

**INFLUENCE OF INSTITUTIONAL FACTORS ON HEAD TEACHERS'
INSTRUCTIONAL SUPERVISION PRACTICES IN PUBLIC PRIMARY
SCHOOLS IN ASENDO DIVISION, HOMABAY DISTRICT**

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DEDICATION

This project is dedicated to my loving husband Mr. Paul Ogutu Peters; our dear three sons Tiller Omondi Peters, Lewis Okoth Peters and Sydney Ogutu Peters.

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ABBREVIATIONS AND ACRONYMS

DEO	District Education Officer
FPE	Free Primary Education
GOK	Government of Kenya
GOK	Government of Kenya
HT	Head teacher
K.C.P.E	Kenya Certificate of Primary Education
PPS	Public Primary Schools
PTA	Parents' Teachers' Association

ABSTRACT

The purpose of the study was to establish the influence of institutional factors on headteachers instructional supervision practices on public primary schools in Asego Division, Homabay district. The research objectives included determining whether availability of learning resources influences headteachers supervision practices in public primary schools, establishing whether staffing levels influences headteachers instructional supervision practices in public primary schools, establishing whether teamwork influences headteachers instructional supervision practices in public primary schools and lastly establishing whether financial status of the school influences headteachers instructional supervision practices in public primary schools.

This study was guided by Path Goal Theory developed by Robert House. The Research used was descriptive survey focusing on public primary schools in Asego Division Homabay district. The target population of the study consisted of 30 headteachers and 111 teachers. The study employed stratified random sampling technique to select the schools, head teachers and teachers. Research instruments in the study were own constricted questionnaires administered to headteachers and teachers. To ensure instrument validity, content reliability was tested. Test re- test method was used to determine how reliable data could be. Questionnaires were use as main tool for collecting data. Data was analyzed through descriptive statistics and content analysis techniques.

The study established that in structional supervision practices of headteachers in public primary schools in Asego division were influenced by staffing levels, learning resources, team work, and financial status.

The study concluded that headteachers instructional supervision practices was influenced by team work, staffing levels, financial status and learning resources. The study recommended that the ministry of education should ensure adequate finance in public primary schools. Further, the ministry of education should ensure adequate teachers in public primary schools. Also the ministry of education should ensure of adequate learning resources in public primary schools. Lastly, there should be team work in public primary schools.

CHAPTER ONE

INTRODUCTION

1.1. Background to the Study

Globally, educating a nation remains the most vital strategy for the development of the society throughout the developing world (Aikaman & Unterhalter, 2005). Across the world, research findings indicate that school headteachers' are one of the most powerful single determinants of the overall quality and effectiveness of schools (Daresh, 1998). The importance of the role of school leader is continuing to expand as schools are increasingly expected to deal with a range of social and economic issues. Decentralization of educational administration has increased the responsibilities of the school headteacher, although this often is not complemented by appropriate training or authority (Kikuvi, 2008). The education system in Kenya is examination oriented. The quality of education is seen in terms of the number of students passing national examinations (Eshiwani, 1983).

In part, the role of the headteacher is to ensure the efficient and transparent the administration of the school. Many of the day-to-day management issues are very practical, but of critical importance. In many areas, working to reduce teacher absenteeism is a major priority (Cooper, 1989). Headteachers may also face a series of financial pressures. In Kenya, school headteachers ranked school fees

and money matters as their concerns (Kinyanjui, 1976). School heads have a particular role to play by working to change the culture of violence and complacency and establish a more caring, participatory, and democratic school environment (Mukumbira, 2001). In addition to the factors that operate at an individual level, researchers have found a variety of institutional factors, or factors pertaining to educational and vocational alternatives, that affect college enrollment levels. Moorthy (1992) include among these factors tuition level, "quality of school" (as measured by the average combined Scholastic Achievement Test score of incoming freshmen), and the availability of government and institutional financial aid. Saskin (1988), examines the factor of proximity by estimating changes in enrollments that would result from decreasing the average distance to the nearest 2-year college. She also considers the effects of tuition levels and financial aid availability, as well unemployment rates, which serve as a measure of competing opportunities available to high school seniors. While school headteachers may focus on the administrative parts of their role (Hughes & Ubben, 1989), there is strong evidence that they play an important part in ensuring instructional quality.

Educators and the general public have often expressed concern over factors that influence instructional supervision. The organizational management of schools greatly influences student academic outcomes. Rutter (1979), noted that to



improve students' performance head-teachers are required first to improve the management of the schools. This can be done by setting a clear vision for the schools and communicate this vision to students, support its achievement by giving instructional leadership, resources and being visible in every part of the institution that account for students' performance.

Both the government and parents expect teachers to perform better at their present levels of training. The whole issue of students' performance should be considered from the broad framework of input and output. One of the core functions of schools is to take human raw material (students) and convert them into something more valuable, as in employable adults. Of paramount importance, therefore, is the proper management of teachers for its absence will invariably lead to low productivity on the part of the teachers (Republic of Kenya, 1988). Head-teachers as schools' chief executives are charged with this daunting task of managing teachers among other school resources.

Findley and Findley, (1992) state that "if a school is to be an effective one, it will be because of the instructional leadership of the headteacher (pg 102). (Flath, 1989) concurs: "Research on effective schools" (pg 20). Ubben and Hughes cited in (Findley and Findley, 1992) note that although the headteacher must address some managerial tasks to ensure an efficient school, the task of the headteacher

must be to keep focused on activities which have to pave the way for high student achievement” (pg 102) If our goal is to have effective schools then we must look at ways to emphasize instructional leadership.

1.2 Statement of the problem

As instructional leader, the headteacher is the pivotal point within the school who affects the quality of individual teacher instruction, the height of student achievement, and the degree of efficiency in school functioning (Fshiwani, 1993). Ingersoll (2002) in the absence of other inspection and supervision structures, the responsibility for guiding and supporting new and often poorly trained teachers may fall to the school headteacher (De Boer,1994). Helping teachers to develop the quality of their teaching is a difficult and lengthy process, particularly where the teachers have low levels of education (Condy,1998). With the growing importance of school-based in-service programs, it is important that the supervision be focused on providing guidance, improving performance, and enhancing professionalism and morale, rather than simply on criticism of teachers (Bryce,1983) Thus current literature was referred to, concerning what makes for effective leadership.

This study therefore focused at finding out if the headteachers have the expertise to supervise instruction, the frequency in which they carry out supervisory tasks, the kind of supervisory techniques they use and the nature of staff development

they do in schools. It will also find out how headteachers foster the selection, development, use and evaluation of instructional materials.

This study sought to establish influence of institutional factors on headteachers supervision practices in public primary schools in Asego division Homabay district. Apparently, the headteachers supervision practices in public primary schools in Homabay district has affected KCPE performance as seen in the table 1.1 below.

Table 1.1:

KCPE performance per division in Homa Bay District from 2007-2011

Year	Asego	Rangwe	Lower Nyokal	Upper Nyokal
2007	232.01	240.02	241.03	245.01
2008	230.78	242.08	250.04	243.10
2009	246.80	251.10	248.07	250.05
2010	251.29	250.00	251.08	246.20
2011	243.52	252.09	254.01	250.01

Table 1.1 shows that the performance in Asego division for the last five years is very low as in comparison to the other three divisions in Homa Bay District namely Upper Nyokal, Rangwe and Lower Nyokal. This makes Asego Division a very suitable area for the study.

1.3 Purpose of the Study

This study sought to establish the influence of institutional factors on headteachers' instructional supervision practices on public primary schools in Asego division Homabay District.

1.4 Objectives of the study

- i. To establish whether staffing levels influence headteachers' instructional supervision practices in public primary schools in Asego division
- ii. To determine whether availability of learning resources influence headteachers' instructional supervision practices in public primary schools in Asego division
- iii. To establish whether teamwork influences headteachers' instructional supervision practices in public primary schools in Asego division
- iv. To establish whether the financial status of the school influences headteachers instructional supervision practices in public primary schools in Asego division

1.5 Research Questions

- i. How does availability of learning resources influence headteachers' instructional supervision practices in public primary schools in Asego division?

1.7 Limitations of the study

It was possible for some respondents to give socially acceptable responses about headteacher's instructional supervision practices in public primary schools. The study focused on schools in Asego Division of Homabay district to provide a picture of influence of institutional factors on Headteachers instructional supervision practices in public primary schools and this could be used to test other supervision practices in Kenya as a whole.

Some of the respondents gave socially acceptable but not honest responses about instructional supervision. The researcher explained to them that the questionnaires were for the purpose of the research alone in order to win their confidence.

1.8 Delimitations of the study

The study was done in public primary schools in Asego division, Homabay District. It did not cover private primary schools because they are administered differently and may not experience the same instructional supervision problems as public primary schools. The target populations for the study were headteachers and teachers of the selected public primary schools in Asego Division.

1.9 Basic assumptions of the study

The assumptions that was made in the course of the study was that:

All respondents would be co-operative and provide reliable and uninfluenced response

1.10 Definition of significant terms

Administration refers to running and controlling school activities and personnel

Challenges refers to obstacles/constraints/problems, which might prevent full success of a certain activity.

Effectiveness refers to the ability to bring the intended results.

Efficiency refers to the ability to produce desired results with minimum effort or at the lowest course.

Institutional factors These are factors inside the organization that have no dealing with the outside environment.

Institution supervision practices this refers to the aspect of supervision provided by one in the authority who is considered to be the leader

Instruction refers to specifically determined knowledge and information that the learner has to follow in order to achieve predetermined-desired objectives

Management refers to the art of getting tasks performed through and with people

Performance refers to students achievement and score after a given regular instruction from the teacher.

Public primary schools refers to schools that belong to the community and are sponsored or run by the government that offer primary level education.

Staffing level refers to the way an organization utilizes its human capital to meet the set objectives.

Financial status of a school refers to the financial stability or instability of the school.

1.11. Organization of the study

The study is organized into five chapters. Chapter one contains background information of the study, statement of the problem, purpose of the study, research objectives, research questions, significance of the study, limitations of the study, delimitations of the study, basic assumptions of the study, definition of significes-.: terms and organization of the study.

Chapter two presents literature review related to this study. It is done under various subtopics including; learning resources, staffing levels, teamwork, financial status, summary of literature review, theoretical frame work and conceptual framework.

Chapter three consists of research methodology, research design, target population, sample size and sampling techniques, research instruments, instrument validity, instrument reliability, data collection procedures and data, analysis techniques.

Chapter four deals with data analysis and interpretation under the following headings; questionnaire return rate, data reporting and data analysis.

Chapter five presents the summary of the study, conclusions of the study, recommendations of the study and suggestions for further research.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter presented literature review on influence of institutional factors on headteachers instructional supervision practices in public primary schools in Asego division, Homabay District from global, regional and local perspectives under the following headings: learning Resources and facilities in public primary schools, Staffing levels of public primary schools, Teamwork in public primary schools, Financial status of public primary schools, Summary of literature review, Theoretical Framework and Conceptual framework.

2.2.1 Learning resources and facilities in public primary schools

Limited public resources for education have made the Kenyan government and its related partners to depend on bilateral and multilateral donors to support major educational projects including construction of learning institutions, equipments, textbooks and support for feeding programs among others. A baseline survey was conducted by MOEST in March 2003. The survey established that there was need for innovative teaching, multi-shifts as a stop gap measure to maximize the utilization of available facilities (BBC News Online (2001). It's generally agreed that schools physical facilities such as classrooms, desks, books have a direct bearing on good performance (Ayoo, 2002: 27). (Wamahiu, Opondo and

Nyaga,1992) also supported this view in their study on the educational situation for the Kenyan girl-child. The report further noted that whereas schools were built for a specific number of pupils in mind, they were now forced to overreach the limits. Many schools in rural areas meant for 400 pupils now accommodate more than 1,200 pupils squeezed in the same classroom. The over enrolment has led many pupils being squeezed in the same classrooms, sharing desks and pit latrines.

Evidence of relationship between provision of books and achievement is clear and consistent. There are likely returns from investment in textbooks in developing countries. A study obtained in Chile by (Schiefelbein, and Farrell, 1973) found that 78percent of the teachers in the survey expressed negative or ambivalent attitude towards the use of textbooks. It is also indicated that less experienced teachers were less likely to use the textbooks than those with more experience and there were significant difference between subject areas where science and mathematics teachers were less likely to use the textbooks. The study found that the proportion of teachers who 'never' used textbooks were much higher in science (46%) and mathematics (33%) than in English (4%) or a language. The lack of enthusiasm for textbooks was suggested, could be due to lack of emphasis on textbooks on teacher training. A survey among pupils suggested that students have a much more positive attitude towards textbooks than teachers. Textbook availability and

utilization have to do with teachers attitude (in Chile) Schiefelbein *et al* (1973). The current study considered textbook availability in schools in terms of number, conditions, adequacy but not their use by teachers.

In Mexico, the provision of free textbooks for primary schools is an important part of government policy to improve educational efficiency and equality (Litchfield, 1986). The Mexican government believes that the use of textbook raises academic standards and increases the efficiency of a school system. Hence, textbook development and supply require and deserve the same priority as teacher development and school construction. A study on Textbook-pupil ratio indicates that a ratio of 1:2 or 1:1 has sizeable impact on pupils' achievement. In this study, it was recognized that textbooks are the most cost-effective means of providing academic achievement and increasing the efficiency of schools especially at primary level.

2.2.2 Staffing levels of public primary schools and Instrumental supervision

Human resources, are the most valuable assets of any organization, with the machines, materials and even the money, nothing gets done without man-power. (Achimugu, 2000) submitted that: Training is a systematic development of the knowledge, skills and attitudes required by employees to perform adequately on a given task or job. It can take place in a number of ways, on the job or off the job; in the organization or outside organization. (Cacioppe 1999) observed that staff

training and development is a work activity that can make a very significant contribution to the overall effectiveness and profitability of an organization. He therefore, provides a systematic approach to training which encases the main elements of training.

When considering staff capacity, both competence and the number of staff needed to deliver services to the clients is important. Capacity does not automatically translate into improved performance and better development results. Capacities may be in place, but appropriate incentives need to be present to put employees in high gear and in motion toward the desired development destination. Training and development enables the employees to acquire skills for higher performance. Achimugu (2000) says that organizations must also use training and development to create skill in their work force that will lead to organizational effectiveness. He further comments that training in business strategy and economics is critical to getting employees involved in organization. Technical training is also critical to their developing the skills they need to perform work assignments.

Primary schools with good employee relations are likely to have a human resource strategy that places high value on academic staffs as organizational stakeholders. In addition, higher education staffs with strong employee relations benefit because their workforce is highly motivated to expend its best efforts

(Gomez-Mejia, Balkin and Cardy, 2007). In exchange, such staffs expect to be treated fairly and to be recognized for their achievements. In turn, employee relations involve another human resource management challenge. Human resource specialists play a crucial role in employee relations (Gomez-Mejia and others, 2001). For example, if they develop communications and procedures that apply appropriate information tools in a timely manner, employees can access more abundant, higher quality information and can communicate more effectively with management (Gomez-Mejia and others, 2001), resulting in being more effective in their work. In summing up, poor or lack of training has been one of the main challenges of performance of the service firms.

Buttrick (2009) adds that training results to fewer accidents since errors are likely to occur if employees lack knowledge and skills required for doing a particular job. He further notes that employees become an asset of the organization and there is increased productivity since training improves efficiency and productivity of employees. The service delivery function should be made a part of the required competencies of senior managers, and efficient discharge of this function should be made a performance requirement of senior management.

Post award contract administration and monitoring require special skills to ensure that the contracting obligations are met on time and to resolve problems. The people at the office in the respective department should help other departments to

maintain current information on technical aspects, management and service delivery practices, and finance the attendance of staff in service delivery courses; rotation, promotion programs, and the lateral recruitment of experienced individuals and develop service delivery internship programs to enhance efficiency in service delivery related activities (Clements, 2002).

The service delivery system requires an input of professionals with honed negotiating skills and a good grasp of market dynamics. This need is urgent in light of the diversity of functions that a unit is charged with that are intricately connected to its efficiency and effectiveness. Given the impact of service delivery activities on the operation and effectiveness of technological institutions, it is essential that these activities be performed by qualified staff with high professional and ethical standards and using sound procedures anchored in appropriate policies and regulations. Experience has shown that an effective service delivery process is one in which efforts are made at all times to have a transparent and corruption-free process and use good practices (Carter & Klotz, 1990).

The availability and quality of human resources within an organization are critical factors that influence the capacity of an organization to deliver services. Two factors that influence availability of human resource are skills and training of personnel (Hildebrand & Grindle, 2004). For the case of service delivery

management, a mixture of skills are required to manage assets, delivery of goods and services, manage inventory, monitor and use feedback and motivate performance.

According to Njenga (2010), lack of the requisite skills has left many municipalities in Kenya inadequately staffed, with grave implications for service delivery. There is dire need to adequately equip the staff with adequate knowledge in their respective fields to enable them perform their duties as expected. The various services offered in the technological institutes require different competences for effective service to be offered. The level of training offered will influence the quality of the service.

The availability and quality of human resources within an organization are critical factors that influence the capacity of an organization to grow. Two factors that influence availability of human resource are skills and training of personnel (Hildebrand & Grindle, 2004). For the case of growth, a mixture of skills are required to manage assets, delivery of goods and services, manage inventory, monitor and use feedback and motivate performance. In this case the skills required include both the analytical/technical skills relevant to planning and management. (Hildebrand & Grindle, 2004) linked inefficiencies, confusion and lack of morale within an institute to the people in powers' failure to familiarize

themselves with standards of modern techniques that facilitate increase in student intake.

2.2.3 Teamwork in public primary schools

Teamwork refers to the process of working collaboratively with a group of people, in order to achieve a goal (Norton and Kelly 1997). Teamwork is often a crucial part of a business, as it is often necessary for colleagues to work well together, trying their best in any circumstance. Teamwork means that people will try to cooperate, using their individual skills and providing constructive feedback, despite any personal conflict between individuals. Teamwork is also defined as the actions of individuals, brought together for a common purpose or goal, which subordinate the needs of the individual to the needs of the group. In essence, each person on the team puts aside his or her individual needs to work towards the larger group objective. The interactions among the members and the work they complete is called teamwork (McNally, 1992).

Many management gurus define teamwork as a group of individuals passionately committed to their end goal (Cacioppe, 1999). When groups have common goals, teamwork is essential to success. Teachers expect teamwork among students and provide them with group projects so that they can learn teamwork skills. Employers expect individuals to function effectively on various teams and most

organizations convene teams to tackle problems or projects. Therefore, it's important to learn teamwork skills, even if you prefer to work independently.

Motivating the team is an essential part of the leader's role. The leader must motivate the team so that each person performs well individually and as a team. According to (Brenner, 2007), teams cannot be successful without the guidance and leadership of a member who is responsible for motivating the team (Ambrose & Kulik, 1999) validate the views of Brenner by stating that one of the greatest tasks facing a leader is motivating their employees. The leader's ability to motivate followers is critical to the morale and performance of a team (Hughes & Ubben, 2006). Leaders who have knowledge of various motivational theories and methods are better equipped and more likely to choose the right one to motivate their team in different situations (Hughes and Ubben, 2006). The above views demonstrate the importance that scholars place on leadership for motivating teams. Headteachers are considered the key agents for achieving educational excellence as they are concerned with key elements of monitoring, supervising and evaluation the extent to which the policies, objectives and events laid down in the short and the long term plans are successfully learned out (Olembo, Wanga, & Karagu, 1992).

2.2.4 Financial status of public primary schools

The Kenya government and donor communities are investing large sums of money in free primary education. Such funds are entrusted in the hands of school management committees (SMC) and the headteachers to manage though without adequate training in financial management (DEOs office, Homabay District, 2012). The primary school headteachers as the accounting officers of their respective schools were therefore required to manage the FPE funds together with the SMC well. However the training of headteachers in financial management was in doubt (Isherwood and Achoka, 1991).

One of the weaknesses in primary school management including primary schools in Kenya was that most primary school administrators were not prepared for FPE financial management effectively. This was noted to have resulted in cases of mismanagement and misappropriation of funds which led to the demotions and or interdiction of primary school headteachers in Kenya. The reported disciplinary actions that had been taken included demotion of three Headteachers in 2005 and by the year 2006 four headteachers had also been discipline for mismanaging funds (MoE, 2007). Mismanagement of funds involved overstated pays, converting FPE funds into construction. In many schools in Kenya, headmasters were alleged to be diverting funds for supplies and construction to hire more teachers among other mismanagement and misappropriation practices.

Quality-based measures of performance focus succinctly on issues, such as the number of defects produced and the cost of quality (Murphy, 1987). In this context, some cost accounting textbooks (Horngren, Datar & Foster, 2006) and related articles (Bamburg, & Andrews 1990) cover the subject from the perspectives of financial and non-financial measures, which are suggested to be utilized together in order to evaluate quality performance of a business. The name of this approach is the balanced scorecard approach. The reason for that is the balanced scorecard approach considers both financial and non-financial aspects of the quality performance evaluation. Non-financial measures represent information and analyses that are not expressed in monetary equivalents (Kamara, 2002). For example, the number of reworked units, the number of material inspections, and the number of customer complaints represent non-financial measures. Carter, (1997) use “physical measures” and “non-financial measures” interchangeably. On the contrary, financial measures represent information and analyses in terms of monetary equivalents.

While measuring quality performance by utilizing financial measures, quality costs are classifiable using a prevention-appraisal-failure (PAF) approach. Under the PAF approach, conformance (prevention plus appraisal) and nonconformance (internal plus external) costs are two major quality cost categories. This classification allows practitioners; to compute the monetary equivalent of each quality cost item and total quality cost, to make investigations about tradeoffs

among quality cost items, and to prepare trend analysis. Management of FPE funds by the primary school headteachers in Kenya in accordance with the financial management guidelines that had been provided by the Ministry of Education to assist the headteachers in managing the funds. A headteacher needs sound financial management skills to achieve his/her plans as a curriculum leader. If the headteachers in primary schools do not manage the school funds in an appropriate manner then this impairs their supervisory powers.

2.2 Summary of literature review

This chapter dealt with the influence of institutional factors on headteachers instructional supervision practices in public primary schools in Asego division, Homabay district.

A study by (Ayoo, 2002: 27) concurs with that of (Schiefelbein, & Farrell, 1973) that school facilities do influence institutional factors on headteachers instructional supervision practices and further notes that availability of resources/facilities is a key factor. However (Kelly, 1997) disagrees that financial status is a key factor in determining institutional factors on headteachers instructional supervision practices in public primary schools.

2.3 Theoretical framework

This study was guided by the path goal developed by Robert House which has its roots in expectancy theory. Expectancy theory states 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 concept of expectancy was originally contained in the valency-instrumentality-expectancy (VIE) theory formulated by (Vroom, 1964). Valency 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 on 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.

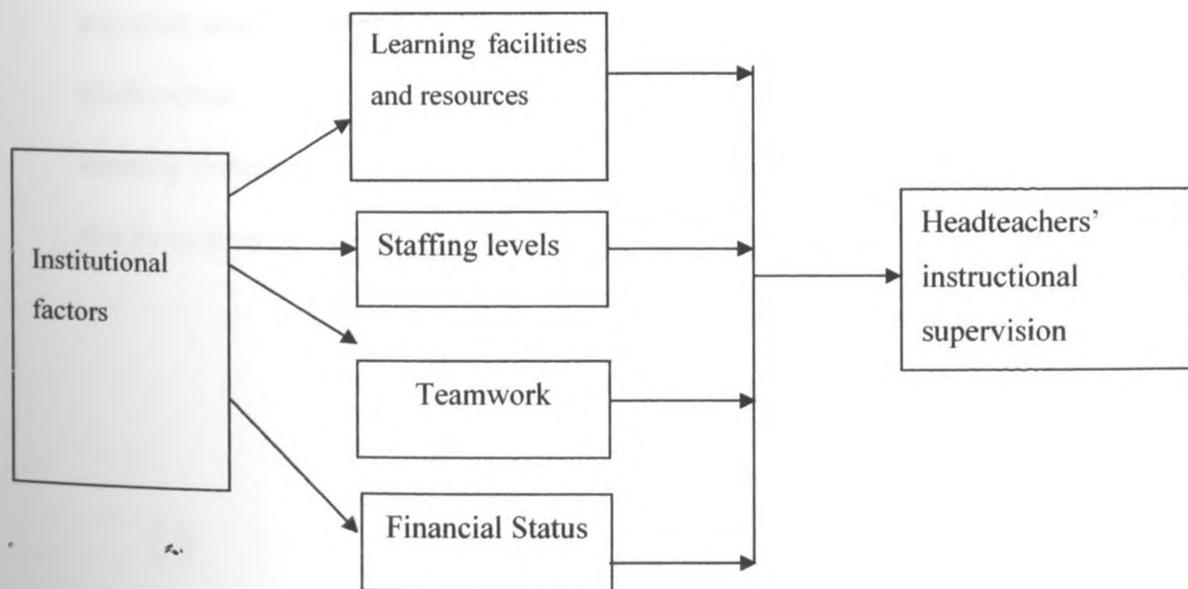
Motivation is only likely when a clearly perceived and usable relationship exists between performance and outcome, and the outcome is seen as a means of satisfying needs. This explains why extrinsic financial motivation – for example, an incentive or bonus scheme – works only if the link between effort and reward is clear and the value of the reward is worth the effort. It also explains why intrinsic motivation arising from the work itself can be more powerful than extrinsic motivation; intrinsic motivation outcomes are more under the control of

individuals, who can place greater reliance on their past experiences to indicate the extent to which positive and advantageous results are likely to be obtained by their behavior. This theory explains that performance of headteachers instructional supervision depend on the value of rewards and the probability that rewards depends upon effort. Instructional supervision of the headteacher can influence teachers commitment in teaching, improved teaching and learning techniques, and improved academic performance. Headteachers can motivate teachers for academic performance.

2.4 Conceptual framework

Conceptualized influence of institutional factors on headteachers instructional super vision practices

Figure 2. 1: Conceptual Framework



As conceptualized in figure 2.1 independent variables in this study were institutional factors like financial status of public primary schools, staffing levels of public primary schools, team work in public of primary school, and learning resources in public primary schools.

Financial status of public primary schools were FPE, CDF, LATE, HARAMBEES, MOE grants and SIIG

Staffing levels in public primary schools included the total number of teachers in a school, teacher's level of academic qualification, professional qualifications, and teachers' welfare. Learning resources in public primary schools included classrooms, desks, books, and toilets. Teamwork in primary schools in characterized by a group of people committed to achieve same goal.

Conceptual framework therefore shows the relationship between variables and the expected outcome (Mugenda & Mugenda, 1999). Instructional supervision of the headteachers can influence teacher's commitment in improved teaching and learning techniques and improved academic performance. Headteachers can do this by motivating teachers for improved academic performance.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter focuses on the research methodology. It presents the followings research components: the research design, target population, sample size and sampling procedure, research instruments, validity and reliability, data collection procedures and data analysis techniques.

3.2 Research design

The aim of this research was to assess the influence of institutional factors on instructional supervision practices of headteachers in public primary schools in Asego division. The study used descriptive survey research design, which did not allow chances of manipulation of variables. In this study, the definition of descriptive survey research design was that provided by (Mugenda and Mugenda, 1999) as a survey research attempts to collect data from members of a population and describes existing phenomena by asking individuals about their perception, attitudes, behavior or values. Moreover it explores the existing status of two or more variables at a given point in time. This design is considered appropriate in this study as it enhance a systematic description that is as accurate, valid and reliable as possible regarding the influence of institutional factors on headteachers instructional supervision practices in public primary schools in Asego Division

Homabay District. This method has been used successfully by (Hill, 1999) on establishing the knowledge, use of and attitudes towards peer support.

3.3 Target Population

Table 3.1: Target population

Zone	Teachers Population	Percentage
Asego	70	18
Kabunde	120	33
Urban	180	49
Total	370	100

(Source: DEOs office, Homabay district, 2012.)

The total number of teachers and headteachers in Asego division, Homabay district Kenya was taken to be the target population in the study. The target population was determined to be 370 teachers including 70 headteachers in public primary schools in Asego division, Homabay District.

3.4 Sample size and sampling techniques

From the target population, there was need to draw a representative sample for schools in Asego division. An ideal sample should be large enough so that the researcher can with confidence, within specified limits be certain that a different

sample of the same size if drawn using the same procedures can give approximately similar results.

In this study, to ensure that the sampled schools would give similar results to those not included in the survey, the spatial distribution of schools was catered for by ensuring that the three zones namely Asego, Kabunde and urban had equal opportunity of being in the sample and representative schools in the sampled data using a formular recommended by (Mugenda & Mugenda, 1999). A stratified random sampling was used.

In the study out of 70 (public primary schools) in Asego division, 30 schools were randomly selected. This was done by preparing a list of all schools using records at the DEOs office. The name of each school was written on a school piece of paper and churned. The papers were picked randomly but replaced to ensure that all the remaining schools had equal chances of being selected. The process of picking was repeated until 30 schools were drawn.

All the headteachers in the 30 sample schools were included in the survey and four other teachers from each of the thirty schools were randomly sampled. The teachers included in the sample were those either handling languages or mathematics. This was because the subjects required regular teaching and assignments. The assignments and homework were considered useful measures of

why remedial teaching is done in public primary schools. For sampling of the four teachers in selected schools pieces of paper marked 'yes' and 'no' were tossed and teachers picked the papers. The teachers who got the first four 'yes' were included in the survey. A total of 30 headteachers and a total of 120 teachers were capture in the survey.

Table 3. 2: Sample size and sampling techniques

Zone	Teachers Population	Percentage	Sample
Asego	70	30	21
Kabunde	120	30	36
Urban	180	30	54
Total	370	30	111

(Source: DEOs office, Homabay district, 2012.)

3.5 Research instruments

In this study the questionnaires were the instruments used in collecting data. The questionnaires design was that the headteachers and teachers had separate questionnaires but capturing the main variables of the study. The selection of the instrument was guided by the fact that the instrument allows the balancing between the quality and quantity of data collected and provides more information. This was ^{an}inturn used for a fuller explanation of the phenomena under

investigation. Questionnaires were also used because the study was concerned with variables that could not be directly observed, for example views, opinions, perceptions and feelings of the respondents. Such information is best collected through questionnaires (Oso & Onen, 2009).

The sample sizes and target population of teachers and headteachers were also large, even though they were all literate and had no difficulty in responding to questionnaires. Questionnaires' were in two categories; one for headteachers and another for teachers. The following is a brief description of the instruments:

The questionnaires for headteachers were divided into three sections;

A sought to obtain the headteachers demographic data, academic and professional qualification, in this section, a total of seven items were captured and these were, gender, marital status, age, duration of service as a headteacher, teaching experience, academic qualification and professional qualifications.

B sought to provide the information about the school using three variables including number of teachers, enrolment per class and number of streams

C sought to give an assessment on influence of institutional factors on headteachers' instructional supervision practices in public primary schools

The questionnaires to be filled by teachers were divided into two sections.

Section A sought to get teachers demographic data, academic and professional qualifications. Section B sought to get teachers information on adequacy of school facilities, remedial teaching and headteachers competency on instructional supervision practices in public primary schools.

Observation guide as an instrument of data collection was used in the study to help verify the data collected through questionnaires especially on matters related to availability of learning resources, teamwork and staffing levels of the various schools in the division

3.6 Instrument validity

This study determined content availability of questionnaires of headteachers and teachers. (Mugenda & Mugenda, 2003), noted that content validity is determined by piloting and use of expert advice. A pilot study was conducted to test the validity of the instruments and the reliability of each of the items in the instruments as well as sustainability of the language used (Mulusa, 1998). Validation was done in this study in terms of testing if the questionnaire were properly constructed. The items in the questionnaires were presented to the supervisors from the department for assessments or relevance of content. The

suggestions, comments and recommendations they made were incorporated in the final questionnaire.

3.7 Instrument reliability

An instrument is reliable when it can measure a variable accurately and consistently and obtain the same results under the same conditions over a number of repeated trials (Orodho, 2008). For this study, test re test method was used to test the reliability of questionnaires. This technique is good because it gives a time lapse between the two tests and the researcher can use this to prove instrument reliability. Test re test involves administering the same instrument twice to the same group of subjects (Mugenda & Mugenda 1999). The developed questionnaires were administered to public primary schools randomly selected from the target population and the responses scored. The same questionnaires were re administered after two weeks and the responses scored. The scores from test one and test two were correlated to get the reliability coefficient using persons product moment formulae (Mugenda & Mugenda, 1999).

$$r = \frac{\sum xy - \frac{\sum x \sum y}{N}}{\sqrt{(\sum X^2 - \frac{(\sum X)^2}{N})(\sum Y^2 - \frac{(\sum Y)^2}{N})}}$$

Where N=Number of respondents

X=Scores from test one

Y=Scores from test two

3.8 Data collection procedures

To conduct the study on the influence of institutional factors on headteachers instructional supervision practices on public primary schools in Asego division, Homa-bay District, an authority was obtained from National Council of Science and Technology in the Ministry of Education Science and Technology (MOEST). The letter of authority was copied to both the District Commissioner and District Education Officer, and the researcher to respective offices to confirm the authorization. Schools that were selected from the sample frame were then visited to obtain permission from headteachers to conduct the research. The research questionnaires were distributed to the selected headteachers and the teachers by the researcher. Direct contact with the headteachers and the teachers was necessitated by the need to provide instructions on how to complete the

questionnaires. The direct contact was also to assure the respondents of the confidentiality of their responses. Respondents were then given time to fill in the questionnaires without influence of other teachers. The data for this study was collected using semi-structured questionnaires, which was to primary schools in Asego Division, Homabay District. The researcher will seek permission from the National Council of Science and Technology. To conduct the study, the authority will be obtained from the Ministry of Higher education to go and collect data in public primary schools in Asego division, Homabay District. The selection of the instrument was guided by the fact that instruments would allow the balancing between the quantity and quality of data collected and provided more information which was in turn used for explanation of the phenomena under investigation.

3.9 Data analysis techniques

The sample data from the survey were subjected to descriptive statistical data analysis methods including frequency analysis, graphical representation of frequency distributions. Descriptive characteristics of the headteachers, teachers and checklist surveys were measured using frequency analysis methods. Charts were used in this study because charts were considered visually appealing and easy to use in comparisons, pattern recognitions, and trend determination in data distribution.

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CHAPTER FOUR

DATA ANALYSIS AND INTERPRETATION

4.1 Introduction

This chapter presents analysis and interpretations of the study as set out in the research methodology. The study findings are presented on to establish the influence of institutional factors on headteachers' instructional supervision practices on public primary schools in Asego division Homabay District. The data was gathered exclusively from the questionnaires of headteachers and teachers as the research instrument. The questionnaire was designed in line with the objectives of the study.

4.1.1 Questioner return rate

The study targeted 111 respondents in collecting data with regard to the the influence of institutional factors on headteachers' instructional supervision practices on public primary schools in Asego division Homabay District. From the study, 111 out of the 111 sample respondents filled-in and returned the questionnaires making a response rate of 100 percent. This reasonable response rate was made a reality after the researcher made personal calls and visits to remind the respondent to fill-in and return the questionnaires.

4.2 Background data

The data from the respondents was reported by looking at demographic factors of the respondents and the schools. These factors included: gender, teaching experience, years of service, academic and professional qualification, number of streams in schools, staffing levels in schools, financial status of schools, teamwork in schools and learning resources in schools.

4.3. Gender of teachers

This section addressed the responses of teacher's in public primary schools in Asego Division. From the teachers, the questionnaire item sought information on their gender. The findings are shown in figure 4.1

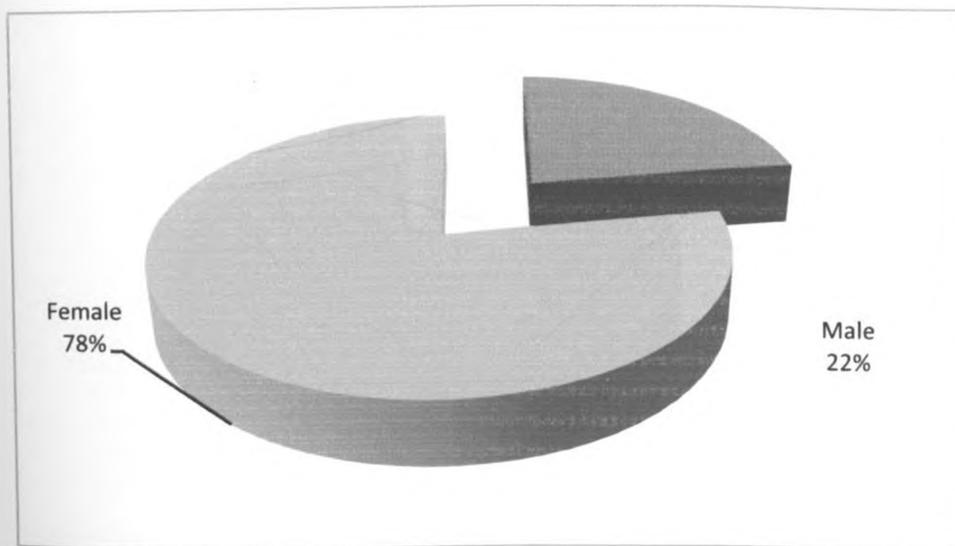


Figure 4.1: Gender of teachers

From the findings, 78percent of the teachers were male while 22 percent of the teachers were female. The findings were that female teachers seek to reside near their husbands who reside near the town centers. Besides, there is a policy of teaching profession being perceived as a female dominated profession. Lastly, it is due to the female teacher's population trend in Asego division, Homabay District

4.4 Gender of the head teachers

This section addressed the responses of head teacher's in public primary schools in Asego Division. From the head teachers, the questionnaire item sought information on their gender. The findings are shown in figure 4.2

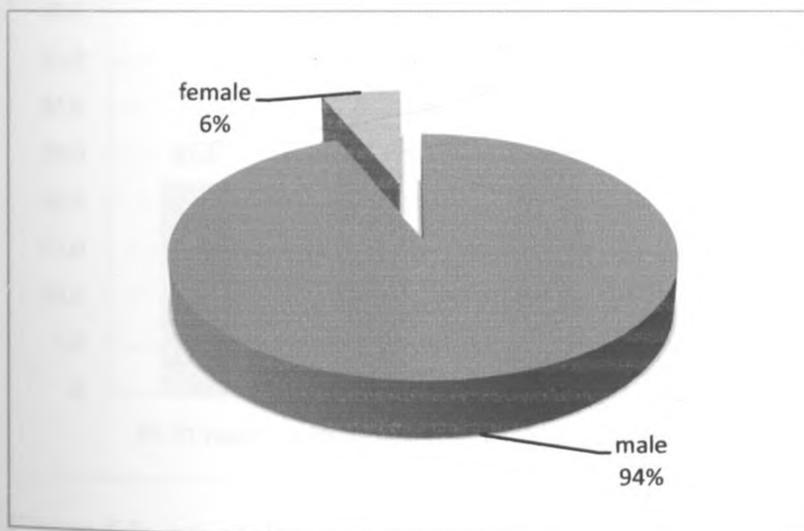


Figure 4.2: Gender of head teachers

From the findings, 94percent of the head teachers were male while only 6 percent of the head teachers were female. The study established that female teachers fear facing challenges involved in headship. Also it was due to female teachers being committed to their families. Lastly, female teachers fear separation from their spouses hence turned down headship appointments

4.5. Age of the teachers

This section addressed the responses of age of teacher's in public primary schools in Asego Division. The questionnaire item sought information on the age teachers in public primary schools in Asego Division. The findings are shown in figure 4.3

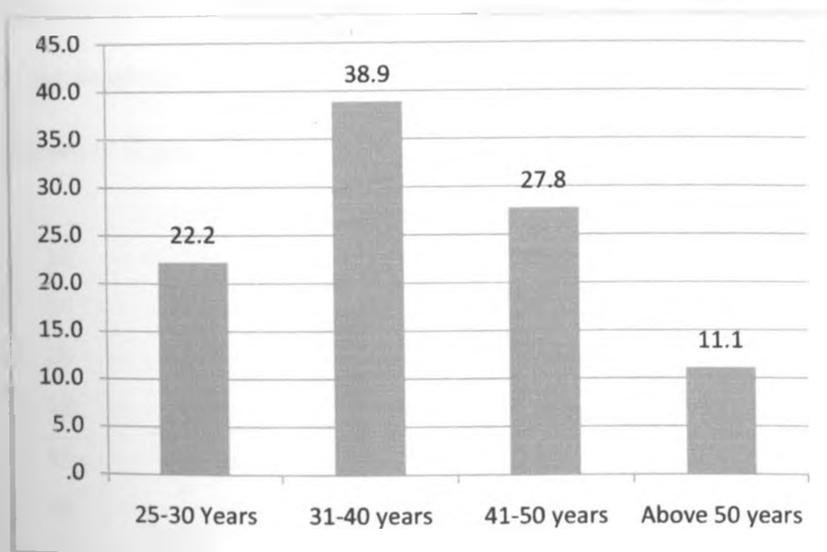


Figure 4.3: Age of the teachers

From the findings, 38.9percent of the teachers were between 31-40 years, 27.8percent of them were between 41-50 years, 22.2percent of them were between 25-30 years, while only 11.1percent were above 50 years. The study established that most teachers were relatively youthful and in mid-life. This is because the government employs young and trained teachers from colleges. The study also established that Kenya’s teaching populations trends are that majority of teachers are young

4.6. Age of the head teachers

This section addressed the responses of age of head teacher’s in public primary schools in Asego Division. The questionnaire item sought information on the age head teachers in public primary schools in Asego Division. The findings are shown in figure 4.4

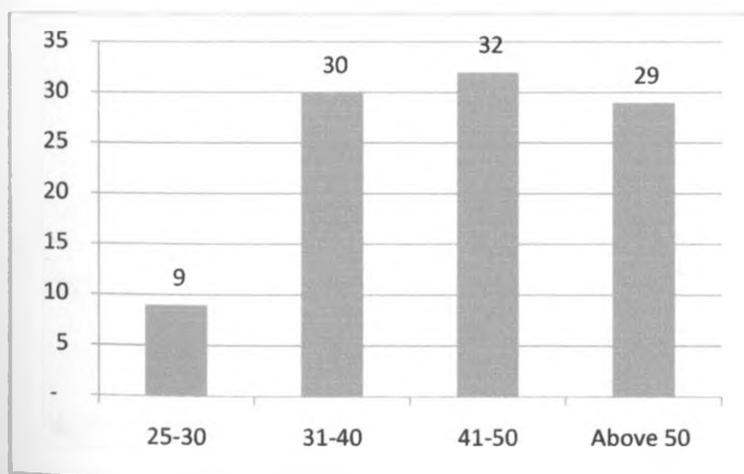


Figure 4.4: Age of the head teachers

From the findings, 32percent of the head teachers were between 41-50 years, 30percent of them were between 31-40 years, 29percent of them were between above 50 years, while only 9percent were between 25-30 years. The study established that most head teachers were mature and responsible. This shows that, most of head teachers are experienced after working for several years as teachers

4.7 Academic Qualification of the Teachers

This section addressed the responses of academic qualification of both head teacher's and teachers in public primary schools in Asego Division. The questionnaire item sought information on the academic qualification of both head teachers and teachers in public primary schools in Asego Division. The findings are shown in figure 4.5

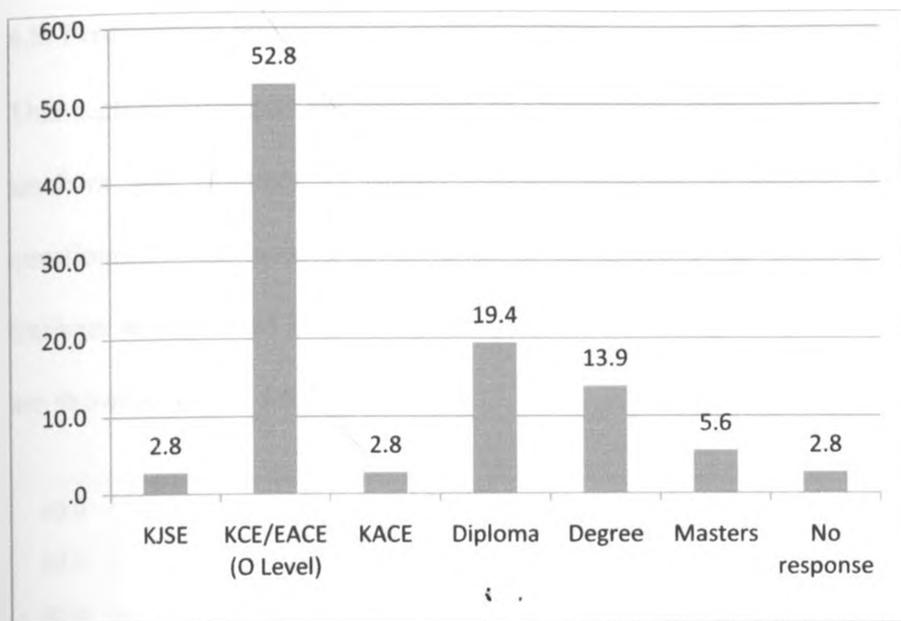


Figure 4.5: Academic Qualification of the Teachers

From the findings, 52.8percent of the teachers indicated that they were KCE/EACE certificate holders, 19.4percent of them indicated that they were diploma holders, 13.9percent of them indicated that they were degree holders, 5.6percent of them indicated that they were Masters degree holders, 2.8percent of them indicated that they were KJSE certificate holders, 2.8percent of them indicated that they were KACE certificate holders, while only 2.8percent of them did not respond to the question. The study established that both head teachers and teachers had relevant academic qualifications to teach in primary schools. The government policy indicates that the minimum academic qualification for one to train as a primary school teacher is KSCE/KCSE certificates

4.8. Professional qualification of the teachers

This section addressed the responses of professional qualifications both of head teachers and teachers in public primary schools in Asego Division. The questionnaire item sought information on the professional qualification of head teachers and teachers in public primary schools in Asego Division. The findings are shown in figure 4.6

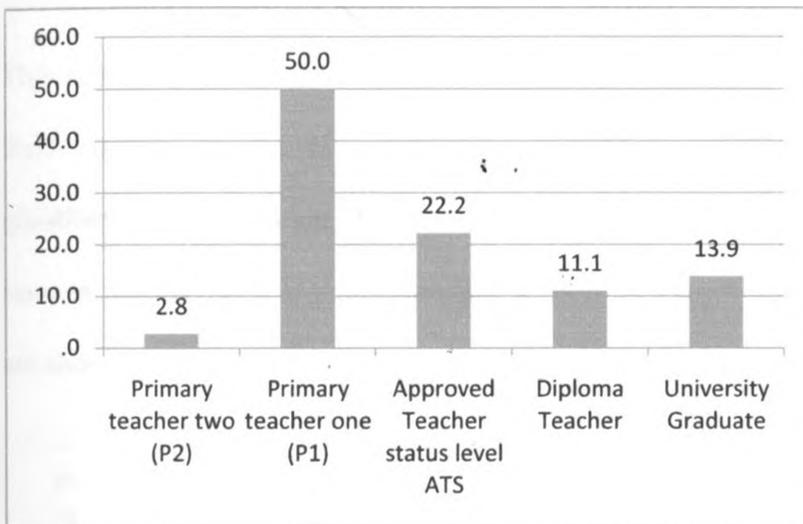


Figure 4.6: Professional qualification of the teachers

From the findings, 50percent of the teachers indicated that they were qualified as primary teacher one (P1), 22.2percent of them indicated that they were qualified as approved teacher status level (ATS), 13.9percent of them indicated that they were university graduates, 11.1percent of them indicated that they were diploma teachers while only 2.8percent of them indicated that they were qualified as

primary teacher two (P2). The study established that all the headteachers and teachers had professional qualifications required by the government to teach in public primary schools. The government policy indicates that the minimum professional qualification for one to be a teacher in primary school is P1 certificate.

4.9. Duration of time the teachers had been in their current schools

This section addressed the responses on the duration of time teachers had been in their current stations in public primary schools in Asego Division. The questionnaire item sought information on the duration of time the teachers had been in their stations in public primary schools in Asego Division. The findings are shown in figure 4.7

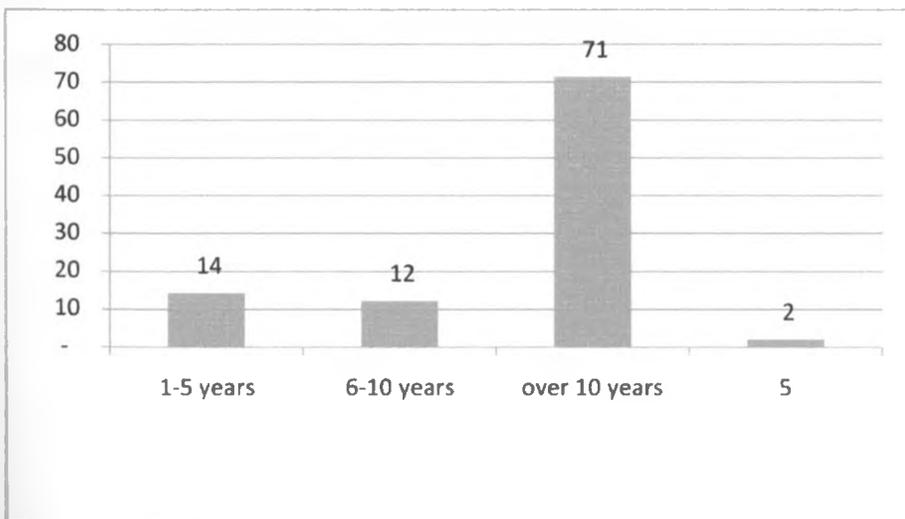


Figure 4.7: Duration of time the teachers had been in their current schools

From the findings, 71percent of the respondents indicated that they had been in the current schools for over 10 years, 14percent of the respondents indicated that they had been in the current schools for over 1-5 years, 12percent of the respondents indicated that they had been in the current schools for over 6-10 years while only 2percent of the respondents had been in the current schools for exactly 5 years. The study established that most teachers had served more than ten years in their current stations

4.10. Duration the head teachers had been in their current schools

This section addressed the responses on the duration of time head teachers had been in their current stations in public primary schools in Asego Division. The questionnaire item sought information on the duration of time the head teachers had been in their stations in public primary schools in Asego Division. The findings are shown in figure 4.8

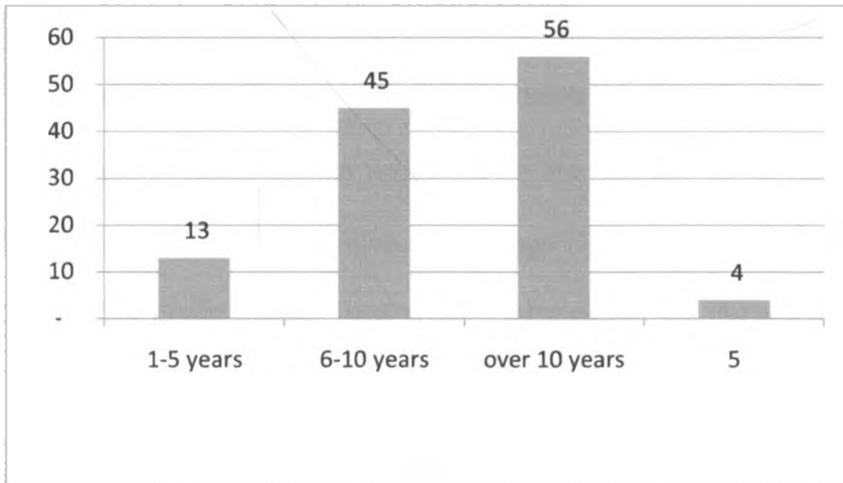


Figure 4.8: Duration the head teachers had been in their current schools

From the findings, 56percent of the respondents indicated that they had been in the current schools for over 10 years, 45percent of the respondents indicated that they had been in the current schools for over 6-10 years, 13percent of the respondents indicated that they had been in the current schools for over 1-5 years while only 4percent of the respondents had been in the current schools for exactly 5 years. The study established that most head teachers had served more than 10 years in their current stations; this is due to the fact that head teachers are central to successful management of educational institutions.

Table 4. 7: Extent that respondents agreed with statements on influence of financial status on instructional supervision practices in the institution

This section addressed the responses on the number of in service courses the teachers in public primary schools in Asego Division had attended in their subject areas. The questionnaire item sought information on the number of in service courses the teachers in public primary schools in Asego Division had attended in their subject areas. The findings are shown in table 4.1

Statement	Frequency	Percentage
No. Response	4	11.1
None	7	19.4
1-4	13	36.1
5-9	5	13.8
10-14	4	11.1
15 and above	36	8.3
Total	3	99.9

The findings in table 4.1 indicate that 19.4percent of the respondents had taken no service course in their subject areas, 11.1percent of the respondents did not respond to the question, 11.1percent of the respondents indicated that they had taken an in service course in their subject areas ten times. The study established

that most teachers are under taking in service courses. The findings are that there is understaffing in the division

4.11. Size of the respondent's School

This section addressed the responses on the size of public primary schools in Asego Division. The questionnaire item sought information on the size in public primary schools in Asego Division. The findings are shown in figure 4.9

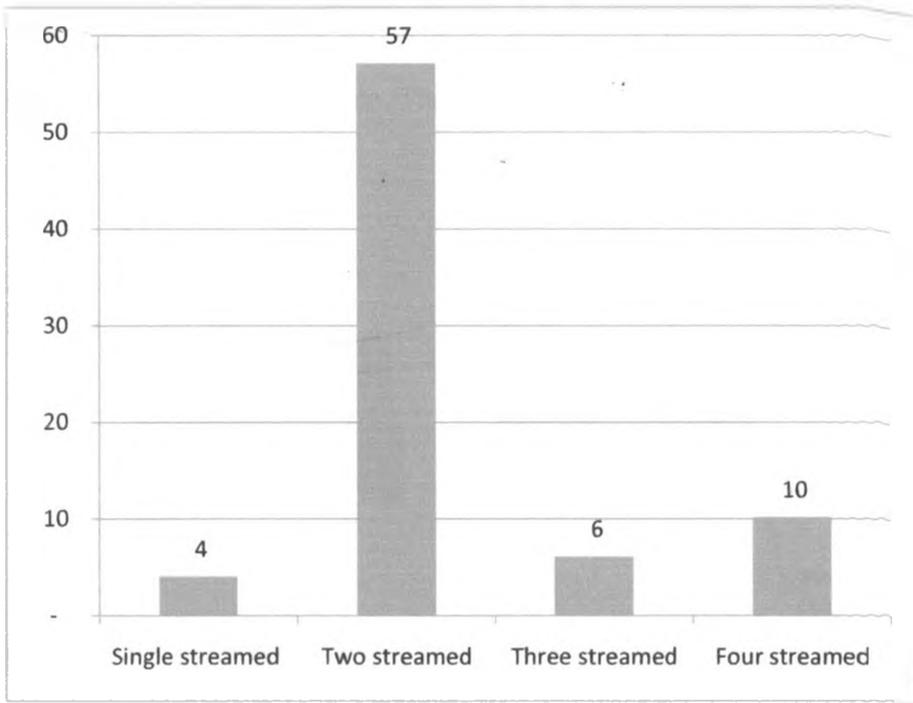


Figure 4.9: Size of the respondent's School

From the findings, 57percent of the head teachers indicated that their schools were two-streamed, 10percent of them indicated that their schools were four-

streamed, 6percent of them indicated that their schools were three-streamed. The study established that most schools had high enrolment of pupils in all the eight classes.

4.12. Whether the number of teachers in the Respondent's schools adequate.

This section addressed the responses on whether the number of teachers in public primary schools in Asego Division was adequate. The questionnaire item sought information on whether the number of teachers in public primary schools in Asego Division was adequate. The findings are shown in figure 4.10

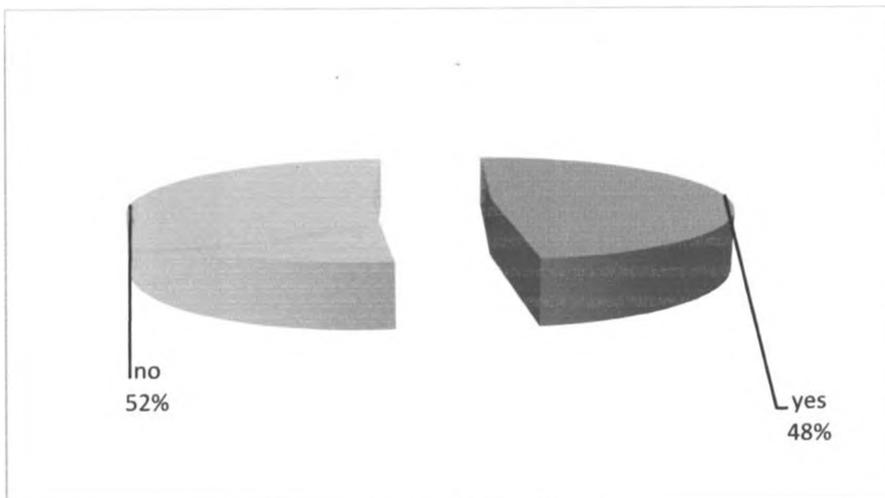


Figure 4.10: Whether the number of teachers in the Respondent's schools was adequate.

From the findings, 52percent of the respondents indicated that the number of teachers in their schools was inadequate while only 48percent of them indicated that the number of teachers in their schools was adequate.

4.13. Number of pupils in the respondent's class

This section addressed the responses on the number of pupils in public primary schools in Asego Division. The questionnaire item sought information on the number of pupils in public primary schools in Asego Division. The findings are shown in figure 4.11

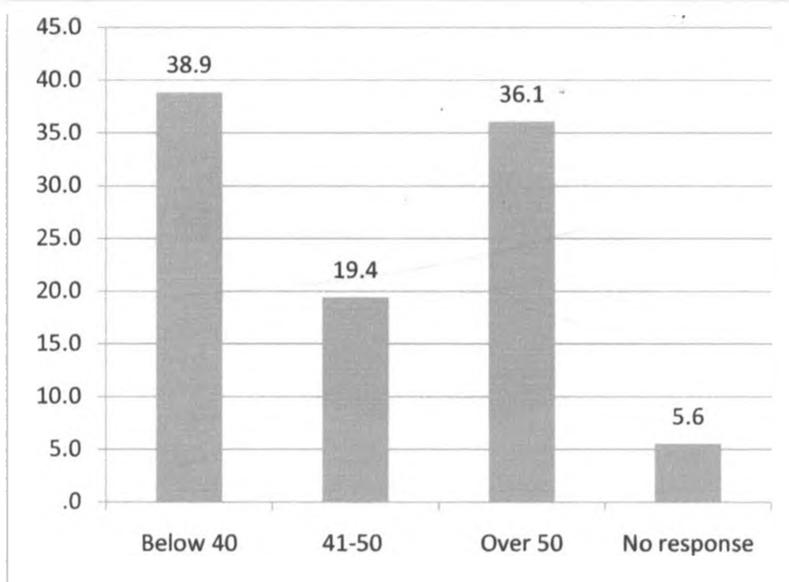


Figure 4. 12: Number of pupils in the respondent's class

From the findings, 38.9percent of the respondent's classes had below 40 pupils, 36.1percent of the respondents indicated that their classes had over 50 pupils,

19.4percent of the respondents indicated that their classes had 41-50 pupils while only 5.6percent of the respondents did not respond to this question. It was established that most schools had over 50 pupils per class

4.14. Whether respondents has remedial classes in examinable subjects

This section addressed the responses on whether there are remedial classes in examinable subjects in public primary schools in Asego Division. The questionnaire item sought information on whether there are remedial classes in examinable subjects in public primary schools in Asego Division. The findings are shown in figure 4.13

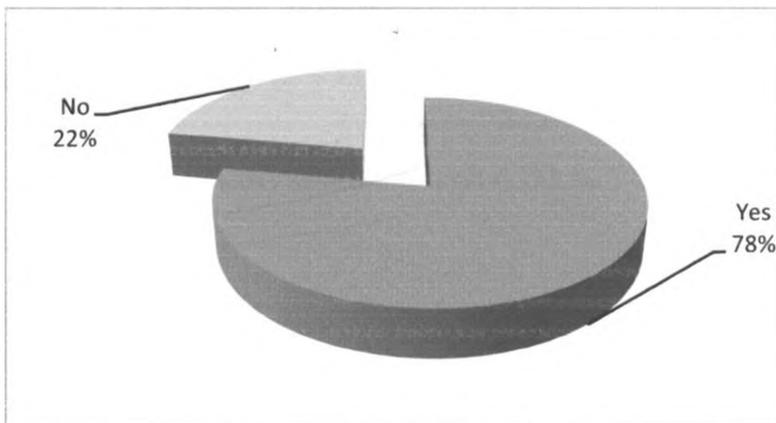


Figure 4. 13: Whether respondents has remedial lessons in examinable subjects

From the findings, 78percent of the respondents indicated that they had remedial tuition in examinable subjects while only 22percent of the respondents indicated

that they did not have remedial lessons in examinable subjects. It was established that most schools under take remedial lessons in examinable subjects so as to complete syllabus in time.

4.15. When remedial tuition is taken

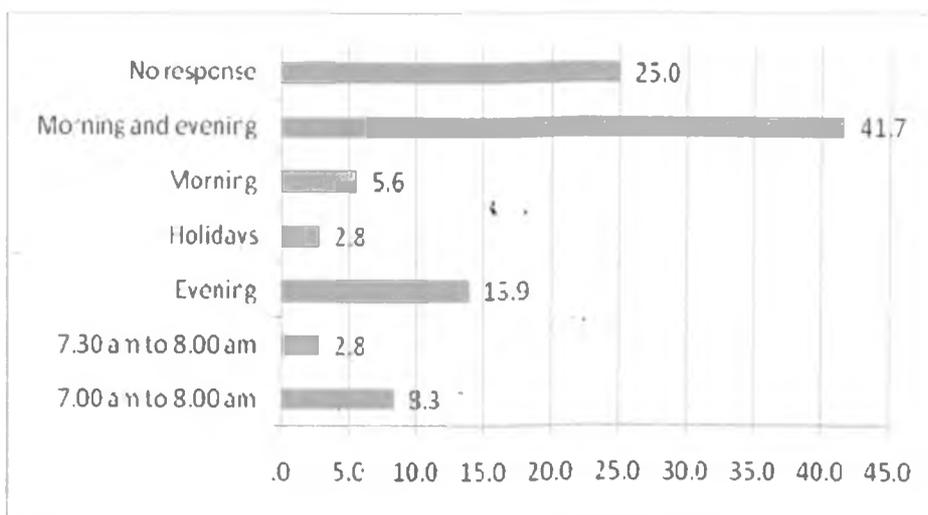


Figure 4. 14: When remedial tuition is taken

The study sought to find out when remedial tuition is taken. From the findings, 41.7percent of the respondents indicated that remedial tuition was done during the morning and in the evenings, 25percent of the respondents did not respond to the question, 13.9percent of the respondents indicated that remedial tuition was done in the evening, 8.3percent of the respondents indicated that remedial tuition was done from 7.am to 8.am in the morning, 5.6 percent of the respondents indicated that remedial tuition was done in the morning, 2.8percent of the respondents

indicated that remedial tuition was done from 7.30.am to 8.am in the morning while only 2.8 percent of the respondents indicated that remedial tuition was done in the holidays. The study established that remedial lessons are carried out in all schools during morning and evening preps.

Table 4.2: Respondents rating on the ability of the headteacher to handle the various tasks

	Excellent	Very good	Good	Fair	Poor	Mean	Stdev
School management	38.9	36.1	25.0	0	0	1.9	0.8
Financial management	16.7	44.4	25.0	11.1	2.8	2.4	1.0
Curriculum and supervision	38.9	30.6	30.6	0	0	1.9	0.8
Staff personnel	25.0	41.7	22.2	11.1	0	2.2	1.0
Students personnel	22.2	44.4	25.0	5.6	2.8	2.3	1.1
Physical facilities	22.2	25.0	33.3	16.7	2.8	2.5	1.1
Community relations	16.7	30.6	47.2	5.6	0	2.4	0.8

The study sought to find out the respondents rating on the ability of the head teacher to handle the various tasks. According to the findings, respondents indicated that the ability of the head teacher to handle Physical facilities was good

as shown by a mean of 2.5, that the ability of the head teacher to handle Community relations was fair as shown by a mean of 2.4, that the ability of the head teacher to handle Financial management was fair as shown by a mean of 2.4, that the ability of the head teacher to handle Students personnel was fair as shown by a mean of 2.3, that the ability of the head teacher to handle Staff personnel was fair as shown by a mean of 2.2, that the ability of the headteacher to handle curriculum and supervision was fair as shown by a mean of 1.9 that the ability of the headteacher to handle School management was fair as shown by a mean of 1.9. It was established that most headteachers are responsible and competent.

4.16. Learning resources of the school

How does availability of physical facilities such as classrooms, desk and books influences headteachers instructional supervision practices in public primary schools? The responses to availability of physical facilities were analyzed by frequency tallies to questions related to availability, of physical facilities such as classrooms, desk and books. The results are as shown in table 4.11 and 4.12

Table 4.3 Adequacy of desks

Adequacy of desks	Frequency	Percent	Valid	Cumulative
Adequate	31	36.0	42.5	42.5
Inadequate	42	48.8	57.5	100.0
Total	73	84.9	100.0	-
Missing	13	15.1	-	-
Total	86	100.0	-	-

From table 4.3, assessment on adequacy of desks revealed that 57.5percent reported inadequate, where 42.5percent reported having adequate desks. It was also observed that certain classes in some schools did not have even a single desk and were sitting on stones.

4.17. Adequacy of classrooms

Classrooms were assessed in terms of numbers available; 74.5percent of the schools had 8 classrooms, although it was observed that 2 of the schools were learning under trees, some schools were having double classrooms in lower primary classes.

Table 4. 4: Number of in service courses in respondent's subject area

Adequacy of classrooms	Frequency	Percent	Valid percentage	Cumulative percentage
Excess	1	1.2	1.4	14
Adequate	35	40.7	47.9	47.3
Inadequate	37	43.0	50.7	100.0
Total	73	84.9	100	-
Missing	13	15.1	-	-
Total	86		-	-

Table 4.4 findings indicates that 50.7percent of teachers said classes were inadequate while 47.9percent ranked them as adequate. The study revealed that most of schools had semi-permanent classrooms which had leaning roofs, crumbling walls, dusty, muddy and potted floors. They had no windows and doors shatters, poor ventilation and were liable to interference from outside and other classes. It was also noted that a number of schools had permanent classrooms still under construction or near completion. These constructions were financed by the NGOs, CDF funds and community initiatives.

4.19. Staffing levels in public primary schools

To what extent does the staffing level in public primary schools in Asego division influences constructional supervision practices in the institution? The research question on staffing levels in public primary schools was analysed by frequency tallies and percentages of responses by headteachers on questions on the number of teachers available in schools, the number they require and the deficit. Shortage of teachers was also analyzed interms of the number of enrollment and the number of streams.

The findings are as shown in the table 4.5

4.20. Number of teachers in school

Table 4. 5 Number of teachers in school

Number of teachers in school			Number required			Deficit			
N	F	%	N	F	%	N	F	%	
5	4	20.0	8	6	30.0	1	1	5.0	
6	6	30.0	9	4	20.0	2	8	40.0	
7	4	20.0	10	5	25.0	3	3	15.0	
8	5	25.0	13	2	10.0	4	2	10.0	
10	1	5.0	14	3	15.0	5	3	15	
Total	20	100.0	Total	20	100.0	6	2	10	
	-	-		-	-		7	1	5.0

Table 4.5 shows that the total number of leaders staff personnel in schools ranged from 5 to 10 with most schools having between 5 and 7 teachers (70.0%). It was established that most schools had one stream per class but there was a tendency of having double streams in lower classes (classes to 3) in most schools.

The findings on table 4.5 shows that most headteachers (80.6) managed shortages of teachers by employing stop gap teachers. The table 4.5 shows that the stop gap teachers were mostly trained P1 teachers (77.8). The study also indicated that 70.5percent of the stop gap teachers were generally low paid with most earning

between 2,000 to 3,500 Kenya shillings per month. The source of money was indicated as contribution from parents and through fundraising. It was concluded that although the teachers were available, their number was inadequate.

4.21 Teamwork

Table 4. 6: Teamwork in schools

Extent that respondents agree with various statements on influence of teamwork on instructional supervision practices in the institutions.

	Very great extent	Great extent	Moderate extent	Little extent	Not at all	Mean	Stdev
Teachers expect teamwork among students and provide them with group projects so that they can learn teamwork skills.	16.0	16.0	2.0	42.0	24.0	3.4	1.4
Employers expect individuals to function effectively on various teams and most organizations convene teams to tackle problems or projects.	10.0	20.0	8.0	36.0	26.0	3.5	1.3

	Very great extent	Great extent	Moderate extent	Little extent	Not at all	Mean	Stdev
It's important to learn teamwork skills, even if you prefer to work independently.	10.0	10.0	14.0	40.0	26.0	3.6	1.3
Motivating the team is an essential part of the leader's role.	6.0	12.0	26.0	36.0	20.0	3.5	1.1
The leader must motivate the team so that each person performs well individually and as a team.	4.0	22.0	6.0	36.0	32.0	3.7	1.2
Headteachers are considered the key agents for achieving educational excellence as they are concerned with key elements of monitoring, supervising and evaluation	10.0	12.0	14.0	44.0	20.0	3.5	1.2

The study sought to find out the extent that respondents agreed with various statements on influence of teamwork on instructional supervision practices in the institutions. According to the findings, respondents agreed that the leader must motivate the team so that each person performs well individually and as a team to a great extent as shown by a mean of 3.7, that it's important to learn teamwork skills, even if you prefer to work independently to a great extent as shown by a mean of 3.6, that headteachers are considered the key agents for achieving educational excellence as they are concerned with key elements of monitoring, supervising and evaluation to a great extent as shown by a mean of 3.5, that motivating the team is an essential part of the leader's role to a great extent as shown by a mean of 3.5, that employers expect individuals to function effectively on various teams and most organizations convene teams to tackle problems or projects to a great extent as shown by a mean of 3.5 and that teachers expect teamwork among students and provide them with group projects so that they can learn teamwork skill to a moderate extent as shown by a mean of 3.4.

4.22 Financial Status of the School

Table 4. 7: Extent that respondents agreed with statements on influence of financial status on instructional supervision practices in the institution

	Very great extent	Great extent	Moderate extent	Little extent	Not at all	Mean	Stdev
The primary school headteachers as the accounting officers of their respective schools were therefore required to manage funds together with the SMC well.	16.0	16.0	2.0	42.0	24.0	3.4	16.0
One of the weaknesses in primary school management including primary schools in Kenya was that most primary school administrators were not prepared for financial management effectively.	10.0	20.0	8.0	36.0	26.0	3.5	10.0

	Very great extent	Great extent	Moderate extent	Little extent	Not at all	Mean	Stdev
Mismanagement of funds involved overstated pays, converting funds into construction.	10.0	10.0	14.0	40.0	26.0	3.6	10.0
The reason for that is the balanced scorecard approach considers both financial and non-financial aspects of the quality performance evaluation.	6.0	12.0	26.0	36.0	20.0	3.5	6.0
A headteacher needs sound financial management skills to achieve his/her plans as a curriculum leader.	4.0	22.0	6.0	36.0	32.0	3.7	4.0

The study sought to find out the extent that respondents agreed with various statements on the influence of financial status on instructional supervision practices in the institutions. According to the findings, respondents indicated that A headteacher needs sound financial management skills to achieve his/her plans

as a curriculum leader to a great extent as shown by a mean of 3.7, that mismanagement of funds involved overstated payments, converting funds into construction to a great extent as shown by a mean of 3.6, that One of the weaknesses in primary school management including primary schools in Kenya was that most primary school administrators were not prepared for financial management effectively to a great extent as shown by a mean of 3.5, that the reason for that is the balanced scorecard approach considers both financial and non-financial aspects of the quality performance evaluation to a great extent as shown by a mean of 3.5 and that the primary school headteachers as the accounting officers of their respective schools were therefore required to manage the funds together with the SMC well to a moderate extent as shown by a mean of 3.4.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter discusses the summary of the findings, conclusions reached and the recommendations as per the response from the respondents. The study set out to establish the influence of institutional factors on headteachers' instructional supervision practices on public primary schools in Asego division Homabay District.

5.2 Summary of the study

The study aimed to investigate into the influence of institutional factors on headteachers' instructional supervision practices on public primary schools in Asego division Homabay District.

The study is organized into five chapters. Chapter one contains background information of the study, statement of the problem, purpose of the study, research objectives, research questions, significance of the study, limitations of the study, delimitations of the study, basic assumptions of the study, definition of significant terms and organization of the study.

Chapter two presents literature review related to this study. It is done under various subtopics including; learning resources, staffing levels, teamwork,

financial status, summary of literature review, theoretical frame work, and conceptual framework.

Chapter three consists of research methodology, research design, target population, sample size and sampling techniques, research instruments, instrument validity, instrument reliability, data collection procedures and data analysis techniques.

Chapter four deals with data analysis and interpretation under the following headings: questionnaire return rate, data reporting and data analysis.

Chapter five presents the summary of the study, conclusions of the study, recommendations of the study and suggestions for further research.

5.2.1 Learning resources and facilities in public primary schools

The study found out that out of the sampled respondents, 73percent of the headteachers indicated that their schools had over two-streams, while only 4percent of them indicated that their schools were three-streamed. The other percentage (13%) of the respondents did not respond to this question. The studies also found out that majority of the respondents were certificate holders. 52.8percent of the teachers indicated that they were KCE/EACE certificate holders, 19.4percent of them indicated that they were diploma holders, 13.9percent of them indicated that they were degree holders, 5.6percent of them indicated that they were Masters degree holders, 2.8percent of them indicated that

they were KJSE certificate holders, 2.8percent of them indicated that they were KACE certificate holders, while only 2.8percent of them did not respond to the question.

5.2.2 Staffing Levels in public primary schools

The study further found out that the ratio of teacher to pupils in every class was one is to twenty, 36.1percent of the respondents indicated that the ratio of teacher to pupils in every class was one is to thirty, 19.4 percent of the respondents indicated that the ratio of teacher to pupils in every class was one is to ten while only 5.6percent of the respondents indicated that the ratio of teacher to pupils in every class was one is to forty. 50percent of the teachers indicated that they were qualified as primary teacher one (P1), 22.2percent of them indicated that they were qualified as approved teacher status level (ATS), 13.9percent of them indicated that they were university graduates, 11.1percent of them indicated that they were diploma teachers while only 2.8percent of them indicated that they were qualified as primary teacher two (P2). 52percent of the respondents indicated that the number of teachers in their schools was inadequate while only 48percent of them indicated that the number of teachers in their schools was adequate. 38.9percent of the respondent's classes had below 40 pupils, 36.1percent of the respondents indicated that their classes had over 50 pupils, 19.4percent of the respondents indicated that their classes had 41-50 pupils while

only 5.6percent of the respondents did not respond to this question. On whether remedial tuition in examinable subjects, 78percent of the respondents indicated that they had remedial tuition in examinable subjects while only 22percent of the respondents indicated that they did not have remedial tuition in examinable subjects. On when remedial tuition was done, 1.7percent of the respondents indicated that remedial tuition was done during the morning and in the evenings, 25percent of the respondents did not respond to the question, 13.9percent of the respondents indicated that remedial tuition was done in the evening, 8.3percent of the respondents indicated that remedial tuition was done from 7.am to 8.am in the morning, 5.6 percent of the respondents indicated that remedial tuition was done in the morning, 2.8percent of the respondents indicated that remedial tuition was done from 7.30.am to 8.am in the morning while only 2.8 percent of the respondents indicated that remedial tuition was done in the holidays.

5.2.3 Teamwork in public primary schools

The study found out that the leader must motivate the team so that each person performs well individually and as a team to a great extent as shown by a mean 3.7, that it's important to learn teamwork skills, even if you prefer to work independently to a great extent as shown by a mean of 3.6, that headteachers are considered the key agents for achieving educational excellence as they are concerned with key elements of monitoring, supervising and evaluation to a great

extent as shown by a mean of 3.5, that motivating the team is an essential part of the leader's role to a great extent as shown by a mean of 3.5, that employers expect individuals to function effectively on various teams and most organizations convene teams to tackle problems or projects to a great extent as shown by a mean of 3.5 and that teachers expect teamwork among students and provide them with group projects so that they can learn teamwork skill to a moderate extent as shown by a mean of 3.4.

5.2.4 Financial Status of public primary schools

The study found out that a headteacher needs sound financial management skills to achieve his/her plans as a curriculum leader to a great extent as shown by a mean of 3.7, that mismanagement of funds involved overstated pays, converting FPE funds into construction to a great extent as shown by a mean of 3.6, that One of the weaknesses in primary school management including primary schools in Kenya was that most primary school administrators were not prepared for FPE financial management effectively to a great extent as shown by a mean of 3.5, that the reason for that is the balanced scorecard approach considers both financial and non-financial aspects of the quality performance evaluation to a great extent as shown by a mean of 3.5 and that the primary school headteachers as the accounting officers of their respective schools were therefore required to manage

the FPE funds together with the SMC well to a moderate extent as shown by a mean of 3.4

5.3 Conclusion

The study concluded that most of public primary schools in Asego Division had two-streamed class rooms it also concluded that majority of the teachers were certificate holders especially KCE/EACE, KACE and KJSE. Those who had degrees and Masters Degree were limited. Further, the study concludes that the ratio of teacher to pupils in every class in most of the schools was greater than one is to twenty and that majority of the teachers were qualified as primary teacher one (P1). Further, the study concludes that the number of teachers in most of the sampled schools was inadequate, that the number of respondent's classes had above 40 pupils. The study also concludes that most of the schools conducted remedial tuition in examinable subjects with most of the respondents indicating that remedial tuition was done during the morning and in the evenings. Only a small number of them indicated that remedial tuition was done during the holidays.

The study concludes that the leader must motivate the team so that each person performs well individually and as a team to a great extent, that it's important to learn teamwork skills, even if you prefer to work independently, that headteachers are considered the key agents for achieving educational excellence as they are

concerned with key elements of monitoring, supervising and evaluation, that motivating the team is an essential part of the leader's role, that employers expect individuals to function effectively on various teams and most organizations convene teams to tackle problems or projects to a great extent and that teachers expect teamwork among students and provide them with group projects so that they can learn teamwork skill to a moderate extent.

The study further concluded that a headteacher needs sound financial management skills to achieve his/her plans as a curriculum leader to a great extent, that mismanagement of funds involved overstated pays, converting FPE funds into construction to a great extent, that One of the weaknesses in primary school management including primary schools in Kenya was that most primary school administrators were not prepared for FPE financial management effectively to a great extent, that the reason for that is the balanced scorecard approach considers both financial and non-financial aspects of the quality performance evaluation to a great extent and that the primary school headteachers as the accounting officers of their respective schools were therefore required to manage the FPE funds together with the SMC well to a moderate extent.

5.4 Recommendations

Since most of the schools had two-streams, the study recommends the Ministry of Education to ensure that infrastructure is well developed to allow for increase in the number of streams hence a lesser teacher to student ratio.

Further, the study recommends that teachers should take it as their initiative to undertake professional courses for them to be relevant in their areas of work. Further, the study recommends the schools to conduct remedial tuition in examinable subjects especially during the morning and in the evenings.

The headteacher should be a leader and motivate the whole staff team so that each person performs well individually and as a team. He should ensure that they learn teamwork skills, even if they prefer to work independently since the headteachers are considered the key agents for achieving educational excellence. They should also be the key elements of monitoring, supervising and evaluation, that motivating the team is an essential part of the leader's role.

The study further recommends that a headteacher needs to have sound financial management skills to achieve his/her plans as a curriculum leader. The headteachers should ensure that there is no mismanagement of funds involved either as overstated pays or converting funds into construction as this is one of the weaknesses in primary school management in Kenya. Primary school

administrators should be prepared for financial management effectively to achieve good scores on the balanced scorecard which considers both financial and non-financial aspects of the quality performance evaluation.

5.4 Suggestions for Further studies

This study has investigated influence of institutional factors on headteachers' instructional supervision practices on public primary schools in Asego division Homabay District. There is need for research to be done on headteachers supervision practices in private schools on Asego division in Homabay. There is need to for a similar research to be done in other divisions in the district and other parts of the country.

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APPENDIX I

INTRODUCTION LETTER TO SCHOOL

MAUREEN ANYANGO OPUDO
UNIVERSITY OF NAIROBI,
DEPARTMENT OF EDUCATIONAL,
ADMINISTRATION AND PLANNING,
P.O BOX 92.
KIKUYU.

THE HEADTEACHER,
..... PRIMARY SCHOOL
HOMABAY.

Dear Sir/Madam,

**RE: INFLUENCE OF INSTITUTIONAL FACTORS ON
HEADTEACHERS INSTRUCTIONAL SUPERVISION
PRACTICES IN PUBLIC PRIMARY SCHOOLS IN ASEGO
DIVISION, HOMABAY DISTRICT, KENYA.**

I am a post graduate student at the University of Nairobi currently undertaking a research to investigate the influence of institutional factors on Headteachers instructional supervision practices in public primary schools in Asego Division, Homabay District. The questionnaires are designed for this research only and some of my respondents are within your school like the headteachers, teachers.

Your identity will be treated with a lot of confidentiality.

Thanks for your cooperation.

Yours faithfully,

Maureen Anyango Opudo

APPENDIX II

HEADTEACHERS' QUESTIONNAIRES

1. Please indicate your gender?

I. Male ()

II. Female ()

2. What is your age bracket?

I. 25-30 ()

II. 31-40 ()

III. 41-50 ()

IV. Above 50 ()

3. Please state your academic qualification

i. KJSE []

ii. KCE/EACE (O' level) KCSE []

iii. KACE (A level) []

iv. Diploma []

v. Degree []

vi. Masters []

4. What is your professional qualification?

i. Untrained teacher (UT) []

ii. Primary teacher three (P3) []

iii. Primary teacher two (P2) []

- iv. Primary teacher one (P1) []
- v. Secondary teacher one (S1) []
- vi. Approved teacher status level (ATS) []
- vii. Diploma teacher []
- viii. University graduate []

5. How long have you been in this school?

.....

6. Indicate number of in service courses in your subject area which you have attended since you started teaching .

.....

7. What is the size of your school?

- I. Single streamed ()
- II. Two streamed ()
- III. Three streamed ()
- IV. Four streamed ()
- V. Over four streams ()

8. What is the ratio of pupils to teachers in every class?

.....

9. As a headteacher of this institution does the availability of learning resources affect your instructional supervision practices in the institution?

Yes ()

No ()

Explain your answer above

.....

.....

10. Do you have adequate number of teachers?

I. Yes ()

II. No ()

11. If your response to your question six is no, please indicate the specific subjects where the teachers are inadequate

	Very Adequate	Adequate	Inadequate
Maths			
English			
Kiswahili			
Social studies			
Science			

12. To what extent do you agree with the following statements on availability of learning resources as a factor that affects instructional supervision practices in the institution?

Statement	Very great extent	Great extent	Moderate extent	Little extent	Not at all
-----------	-------------------------	-----------------	--------------------	------------------	---------------

Limited public resources for education have made the Kenyan government and its related partners to depend on bilateral and multilateral donors to support major educational projects

There is a need for innovative teaching, multi-shifts as a stop gap measure to maximize the utilization of available facilities

Schools physical facilities such as classrooms, desks, books have a direct bearing on good performance

13. How does staffing levels affect your instructional and supervision practices in this primary school?

Explain your answer

.....

14. How does team work affect your instructional supervision practice in this primary school?

Explain your answer

.....

.....

15. How would you rate your school in terms of financial stability?

Very stable ()

Stable ()

Fairly stable ()

Unstable ()

5. What is your professional qualification?

- I. Untrained teacher (UT) []
- II. Primary teacher three (P3) []
- III. Primary teacher two (P2) []
- IV. Primary teacher one (P1) []
- V. Secondary teacher one (S1) []
- VI. Approved teacher status level (ATS) []
- VII. Diploma teacher []
- VIII. University graduate []

6. Indicate number of in service courses in your subject area which you have attended since you started teaching

.....

7. How many pupils do you have in your class?

- Below 40 []
- 41-50 []
- Over 50 []

8. Do you have remedial teaching in examinable subjects?

- Yes []
- No []

b) If yes, when is it taken and how is it supervised?

.....

.....

9. In your opinion, how do you rate the headteacher in terms of the ability to handle the following tasks?

Task	Excellent	V. good	Good	Fair	Poor
School management					
Financial management					
Curriculum and supervision					
Staff personnel					
Students personnel					
Physical facilities					
Community relations					

APPENDIX: IV
SAMPLE SIZES FOR DIFFERENT POPULATION SIZES

Population size	Sample size	Population size	Sample size
10	10	250	162
20	19	300	169
30	28	400	196
40	35	1500	306
50	44	2000	322
60	52	3000	341
70	59	4000	351
80	66	5000	357
90	73	10000	370
100	80	20000	377
150	108	50000	381
	132	100000	384

Source: Mulusa (1990, 307)

APPENDIX V
AUTHORIZATION LETTER

REPUBLIC OF KENYA



NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

Telephone 254-020-2213471, 2241349
254-020-310571, 2213123, 2219420
Fax: 254-020-318245, 318249
When replying please quote
secretary@ncst.go.ke

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

NCST/RCD/14/012/898

6th July 2012

Our Ref:

Date:

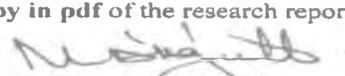
Maureen Anyango Opudo
University of Nairobi
P.O. Box 30197
Nairobi

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on "*Influence of institutional factors on head teachers instructional supervision practices in public primary schools in Asego Division Homa Bay District Kenya*" I am pleased to inform you that you have been authorized to undertake research in **Homa Bay District** for a period ending **31st August, 2012**.

You are advised to report to the **District Commissioner and the District Education Officer, Homa Bay 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.


DR. M. K. RUGUTT, PHD, HSC.
DEPUTY COUNCIL SECRETARY

Copy to:

District Commissioner
District Education Officer
Homa Bay District.

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

APPENDIX VI

PERMIT

PAGE 2

PAGE 3

THIS IS TO CERTIFY THAT:
Prof./Dr./Mr./Mrs./Miss/Institution
Maureen Anyango Opudo
of (Address) University of Nairobi
P.O.Box 30197-00100, Nairobi.
has been permitted to conduct research in

Research Permit No. NCST/RCD/14/012/898
Date of issue 6th July, 2012
Fee received KSH. 1,000

Homa Bay
Nyanza

Location
District
Province



on the topic: Influence of institutional factors
in head teachers instructional supervision
practices in public primary schools in Asego
Division, Homa Bay District. Kenya.

for a period ending: 31st August, 2012.

Applicant's
Signature

Secretary
National Council for
Science & Technology