

**INSTITUTIONAL FACTORS INFLUENCING HEAD TEACHERS'
PERFORMANCE OF INSTRUCTIONAL SUPERVISION IN PUBLIC
PRIMARY SCHOOLS, GETEMBE DIVISION, KISII COUNTY, KENYA**

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the Award of the Degree of Master of Education in Educational
Administration**

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DECLARATION

This research project is my original work and has not been presented for award of a degree in any other University.

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This research project is submitted for examination with our approval as university supervisors.

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DEDICATION

Dedicated to my beloved husband Daniel Mokuu, my dear children Japheth Okeyo, Ivan Gwaro and Eddah Kerubo.

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I wish to express my heartfelt gratitude to my supervisors Prof. Winston Akala and Dr. Ursulla A. Okoth for the scholarly attention and guidance they gave to my work. Their patience, thoroughness, understanding, advice, guidance, continuous support and encouragement enabled me to go through the process of report writing. Their academic guidance, leadership and expertise greatly inspired the completion of the process of report writing.

Lastly, I would like to give special thanks to my dear husband Daniel Mokuu, who has constantly supported me during the course of study both financially and morally, giving me ample atmosphere at home, thus allowing me to have peace of mind during this demanding exercise. I also wish to salute our three children for praying with me always.

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LIST OF ABBREVIATIONS AND ACRONYMS

DQAS	Directorate of Quality Assurance and Standards
EFA	Education For All
FPE	Free Primary School
KCPE	Kenya Certificate of Primary Education
KEMI	Kenya Education Management Institute
KESSP	Kenya Education Sector Support Program
MOEST	Ministry Of Education, Science and Technology
QASOs	Quality Assurance and Standards Officers
ROK	Republic Of Kenya
TSC	Teachers Service Commission
UNESCO	United Nations Education, Scientific and Cultural organization

ABSTRACT

Education is a fundamental right of all children regardless of their social, religious cultural or economic status. The purpose of this study was to determine institutional factors influencing head teachers' performance of instructional supervision in public primary schools, Getembe Division, Kisii County, Kenya. The objectives of the study were to establish how training (in supervisory skills) influence head teachers' performance in instructional supervision in public primary schools, to determine the extent to which head teachers' workload influence their performance in instructional supervision, to establish how frequency of instructional supervision by head teachers' influences teachers performance and to determine the extent to which staffing level influences the performance of head teachers in instructional supervision. This study adopted descriptive survey research design. The target population in this study was 23 head teachers and 566 teachers of Getembe Division. The sample size for this study included 23 head teachers and 170 teachers adding to 193 respondents in public primary schools. Data pertaining to the institutional factors influencing head teachers' performance of instructional supervision in Getembe Division was collected using questionnaires. Descriptive statistics used to analyze quantitative data through frequencies and percentages in formats of tables, bar graphs and charts to answer the research objectives and questions in relation to the research topic. Based on the findings of this study, it can be concluded that training is one of the institutional factors that influence head teachers' performance of instructional supervision. The head teachers have not been adequately trained in instructional supervision and therefore have a negative influence on their performance. This in effect influences the performance of the pupils in the public primary schools in Getembe Division. It can also be concluded that workload is a factor that influences head teachers performance in instructional supervision. Therefore, the head teachers need to delegate some of the tasks to their deputies and senior teachers in order to be effective in instructional supervision. From the study findings, it can be concluded that frequency of supervision by head teachers and staffing level in public primary schools are also factors that influences instructional supervision and is therefore likely to have a negative influence on their performance in Getembe Division. Based on the findings of this study, the following recommendations are made; that the Devolved Government and other stakeholders should put more emphasis on regular supervisory training on head teachers to improve their performance; Head teachers need to delegate some of the some of the tasks to the deputies and senior teachers to have ample time for instructional supervision in the public primary schools; The head teachers should take it as a prime role of improving their instructional supervision by increasing the frequency of supervision in their various stations.

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

Education is a critical facet of human life. Education is a fundamental right of all children regardless of their social, religious cultural or economic status. It should satisfy the manpower needs and stimulate the creation of more jobs by producing development minded people with appropriate knowledge, skills and attributes to promote national development (Republic of Kenya, 2007). It is a human right as stated by the United Nations (UN) Declaration on Human Rights of 1948 which Kenya is a signatory. At the World Conference on education at Dakar in April 2000, world leaders and the international development agencies committed themselves to ensuring that Education For All (EFA) goals becomes a reality by 2015.

The World Bank, the United Nations Education, Scientific and Cultural Organization (UNESCO), and the United Nations Development Bank, bodies that have invested in education especially in developing countries identified education as an important tool in economic development, poverty and inequality eradication, (James D. Wolfensohn, World Bank President, World Bank, 2002:1). This position was reaffirmed during the 16th Conference of the Commonwealth Education Ministers in Cape Town in 2006 (Commonwealth Secretariat, 2006). Quality education ensures that the potentials of the learners' capacities and

experiences are optimally developed in the acquisition of useful tools that will satisfy the needs of the learners and the nation.

The concept of supervision and its practices in education can be traced to the early American education systems. Okumbe (1999) outlines the supervisory trends from 1640s to the present. Supervision evolved from a mere judicious nature of inspection, where inspectors made judgment about a teacher rather than the teaching or learning, to the present nature that focuses on assisting the teacher to improve their instructional effectiveness. Okumbe further outlines that an increasing number of countries have from early 1990s onwards, attempted to reform supervision because of its ineffectiveness. In Britain, the inspectorate was established in the mid-nineteenth century when the demand for an educational system under the state supervision was increasing. Schools were largely administered through supervision and inspection (Glanz, 2000). The practice of supervision by inspection made many teachers perceive supervision as a mere procedure rather than a helping function.

In Nigeria, instructional supervision began as a process of external inspection. In the 18th century, supervisors were appointed who were clergies and had little or no background on education, administration and management. Supervisors had little or no formal training of the ethics, concept and practice of supervision until

the control of schools by the government in 1997. Schools were left in the hands of the missionaries (Edho, 2009).

The history of supervision in Kenya can be traced back in the colonial period following the passing of Education Ordinance which required that all schools be registered and be open to inspection by the Director of Education. Formal inspection of educational institutions in Kenya was commenced in 1955 when the inspectorate of education was set up. The Ministry of Education (MoEST) was recently restructured into departments which co-ordinate and oversee the implementation of all educational policies. The department is now called Quality Assurance and Standards (QASO), whose mandate is to ensure quality educational standards in Kenya by working with other stakeholders in the education sector (Okumbe, 1999). The directorate of QASO plays the role of a supervisor as well as an advisor, through quality assurance and quality development respectively.

However according to the strategic plan 2006-2011, the KESSP investment program is intended to strengthen implementation, co-ordination and accountability, thus reducing the need for close supervision of day-to-day operations. Instructional supervision is quite critical to educational institutions and indeed a useful vehicle which drives the education system towards the achievements of the desired goals with the aims of obtaining useful outcomes. A

well planned program of education can be said to be successful only if efficient supervision exists at all levels.

According to a study carried out by Kamindo (2008), introduction of FPE has doubled head teachers' roles as managers, accountants, record keepers and supervisors. The QASOs and head teachers have focused mostly on management of FPE grants compromising instructional supervision. In some areas the teacher-pupil ratio is as high as 1:100 or more (RoK, 2005). A head teacher who carries out frequent and effective supervision in the school provides effective school leadership which may consequently lead to an effective school (Nzuve, 1999). Comprehensive training courses for Supervisors were recognized as important by the Ominde commission (1964) to improve the initial narrowness of a supervisor's range of knowledge of education (RoK, 1964).

Teachers' acceptance and interaction with the instructional supervisory practice such as the techniques, methods, models or processes used by head teachers at school, provide the catalyst for performance improvement. Supervision is an interactive process that depends on the source of supervision, the supervisor, and the teacher. Successful instructional leaders attribute their success to having a vision, willingness to take risks and assist teachers to improve their teaching abilities McEwan, (2002). Hence, when institutions are not keen on instructional supervision, it provides an avenue for poor academic standards.

1.2 Statement of the problem

A school being a functional unit of the education system must be able to afford a foresighted educational leadership which is based on sound management principles and techniques (Okumbe, 1999). With the rapid expansion and change in the educational system, quality control of education has been an issue of concern for quite some time in public primary schools in Getembe Division. However, it appears that most educational institutions have been less successful in their instructional supervision (MOE, 2009). Despite the importance of the head teacher in the instructional supervision and the awareness of the unique responsibilities bestowed upon the school head teachers, the means by which most of them in developing countries like Kenya are trained, selected and inducted and in-serviced are ill-suited to carry out effective and efficient instructional supervision. Records in the DEO's office Kisii Central District indicate that most of the schools in the district have a challenge in instructional supervision and there is dismal performance; as in the past four years, the performance of Getembe Division has been as follows: 265.87 (2008), 263.49 (2009), 265.05 (2010) and 262.46 (2011) . This state of affairs calls for urgent measures to address instructional supervision issues in school setups. For quality education to exist there must be adequate techniques of supervision since proper supervision of instruction facilitates the achievement of goals and objectives of education (Goddard & Emersion, 1997). Therefore, there was need to determine the

institutional factors influencing head teachers' performance of instructional supervision in public primary schools.

1.3 Purpose of the study

The purpose of this study was to determine institutional factors influencing head teachers' performance of instructional supervision in public primary schools, Getembe Division, Kisii County, Kenya.

1.4 Objectives of the study

The objectives of the study were;

- i. To establish how training (in supervisory skills) influence head teachers' performance in instructional supervision in public primary schools, Getembe Division, Kenya.
- ii. To determine the extent to which head teachers' workload influence their performance in instructional supervision.
- iii. To establish how frequency of instructional supervision by head teachers' influences teachers performance.
- iv. To determine the extent to which staffing level influences the performance of head teachers in instructional supervision.

1.5 Research questions

The research questions of the study were;

- (i) How does training in supervisory skills influence head teachers' performance in instructional supervision in public primary schools, Getembe Division, Kenya.
- (ii) To what extent do head teachers' workload influence their performance in instructional supervision?
- (iii) How does frequency of instructional supervision by head teachers' influence teachers' performance?
- (iv) To what extent does staffing level influence the performance of head teachers in instructional supervision?

1.6 Significance of the study

This study is deemed significant in many ways. It may add to the general knowledge on the head teacher instructional supervisory skills. The findings may be used by policy makers in the Ministry of Education in streamlining supervision in the country which will in turn enhance quality teaching and learning. The Directorate of Quality Assurance and Standards (DQAS) in conjunction with the Kenya Education Management Institute (KEMI), may use the study findings to develop the curriculum to be used in training supervisors of education. The study may finally be used by public primary head teachers to formulate school supervisory policies.

1.7 Limitations of the study

One of the limitations of this study was that some head teachers were not ready to allow other programs to interfere with the school's programs. However, the researcher consulted the District Education Officer to know the programs in the schools. Secondly, the head teachers who had not trained in supervisory skills shied away and hid some crucial information required by the researcher. In order to build confidence, the researcher explained to the head teacher the purpose of the research and provided the introductory letter from the District Education Office.

1.8 Delimitation of the study

This study was delimited to Getembe Division where it focused on institutional factors likely to influence head teachers performance of instructional supervision in public primary schools. This study did not apply to private primary schools due to their differences in management. The study conducted in all public primary schools, their head teachers and a sample of teachers.

1.9 Basic assumptions of the study

Since supervision is a phase of administration, this study assumed that; Teachers had an understanding of the role of the head teachers as supervisors and had the knowledge about instructional supervision.

1.10 Definitions of significant terms

The following are the definitions of significant terms in the study;

Administration refers to the process of acquiring and allocating resources for the achievement of organizational goals.

Frequency refers to the regularity of the supervision activity

Head teacher refers to the teacher appointed by the Teachers Service commission and entrusted with the overall instructional supervision functions of a given school.

Influence refers to the power the head teachers have that affects teachers' behavior in classroom instruction performance.

Institutional factors refer to the factors within an institution that may influence the achievement of goals and objectives of a school such as; staffing levels and workload.

Instructional supervision refers to a constant process that aims at improving classroom teaching by providing needed services to the teachers.

Inspectorate refers to the body of inspectors involved in supervision of school activities.

Public primary schools refer to pre-secondary schools established and sustained by public funds.

Staffing levels refers to the adequacy or inadequacy of human capital to be utilized in an organization to meet its set objectives.

Teacher performance refers to the teachers' achievement in terms of providing effective instruction in class to improve the pupils' academic performance.

Training refers to the process of regular instruction or practice to gain a certain skill to be able to perform a particular job.

Work load refers to the amount of work that a head teacher is expected to do in a school.

1.11 Organization of the study

The study was organized into five sections. Section one dealt with introduction of the research topic that consist the background to the study, statement of the problem, purpose of the study, research objectives, research questions, significance of the study, limitations, delimitation, basic assumptions and definitions of significant operational terms. Section two will deal with the literature review. Areas covered included; institutional factors influencing instructional supervision, summary of the literature review, theoretical and conceptual framework. Section three included the research methodology and design, target population, sample and sampling procedures, research instruments, instrument validity and reliability, data collection procedures and data analysis. Section four included data presentation and discussions of research findings. Section five was a summary of the findings, discussions and interpretations of each result in form of conclusion and recommendations.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter provides a review of the related literature and is divided into the following sections; institutional factors influencing head teachers' performance in instructional supervision such as training in supervisory skills, work load, frequency and staffing level, summary of the literature review, theoretical and conceptual framework.

2.2 Influence of Head teachers training in supervisory skills on instructional supervision

Certain skills are essential in making instructional supervision effective for it is about improving teaching and learning. A supervisor must therefore possess skills to analyze teaching and learning styles and in addition have curriculum and teaching expertise (Glickman et al, 2007). Effective supervision has been identified as collaborative; this involves interacting with teachers or being among individuals working in conjunction with each other (Kamindo, 2008).

During the regional workshop for African teachers held in 2007, it was reported that among the challenges facing the education sector is inadequate supervision. The workshop recommended that there is need for government seminars where practicing teacher managers can share experiences and copy from the best

practices from each other. The need for training was also identified by (Muoka, 2007). The findings of the study showed that instructional supervision enhances goal development, program development, control, coordination of instruction, motivation, problem solving, professional development and evaluation in teaching. The researcher recommended enlightenment of instructional supervisors, through workshops, seminars, conference and other refresher courses on modern techniques of supervision successfully consulted.

According to a study by Kimeu (2010), majority of head teachers have been trained for leadership roles. However, there are those who have not been trained and which may affect their performance in their leadership roles. Kimeu recommended that the Ministry of Education should train the untrained head teachers for competence in their supervisory roles. The control and maintenance of educational standards in any educational system depends very much on the quality of supervision and guidance by the school supervision. Therefore, head teachers are pace setters who should lead by example and also resident inspectors and supervisors of their respective schools who should guide, encourage and support teachers through shared and mutually trusting relationships through the acquisition of the required supervisory skills (Adra, 2000).

2.3 Influence of work load on head teachers' performance in instructional supervision

Global changes are taking place in education that are resulting in the decentralization of decision powers to school management level which is further reinforcing the role of head teachers as a key figure in the provision of effective teaching and learning. According to the study by Abdille (2012), work load was seen to affect head teachers instructional supervision. Most of the head teachers indicated that work load affected their position to a greater extent since their performance in the schools is judged depending on how well they are able to control and coordinate the schools in one direction, that is meant to enhance performance, utilize the potentials of both the teachers and students and foster a culture of mutual understanding within the school environment. Otherwise, if overworked, he/she loses the morale, motivation and gets fatigued hence cannot perform his duties adequately.

According to a study by Issa (2012), teaching load of the head teacher influences the effectiveness of the head teachers' instructional supervision. This finding supports the finding of Turkey HSD test which revealed that teaching load significantly influenced supervision especially on the head teachers' ability to observe teachers in class, give feedback after classroom observation and checking the teaching aids used by teachers.

Kimeu (2010) in his study, majority of the teachers feel that the leadership responsibilities increase their workload. Kimeu recommended that, head teachers need adequate time for their management functions as well as ample time for instructional supervision. At the same time, Glanz and Sullivan (2007) indicate that head teachers are given many non-institutional duties hence they do not have the time to undertake continues and meaningful supervision. The finding of Muoka (2007), equally found out that heavy work is one of the challenges that face the head teachers in performing effective instructional supervision. However, head teachers as supervisors should empower teachers to be self reflective and participate in the supervisory process Glickman et al (2007), thus creating a desire for improvement of their classroom practices with the supervisor acting as a guide rather than an overseer.

2.4 Influence of the frequency of instructional supervision by head teachers' on teachers' performance.

Hall and Hord (2001), contend that implementation depends on the teachers- not schedules, grouping procedures, or policy manuals. It is the teacher who provides the support and challenges that promote learning; it is the teacher who encourages improvement through feedback they provide; it is the teacher who presents materials and ideas that engage students' interests, and it is teachers who safeguard the academic integrity of the work that gets done in schools. Therefore, the supervisors' ability to frequently reach the individual teacher as well as groups of teachers is important.

Glanz et al (2007) reported that, due to many non-institutional duties, head teachers did not have time to undertake continuous and meaningful supervision. The control and maintenance of educational standards in any educational system depends very much on the frequency, quality of supervision and guidance by the school supervisor. According to the study by (Nyamwamu (2010), the QASOs confirmed that head teachers never at all observe teachers in class. Inadequate time and too many responsibilities of managing the schools such as dealing with parents, teachers and students make them not to visit classes.

Maroko (2010) in her study indicated that there is laxity among head teachers in carrying out frequent classroom assessment of teachers. Thus, frequent assessment of teachers may help the teachers to improve in their teaching methods. Nyamwamu further asserts that, the frequency with which an instructional activity is carried out can determine its effectiveness such that if the activity is done always or often, then we can say it is effectively done and the opposite is true.

2.5 Influence of Staffing on head teachers' performance in instructional supervision

Human resources are the most valuable assets of any organization. Glanz, (2000) in his findings observed that, when considering staff capacity, both competence and the number of staff needed to deliver services to the client is important.

According to a study by UNESCO, (2006), the most important purpose of a school is to provide children with equal and enhanced opportunities for learning and the most important resource a school has for achieving that purpose is the knowledge, skills and dedication of its teachers. Teachers therefore need to be well managed. UNESCO's findings indicated that, with increased number of students as a result of Free Primary Education as from 2003, teacher pupil ratio is high leading to increased work load for teachers and this affects head teachers' effectiveness in instructional supervision. However, according to a study by Abdille (2012), teachers observed that, head teachers' work as supervisors is reduced because they have enough teachers to handle all subjects taught in schools. This has ensured that the head teachers do not have to outsource for more teachers hence saving on more time and resources in the school.

On the other hand, Kamindo (2008) suggested that instructional supervisors are challenged at all levels as a result of staff shortage and too many administrative duties at the school level. He/she is in charge of procuring teaching and learning materials, financial budgeting, attending many meetings, workshops and seminars. However, though teachers comprise the most important staff in the school, the contribution made by other staff members such as secretaries, bursars, accounts clerk, matrons, nurses, messengers, and watchmen is equally important.

2.6 Summary of the literature review

This section has reviewed literature on institutional factors influencing head teachers' instructional supervision performance in public primary schools. The researcher was able to identify studies that have been done by other researchers in public primary schools such as; Maroko (2010), Mogire (2012), Bore (2012) and Opudo (2012) who carried out studies in Nyamira District, Dagoretti District, Njoro District and Asego Division. Furthermore, the studies reviewed were done outside the Division of interest in this study

According to the study by Maroko (2010), instructional supervision in public primary schools has not seriously been ventured into and more specifically in Kisii County which is currently not performing well. Hence, whereas much has been done on supervision, the study aims at filling gaps left out by the other literature reviewed on instructional supervision.

2.7 Theoretical framework

This study adopted the Path Goal development by Robert House having roots in Expectancy Theory. Expectancy theory postulates that motivation will be high when people know what they have to do to get a reward, expect that they will be able to get the reward and expect that the reward will be worthwhile. The expectancy concept was originally contained in the valence – instrumentality – expectancy (VIE) theory formulated by Vroom, (1964). Valence stands for value,

instrumentality is the belief that if we do one thing it will lead to another, and expectancy is the probability that action or effort will lead to an outcome.

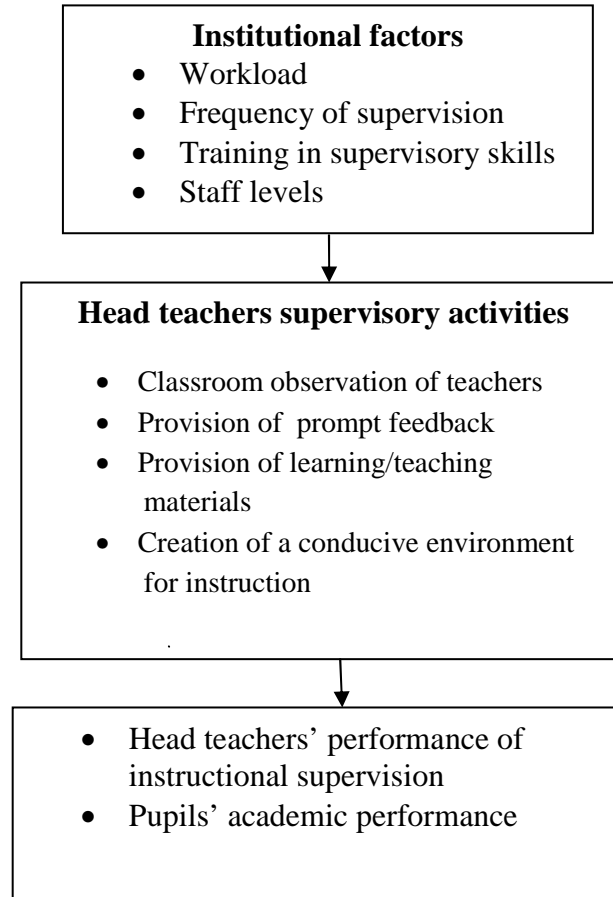
The strength of expectations may be based in the past experiences (reinforcement), but individuals are frequently presented with new situations, a change in job, payment system, or working conditions imposed by management where past experience is an inadequate guide to the implications of change. In these circumstances, motivation may be reduced. This explains why intrinsic motivation arising from the work can be more powerful than extrinsic motivation.

The theory explains that performance of head teachers in instructional supervision depends on the value of the rewards and the probability that rewards depends upon effort. The head teachers' past experience is inadequate for efficient performance of instructional supervision in their respective schools, hence the need to frequently refine the skills they already have and an effort to try new ones through in-service training. Instructional supervision of the head teachers can influence the teachers' commitment in teaching and learning techniques for the improvement of academic performance as its outcome. If instructional supervision can be done effectively, then teachers are intrinsically motivated leading to improved classroom instruction for academic achievement.

2.8 Conceptual Framework

This study was guided by a conceptual framework. The dependent and independent variables in this study are interrelated in the conceptual framework as they influence one another. The dependent variable in this study is the head teachers' performance of instructional supervision public primary schools whereas the independent variables are institutional factors such as workload, frequency of supervision, training in supervisory skills and staff level which influence head teachers' performance of instructional supervision public primary schools. Intervening variables of the study were head teachers' supervisory activities such as; classroom observation of teachers by head teachers, provision of prompt feedback, provision of learning/teaching materials and creation of a conducive environment for instruction . The outcome of the head teachers' activities will be improved head teachers' performance of instructional supervision and pupils' academic performance. Instructional supervision must be well planned for.

Figure 2.1 Conceptual Framework



CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

Research methodology refers to ways and means through which the research was carried out. Thus, the research of this study included; research design, target population, sample and sampling size, research instruments, instrument validity, reliability of the instruments, data collection procedures and data analysis.

3.2 Research design

This study adopted descriptive survey research design. Descriptive survey is the most appropriate design because it seeks to find out factors associated with certain occurrences, outcomes and conditions of behavior. Hence, descriptive design can be used to gather information based on institutional factors influencing head teachers' performance of instructional supervision such as; head teachers' training in supervisory skills, work load, staffing and head teachers' frequency in instructional supervision and their effects in public primary schools in Getembe Division (Mugenda & Mugenda, 2003).

3.3 Target population

The study targeted all head teachers and teachers of Getembe Division. The head teachers provided the information on head teachers' performance of instructional supervision needed by the researcher in the study. The teachers verified the

information given by the head teachers in relation to their performance in instructional supervision. The target population in this study was 23 head teachers and 566 teachers of Getembe Division.

3.4 Sample size and sampling techniques

Norman & Fraenkel (2001) suggest that a sample of 20% is adequate though the larger the better hence the study opted to use 100% of the head teachers from the 28 schools in Getembe Division. The researcher then sampled 30% of the 566 teachers resulting in 170 teachers (Best & Kahn, 2004). To pick teachers for the study, random sampling was done where the researcher divided the sample size (170) with the number of schools (23) giving approximately 6 teachers per school. The sample size for this study included 23 head teachers and 170 teachers adding to 193 respondents in public primary schools.

3.5 Research instruments

Data pertaining to the institutional factors influencing head teachers' performance of instructional supervision in Getembe Division was collected using questionnaires. A questionnaire collect data over a large sample, uphold confidentiality, saves time and does not provide an opportunity for bias (Kombo & Tromp, 2006). The researcher employed two questionnaires; one for head teachers and the other for teachers. The head teachers' questionnaire consisted of four sections. Section A solicited for demographic data, section B solicited for

headship information, section C solicited for head teachers' information on instructional supervision while section D elicited information from head teachers on the QASOs effectiveness in supervision. The questionnaire for teachers consisted of two sections. Section A solicited for personal data, section B elicited information from teachers on the performance of head teachers in instructional supervision. Questionnaires for head teachers elicited information from head teachers on what influences their performance in instructional supervision and the QASOs effectiveness in supervision. Teachers' questionnaires elicited information from teachers on the performance of head teachers in instructional supervision and its impact on classroom instruction.

3.6 Instrument validity

The American Psychological Association (APA) (2002) guide to their users emphasize that validity should be looked at in terms of the application, meaning and use of the inferences made from the test scores. A pilot study was conducted prior to the actual study. Three primary schools randomly selected were involved in the pilot study and not in the actual study. This study employed content validity. Orodho, (2005) asserts that, for a research instrument to be seen to be valid the content selected should be included in the questionnaire. The items in the questionnaires were presented to the University Supervisors and peers in education to validate them. Suggestions, comments and recommendations they make were incorporated in the final questionnaire.

3.7 Reliability of the instruments

The test-retest technique was used to test the consistence of the instrument. This is where the instrument was administered to the same group twice. If the instrument is reliable, the individuals taking the test are supposed to score the same or similar scores in the second test as they did the first one. To ensure reliability of the findings, there was a time lapse of two weeks between the first test and the second test for within this short period of time, the respondents were in a position to remember what they wrote in the first test. The scores from test one and test two were correlated to get the reliability of the instruments using Pearson's Product Moment Correlation Coefficient. In this study the coefficient of 0.776 was obtained and therefore indicating that the instruments were reliable for data collection in accordance with Best & Kahn (1989).

3.8 Data collection

A form was obtained from the department of Educational Administration and Planning, University of Nairobi. It was then be filled by the teacher undertaking the study and used to obtain a research permit for the study from the National Council of Science and Technology. Thereafter, the County Education Officer, Kisii County was contacted before the commencement of the study, which provided an authority letter to the relevant teacher. The head teachers and teachers of the schools that participated in the study were informed about the study. The administrations of the instruments were done in two stages; the pilot study and the

actual study. The researchers visited the selected schools for the study personally and make a request to the head teachers and randomly select teachers to participate in the study.

The researcher assured respondents confidentiality by ensuring the names of schools or participants do not appear anywhere in the instruments administered or in the final report of the study. The completed questionnaires were collected immediately.

3.9 Data Analysis Techniques

After data collection, the researcher checked for the instruments' completeness, accuracy and uniformity. Descriptive statistics used to analyze quantitative data through frequencies and percentages in formats of tables, bar graphs and charts to answer the research objectives and questions in relation to the research topic. The researcher applied Statistical Package for Social Sciences (SPSS) for windows version 17.0. According to Miles & Huberman (1994), qualitative data was first coded using descriptive codes to enable qualitative analysis. Codes were used to retrieve and organize chunks of information into similar themes, patterns and narratives so that the researcher can quickly find, pull out and cluster the segments relating to a particular question, construct or theme.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction

The findings of the study are analyzed, presented and discussed in this chapter based on the data collected from the respondents as per the research objectives. It provides the general information concerning the institutional factors influencing head teachers' performance of instructional supervision in public primary schools, Getembe Division of Kisii County. The purpose of this study was to determine institutional factors influencing head teachers' performance of instructional supervision in public primary schools, Getembe Division, Kisii County, Kenya. The analysis was guided by research objectives which were to: establish how training (in supervisory skills) influence head teachers' performance in instructional supervision in public primary schools; determine the extent to which head teachers' workload influence their performance in instructional supervision; establish how frequency of instructional supervision by head teachers' influences teachers performance and determine the extent to which staffing level influences the performance of head teachers in instructional supervision.

4.2 Questionnaire Return Rate

A total of 193 questionnaires were given out to the respondents which comprised 23 for head teachers and 170 for teachers from the 23 participating primary

schools in Getembe Division. This resulted in a return rate of 100.0 percent which was adequate for analysis. The data from the questionnaires was then analyzed using descriptive statistics such as percentages, frequency distribution and presented in tables, charts and graphs.

4.3 Background Information

The background information collected in the study included gender of the respondents, the length of stay in the current station, the length of service of the respondents and the education qualification of the teachers and head teachers in the public primary schools in Getembe Division.

4.3.1 Gender of the Respondents

The study sought the gender of the head teachers and teachers as an important variable. The findings are as presented in Table 4.1:

Table 4.1: Gender of the head teachers and teachers

Gender	Teachers		Head teachers	
	F	%	F	%
Male	90	52.9	16	69.6
Female	80	47.1	07	30.4
Total	170	100.0	23	100.0

N= 193

Information from Table 4.1 shows that there is gender disparity in the teaching force and the management of primary schools. This is in line with the government findings on gender imbalances. The government should strive to implement the third rule in the new constitution to enhance gender equity (ROK, 2010).

4.3.2 Length of Stay in Current Station

The study further sought the length of stay in current station of the head teachers and teachers . The findings are as presented in Table 4.2:

Table 4.2: Length of stay in current station of head teachers and teachers.

Length of stay	Teachers		Head teachers	
	F	%	F	%
1-5	22	12.9	03	13.0
6- 10	44	25.9	05	21.7
11- 15	78	45.9	06	26.1
16 and above	26	15.3	09	39.2
Totals	170	100.0	23	100.0

N= 193

Data from table 4.2 reveals that most of the head teachers and teachers have been in their respective work stations long enough to be able to respond to the items in the questionnaires.

4.3.3 Length of Service

The study further sought the length of service of the teachers and head teachers. The findings are as presented in Table 4.3:

Table 4.3: Length of service of teachers and head teachers

Length of service	Teachers		Head teachers	
	F	%	F	%
1-5	68	40.0	03	13.0
6- 10	68	40.0	06	26.1
11- 15	19	11.2	09	39.2
16 and above	15	8.8	05	21.7
Total	170	100.0	23	100.0

N= 193

Table 4.3 shows that most of the head teachers and teachers had work experience of more than one year and therefore were in position to give information on

institutional factors influencing head teachers' performance of instructional supervision in public primary schools.

4.3.4 Education Qualification

In addition the study sought the education qualification of the teachers and head teachers. The information obtained is as presented in Table 4.4:

Table 4.4: Education Qualification of teachers and head teachers

Education Qualification	Teachers		Head teachers	
	F	%	F	%
KCSE/KCE/ KACE	03	1.8	-	-
Certificate/ P1	85	50.0	09	39.2
Diploma/S1	51	30.0	11	47.8
Degree	31	18.2	03	13.0
Total	170	100.0	23	100.0

N= 193

The information in Table 4.4 gives an indication that while 50.0 percent (85) of teachers had P1 certificate as compared with 39.2 percent (09) of the head teachers. It was further revealed that 30.0 percent (51) of the teachers possessed a diploma/ S1 certificate as well as the majority 47.1 percent (11) of the head

teachers in the participating primary schools in the study. This implies that the majority of the head teachers and teachers had minimum level of education that could enable them to give reliable responses concerning the institutional factors influencing head teachers' performance of instructional supervision in public primary schools. The level of education plays a crucial role in the management and supervision of primary schools.

4.4 Influence of Training in Supervisory Skills on Instructional Supervision

Findings in this section are in response to the first research question, which aimed at establishing how training (in supervisory skills) influence head teachers' performance in instructional supervision in public primary schools in Getembe Division in Kisii Central District. The responses from the head teachers were presented in Table 4.5.

Key: A- Agree U- Uncertain D – Disagree F- Frequency

Table 4.5: Influence of Training in Supervisory Skills on Instructional Supervision

Item and Respondents	Agree		Uncertain		Disagree		Total	
	F	%	F	%	F	%	F	%
Head teachers								
Training has prepared head teachers for educational management	08	34.8	2	8.7	13	56.5	23	100.0
Training has equipped head teachers with curriculum management skills	11	47.8	03	13.1	09	39.1	23	100.0
Through training head teachers have been able to manage and accomplish school projects as per the plan and time frame.	13	56.5	01	4.4	09	39.1	23	100.0
Performance management for both teachers and pupils by head teachers has been boosted through training	08	34.8	04	14.4	11	47.8	23	100.0
Head teachers are now able to integrate ICT into educational management that has helped them in the overall school management	09	39.1	01	4.4	13	56.5	23	100.0
Training has prepared head teachers for proper performance contracting for teachers	13	56.5	02	8.7	08	34.8	23	100.0
The training head teachers undergo has helped them to carry out financial planning and investment and keeping in books of accounts	15	65.2	01	4.4	07	34.7	23	100.0
Training has prepared most of the head teachers for instructional supervision.	07	30.4	01	4.4	15	65.2	23	100.0

N=23

Data from Table 4.5 reveals that out of the 9 areas head teachers train on, the majority agree to have gained on financial planning, investment and keeping books of accounts which indicates 65.2 percent (15) of the head teachers. This has been followed closely by training on proper performance contracting for teachers 56.5 percent (13), and 56.5 percent (13) on how to manage and accomplish school projects as per the plan and time frame agreeing to have benefited from head teachers training (in supervisory skills). The findings further reveals that though training of head teachers is ongoing, they have not been adequately trained in some areas such as; on educational and performance management for both teachers and pupils both registering 34.8 percent (08) of head teachers.

The findings further show that, there are other head teachers who disagree to have been trained on certain areas such as; educational management and integration of ICT into educational management both indicating 56.5 percent (13). This implies that to a larger extent training has equipped head teachers with curriculum management skills. This is in line with Glickman et al., (2007) who noted that a supervisor must possess the skills to analyze teaching and learning styles as well as have curriculum and teaching expertise.

This implies that the head teachers have not been adequately trained in instructional supervision and therefore have a negative influence on their

performance. This in effect influences the performance of the pupils in the public primary schools in Getembe Division.

The responses of the teachers concerning whether training has any influence on head teachers' performance in instructional supervision in public primary schools in Getembe Division in Kisii Central District, were presented in Table 4.6.

Table 4.6: Teachers responses on Influence of Training in Supervisory Skills on Instructional Supervision

Item and Respondents	Agree		Uncertain		Disagree		Total	
	F	%	F	%	F	%	F	%
Teachers								
Training has prepared head teachers for educational management	56	32.9	19	11.2	95	55.9	170	100.0
Training has equipped head teachers with curriculum management skills	76	44.7	37	21.8	57	33.7	170	100.0
Through training head teachers have been able to manage and accomplish school projects as per the plan and time frame.	95	55.9	19	11.2	56	32.9	170	100.0
Performance management for both teachers and pupils by head teachers has been boosted through training	57	33.5	37	21.8	76	44.7	170	100.0
Training has enabled head teachers to integrate ICT in education	37	21.8	77	40.5	56	32.9	170	100.0
The raining head teachers undergo has helped them to be able to plan and invest school finances	90	52.9	19	11.2	61	35.9	170	100.0
The training head teachers undergo has helped them to carry out financial planning and investment and keeping in books of accounts	60	35.3	20	11.8	90	52.9	170	100.0
Training has influenced head instructional supervision	100	58.8	10	5.9	60	35.3	170	100.0

N=170

The findings from the teachers in Table 4.6 confirm the responses from the head teachers. It shows that out of the 8 areas head teachers train on, the majority 55.9 (95) of them agreed that through training, head teachers have been able to

manage and accomplish school projects as per the plan and time frame whereas 55.9 percent (95) concurs with the head teachers who disagree that the training prepared them for educational management.

The findings further reveals that 40.5 percent (56) of the teachers are uncertain that training of head teachers has enabled head teachers to integrate ICT in education. It therefore implies that head teachers have not been adequately trained in instructional supervision in the public primary schools which does not concur with a former director of education who supports the need for training head teachers on managerial skills (Wanga, 2003). She further states that no school leader should be promoted without relevant managerial qualifications required.

4.5 The Influence of head teachers' workload on instructional supervision

Another objective of the study was to determine the extent to which head teachers' workload influence their performance in instructional supervision in public primary schools in Getembe Division, Kisii County. The responses from the head teachers who participated in the study were presented in Table 4.7.

Table 4.7: Influence of head teachers' workload on instructional supervision

Item and Respondents	Agree		Uncertain		Disagree		Total	
	F	%	F	%	F	%	F	%
Head teachers								
Teaching role takes head teachers time to perform other headship responsibilities	13	56.5	2	8.7	08	34.8	23	100.0
Undertaking financial planning, investment and keeping books of accounts takes a lot of head teachers your time	11	47.8	03	13.1	09	39.1	23	100.0
Being agents of TSC means that head teachers must move up and down passing on the needed information at the expense of the school activities	13	56.5	01	4.4	09	39.1	23	100.0
Chairing staff meetings creates bad relationships between head teachers and the staff members	08	34.8	04	14.4	11	47.8	23	100.0
It gives head teachers a headache to outsource for teachers from TSC that takes time to respond.	09	39.1	01	4.4	13	56.5	23	100.0
It is hectic to discipline teachers and workers which disturbs head teachers so much	13	56.5	02	8.7	08	34.8	23	100.0
It takes quite an amount of time for head teachers to serve parents	07	30.4	01	4.4	15	65.2	23	100.0
Delegation of duties gives head teachers enough time to carry out other school activities in and out of school	15	65.2	01	4.4	07	34.7	23	100.0
Workload influence most head teachers' performance of instructional supervision.	13	56.5	02	8.7	08	34.8	23	100.0

N=23

Table 4.7 indicates that 56.5 percent (13) of the head teachers agreed that teaching role takes head teachers time to perform other headship responsibilities whereas 34.8 percent (08) disagreed. Only 8.7 percent (02) were uncertain. This implies that teaching role takes head teachers time to perform other headship responsibilities. This is in line with Issa (2012) who asserted that teaching load of the head teacher influences the effectiveness of the head teachers' instructional supervision. This finding supports the finding of Turkey HSD test which indicated that teaching load significantly influenced supervision especially on the head teachers' ability to observe teachers in class, give feedback after classroom observation and checking the teaching aids used by teachers.

The research findings further indicate that majority of head teachers 65.2 percent (15) agree that delegation of duties give them enough time to carry out other school activities in and out of school while 34.7 percent (07) of head teaches disagree of the same. Only 4.4 percent (01) of head teachers are uncertain of whether delegation of duties give head teachers enough time to carry out school activities in and out of school. This implies that the work load of head teachers has a bearing in instructional supervision and is therefore likely to have a negative influence on their performance in Getembe Division. These findings are in line with the findings of Abdille (2012) who found out that work load affects head teachers instructional supervision that is meant to enhance performance, utilize

the potentials of both the teachers and students and foster a culture of mutual understanding within the school environment.

The opinions of the teachers were sought and their responses were also presented as in Table 4.8:

Table 4.8: Teachers Responses on Influence of head teachers' workload on instructional supervision

Item and Respondents	Agree		Uncertain		Disagree		Total	
	F	%	F	%	F	%	F	%
Teachers								
During staff meeting misunderstandings arise between head teachers and their teacher	56	32.9	19	11.2	95	55.9	170	100.0
Financial planning, investment and keeping books of accounts consumes a lot of head teachers' time.	76	44.7	37	21.8	57	33.7	170	100.0
Teaching role takes head teachers time of performing other school activities	95	55.9	19	11.2	56	32.9	170	100.0
Head teachers being agents of TSC move up and down passing on the required information at the expense of other school activities	57	33.5	37	21.8	76	44.7	170	100.0
It becomes hectic for head teachers to discipline teachers and workers which disturbs them	37	21.8	77	40.5	56	32.9	170	100.0
It takes quite an amount of time for head teachers to serve parents	90	52.9	19	11.2	61	35.9	170	100.0
Workload influence head teachers performance of instructional supervision	90	52.9	20	11.8	60	35.3	170	100.0
N=170								

Findings from Table 4.8 indicate that 55.9 percent (95) of the teachers agree that teaching role takes the head teachers' time of performing other school activities. 32.9 percent (56) of the teachers disagree while 11.2 percent (19) of the teachers were uncertain whether teaching role takes head teachers' time of performing other school activities. The research findings further show that 44.7 percent (76) of teachers agree that financial planning, investment and keeping books of accounts consumes a lot of the head teachers' time whereas 33.7 percent (56) disagree with the statement. Only 21.8 percent (37) of the teachers are uncertain. Teachers responses concur with responses obtained from the head teachers' responses. This is in line with Kimeu (2010) who in his study asserted that, majority of the teachers feel that the leadership responsibilities increase head teachers' workload. Kimeu recommended that, head teachers need adequate time for their management functions as well as ample time for instructional supervision. Turkey HSD test also reveals that teaching load significantly influence supervision especially on the head teachers' ability to observe teachers in class, give feedback after classroom observation and check the teaching aids used by teachers.

4.6 The Influence of Frequency of Supervision on Head Teachers' Performance

The third objective of the study was to establish how frequency of instructional supervision by head teachers' influences teachers' performance public primary

schools in Getembe Division, Kisii County. The findings from the respondents were presented in Table 4.9.

Table 4.9: Influence of Frequency of Supervision on Head Teachers' Performance

Item and Respondents Head Teachers	Always		Sometimes		Never		Total	
	F	%	F	%	F	%	F	%
Orientating teachers to suitable teaching methods	08	34.8	2	8.7	13	56.5	23	100.0
Observing teachers in class as they teach	03	13.1	09	39.1	11	47.8	23	100.0
Meet and discuss the observed lesson with teachers	13	56.5	01	4.4	09	39.1	23	100.0
Organizing in service courses for teachers	08	34.8	04	14.4	11	47.8	23	100.0
Checking teachers records of work covered	09	39.1	01	4.4	13	56.5	23	100.0
Giving appropriate instructional Guidance to teachers	13	56.5	02	8.7	08	34.8	23	100.0
Providing teaching /leaning materials	11	47.8	03	13.1	09	39.1	23	100.0
Checking pupils' progress records	12	56.2	01	4.4	09	39.4	23	100.0
Giving rights solutions to common problems	08	34.8	04	14.4	11	47.8	23	100.0
Frequency of supervision greatly influence head teachers 'performance in instructional supervision	09	39.1	01	4.4	13	56.5	23	100.0

N=23

As shown on Table 4.9, the research data show that out of 10 supervisory roles of head teachers, only meeting and discussing the observed lesson with teachers 56.5 percent (13), giving appropriate instructional guidance to teachers 56.5 percent (13), providing teaching and learning materials 47.8 percent (11), and checking pupils progress records 56.2 percent (12), are always conducted by head teachers during instructional supervision. The findings also revealed that organizing in-service courses for teachers 14.4 percent (04), giving right solutions to common problems are sometimes conducted by head teachers. The research further reveals that, observing teachers as they teach 47.8 percent (11), orientating teachers to suitable teaching methods 56.5 percent (13), and checking teachers' records of work covered 56.5 percent (13) are never conducted by head teachers.

This implies that frequency of supervision by head teachers is one of the factors that influences instructional supervision and is therefore likely to have a negative influence on their performance in Getembe Division. The findings are in line with those of Nyamwamu (2010), who asserted that, the frequency with which an instructional activity is carried out can determine its effectiveness such that if the activity is done always or often, then we can say it is effectively done and the opposite is true.

The responses of the teachers are as in table 4.10:

Table 4.10: Teachers Responses on Influence of Frequency of Supervision on Head Teachers' Performance

Item and Respondents	Always		Sometimes		Never		Total		
	F	%	F	%	F	%	F	%	
Teachers									
Orient teachers to suitable teaching methods	56	32.9	19	11.2	95	55.9	170	100.0	
Observe teachers in class as they teach	76	44.7	37	21.8	57	33.6	170	100.0	
Meet and discuss the observed lesson with teachers	95	55.9	19	11.2	56	32.9	170	100.0	
Organize in service courses for teachers	57	33.5	37	21.8	76	44.7	170	100.0	
Check teacher' s records of work covered	37	21.8	77	40.5	56	32.9	170	100.0	
Give appropriate instructional guidance to teachers	90	52.9	19	11.2	61	35.9	170	100.0	
Provide teaching/leaning materials	60	35.3	20	11.8	90	52.9	170	100.0	
Check pupils' progress records	56	32.9	19	11.2	95	55.9	170	100.0	
Give right solutions to common problems	76	44.7	37	21.8	57	33.7	170	100.0	
Frequency of supervision greatly influence head teachers Performance in instructional supervision	95	55.9	19	11.2	56	32.9	170	100.0	

N=170

Findings from Table 4.10 indicate that out of the 10 supervisory roles, teachers confirmed that their head teachers always observe them in class as they teach 44.7 percent (76), meet them and discuss the observed lessons, give teachers appropriate instructional guidance and provide right solutions to common problems. The findings further indicate that head teachers sometimes check teachers' records of work covered and organize in-service courses for teachers while they never orientate teachers to suitable teaching methods. This shows that they concur with the head teachers' responses which indicate that frequency of supervision greatly influences head teachers' performance in instructional supervision. The findings are in line with those of Nyamwamu (2010), who asserted that, the frequency with which an instructional activity is carried out can determine its effectiveness such that if the activity is done always or often, then we can say it is effectively done and the opposite is true.

4.7 The Influence of Staffing Level on Head Teachers' Performance

The final objective of the study was to determine the extent to which staffing level influences the performance of head teachers in instructional supervision in public primary schools in Getembe Division, Kisii County. The findings from the head teachers were presented in Table 4.11.

Table 4.11: Influence of Staffing Level on Head Teachers' Performance

Item and Respondents	Agree		Uncertain		Disagree		Total	
	F	%	F	%	F	%	F	%
Head Teachers								
Most head teachers have more lessons than the government's outline	08	35.1	3	10.7	12	50.2	23	100.0
Overstaffing makes head teachers to waste a lot of time solving misunderstandings between and among teachers	11	47.8	03	13.1	09	39.1	23	100.0
Overstaffing gives head teachers extra time to tend to other issues outside of school	08	56.5	02	0.4	13	53.5	23	100.0
Head teachers waste a lot of time moving up and down outsourcing for teachers	08	34.8	04	14.4	11	47.8	23	100.0
Overstaffing leads to laxity in lesson preparation among teachers because head teachers are unable to check teachers professional work	08	39.1	02	0.4	13	53.5	23	100.0
Staffing level influence most head teachers performance in instructional supervision	12	50.5	03	14.7	08	34.8	23	100.0

N=23

Table 4.11 shows that majority of head teachers 56.5 percent (13) agreed that overstaffing gives head teachers time to tend to other issues outside of school, overstaffing makes head teachers to waste a lot of time solving misunderstandings

between and among teachers 47.8 percent (11). The findings also indicated that some teachers disagreed that most head teachers have more lessons than the government's outlines 50.2 percent (12), head teachers waste a lot of time moving up and down outsourcing for teachers 47.8 percent (11). This is in contrast with the findings of Kamindo (2008) who suggests that instructional supervisors are challenged at all levels as a result of staff shortage and too many administrative duties at the school level.

They also disagreed that overstaffing leads to laxity in lesson preparations among teachers because head teachers are unable to check teachers' professional work 53.5 percent (13). This equally contrasts with findings of Maroko (2010) who indicates that there is laxity among head teachers in carrying out frequent classroom assessment of teachers. Thus, frequent assessment of teachers may help the teachers to improve in their teaching methods. This implies that the work load of head teachers has a bearing in instructional supervision and is therefore likely to have a negative influence on their performance in Getembe Division.

On the question of staffing level, the teachers' responses are as in table 4.12:

Table 4.12: Teachers responses on Influence of Staffing Level on Head Teachers' Performance

Item and Respondents	Agree		Uncertain		Disagree		Total	
	F	%	F	%	F	%	F	%
Teachers								
Head teachers have more lessons than the government's outline	56	32.9	19	11.2	95	55.9	170	100.0
Overstaffing makes head teachers to waste a lot of time solving misunderstandings between them and their teachers	76	44.7	37	21.8	57	33.7	170	100.0
Head teachers are always out of school tending to out of matters due to overstaffing	95	55.9	19	11.2	56	32.9	170	100.0
Most of the time head teachers visit educational offices outsourcing for teachers	57	33.5	37	21.8	76	44.7	170	100.0
There is a lot of laxity in lesson preparations among teachers since head teachers are unable to check their professional work due to overstaffing	37	21.8	77	40.5	56	32.9	170	100.0
Staffing level influence most head teachers performance of instructional supervision	90	52.9	19	11.2	61	35.9	170	100.0

N=170

These findings from the teachers in Table 4.12 confirm the responses from the head teachers. The findings agreed that head teachers are always out of school tending to out of school matters due to overstaffing 55.9 percent (95) of the teacher, overstaffing makes head teachers waste a lot of time solving

misunderstand between them and their teachers 44.7 percent (76) of the teachers. The findings further show that the majority of teachers disagreed that head teachers have more lessons than the government's outlines 55.6 percent (95) of teachers. Teachers further disagreed that most of the time head teachers visit educational offices outsourcing teachers concurring. 40.5 percent (77) of teachers were uncertain whether there is a lot of laxity in lesson preparations among teachers since head teachers are unable to check their professional work due to overstaffing. It therefore implies that the staffing level is a factor that influences head teachers performance in instructional supervision in the public primary schools in Getembe Division. This concurs with the findings of Kamindo (2008) who found out that instructional supervisors are challenged at all levels as a result of staff shortage and too many administrative duties at the school level.

CHAPTER FIVE

DISCUSSION OF FINDINGS AND RECOMENDATIONS

5.1 Introduction

This chapter presents summary of the study and conclusions. Recommendations from the study and suggestions for further research are also included in this chapter. The chapter is based on the findings of the preceding chapter, objectives of the study and the research questions that were to be answered by the study. The study combined two approaches to data analysis: quantitative and qualitative. This chapter is divided into four sections. The first section presents a summary of the research findings, the second part presents conclusion and the third contains recommendations and lastly suggestions for further research.

5.2. Summary of the study

The purpose of this study was to determine institutional factors influencing head teachers' performance of instructional supervision in public primary schools, Getembe Division, Kisii County, Kenya. The research objectives were to: establish how training (in supervisory skills) influence head teachers' performance in instructional supervision in public primary schools; determine the extent to which head teachers' workload influence their performance in instructional supervision; establish how frequency of instructional supervision by head teachers' influences teachers performance and determine the extent to which

staffing level influences the performance of head teachers in instructional supervision. This study adopted descriptive survey research design. The target population in this study was 23 head teachers and 566 teachers of Getembe Division. To pick teachers for the study, random sampling was done where the researcher divided the sample size (170) with the number of schools (23) giving approximately 6 teachers per school. The sample size for this study included 23 head teachers and 170 teachers adding to 193 respondents in public primary schools. The researcher employed two questionnaires; one for head teachers and the other for teachers. A pilot study was conducted prior to the actual study. Three primary schools randomly selected were involved in the pilot study and not in the actual study. This study employed content validity. To ensure reliability of the findings, the coefficient of 0.776 was obtained and therefore indicating that the instruments were reliable for data collection.

5.3 Summary of the Findings

Training (in supervisory skills) influence head teachers' performance in instructional supervision

The first objective of this study was to establish how training (in supervisory skills) influence head teachers' performance in instructional supervision in public primary schools in Getembe Division in Kisii County. It was established that majority of head teachers noted that training has not prepared head teachers for educational management in public primary schools. Concerning the fact that

training has equipped head teachers with curriculum management skills, it is established that slightly more than half of the head teachers disagreed that training has not equipped head teachers with curriculum management skills.

The findings further showed that the majority of the head teachers agreed that the training head teachers undergo has helped them to carry out financial planning and investment and keeping in books of accounts. This implies that the head teachers have not been adequately trained in instructional supervision and therefore have a negative influence on their performance. This in effect influences the performance of the pupils in the public primary schools in Getembe Division. Concerning whether training has any influence on head teachers' performance in instructional supervision in public primary schools in Getembe Division in Kisii Central District, it was established from the teachers that majority of the teachers disagreed that training has prepared head teachers for educational management. These findings from the teachers confirm the responses from the head teachers. It therefore implies that the head teachers have not been adequately trained in instructional supervision in the public primary schools in Getembe Division.

Extent to which head teachers' workload influence their performance in instructional supervision

The second objective of this study was to determine the extent to which head teachers' workload influence their performance in instructional supervision in

public primary schools in Getembe Division, Kisii County. Responses showed that majority of the head teachers disagreed that teaching role takes head teachers time to perform other headship responsibilities but were divided in opinion concerning the fact that undertaking financial planning, investment and keeping books of accounts takes a lot of head teachers your time as slightly more than half disagreed.

The findings further indicated that majority of the head teachers are worked up during outsourcing for teachers from TSC that takes time as well as disciplining teachers and workers. It was further established that the majority of head teachers waste a lot of time to serve parents and do not delegate duties to senior teachers and their deputies. Finally, the findings showed that more than half of the head teachers agreed that workload influence most head teachers' performance of instructional supervision. This implies that the work load of head teachers has a bearing in instructional supervision and is therefore likely to have a negative influence on their performance in Getembe Division. This was also confirmed by the teachers responses that indicated workload as a factor that influences head teachers performance in instructional supervision.

How frequency of instructional supervision by head teachers' influences teachers' performance

The third objective of this study was to establish how frequency of instructional supervision by head teachers' influences teachers' performance public primary

schools in Getembe Division, Kisii County. It can be established from the results obtained that most of the head teachers they do not orient teachers to new teaching methods as well as they have little time to observe teachers in class as the teacher teaches which influences their performance.

Further, most of the head teachers do not meet and discuss the observed lesson with teachers and they are not involved in organizing in service courses for teachers. The findings further indicated that few of the head teachers get involved in checking teachers' records of work covered and give appropriate instructional guidance to teachers. Finally, it was established that frequency of supervision greatly influence head teachers 'performance in instructional supervision. This implies that frequency of supervision by head teachers is one of the factors that influences instructional supervision and is therefore likely to have a negative influence on their performance in Getembe Division.

Extent to which staffing level influences the performance of head teachers in instructional supervision

The final objective of this study was to determine the extent to which staffing level influences the performance of head teachers in instructional supervision in public primary schools in Getembe Division, Kisii County. The study established that most head teachers do not have more lessons than the government's outline and overstaffing does not make head teachers to waste a lot of time solving misunderstandings between and among teachers which means that it does not

influence their performance. On the contrary, overstaffing gives head teachers extra time to tend to other issues outside of school and waste a lot of time moving up and down outsourcing for teachers. The implication of this is that overstaffing leads to laxity in lesson preparation among teachers because head teachers are unable to check teachers' professional work and therefore, influences most head teachers' performance in instructional supervision. This implies that the staffing level has a bearing in instructional supervision and is therefore likely to have a negative influence on their performance in Getembe Division.

5.4 Conclusion

Based on the findings of this study, it can be concluded that training is one of the institutional factors that influence head teachers' performance of instructional supervision. The head teachers have not been adequately trained in instructional supervision and therefore have a negative influence on their performance. This in effect influences the performance of the pupils in the public primary schools in Getembe Division. It can also be concluded that workload is a factor that influences head teachers performance in instructional supervision. Therefore, the head teachers need to delegate some of the tasks to their deputies and senior teachers in order to be effective in instructional supervision. From the study findings, it can be concluded that frequency of supervision by head teachers and staffing level in public primary schools are also factors that influences

instructional supervision and is therefore likely to have a negative influence on their performance in Getembe Division.

5.5 Recommendations

Based on the findings of this study, the following recommendations are made:

- i. The County Directors in the Devolved Government and other educational stakeholders should put more emphasis on regular supervisory training on head teachers to improve their performance.
- ii. Head teachers: need to delegate some of the some of the tasks to the deputies and senior teachers to have ample time for instructional supervision in the public primary schools: should take it as a prime role of improving their instructional supervision by increasing the frequency of supervision in their various stations.
- iii. QASOs should frequently make follow-ups to encourage the head teachers in the supervisory role.
- iv. The government should improve the staffing in public primary schools to allow head teachers have more time for instructional supervision.
- v. The City Director of Education (Nairobi) should ensure balancing of the teachers in all schools.

5.6 Suggestions for Further Research

In an effort to fill up existing gap, more gaps emerged which need to be filled.

The following are the areas that need further research:

- i. Studies similar to this one to be carried out in public secondary schools.
- ii. A study on the individual and cultural factors influencing head teachers performance should be carried out and their possible solutions
- iii. A study on the challenges head teachers face in discharging the duties in public institutions.

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APPENDIX I

LETTER OF INTRODUCTION

Annet Mosoti Onyoni,
University of Nairobi,
Department of Educational
Administration and Planning,
P.O Box 92,
Kikuyu.

To the Head Teacher
.....Primary School

Dear Sir/Madam,

RE: REQUESTING TO CARRY OUT RESEARCH IN YOUR SCHOOL

I am a post graduate student from the University of Nairobi pursuing a degree in Educational Administration and Planning. I am undertaking a research on **Institutional factors influencing head teachers' performance of instructional supervision in public primary schools, Getembe Division, Kisii County, Kenya.** Your school has been selected and I hereby request for your kind assistance during this time of collecting data. It is anticipated that the study will give an insight into instructional supervision with a view to enhance performance and effectiveness in public primary schools. The study findings will be used for academic purposes only and your identity will be treated with a lot of confidentiality.

Yours sincerely,

Annet Mosoti Onyoni.

APPENDIX II

HEADTEACHERS' QUESTIONNAIRE

I kindly request you to respond to the items in the questionnaire as honestly as possible. The study findings will be used for academic purposes only and your identity will be treated with a lot of confidentiality. Please DO NOT indicate your name.

Section A. Demographic information

1. Please indicate your gender : Male () Female ()
2. Indicate your age
 - (a) Below 30 years ()
 - (b) 31-39 years ()
 - (c) 40-49 Years ()
 - (d) 50 years and above
3. Indicate your highest professional qualifications
 - (a) PI () (b) ATS () (c) Diploma () (d) Graduate ()
 - (e) Master () (f) PhD ()

SECTION B: Headship information

4. For how long have you been in a public primary school head teacher?

- (a) Less than 1 year ()
- (b) 1-5 years ()
- (c) 6-10 year ()
- (d) 11-15 Years ()
- (e) More than 15 years ()

5. How long have you been a head teacher in the current station?.....
Years.

Section B: Supervision activities by head teachers

The following statements indicate institutional factors influencing head teachers' performance of instructional supervision. There are four parts in this section based on the objectives of this study, indicate to what extent you agree or disagree with the statements. Use the following key to show your responses.

Key

SA- Strongly Agree- 5 A-Agree- 4 NC- Not certain-3 D- Disagree- 2

SD- Strongly Disagree-1

1. Influence of training in supervisory skills on instructional supervision.

	STATEMENT	SA	A	NC	D	SD
1	Training has prepared head teachers for educational management					
2	Training has equipped head teachers with curriculum management skills					
3	Through training head teachers have been able to manage and accomplish school projects as per the plan and time frame.					
4	Performance management for both teachers and pupil s by head teachers has been boosted through training					
5	Head teachers are now able to integrate ICT into educational management that has helped them in the overall school management					
6	Training has prepared head teachers for proper performance contracting for teachers					
7.	The training head teachers undergo has helped them to carry out financial planning and					

investment and keeping in books of accounts

8. Training has prepared most of the head teachers for instructional supervision.

2. Influence of staffing level on instructional supervision

STATEMENT	SA	A	NC	D	SD
1 Most head teachers have more lessons than the government's outline					
2 Overstaffing makes head teachers to waste a lot of time solving misunderstandings between and among teachers					
3 Overstaffing gives head teachers extra time to tend to other issues outside of school					
4 Head teachers waste a lot of time moving up and down outsourcing for teachers					
5 Overstaffing leads to laxity in lesson preparation among teachers because head teachers are unable to check teachers professional work					
6 Staffing level influence most head teachers					

performance in instructional supervision

3. Influence of frequency of supervision by head teacher on teachers performance.

Use the likert scale:

(1) Always (2) Often (3) Sometimes (4) Rarely (5) Never

STATEMENT	1	2	3	4	5
1	Orientating teachers to suitable teaching methods				
2	Observing teachers in class as the teaches				
3	Meet and discuss the observed lesson with teachers				
4	Organizing in service courses for teachers				
5	Checking teachers records of work covered				
6	Giving appropriate instructional Guidance to teachers				
7	Providing teaching /leaning materials				
8	Checking pupils' progress records				

-
- 9 Giving rights solutions to common problems
- 10 Frequency of supervision greatly influence head teachers 'performance in instructional supervision
-

4. Influence on workload on instructional supervision

STATEMENT	SA	A	NC	D	SD
1 Teaching role takes head teachers time to perform other headship responsibilities					
2 Undertaking financial planning, investment and keeping books of accounts takes a lot of head teachers your time					
3 Being agents of TSC means that head teachers must move up and down passing on the needed information at the expense of the school activities					
4 Chairing staff meetings creates bad relationships between head teachers and the staff members					
5 It gives head teachers a headache to outsource					

for teachers from TSC that takes time to respond.

- 6 It is hectic to discipline teachers and workers which disturbs head teachers so much
- 7 It takes quite an amount of time for head teachers to serve parents
- 8 Delegation of duties gives head teachers enough time to carry out other school activities in and out of school
- 9 Workload influence most head teachers' performance of instructional supervision.

D (i) What challenges do head teachers face when carrying out instructional supervision?.....

(ii) What is the way forward in improving instructional supervision?.....
.....

APPENDIX III

TEACHERS' QUESTIONNAIRE

I am carrying out a research on intuitional factors influencing head teachers' performance of instructional supervision in public primary schools, Getembe, Division. I kindly request you to respond to the items in the questionnaire as honestly as possible. The study findings will be used for academic purposes only and your identity will be treated with a lot of confidentiality. Please DO NOT indicate your name.

Section A: Personal information

1. Please indicate your gender. Male () Female ()
2. For how long have you been a teacher in the current station?
 - (a) Less than one year ()
 - (b) 1-5 Years ()
 - (c) 6-10 years ()
 - (d) 11-15 Years ()
 - (e) 16-20 ()
 - (f) 20 years and above ()

Section B Supervision activities by head teacher

The following statements are institutional factors influencing head teachers performance of instructional supervision. There are four parts in this section

based on the objectives of the study indicate to what extent you agree or disagree with the statements. Use the following key to show your responses

Key: SA- Strongly Agree- 5

A – Agree- 4

NC- Not certain – 3

D- Disagree-2

SD- Strongly Disagree- 1

Section C: Supervision Activities by head teacher

(i) Influence of training in supervisory skills on instructional supervision.

	STATEMENT	SA	A	NC	D	SD
1	Training has made head teachers effective in educational management					
2	Training has equipped head teachers with curriculum management skills					
3	Through training, head teachers are able to manage and					

accomplish school projects as
per the plan and time frame

4 Knowledge on head teachers
performance management has
been boosted through training

5 The raining head teachers
undergo has helped them to be
able to plan and invest school
finances

6 Training has enabled head
teachers to integrate ICT in
education

7 Training has influenced head
instructional supervision.

(ii) Influence of workload on instructional supervision

	STATEMENT	SA	A	NC	D	SD
1	During staff meeting misunderstandings arise between head teachers and their teacher					
2	Financial planning, investment and keeping books of accounts consumes a lot of head teachers' time.					
3	Teaching role takes head teachers time of performing other school activities					
4	Head teachers being agents of TSC move up and down passing on the required information at the expense of other school activities					
5	It becomes hectic for head teachers to discipline teachers and workers which disturbs them					

7 It takes quite an amount of time
for head teachers to serve parents

8 Workload influence head teachers
performance of instructional
supervision

(iii)Influence of staffing level in instructional supervision

STATEMENTS	SA	A	NC	D	SD
------------	----	---	----	---	----

- | | | | | | |
|---|---|--|--|--|--|
| 1 | Head teachers have more lessons than the
government's outline | | | | |
| 2 | Overstaffing makes head teachers to waste a
lot of time solving misunderstandings
between them and their teachers | | | | |
| 3 | Head teachers are always out of school
tending to out of matters due to overstaffing | | | | |
| 4 | Most of the time head teachers visit
educational offices outsourcing for teachers | | | | |
| 5 | There is a lot of laxity in lesson preparations | | | | |
-

among teachers since head teachers are
unable to check their professional work due
to overstaffing

- 6 Staffing level influence most head teachers
performance of instructional supervision
-

**(iv) Influence of frequency of supervision by head teachers on teachers
performance**

Use the likert scale: (1) Always (2) Often (3) Sometimes (4) Rarely (5) Never

STATEMENT	1	2	3	4	5
1 Orient teachers to suitable teaching methods					
2 Observe teachers in class as they teach					
3 Meet and discuss the observed lesson with teachers					
4 Organize in service courses for teachers					
5 Check teacher' s records of work covered					
6 Give appropriate instructional guidance to teachers					

-
- 7 Provide teaching/learning materials
 - 8 Check pupils' progress records
 - 9 Give right solutions to common problems
 - 10 Frequency of supervision greatly influence
head teachers Performance in instructional
supervision
-

APPENDIX IV
LETTER OF AUTHORIZATION

REPUBLIC OF KENYA



NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

Telephone: 254-020-2213471, 2241349, 254-020-2673550
Mobile: 0713 788 787 , 0735 404 245
Fax: 254-020-2213215
When replying please quote
secretary@ncst.go.ke

P.O. Box 30623-00100
NAIROBI-KENYA
Website: www.ncst.go.ke

Our Ref: **NCST/RCD/14/013/675**

Date: **14th May, 2013**

Annet Mosoti Onyoni
University of Nairobi
P.O Box 30197-00100
Nairobi

RE: RESEARCH AUTHORIZATION

Following your application dated **30th April, 2013** for authority to carry out research on "*Institutional factors influencing headteachers' performance of instructional supervision in public primary schools, Getembe Division, Kisii County, Kenya.*" I am pleased to inform you that you have been authorized to undertake research in **Kisii Central District** for a period ending **31st July, 2013**.

You are advised to report to **the District Commissioner and District Education Officer, Kisii Central District** before embarking on the research project.

On completion of the research, you are expected to submit **two hard copies and one soft copy in pdf** of the research report/thesis to our office.


SAID HUSSEIN
FOR: SECRETARY/CEO

Copy to:

The District Commissioner,
The District Education Officer,
Kisii Central District



"The National Council for Science and Technology is Committed to the Promotion of Science and Technology for National Development".

APPENDIX V
RESEARCH PERMIT

PAGE 2 PAGE 3

Research Permit No. NCST/RCD/14/013/675

THIS IS TO CERTIFY THAT:

Prof./Dr./Mr./Mrs./Miss/Institution

Annet Mosoti Onyoni

of (Address) University of Nairobi

P.O.Box 30197-00100, Nairobi

has been permitted to conduct research in

Location

Kisii Central District

Province

Nyanza

on the topic: Institutional factors

influencing headteachers' performance

of instructional supervision in public

primary schools, Getembe Division,

Kisii County, Kenya.

for a period ending: 31st July, 2013.

Date of issue **14th May, 2013**

Fee received **KSH: 1,000**



Applicant's Signature **For: Secretary**

Annet Mosoti Onyoni *Amel Russell*

National Council for

Science & Technology