

Supervision of instruction is important in enhancing academic performance. The efficacy of this has not been established in Butula Sub-County where performance in KCPE has been fluctuating for a number of years. The purpose of this study was to investigate effects of supervision of instructional programmes on pupils' academic performance in primary education in Kenya. The study was conducted in Butula Sub County. The objectives of the study were: to determine methods employed in supervision of instructional programmes in *primary* education; to examine the effects of *supervision of instructional programmes* in primary education; to find out the challenges faced during supervision of *instructional* programmes in primary education and to establish coping strategies that could be used to counter the challenges faced during supervision of instructional programmes. Descriptive survey design was used in this study. The study population comprised of 63 head teachers, 63 deputy head teachers, 600 teachers drawn from the 63 public primary schools and 4 QASOs in the Sub- County. Simple random sampling technique was employed to select 20 head teachers, 20 deputy head teachers and 180 teachers. Saturated sampling was used to select 4 QASOs in the Sub-county. Data collection included the use of questionnaires, interview schedule and document analysis guide. The Cronbach Alpha was used to test internal consistency of the items in the questionnaires. The quantitative data collected through questionnaires was analyzed using descriptive statistics such as frequency counts and percentages while qualitative data collected by interview schedule was analyzed using thematic approach. The results revealed that supervision of instructional programmes had positive impact on academic performance of pupils. Head teachers, deputy head teachers and teachers were experienced but lacked adequate professional training to enhance their managerial skills especially on instructional supervision in primary education. The study recommends improvement of instructional supervision to enhance syllabus coverage in all classes, having frequent meetings with teachers to improve working relationship and adopting instructional supervision strategies that motivate and reward teachers to improve performance. The Teachers Service Commission and other stakeholders should device strategies for enhancing professional qualifications of teachers. Head teachers should use effective means of instructional supervision aimed at staff development and prioritization of their supervision so that the bulk of their time is taken up by instructional related activities to improve the worth of the teachers in curriculum delivery. The findings of the study will be useful in enhancing supervision of instructional programmes in primary education.