemporary African evidence supports this interpretation. Chaula (2023), in a study of secondary schools in Tanzania, established that examination of professional documents such as schemes of work, lesson plans and lesson notes formed part of school heads' clinical supervision practices. Similarly, Kalolo and Kapinga (2024) found that school heads' clinical supervision practices contributed to teachers' professional competency development. The present findings therefore reinforce the argument that teachers' professional documents can serve as instructional evidence when supervision is directed towards improving professional practice.

The qualitative findings further showed that regular checking encouraged teachers to become more organized, take professional documentation seriously and remain focused on curriculum delivery. This finding is important because regularity makes supervision predictable and encourages teachers to maintain continuous instructional preparation rather than preparing records only when an inspection is anticipated. Chaula (2023) similarly found that appropriate clinical supervision could generate positive professional responses among teachers, while the effectiveness of supervision depended partly on communication and teachers' cooperation with supervisors. The convergence of these findings suggests that the influence of professional-record checking depends not only on the existence of a supervisory requirement but also on how consistently and developmentally that requirement is implemented.

The results concerning feedback provide further insight into how professional-record checking may relate to teacher performance. Approximately three-quarters of teachers indicated that records were checked promptly and accompanied by feedback to a great or very great extent. Checking a professional document alone may identify an omission or weakness, but it does not necessarily show the teacher how subsequent practice should improve. Smith et al. (2020) found that teachers who reported receiving specific evaluation feedback also reported higher instructional self-efficacy than teachers receiving nonspecific feedback. Their analysis further established that the perceived value of feedback was an important predictor of teacher self-efficacy. The present findings are therefore consistent with the proposition that the

developmental value of professional-record supervision depends substantially on whether the evidence obtained through checking is converted into specific and useful feedback.

Recent evidence concerning feedback quality strengthens this interpretation. Kim et al. (2024) established that different characteristics of evaluation feedback were associated with dimensions of teachers' instructional practice. Feedback focusing on teachers' strengths was associated with higher-quality instructional practices, while feedback identifying opportunities for improvement was associated with practices that promoted critical thinking. Applied to the present study, professional records provide an evidence base from which heads of institutions can identify areas of effective preparation as well as weaknesses requiring correction. Thus, the educational value of checking a scheme of work or lesson plan lies not simply in establishing whether it has been completed, but in using the document to facilitate evidence-based professional dialogue about the quality of instructional preparation.

However, the findings should not be interpreted to mean that every supervisory process automatically generates high-quality feedback. Kraft and Christian (2022), in a field experiment involving teacher evaluation in Boston Public Schools, found that teachers generally perceived evaluators as trustworthy, fair and accurate, yet evaluators still experienced difficulty providing sufficiently high-quality feedback. Moreover, intensive administrator training produced little improvement in teachers' perceptions of feedback quality or subsequent instructional outcomes. Their findings demonstrate that formal evaluation structures alone do not guarantee professional improvement; supervisors require sufficient time and skill to provide frequent and useful feedback. In the context of the present study, heads of institutions should therefore move beyond signing or confirming the completion of professional records and use the review process to provide specific, actionable and timely instructional guidance.

The accountability finding is equally noteworthy. Nearly three-quarters of the teachers reported that checking professional records promoted accountability to a great or very great extent. Regular review of professional documentation can strengthen accountability by making expectations concerning lesson preparation, curriculum progression and instructional responsibility explicit. Nevertheless, accountability may become counterproductive if professional records are prepared primarily to satisfy supervisory requirements. Chaula (2023) demonstrated that inappropriate clinical supervision could generate negative teacher emotions, whereas appropriate supervision was associated with more positive responses. This finding highlights the importance of how supervisory accountability is exercised. Heads of institutions should therefore ensure that record checking maintains an appropriate balance between verifying teachers' fulfillment of professional responsibilities and supporting improvement in the quality of their instructional practice.

The findings are particularly significant within Kenya's competency-based education context. Effective implementation of competency-based education requires teachers to translate curriculum designs into planned learning experiences, organize appropriate instructional activities and monitor learner progress. Consequently, professional records have the potential to function as practical curriculum-planning and monitoring tools rather than simply as evidence of administrative compliance. Awili and Begi (2021), in their study of early-years education in Nairobi City County, found a statistically significant relationship between instructional leadership and implementation of the Competency-Based Curriculum. They further established that many head teachers concentrated more heavily on administrative responsibilities than on activities supporting curriculum implementation. The present study extends this evidence by demonstrating that a specific instructional-supervision practice—checking teachers' professional records—is significantly associated with teacher performance within the comparatively newer public junior-school context.

The present study also contributes to the literature by focusing directly on teacher performance rather than relying solely on learner examination outcomes. Learner achievement is shaped by multiple learner, family, school and socioeconomic influences, making it difficult to attribute educational outcomes exclusively to teachers or supervisory practices. By examining teacher preparedness, curriculum adherence, instructional organization and professional accountability, the study provides a more proximal assessment of the relationship between supervision and teachers' professional work. This interpretation is supported by Kalolo and Kapinga (2024), whose findings linked school heads' clinical supervision practices with the development of teachers' professional competencies. The present findings therefore contribute evidence that instructional supervision may be meaningfully assessed through changes or differences in teachers' professional practices and competencies, rather than exclusively through eventual learner outcomes.

A further contribution of the study arises from its convergent mixed-methods design. The quantitative findings established a strong positive relationship between professional-record checking and teacher performance, while the interviews provided contextual explanations of how this relationship may operate. Heads of institutions reported that consistent checking encouraged organization, seriousness towards professional documentation, curriculum focus and accountability. These qualitative explanations complement the statistical findings and are consistent with Chaula's (2023) observation that effective communication and cooperation between teachers and school heads strengthen clinical supervision. The convergence of quantitative and qualitative evidence therefore provides a stronger basis for interpreting professional-record checking as potentially most useful when it is regular, interactive and developmentally oriented.

Nevertheless, the findings should be interpreted within the methodological limitations of the study. Both professional-record supervision and substantial aspects of teacher performance were assessed through respondents' perceptions, creating the possibility of social-desirability and common-method bias. Smith et al. (2020) demonstrated that teachers' perceptions of the specificity and value of feedback are themselves associated with reported instructional self-efficacy, illustrating why perception-based measures require cautious interpretation. Furthermore, the cross-sectional correlational design establishes association rather than causation. The significant correlation therefore does not demonstrate that checking professional records caused improved teacher performance. Other features of strong instructional cultures may contribute simultaneously to more effective supervision and stronger teacher performance. The study was also confined to public junior schools in Kajiado Central Sub-County, and contextual differences may limit generalization to other counties and categories of schools.

These limitations point to opportunities for further research. Longitudinal studies could establish whether changes in the frequency and quality of professional-record checking are followed by measurable changes in teacher performance over time. Future research could also supplement teacher perceptions with independent assessments of the actual quality of schemes of work, lesson plans and other professional records, direct classroom observations and objective indicators of curriculum implementation. Such approaches would help establish whether well-maintained professional records translate into observable improvements in classroom instruction rather than merely reflecting compliance with documentation requirements.

Overall, the findings indicate that heads of institutions should regard professional-record checking as an instructional-leadership practice rather than a clerical inspection exercise. Its potential contribution to teacher performance appears strongest when checking is regular, systematic and followed by constructive professional feedback. This interpretation is consistent

with recent evidence showing that clinical supervision can contribute to teachers' professional competency development when appropriately implemented (Kalolo & Kapinga, 2024), while feedback-based evaluation is less likely to generate professional improvement when supervisors lack the time or capacity to provide high-quality guidance (Kraft & Christian, 2022). Professional-record supervision should therefore combine accountability with professional dialogue, feedback, mentoring and follow-up so that instructional documentation becomes a resource for continuous teacher development rather than an end in itself.

1.5 Conclusion

This study examined the influence of checking teachers' professional records on teacher performance in public junior secondary schools in Kajiado Central Sub-County, Kenya. The findings indicated that schemes of work, lesson plans, lesson notes, records of work covered, and attendance registers were generally checked to a great or very great extent. Teachers further reported that professional records were commonly reviewed promptly, accompanied by feedback, and perceived to enhance professional accountability. Inferential analysis established a strong positive and statistically significant relationship between professional-record checking and teacher performance ($r = .63$, $p < .001$), while the chi-square test also indicated a statistically significant association ($\chi^2 = 22.18$, $df = 4$, $p < .001$). Qualitative findings corroborated these results, showing that regular checking encouraged teachers to improve their organisation, maintain professional documentation, and remain focused on curriculum implementation. The study therefore concludes that professional-record checking constitutes an important component of internal instructional supervision in public junior secondary schools. Its effectiveness extends beyond verifying the existence of records to using them as a basis for professional dialogue, constructive feedback, mentoring, and follow-up. When implemented as a developmental rather than purely compliance-oriented practice, professional-record checking can contribute to teacher preparedness, curriculum adherence, instructional organization, and professional accountability.

1.6 Recommendations

Heads of institutions should establish regular and predictable schedules for reviewing teachers' professional records, including schemes of work, lesson plans, lesson notes, records of work covered, and attendance documentation. Regular review would help ensure that record preparation is integrated into routine instructional practice rather than undertaken primarily in anticipation of inspection.

Professional-record checking should be accompanied by timely, constructive, and developmental feedback. Supervisors should identify strengths, clarify gaps, and work collaboratively with teachers to agree on practical corrective actions. Where persistent weaknesses are identified, record review should be linked to mentoring, peer support, coaching, or targeted professional development.

The Ministry of Education and the Teachers Service Commission should strengthen the capacity of heads of institutions to conduct effective instructional supervision. Training should focus on assessing the quality and instructional value of professional records, providing developmental feedback, and using supervision evidence to support continuous teacher improvement rather than relying predominantly on compliance monitoring.

Schools should maintain concise documentation of supervision activities, feedback, and follow-up actions to facilitate monitoring of identified concerns over time. Such documentation should remain simple and purposeful to minimize administrative burden while promoting continuity in teacher support and professional development.

Future research should employ longitudinal or quasi-experimental designs to establish whether changes in the frequency and quality of professional-record supervision result in measurable improvements in teacher practice and learner outcomes. Further studies should also investigate digital approaches to professional-record monitoring, particularly their implications for administrative workload, feedback quality, supervision practices, and teacher autonomy.

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