

**INFLUENCE OF INSTITUTIONAL AND INDIVIDUAL FACTORS ON
HEADTEACHERS' INSTRUCTIONAL SUPERVISION PRACTICES IN
PUBLIC PRIMARY SCHOOLS IN NJORO DISTRICT, KENYA**

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**A Research Project Submitted in Partial Fulfillment of the Requirement for
the Degree of Master of Education in Educational Administration**

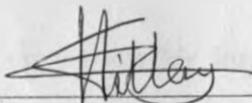
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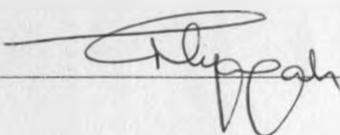
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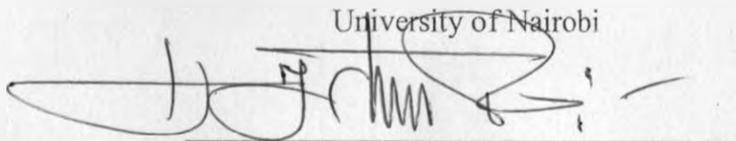


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DEDICATION

This work is dedicated to my parents Mr Joseph K. Ruttoh and Mrs Alice C. Ruttoh. To my beloved wife Miriam Bore whom I am advising to work hard and go for further studies

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ABSTRACT

Instructional supervision related-problems for head teachers of primary schools have been both turbulent and rapid (Sang, 2009). However, there has been little research on the role of head teachers as instructional supervisors, which focus on the leadership of primary schools. In the attempt to improve the education quality more focus should be put on teachers and the organizational aspects that affect their work at schools. The study objective sought to establish whether pupils enrollment, delay in fund disbursement, staffing level, headteacher administrative experience, age and level of education influence headteacher instructional supervision practices in public primary schools. The study used theory of supervisory practice is designed to improve instruction and the quality of classroom life through the integration of scientific, artistic, and clinical supervision methods. Sergiovanni (1984) states theories of practice are ultimately concerned with action taken to improve a present situation and in our case the beneficiaries would be teachers and students. The theory is found to be appropriate in this study as the aim of the study is to provide context for the instructional supervision practices in the public primary schools. Descriptive survey design was employed in this study. The target population for the study consisted of all the 73 public primary school head teachers, deputy headteachers, senior teachers and teachers in Njoro district. There are 584 teachers and 73 head teachers from Njoro district in Nakuru County. The sample size was 30% of the target population which was 176. The data was analyzed using descriptive statistics. Descriptive statistics was used to show the frequencies and percentages of each response. Qualitative data analysis was done simultaneously with data collection. The study found that pupils' enrollment influences head teachers' instructional supervision in public primary schools in Njoro district. The study revealed that delays in funds disbursement influence head teachers' instructional supervision in public primary schools in Njoro district. The study also found that whether staffing level influence head teachers' instructional supervision in public primary schools in Njoro district. The study established that administrative experience of the head teacher influence instructional supervision in public primary schools in Njoro district, it was found that education level of the head teacher influence instructional supervision in public primary schools in Njoro district, the study further revealed that age of the head teacher influence instructional supervision in public primary schools in Njoro district. The study recommends that there is need to ensure efficient funds disbursement as this will help in positively influencing head teachers' instructional supervision in public primary schools and there is need for the ministry of education to increase number of teacher in public primary school in order to enhance headteachers' instructional supervision in public primary schools.

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ABBREVIATIONS AND ACRONYMS

EFA	Education For All
KCPE	Kenya Certificate of Primary Education examination
PTA	Parent Teachers Association
SMC	School Management Committee
UNESCO	United Nation Education Scientific and Cultural Organization
UPE	Universal Primary Education
USE	Universal Secondary Education
DQASOs	Directorate of Quality Assurance and Standard Officers

CHAPTER ONE

INTRODUCTION

1.1 Background of the study

Global educational policies and programs alike have brought forth significant challenges to many education systems around the globe though educational policy in the twenty-first century is the key to global security, sustainability and survival (Olssen, Godd, & O'Neill, 2006). Education For All (EFA), Universal Primary Education (UPE), and Universal Secondary Education (USE) are some of the notable global educational policies implemented long time ago. The effect of globalization on education, on the other hand today, has called for survival measures of education the world over, and all organizations continuously strive for sustainable development and survival with no let up.

Oghuvbu (2011) did a study on implementation of the primary school curriculum modules in Nigeria on the role of supervision his study focused on the content of the primary school curriculum modules and the role of school supervision in the interpretation and application of the curriculum contents by teachers. The study identified roles of school supervision that studies which were; effective school inspection and instructional supervision, regular workshop for school inspectors,

headmasters and teachers on the interpretation and application of the curriculum contents. Formation of standing curriculum supervision committee at the federal, state and local government levels, allocation of adequate fund and time for effective study of the curriculum modules and dynamic leadership by supervisors are also essential for the positive coordination of the implementation of the curriculum modules in the 21st century.

Moswela, (2008) evaluated instructional supervision in Botswana secondary schools in his study was conducted to determine how instructional supervision was carried out in schools. The findings of the study suggested that the environment in which instructional supervision takes place in schools is rather hostile and intimidating to teachers to make any meaningful impression on the improvement of teaching standards. Instructional supervisors' effectiveness is constrained by the much expanded primary education system that has seen a massive increase in pupils in a relatively short time. The study concluded with the recommendation that, for instructional supervision to fully benefit schools, it needs restructuring so that the teachers and the headteachers play a more meaningful and effective role. Njoora, (1988) focused on the instructional supervisory practices used by head teachers in Northern Division, Nairobi. In her study she found that head teachers, teachers and senior advisors to schools

indicated that the instructional supervisory practices are carried out by head teachers with varying frequencies.

Kimosop, (2002) did a study on the role of the head teacher in instructional supervision in Kabarnet and Salawa Divisions of Baringo District. The study focused at finding out if the headteachers had the expertise to supervise instruction, the frequency in which they carried out supervisory tasks, the kind of supervisory techniques they used and the nature of staff development in their schools. The curriculum and instructional supervision role of the head teachers are configured as the facilitator of a process of collaborative inquiry, problem solving, team building and school improvement (Grimmett, 1996; Sergiovanni & Starratt, 1998 and Reitzug & Cross, 1993). However, most primary school administrators have little or nothing in their background to prepare them as instructional supervisors (Ike-Obioha, 2007). International perspectives on Education for All assume that curriculum and instruction in schools will improve performance by continuously investing in professional development of head teachers with focus on their education and instructional needs (Ofor, 2005).

Teachers' acceptance and interaction with the instructional supervisory practice, such as the techniques, methods, models, or processes used by head teachers at schools, provide the catalyst for performance improvement. Supervision is an interactive process that depends on the source of supervision, the supervisor, and

the teacher (Firth, 1998). The Kenya Certificate of Primary Education Examination (KCPE) of Njoro district has been below average since inception in 2009 to date as shown by table 1 below, the researcher want to use these results to explore the instructional supervision practices by head teachers.

Table 1.1:

KCPE performance in Njoro District

Year	English	Maths	Kiswahili	Science	S.SRE	total
2009	44.10	50.76	45.37	41.47	42.14	219.09
2010	44.05	46.08	46.43	46.43	45.46	226.41
2011	44	46.75	50.74	45.44	45.26	232.45

Source, DEO Office Njoro

Supervision involves evaluation, monitoring and quality control for the purpose of curriculum and infrastructural development and improvement (Kamindo, 1998). This study examines the headteacher instructional supervision in primary education against a background of an educational change in Kenya. Primary education is an important sector of education in Kenya. This is because about 40 percent of children who start primary education each year terminate their education at that level. It is therefore important to ensure its objectives are achieved. Consequently, the government frequently undertakes reforms aimed at improving access, participation, retention and completion rates. The latest ones

are provision of free primary education and a revised curriculum (Sang, 2009). Despite these reforms this sector of education continues to experience problems in achievement of its goals. Instructional supervision has been identified as key in the improvement of teaching and learning and consequently achievement of educational objectives.

Understaffing and inadequate physical resources was cited by teachers and supervisors as challenges that teachers and schools faced. This had negative impacts such as large classes and heavy workload for teaching fraternity (Odhiambo , 2005). Kamindo (2008) concedes that introduction of FPE has made the headteachers to be a managers, accountant, record keeper and supervisor. Quality assurance and standards officers and headteachers have focused mostly on management of FPE grants compromising instructional supervision. Altricher and Elliot (2000) notes that economic factors influence educational policies which are mean to reduce cost. Introduction of FPE has confined headteachers and QASOs to controlling and accounting of the funds rather than concentrating on what the finance is supposed to be facilitating. This distracts supervisors from instructional leadership. This is a situation blamed on policy formulators for creating mandate requiring time.

1.2 Statement of problem

Instructional supervision related-problems for head teachers of primary schools have been both turbulent and rapid (Sang, 2009). However, there has been little research on the role of head teachers as instructional supervisors, which focus on the leadership of primary schools. In the attempt to improve the education quality more focus should be put on teachers and the organizational aspects that affect their work at schools. Studies done earlier have revealed that the officers who are charged with the responsibility of supervising instruction in our primary schools face various hurdles that make this task difficult. This situation leaves the head teachers as more or less the only supervisors of instruction in the schools (Kamindo, 1998).

There are several studies about instructional supervision locally, study done by Kamindo, (1998) investigated how head teachers in private and public primary schools performed instructional supervisory functions, another one done by Okumbe (1987) to determine the effectiveness of supervision in selected secondary schools in Kiambu District, Central Province, Kenya. It is against this background the researcher seeks to study the influence of institutional and individual factors on head teachers' instructional supervision in public primary schools in Njoro district, Kenya.

1.3 The purpose of the study

The purpose of this study was to investigate influence of institutional and individual factors on head teachers' instructional supervision in public primary schools in Njoro District, Kenya.

1.4 Objectives of the study

The study aimed at the following objectives:

- i. To determine whether pupils' enrollment influences head teachers' instructional supervision in public primary schools in Njoro district.
- ii. To examine whether delays in funds disbursement influence head teachers' instructional supervision in public primary schools in Njoro district.
- iii. To establish whether staffing level influence head teachers' instructional supervision in public primary schools in Njoro district.
- iv. To assess whether administrative experience of the head teacher influence instructional supervision in public primary schools in Njoro district.
- v. To assess whether age of the head teacher influence instructional supervision in public primary schools in Njoro district.
- vi. To determine whether education level of the head teacher influence instructional supervision in public primary schools in Njoro district.

1.5 Research questions

The study sought to answer the following research question

- i. To what extent do pupil's enrollments influence head teachers' instructional supervision in public primary schools in Njoro district?
- ii. What is the influence of delay funds disbursement on instructional supervision in public primary schools in Njoro district?
- iii. How does staffing levels influence head teachers' instructional supervision in public primary schools in Njoro district?
- iv. To what extent does experience of the head teacher influence instructional supervision in public primary schools in Njoro district?
- v. To what extent does the level of education influence headteachers instructional supervision in public primary schools in Njoro district?
- vi. To what extent does age of the head teacher influence instructional supervision in public primary schools in Njoro district?

1.6 Significance of the study

The findings of the study would be of significance to the head teachers and other educational officers who would be able to identify factors that affect instructional supervision and hence improve on them. The results of such findings could be used in workshops, seminars to sensitize head teachers, deputy head teachers, senior teachers on how best to undertake instructional supervision. Research

findings could be useful to Ministry of Education in formulating policies that would guide administrators in appointing Headteacher, Deputy Headteachers and senior teachers in public primary school in Kenya.

1.7 Limitations of the study

Kothari (2005) defines limitations are conditions which cannot be controlled by the researcher and that they may place restrictions on the conclusions of the study and their applications to other areas. Attitude of respondents to questions was not controlled by the researcher. This may have affected validity of the findings because socially acceptable answers may be given by the respondents. School Management Committees were excluded. This because they do not play supervisory role in public primary schools in Kenya.

1.8 Delimitation of the study

The study was going to cover public primary schools in Njoro district. Private schools were excluded because they have different orientation programme. The study confined itself to head teachers, deputy head teachers and senior teachers in public primary schools and no other parties that are involved by management of public primary school. They were included in this sample because they are the ones who perform instructional supervisory in public primary schools.

1.9 Basic assumptions of the study

Assumptions are statement of which the researcher believes to be facts but cannot be proved.

- i. Headteachers are aware of, and have participated in instructional supervisory practices in their schools.
- ii. That schools were on session at the time of the research
- iii. That all the targeted respondents were available at the time of the research
- iv. That the weather was friendly to ease travelling when meeting all the respondents.

1.10 Definition of significant terms

Administration refers to the process of acquiring and allocating resources for the achievement of the organizational goals (Zepeda, 2003).

Administrative challenge refers to a restricting condition in administration.

Administrative task areas refer to the administration carried out within specified areas of operation in a school setting (Gold hammer, Anderson & Krajewski, 1993).

Individual factors Individual factors include both demographic and dispositional variables related to individual headteacher (Shinkfield & Stufflebeam, 1995).

Institutional factors Institutional supervision factors involve monitoring an offender's changing behaviour and an ongoing review of management (Sergiovanni & Starratt, 1998).

Instructional supervision refers to this is a constant process that aims at improving teaching by providing needed services to the teachers (Rosenholtz, 2005).

Management refers to as the art of getting people together to accomplish desired goals through planning, organizing, sourcing, leading or directing, and controlling for the purpose of accomplishing a goal (Sullivan, 2000a).

1.11 Organization of the study

This study is organized into five chapters each detailing a different content. Chapter one is introductory and therefore gives a background to study, states the problem, the purpose of the study, the objective of the study and research questions. A significance of this study, limitations, delimitations and assumptions of the study is highlighted. Definitions of key terms that are used therein are provided. Chapter two forms the body of the study. It starts with an introduction and gives a theoretical basis of the study. The literature review of past studies informs the chapter greatly and ends with theoretical and conceptual frameworks of the study. The third chapter deals with the research methodology. Subtopics in

this chapter include; a description of the research design, target population, sample size and sampling procedures. Other contents of methodology are instruments description, validity and reliability of the instruments as well as the data collection procedures and analysis techniques. Chapter four is the data analysis, presentation and interpretation and lastly chapter five will cover summary of findings, conclusion, recommendation and areas for further research.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This section covers areas related to literature review on the influence of institutional and individual factors on head teachers' instructional supervision in public primary schools. These include; individual factors and instructional supervision, summary of the literature review, theoretical framework and conceptual frame work.

2.2 Headteacher instructional supervision practices

Instructional supervision has been identified as a means to enhance the performance of teachers in professional roles, since being a true professional requires that a teacher has to be fully capable of making appropriate decisions and providing high quality services (Beach & Reinhartz, 2000). Like business organizations and corporations supervise and evaluate their employee performance for a variety of reasons which includes; retention, promotion and accountability for completing job related tasks. In the education sector is no different, requiring supervision of classroom instruction to evaluate a teacher's effectiveness is of importance, (Glickman, Gordon & Ross- Gordon, 2001).

The instructional supervision in school by administrator involves observing and evaluating lessons in a classroom, documenting the teacher's performance, and sharing suggestions for improvement, in some schools the administrators use checklists and narrative documents to record and analyze teacher performance as a supervisory practice (Glickman, Gordon & Ross- Gordon, 2001). The process of instructional supervision in primary schools is conducted by school administrators and generally involves face-to-face visits to the teacher's classroom in an observation and evaluation model (Glickman et al., 2001).

Observation and evaluation are important components of instructional supervision in public primary schools to oversee teacher performance (Acheson & Gall, 1997). Evaluation is a summative process for headteachers to make important decisions regarding tenure, retention and promotion (Acheson & Gall, 1997); whereas supervision refers to improving instruction and achieving goals (Sergiovanni & Starratt, 1998). The criteria in evaluation forms judges teachers on their quality of instruction and include other areas such as classroom management, planning, the teaching act and classroom climate (Shinkfield & Stufflebeam, 1995). The observation and evaluation process within schools is conducted by supervisors and generally involves face-to-face visits to the instructor's classroom to provide direct assistance. Some educators resent the

“snooper vision” (Sullivan, 2000a) associated with instructional supervision, however, the process of direct assistance provides feedback for teacher improvement through classroom observation (Glickman et al., 2001). Glickman indicates that direct assistance provides data for evaluation and summative assessments. A teacher receiving direct assistance is a crucial component of a successful school (Rosenholtz, 2005).

Supervision is the cycle of activities between a supervisor and a teacher with the objective of improving classroom performance (Patrick & Dawson, 1985). Patrick and Dawson describe the classroom performance of a teacher as implementing curriculum, planning, classroom management, and instructional techniques. Sergiovanni & Starratt (1993) view supervision as a focus for improving teacher’s knowledge, skills, and abilities to make informal decisions and problem solve effectively. The intent of educational supervision is to assist teachers in improving instruction (Goldhammer, Anderson & Krajewski, 1993). Individual goals of public school may vary; however, improvement of teacher performance is a common goal of instructional supervisors (Glickman et al., 2001; Zepeda, 2003). Cogan, (1973) classified supervision approaches that appeared in the professional literature between 1850 and 1990 as follows: Scientific management; democratic interaction approach; cooperative supervision; supervision as curriculum

development; clinical supervision; Group dynamics and peer emphasis and coaching and instructional supervision (p. 7).

Kimeu, (2010) noted that to improve pupils' 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 pupils, support its achievement by giving instructional leadership, resources and being visible in every part of the institution that account for pupils' academic performance. Kimeu (2010) observed that supervisory methods that head teachers used were inadequate since they were limited to checking of teachers professional records. He suggested that head teachers should be equipped in supervising methods in order to improve the teachers' productivity.

Musungu and Nasongo (2008) did a research study in Vihiga district and they investigated headteacher instructional supervision and how it influence K.C.S.E performances they established that 80 percent principal of high performing schools principals checked lesson books register of class attendances, schemes of risk, clock out and clock in records and school enrollment. High performance was reflected in such schools where there was adequate instructional supervision of internal records. Njogu (2003) carried out a study on role of inspectorate in

maintaining education standards and problems encountered. The results were that teachers had negative attitude towards Directorate of Quality Assurances and Standards officer (DQASOs)

Teachers perceptions are influenced by the officers carrying out quality assurance and standards exercise. Teachers are positive and supportive when instructional supervision is carried out in a friendly atmosphere (Thiongo, 2000) .National examinations have been used to measures students' achievements in K.C.S.E performance in relation to effective instructional supervision findings shows that standards are still below average (Ongiri and Abdi, 2004). The government of Kenya master plan on the education and traning (1997-2010). poor academic performance have been reported in the country's 4000 secondary schools .this has been ascribed to schools not providing students with the required learning needs.

Principal is the key pillar in bringing about conditions with features of effective schools. This displays quality of instructional supervisor (Findley and Findley, 1992). Blaise and Blaise (2004) did a study in South Eastern and North Western United States, he drew data from 809 teachers and found that effective

instructional leaders used a range of strategies such as staff development, curriculum development and instructional supervision.

For an organisation to achieve cohesion and direction which are vital achievements of its objectives and inbuilt supervision is essential. Supervision then becomes a basic component of instructional supervision (Opiyo, 2004) Instructional leaders must have vision for organisations which should be clear and can bring the desired outcomes .To obtain support in the organisation the leader should communicate vision to all stakeholders. This will assist in getting the necessary materials information or opportunity leading to achievement of the objectives or goals Bamburg and Andrew, (1990). Nyarora (1999) notes that of inadequate in service training contribute to decline in quality of education provided.

According to Njogu 2003 expert knowledge and leadership for quality assurance and standards officers (QASOs) is required for them to understand goals and objectives of education .In-services and pre-service training programmes are available however where they are carried out they are inadequate due to limited finances.

2.3 Institutional factors influencing headteacher instructional supervision

Institutional factors discussed in this study involve delay in fund disbursement, staffing level, pupil's enrollment and learning. Instructional supervision is creating a function of leadership, supplies valuable ideas, products, services, and methods for the institution to use in order to identify better means of achieving its goals and objectives (Adair, 1983).

2.3.1 Pupils enrollment in relation to headteacher instructional supervision

The introduction of Free Primary Education (FPE) in January 2003, following the passing of the Children's Act in 2001, has led to vital educational achievements. Enrolments in public schools increased significantly from 5.9 million in 2002 to 6.9 million in 2003- a 17% increase; representing a Gross Enrolment Rate (GER) of 99% (102% girls and 97% boys). Enrollment in schools represents the largest component of the investment in human capital in most societies (Schultz, 2002). Education, schooling and human capital development are often used interchangeably in the literature. The human resources of a nation are considered to be the engine of growth of the country. These must however be adequately developed and efficiently utilized. Education bestows on the recipients a disposition for a life-long acquisition of knowledge, values, attitudes, competence and skills (Aliu, 2001) Hence, rapid socio-economic development of a nation has

been observed to depend on the calibre of human capital in that country. Education is thus central to the development process. Primary education is the core of the schooling system. It builds the bedrock for human capital development (Lassibille and Tan, 2003).

2.3.2 Delay in funds disbursement in relation to headteacher instructional supervision

Head teachers play a major role in the management of all school financial activities, which involve the disbursement of money. The money is obtained through various sources such as fees. According to Orlosky (1984), financial management determines the way the school is managed and whether or not the school will meet its objectives. The headteachers is responsible for budgeting, accounting and auditing functions of financial management. With the introduction of free secondary education, schools get some funding from the government while parents are required to meet various other costs such as school development projects and boarding fees (Republic of Kenya, 2005). It is not clear whether this arrangement is friendly to the schools, and the study sought to find out the challenges being experienced in that area.

Kamindo (2008) concedes that introduction of FPE has made the headteachers to be a managers, accountant, record keepers and supervisors. Quality assurance and standards officers and headteachers have focused mostly on management of FPE grants compromising instructional supervision. Altricher and Elliot (2000) notes that economic factors influence educational policies which are mean to reduce cost. Introduction of FPE has confined headteachers and QASO to controlling and accounting of the funds rather than concentrating on what the finance is supposed to be facilitating. This distracts supervisor from instructional leadership. This is a situation blamed on policy formulators for creating mandate requiring time.

2.3.3 Staffing levels in relation to headteacher instructional supervision

Onyango (2001) emphasizes that human resource is the most important resource in a school organization. He adds that teachers comprise the most important staff in the school. However, the contribution made by other staff members such as secretaries, bursars, accounts clerk, matron, nurses, messengers and watchmen is also important. Odhiambo (2005) observes that the most important purpose of a school is to provide children with equal and enhanced opportunities for learning, and the most important resource a school has for achieving that purpose is the knowledge, skills and dedication of its teachers. Teachers therefore need to be well managed. The head teachers' responsibility in human resource management

involves: Leading and motivating staff; delegating responsibilities effectively; and conflict management. With increased number of students as a result of free secondary education, teacher student's ratio is likely to be high, leading to increased workload for teachers. This is likely to pose a challenge to head teachers, who are expected to ensure that the quality of education is not compromised. Understaffing and inadequate physical resources was cited by teachers and supervisors as challenges that teachers and school faced , this had negative impact such as large class and heavy workload for teaching fraternity (Odhiambo , 2005).

2.4 Individual factors influencing headteachers instructional supervision practices

2.4.1 Administrative experience in relation to headteacher's instructional supervision

Head teachers of primary schools play a vital and multifaceted role in setting the direction for schools that are positive and productive workplaces for teachers and vibrant learning environments for children. More than ever, in today's climate of heightened expectations, head teachers are in the hot seat to improve teaching and learning (Levine, 2005). In order to reach that distance horizon, they need to be educational visionaries, instructional and curriculum leaders, assessment experts,

community builders, public relations experts, facility managers and special programmes administrators (DeVita, 2005). The head teachers are the principal implementers of programmes in schools and assume both supervisory and leadership roles in these capacities. It's through their leadership strategies that most of these school functions adapt to changing needs (Duigan & Macpherson, 2007). Kamindo (2008) indicated that supervisors who had served at the ministry were former teachers who had excelled in administration and their subject area.

2.4.2 Age and education level in relation to headteacher's instructional supervision

The relationship of age and education level to instructional supervision practices has been investigated. For example, Ronald Ehrenberg and Dominic Brewer observed higher educational level and age has positive impact on the headteacher instructional supervision practices which in turn leads to better academic performance in school (Bourne, 2000). In addition, Ronald Ferguson and Helen Ladd found that headteachers scores on licensure and aptitude exams were positively correlated with educational level and their age. It may seem obvious that the most academically talented head teachers are the best managers in their school. Professional and academic qualification is a factor that contributed to

effective administration in institution especially in curriculum implementation (Kamindo, 2008).

2.5 Summary of the literature review

This section has reviewed relevant literature on influence of institutional and individual factors on head teachers' instructional supervision in public primary schools in Njoro district. The head teachers cannot play the supervisory role alone. This calls for working in partnership with other members of the staff. The head teacher is the instructional leader in the school. The way he/she carries out supervisory functions has a lot to do with the styles of leadership. It is important that the teachers understand and appreciate the head teacher as an instructional supervisor so that they can work as a team. This team spirit would promote learning and teaching resulting in achievement of educational goals. Acquisition and retention of adequate and highly qualified staff has been singled out as an important duty of a head teacher. A new comer in the organization needs to feel wanted; this can only happen if proper placement and orientation is done. It has also evaluated institutional and individual factors, performance on instructional supervision. It has further outlined the challenges facing head teachers on instructional supervision.

Odhiambo (2005) explored some issues affecting instructional supervision and he noted that understaffing and inadequate physical resources affected instructional supervision negatively. Kamindo (2008) argued that with the inception of the F.P.E programme head teachers concentrated more on record keeping and management duties compromising instructional supervision. Leadership strategies have been viewed as important when it comes to instructional supervision, Duigan and Macpherson (2002). For effective administration of an institution in terms of instructional supervision, education level of the head teacher is a key factor to be considered, Kamindo (2008). This is supported by Njogu (2003) who views expert knowledge as important for achievement of educational objectives. Institutions which carry out proper instructional supervision enhance achievement of educational objectives, Opiyo (2004).

Levine (2005) argued that head teachers should provide directions for schools and provide good learning environment for both teachers and learners. He also argued that for learning and teaching to improve, head teachers need to be good instructional leaders, curriculum leaders, assessment experts, community developers, and good programmers' managers.

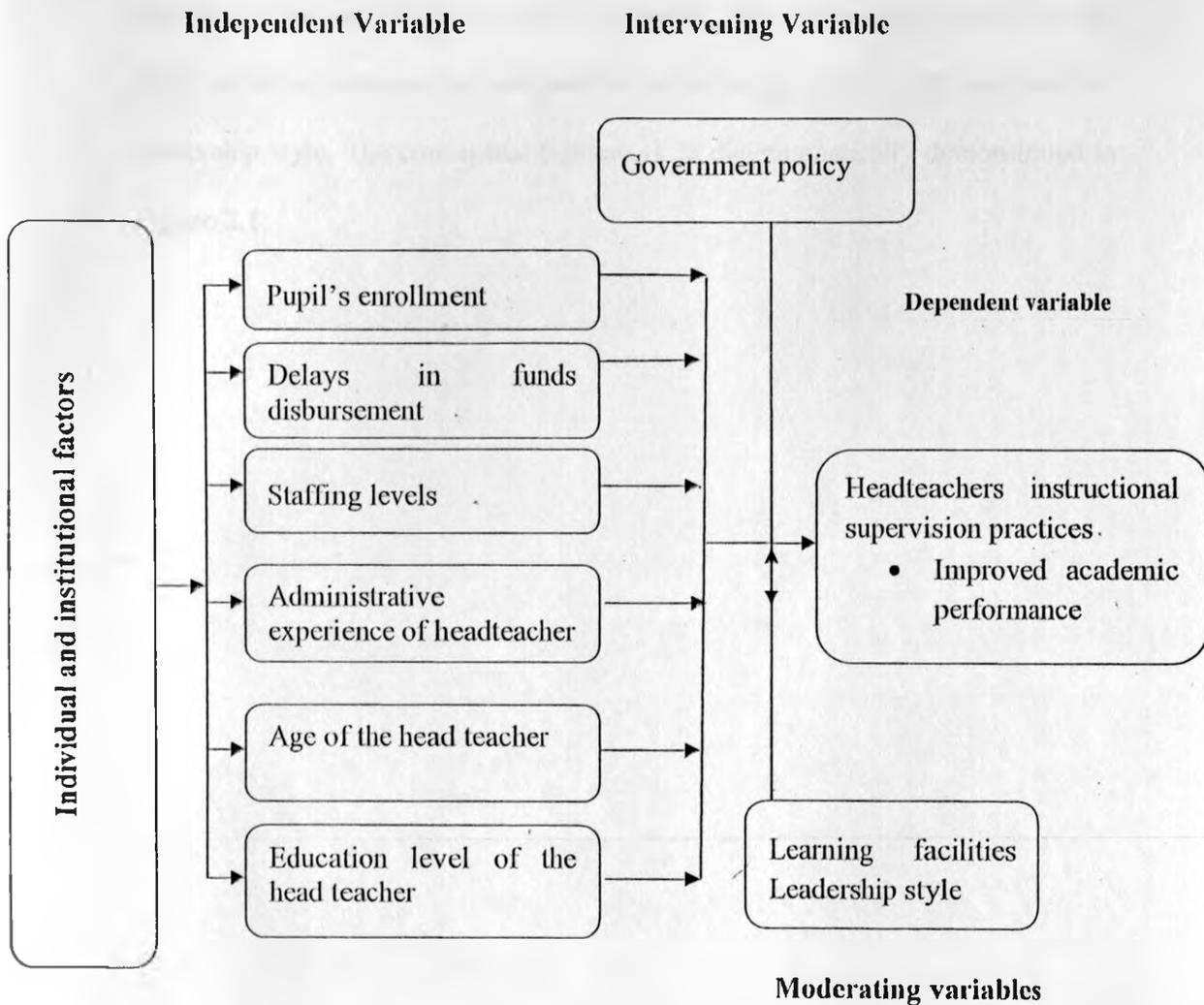
It is against this background, the researcher seeks to study influence of institutional and individual factors on head teachers' instructional supervision in public primary schools in Njoro district

2.6 Theoretical framework for headteacher instructional supervision

A theory of supervisory practice is designed to improve instruction and the quality of classroom life through the integration of scientific, artistic, and clinical supervision methods. Scientific methods are used to identify facts and descriptions of instruction by focusing on the observed behaviors of teachers and students. Artistic methods are used to gain a broader view of instruction by focusing on the expressive character of what teachers and students are doing in the educational setting. Clinical supervision provides structure for interpreting the data derived from scientific and artistic methods (Sergiovanni, 1984). The case for integrating scientific and artistic methods rests on the notion that through interpretation of facts, meanings are derived and analyzed. Sergiovanni (1984) states, "Theories of practice are ultimately concerned with action taken to improve a present situation and in our case the beneficiaries would be teachers and students" (p. 78). Action taken to improve the quality of art instruction is the ultimate concern of the supervision of discipline-based art education. The theory is found to be appropriate in this study as the aim of the study is to provide context for the instructional supervision practices in the public primary schools.

2.7 Conceptual frame work

Figure 2.1: Conceptual Framework



The study is conceptualized based on the variables that are used in the study. In this conceptual framework it was conceptualized that head teachers instructional supervision practices is influenced by institutional and individual factors, these

are pupils enrollment, delays in funds disbursement, staffing level, learning facilities, administrative experience and age and education level of the head teachers which are the independent variables. The intervening variable in this study is the government policies and the moderating variable is the headteachers leadership style. The conceptual framework is diagrammatically demonstrated in Figure 2.1.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter outlines the methods that this study used to achieve its objectives. It included research design, target population, sample size and sample procedures, research instruments, instrument validity, instrument reliability, data collection procedure and data analysis techniques.

3.2 Research design

Descriptive survey design was employed in this study. The major purpose of descriptive research design was to describe the state of affairs as it is at present. According to Mugenda and Mugenda (1999) a descriptive research is a process of collecting data in order to answer questions concerning the current status of the subjects in the study. The primary use of descriptive statistics was to describe information or data through the use of numbers (create number of pictures of the information). The characteristics of groups of numbers representing information or data are called descriptive statistics (Mugenda, 1999). According to Mugenda and Mugenda (1999) this type of research attempts to describe such things as possible behaviour, attitudes, values and characteristics. The design was deemed

appropriate because the main interest is to explore the viable relationship and describe how the factors support matters under investigation. This design was appropriate for the study as the study sought to investigate influence of institutional and individual factors on head teachers' instructional supervision in public primary schools in Njoro District, Kenya.

3.3 Target population

The target population for the study consisted of all the 73 public primary school head teachers, deputy headteachers, senior teachers and teachers in Njoro district. There are 584 teachers and 73 head teachers from Njoro district in Nakuru County (DEO office Njoro district, 2011). The population is selected as it easily accessible to the researcher.

3.4 Sample size and sampling procedure

Sampling design is that part of statistical practice concerned with the selection of a subset of individual observations within a population of individuals, intended to yield some knowledge about the population of concern, especially for the purposes of making predictions based on statistical inference (Cooper & Schindler, 2003). According to Mugenda and Mugenda (1999), a representative

sample is one that represents at least 10% of the population of interest. The sample size was 30% of the target population.

Table 3.2 show information on the study sample size

Table 3.2:

Sample size

Target population	N	Percent	Sample size
Head teachers	73	30%	22
Deputy head teachers	73		22
Senior teachers	73		22
Assistant teachers	365		110
Totals	584		176

3.5 Research instruments

This study employed questionnaires. According to Kombo and Tromp (2006), questionnaire is a research instrument that gathers data over a large sample. This study used the questionnaire since confidentiality was upheld, saves time and it would not provide an opportunity for bias. The questionnaires had two parts. Part one comprised questions seeking to know demographic information. Part two of

the questionnaire had questions enquiring about institutional and individual factors affecting instructional supervision in public primary school. The questionnaire collected both qualitative and quantitative data. Qualitative data was analysed using content analysis. Quantitative analysis was used to analyse quantitative data.

3.6 Instrument validity

Validity refers to the accuracy and meaningfulness of inferences based on the research results (Mugenda & Mugenda, 2003) can be enhanced by absence of errors in the data collected. The research instrument was piloted in five schools which will not form part of the schools selected for the study. This ensured by going through the questionnaire with the respondents to ascertain that each of the items is framed in the least ambiguous way. The pilot study aimed at establishing construct validity of the instruments (Mugenda & Mugenda, 1999). The pilot study assisted in identifying the problems which the respondents may encounter in the process of answering the questions put across to them. The piloted questionnaire was revised and ambiguous items modified.

3.7 Instrument reliability

In this study, a pilot study was carried out in five schools in Njoro District which were not included in the actual data collection. The researcher administered the

instruments personally to the respondents. The feedback was used to validate the instruments in readiness for the study. After administering the instruments to the selected respondents, the data obtained was a true reflection of the variables under study. To test the reliability of the instruments, the researcher used the split-half technique. The instrument was split into two sub sets (the sets which have odd numbers and even numbers). All even numbered items and odd numbered responses in the pilot study were computed separately. By using this method, the researcher aimed at determining the co-efficient of internal consistency and the reliability co-efficient whose value varied between 0.00 (indicating no reliability) and +1.00 (indicating perfect reliability). The odd numbered scores for all items were correlated with even numbered scores using Pearson Product Moment Correlation Co-efficient of the entire test.

The researcher used Spearman Brown Prophecy formula:

$$= \frac{2 \times \text{Corr. between the halves}}{1 + \text{Corr. between the halves}} \quad \text{Or } R_e = \frac{2R}{r+1}$$

Where R_e = reliability of the original test

r = reliability of the coefficient resulting from correlating the scores of the odd items with the scores of the even items.

A coefficient of 0.70 was considered adequate but a coefficient of 0.80 is good according to Gay (2003).

3.8 Data collection procedure

The researcher applied for a permit from National Council for Science and Technology before embarking on the study. The researcher sought an appointment with respondents before administering research instruments. A questionnaire was used to collect data from all the respondents. On visiting the schools the researchers tried and build rapport with the head teachers. Explanation was done on how to fill the questionnaire and the purpose. All respondents were assured of confidentiality of their responses. Ample time was given to fill the questionnaire. The questionnaires were self-administered.

3.9 Data analysis techniques

The data was analyzed using descriptive statistics. Having gathered all the data from the instruments, the researcher carefully studied the collected data and edited so that only the data relevant to the research questions and objectives were retained. Descriptive statistics was used to show the frequencies and percentages of each response. Qualitative data analysis was done simultaneously with data collection. The Qualitative data collected was organized into categories and themes using Statistical Package for Social Sciences (IBM SPSS Version 20).

CHAPTER FOUR

DATA ANALYSIS AND INTERPRETATION

4.1 Introduction

This chapter presents the analysis, discussion and interpretation of the collected data. Data analysis was aimed at addressing the purpose of the study which was to find out the influence of instructional and individual factors on headteachers instructional supervision practices in public primary schools in Njoro District , Kenya.

4.2 Questionnaire return rate

The researcher dispatched 22 questionnaires to headteachers, 22 questionnaires to deputy headteacher and 22 to senior teachers. Adequately filled questionnaires and returned were twenty two 22 from headteachers, twenty one 21 from deputy headteachers. Senior teachers returned twenty 20 questionnaires. This represents 100% percent return rate from headteachers and 99% percent from deputy headteachers in each case. Senior teacher return rate was 97% percent. This is evident that respondents were cooperative to the researcher.

4.3 Background information

Table 4.3 show findings on the respondent distribution by their age:

Table 4.3:

Distribution of headteachers and senior teachers by age

	Frequency	Percent
Below 30years	12	9.0
30-39 years	14	11.0
40-49 years	52	40.0
50-59 years	52	40.0
Total	130	100.0

The study established that majority of the respondent were aged between 40 to 59 years, from finding shown in table 4.4, those who indicated that they were aged between 40 to 49 years and 50 to 59 years were shown by 40 percent in each case, 11 percent of the respondents were aged between 30 to 39 years whereas 9 percent of the respondents were aged below 30 years, this is an indication that most of the respondents were above the age of 40 years. This suggests that most administrators were aged between 40 to 59 years, an indication that they were

well experienced and therefore were in position to handle instructional supervision practices.

Table 4.4 shows findings on the respondent highest academic qualification;

Table 4.4:

Highest academic qualification for headteachers and senior teachers

	Frequency	Percent
Bachelors	42	32.0
Diploma	49	38.0
Certificate	39	30.0
Total	130	100.0

The study revealed that majority of the teacher had attained diploma level of education as their highest level of education, from the findings shown in table 4.2, 38 percent of the teachers indicated that they had attained diploma level as their highest level of education, 32 percent of the respondents indicated that they had attained bachelor's degree, whereas 30 percent indicated that they had attained certificate level of education, this is an indication that most of the teachers had attained diploma as their highest level of education. It is astonishing that despite

most of the administrators were diploma level and above, poor administration was still evident in many schools.

Findings on respondent administrative position are shown in table 4.5;

Table 4.5:

Administrative position held by the school administrators

	Frequency	Percent
Headteachers	39	30.0
Deputy Headteachers	39	30.0
senior teachers	52	40.0
Total	130	100.0

On the administrative position held by the teacher, the study found that for most of the teacher were in the position of headteachers, and deputy headteachers from the results shown in table 4.5, 40 percent of the teachers indicated that they were in the position of senior , those who indicated that they were headteachers and deputy headteacher teachers were shown by 30 percent in each case, this is an indication that most of the teacher were in position of the headteachers and deputy

headteachers. Thirty percent of administrators were head teachers and this shows that they could not carry instructional supervision in schools adequately.

Table 4.6 shows findings on the respondent numbers of years they had served as administrators

Table 4.6:

Numbers of years serving as a school administrator

	Frequency	Percent
Less than 5 years	26	20.0
5-10 years	39	30.0
10-15 years	65	50.0
Total	130	100.0

From the findings on the number of years they had served as an administrator, from the results in table 4.6, the study revealed that majority of the respondent had served for above 5 years, from the findings on the table, 50 percent indicated 10 to 15 years, 30 percent indicated. Out of the responses, majority had served as administrators and therefore, this shows that they could handle curriculum related implementation matters well.

Findings on the length of time respondent had served in the school is show in table 4.7.

Table 4.7:

Length of time in the school by school administrators

	Frequency	Percent
Less than 5 years	26	20.0
5-10 years	13	10.0
over 15 years	91	70.0
Total	130	100.0

The study revealed that majority of the respondents had been in the school for over 15 years, from the results shown in table 4.7, 70 percent of the respondents indicated over 15 years, 20 percent of the respondent indicated less than 5 years whereas 10 percent of the respondents indicated 5 to 10 years, this is an indication that majority of the respondents had been in the school for over 15 years. This is an indication that there were administrators who had over stayed in school and this affected their instructional supervison practices.

Table 4.8 shows findings on the total number of pupils in schools;

Table 4.8 :

Total number of pupils in the school

	Frequency	Percent
201-500	39	30.0
501-1000	78	60.0
over 1000	13	10.0
Total	130	100.0

The study revealed that majority of the schools had between 501 to 1000 pupils, from the results shown in table 4.8, 60 percent of the respondents indicated that their schools had between 501 to 1000 pupils, 30 percent of the respondents indicated that their schools had between 201 to 500 pupils, whereas 10% of the respondent indicated that their schools had over 1000 pupils, this is an indication that majority of the school had over 500 pupils. This impact negatively on headteachers instructional supervision practices. Headteachers in these schools cannot check pupils exercise books to ascertain if the books are always marked by subject teachers or not.

Table 4.9 shows findings on number of teachers in the respondent school

Table 4.9:

Number of teachers in relation to instructional supervision

	Frequency	Percent
6-10	39	30.0
11-15	52	40.0
16-20	26	20.0
over 20	13	10.0
Total	130	100.0

The study established that most of the schools had between 11 to 15 teachers , from the results shown in table 4.9, 40 percent of the respondents indicated that their schools had between 11 to 15 teachers , 30 percent of the respondents indicated that their school had between 6 to 10 teachers , 20 percent of the respondents indicated that their school had between 16 to 20 teachers and 10 percent of the respondents indicated that their school had over 20 teachers , this is an indication that most of the school had less than 15 teachers . Inadequate teaching force is felt in such school and this affects the quality of education because most school have got high enrollment rates.

4.3 Pupils enrolment and instructional supervision practices

Findings on the increase in pupils are shown in table 4.10

Table 4.10:

Pupil enrolment in relation to instructional supervision

	Frequency	Percent
Yes	117	90.0
No	13	10.0
Total	130	100.0

The study also revealed that there had been increase in pupils enrolment, from the findings in table 4.10, the study found that 90 percent of the respondents indicated that there had been increase in pupils enrolment, whereas 10 percent of the respondents were of the opinion that there was no increase in pupils enrolment, this shows that there was a notable increase in pupils enrolment in school. For proper instructional supervision to be enhanced more space should be created for increasing number of learners in schools.

Findings on the effects of pupil's enrollment on headteachers instructional supervision practice are shown on table 4.11

Table 4.11:

Effects of pupil's enrollment on instructional supervision

	Frequency	Percent
Yes	85	65.0
No	45	35.0
Total	130	100.0

The study revealed that pupils enrolment in the school affects headteachers instructional supervision practices in the school, from the results shown in table 4.11, the study found that 65 percent of the respondents indicated that pupils enrolment had effects on headteacher instructional supervision practices whereas 35 percent of the respondents were of the opinion that pupil enrolment had no effects on headteachers' instructional supervision practices. This is an indication that pupils enrollment had effects on headteachers instructional supervision practices leading to low standards of education.

The study also revealed that pupil enrollment affects head teachers instructional supervision practices by having overstretched facilities, high teacher pupil ratio leads to poor performance and low quality of education with high enrollment. The study also revealed that there were cases of delay in fund disbursement in the school, from the results 100% of the respondent indicated that there were cases of delay in fund disbursement. The study revealed that delay in funds disbursement affected headteachers instructional supervision practices by lack finances to pay staff, money from MOEST led to slow development.

4.4 Delay in funds disbursement and instructional supervision practices

Table 4.12 shows the findings on the effects delay in funds disbursement on instructional supervision practices

Table 4.12 :

Delay in funds disbursement and instructional supervision practices

	Frequency	Percent
Yes	78	60.0
No	52	40.0
Total	130	100.0

The study also established that delay in funds disbursement affects head teachers' instructional supervision practices in school, from the results shown in table 4.12, the study found that 60 percent of the respondents indicated that delays in funds disbursement affects head teachers' instructional supervision practices in school whereas 40 percent of the respondents were of the opinion that delay in funds disbursement does not affect head teachers' instructional supervision practices in the school. This implies that delay in funds disbursements leads to inadequate instructional supervision practices in school. Supply of instructional materials such as exercise books, textbooks and chalks would be experienced in schools; this affects effective monitoring of curriculum implementation.

4.5 Staffing level and instructional supervision practices

Table 4.13 shows the findings on whether there were adequate members of staff in the school

Table 4.13:

Adequacy of staff members in relation to instructional supervision

	Frequency	Percent
Yes	26	20.0
No	104	80.0
Total	130	100.0

The study also revealed that there were no adequate members of staff in the school, from the findings in table 4.13, the study found that 80 percent of the respondents indicated that there were no adequate members of staff in the schools, whereas 20 percent of the respondents were of the opinion that there were adequate members of staff in the school. This is an indication that ineffective instructional supervision takes place in most of the schools. Inadequate staff members in institutions make headteachers to carry more teaching load neglecting instructional supervision.

Table 4.14 shows the findings on effects of inadequacy of staff on head teachers' instructional supervision practices

Table 4.14:

Inadequacy of staff affects and instructional supervision

	Frequency	Percent
Yes	104	80.0
No	26	20.0
Total	130	100.0

The study established that inadequacy of members of staff affects headteachers instructional supervision practices in the school, from the findings on table 4.14, 80 percent of the respondents indicated that inadequacy of members of staff affects headteachers instructional supervision practices in the school whereas 20 percent of the respondents were of the opinion that inadequacy of members of staff doesn't affects headteachers instructional supervision practices in the school. From this table it can be concluded that staffing levels must be improved in institutions, if good instructional supervision is to be realized which leads to improved academic performance.

Table 4.15 shows the findings on effects of staffing level on head teacher's instructional supervision practices

Table 4.15 :

Staffing levels and head teacher's instructional supervision

	Frequency	Percent
Yes	78	60.0
No	52	40.0
Total	130	100.0

The study revealed that staffing levels affects headteachers instructional supervision practices, from the results shown in table 4.15, the study found that 60 percent of the respondents indicated that staffing levels affects headteachers instructional supervision practices, whereas 40 percent of the respondents were of the opinion that staffing level doesn't affect headteacher instructional supervision practices. This can be attributed to poor performance of national exams since inception of the district. School with low teaching personnel overwork the few members of staff as teachers take more lessons than it is recommended by the ministry. Poor pedagogical methods are used which compromise the quality of education. Objective instructional supervision cannot take place in such schools. Table 4.16 shows the findings on presence of adequate teaching facilities in the school

Table 4.16:

Adequacy of teaching facilities in school and instructional supervision practices

	Frequency	Percent
Yes	39	30.0
No	91	70.0
Total	130	100.0

The study also established that there were no adequate teaching facilities, from the results shown in table 4.16, 70 percent of the respondents indicated that there were no adequate teaching facilities, whereas 30 percent of the respondents indicated that there were adequate teaching facilities. The study established that the effect of teaching facilities on head teachers instructional supervision practice were lack of facilities increases conflicts among students, poorly made facilities led to non-conducive teaching environment hence difficulties in management of the school. Instructional supervision carried out in such environment cannot yield positive results, insufficient physical facilities such as toilets, classes make pupil drop out or it may lead to chronic absenteeism which will affect instructional supervision practices.

Table 4.17 shows the findings respondent rating adequacy of various facilities in the school

Table 4.17:

Rating the level of adequacy of various facilities in the school

	Mean	Std deviation
Classrooms	2.9123	.94705
Toilets	2.9467	.70271
staffroom	3.2187	.75123
Office (deputy)	2.7786	.70426
Office (senior teachers)	2.7897	.60426
Book store	2.8723	.71070
Fields	3.2567	.73417

From the finding on the respondent rating the level of adequacy of the various facilities in the school, the study found that majority of the respondents rated the following facilities as fairly adequate, deputy office as shown by mean of 2.7786, office senior teachers as shown by mean of 2.7897, book stores as shown by mean

2.8723, classroom as shown by mean of 2.9123, toilets as shown by mean 2.9467, staffroom as shown by mean of 3.2187 and fields as shown by mean of 3.2567. This is an indication that adequacy of various facilities in the school affects headteacher instructional supervision practices.

Table 4.18 shows the findings respondent opinion on number of classes in their school

Table 4.18:

Numbers of classes in public primary school in Njoro District

	Frequency	Percent
6-10	26	20.0
11-15	39	30.0
16-20	65	50.0
Total	130	100.0

The study revealed that most of the schools had between 16 to 20 class, from the findings in table 4.18, the study found that 50 percent of the respondents indicated that their school had between 16 to 20 class, 30 percent of the respondent indicated their school had between 11 to 15 class whereas 20 percent of the respondents indicated that their school had between 6 to 10 class. More classes in

schools need the headteacher to be trained on how to best manage the institution. Schools with more classes need additional administrators who will assist in the management of the schools.

Table 4.19 shows the findings respondent opinion on class adequacy

Table 4.19:

Class's adequacy in relation to instructional supervision

	Frequency	Percent
Yes	41	32.0
No	89	68.0
Total	130	100.0

The study revealed that there were no adequate classes, from the results shown in table 4.19, the study found that 68 percent of the respondent indicated that there were no adequate classes in their school, whereas 32 percent of the respondents were of the opinion that there were adequate classes in their school. Crowding of pupils in classes hamper movement thus affecting instructional supervision practices. In such a case headteachers cannot sit in classes and evaluate progress of lessons.

Table 4.20 shows the findings respondent opinion on adequacy of teachers in the school

Table 4.20 :

Adequacy of teachers in public primary school in Njoro District

	Frequency	Percent
Yes	52	40.0
No	78	60.0
Total	130	100.0

The study found that majority of the respondents indicated that teachers were not adequate in the schools, from the results in table 4.20, 60 percent of the respondents indicated that they were not adequate whereas 40 percent of the respondents indicated that they were adequate. For successful implementation of the curriculum, schools must have the right number of teachers. Headteachers will not be overworked; hence they will concentrate on instructional supervision.

Table 4.21 shows the findings respondent's opinion on effects of teaching facilities on head teacher's instructional supervision practices

Table 4.21:

Teaching facilities and head teacher's instructional supervision

	Frequency	Percent
Yes	78	60.0
No	52	40.0
Total	130	100.0

The study revealed that majority of the respondents indicated that teaching facilities affect head teachers instructional supervision practices, from the results in table 4.22, 60 percent of the respondents indicated that teaching facilities affect head teachers instructional supervision practices, whereas 40 percent of the respondents were of the opinion that teaching facilities does not affect head teachers instructional supervision practices. From the above findings it indicates that poor instructional supervision practices hinder proper implementation of free primary education. This is because of inadequate physical facilities. The government should increase it funding towards free primary education.

4.6 Teacher experience and instructional supervision practices

Table 4.22 shows the findings respondent opinion on effects of head teachers experience on instructional supervision practices

Table 4.22:

Head teacher experience and instructional supervision

	Frequency	Percent
Yes	75	58.0
No	55	42.0
Total	130	100.0

The study found that majority of the respondent indicated that head teachers experience affect his instructional supervision practices in the school, from the findings in table 4.22, 58 percent of the respondents indicated that head teacher's experience affect his instructional supervision practices in the school, whereas 42 percent of the respondent were of the opinion that head teachers experience doesn't affect his instructional supervision practices in the school. This means that the more experience a teacher has while serving as an administrator in school either as a deputy or as senior teacher affects his job as headteacher later on.

Table 4.23 shows the findings respondent opinion on extent to which head teacher experience affect his instructional supervision practices

Table 4.23:

Effects of headteacher experience on instructional supervision

	Frequency	Percent
Very great extent	26	20.0
Great extent	65	50.0
Moderate	39	30.0
Total	130	100.0

The study revealed that most of the respondents indicated that headteachers experience affects his instructional supervison practices in the school to great extent, from the results shown in table 4.24, the study found that 50 percent of the respondents indicated to great extent, 30 percent of the respondents indicated to moderate extent whereas 20 percent of the respondents indicated to very great extent. From the findings therefore it means for one to be good headteacher he should have been exposed to management practices.

4.7 Educational level and instructional supervision practices

Table 4.24 shows the findings respondent opinion on effects of educational level on headteachers instructional supervision practices.

Table 4.24 :

Educational level and headteachers instructional supervision

	Frequency	Percent
Yes	78	60.0
No	52	40.0
Total	130	100.0

The study found that educational level of the headteachers affect his instructional supervision practices in the school, from the results on table 4.24, the study found that 60 percent of the respondents indicated that headteachers educational level affects his instructional supervision practices, whereas 40 percent of the respondents were of the opinion that headteacher's educational level doesn't affects his instructional supervision practices. The study revealed that effects of head teacher's educational level affect head teacher's instructional supervision practices were high educational background the better the management of the

school, with better education the head teachers are able to solve problems. The higher educational background the better management of the schools. Better education enables the headteachers to solve institutions problems properly.

Table 4.25 shows the findings respondent opinion on effects of headteachers previous roles on his instructional supervision practices

Table 4.25: Headteachers previous roles in relation to instructional supervision

	Frequency	Percent
Yes	52	40.0
No	78	60.0
Total	130	100.0

The study revealed that previous roles held by head teachers in schools before doesn't play a very big role in his instructional supervision practices, from the results in table 4.25, the study found that 60 percent of the respondents indicated no whereas 40 percent of the respondents indicated yes. This suggest that majority of headteachers had not been exposed to instructional supervision practices before.

Table 4.27 shows the findings respondent level of agreement on aspect of individual factors and their effects on head teacher instructional supervision practices

Table 4.26 :

Individual factors and head teacher instructional supervision

Factors	Mean	Std deviation
Administrative experience affects head teachers' instructional supervision	1.5782	.92552
Age and level of education of head teacher affects instructional supervision	2.3145	.45128

From the findings on the respondent level of agreement on statement relating to relating to various aspect of individual factors and their effects on head teacher instructional supervision practices in the school, the study found that majority of the respondent agreed that administrative experience affects head teachers' instructional supervision as shown by mean of 1.5782 and age and level of

education of head teacher affects instructional supervision as shown by mean of 2.3145.

Table 4.27 shows the findings respondent rating various aspect of supervision and their effects on headteacher instructional supervision practice

Table 4.27:

Rating aspect of supervision and headteacher instructional supervision

	Mean	Std deviation
The supervisor's function in an organization is to oversee an employee's performance in completing tasks.	1.2517	.46003
Supervision is the cycle of activities between a supervisor and a teacher with the objective of improving classroom performance	1.1923	.30116
The purpose of instructional supervision is to achieve those specified goals	1.1923	.30116
Successful supervision promotes a vision to implement change in organizations that facilitate improvement of performance	1.1923	.30116

On the respondent level of agreement on various statement relating to aspect of supervision and their effects on head teacher instructional supervision practices in the school, the study found that majority of the respondents strongly agreed that successful supervision promotes a vision to implement change in organizations that facilitate improvement of performance, the purpose of instructional supervision is to achieve those specified goals and supervision is the cycle of activities between a supervisor and a teacher with the objective of improving classroom performance as shown by mean of 1.1923 and supervisor's function in an organization is to oversee an employee's performance in completing tasks as shown by mean 1.2517. This is an indication that various aspect of supervision and their effects on headteacher instructional supervision practices.

The study revealed that the challenges facing the implementation of head teachers' instructional supervision were , inadequate funds, Inadequate staff, inadequate facilities, lack of cooperation between head teachers and teachers and parents, Work overload, delay in funds disbursement, indiscipline, political influence, poor attitude of teachers and parents, high teacher pupil ratio, and low commitment of the teachers.

4.8 Head teacher's age and instructional supervision practices

Table 4.28 shows the findings respondent's opinion on effects of head teacher's age on his instructional supervision practices in school

Table 4.28:

Head teacher's age and instructional supervision in school

	Frequency	Percent
Yes	78	60.0
No	52	40.0
Total	130	100.0

The study also revealed that head teacher's age affects his instructional supervision practices in the school, from the findings in table 4.28 , the study found that 60 percent of the respondent indicated yes whereas 40 percent of the respondent indicated no , this is an indication that head teacher's age affects his instructional supervision practices in the school. Therefore a teacher age is a factor to be considered before one is appointed as headteacher.

Table 4.29 shows the findings respondents opinion on frequency with which school headteachers do various activities

Table 4.29:**Frequency of headteachers instructional supervision**

	Mean	Std deviation
Keeping a copy of school timetable	1.7982	.46003
Visits classes as learning progress	2.8319	.60232
Visits pupils as they are doing physical education	3.2328	.40155
Provides frequent feedback after classroom observation	3.7878	.78405
Check pupils homework, assignment , books and continuous assessment scripts	3.3365	.46003
Check pupils progress record	3.4155	.66589
Checking record of work covered by teachers	3.7309	.78405
Giving right solutions to common instructional problems	3.3000	.64279
Provides adequate teaching and learning resources in school	3.4759	.66589
Guides teachers on instructional matters appropriately	3.8000	.48120
Ensures preparation of schemes of work at the beginning of the term	1.6309	.80309
Checking lesson plans regularly	1.7812	.77759
Checking on teaching and learning Aids prepared by teachers and their proper utilization	3.2308	.66517

Supervising teachers as they give extra coaching to pupils who are below average academically	3.1481	.94705
Invite teachers to observe him as he delivers his lesson and concept	2.4947	.80309
Provides in service training to teachers	2.6589	.66589
Holding teaching methodology meetings with members of staff pertaining to performance of each subject	3.1517	.94705

From the findings on the frequency in which various supervision activities that were being carried out in school by the headteachers the study found that the headteachers carried out the following very oftenly , ensuring preparation of schemes of work at the beginning of the term as shown by mean of 1.6309, checking lesson plans regularly as shown by mean of 1.7812 , keeping a copy of school timetable as shown by mean of 1.7892 and inviting teachers to observe him as he delivers his lesson and concept as shown by mean of 2.4947.

Those rated as being carried out oftenly were providing in-service training to teachers as shown by mean of 2.6589, visits classes as learning progress as shown by mean of 2.8319, supervising teachers as they give extra coaching to pupils who are below average academically as shown by mean of 3.1481, holding teaching methodology meetings with members of staff pertaining to performance

of each subject as shown by mean of 3.1517, checking on teaching and learning Aids prepared by teachers and their proper utilization as shown by mean of 3.2308, visits pupils as they are doing physical education as shown by mean of 3.2328, giving right solutions to common instructional problems as shown by mean of 3.3, check pupils homework, assignment , books and continuous assessment scripts as shown by mean of 3.3365 , check pupils progress record as shown by mean of 3.4155 and provides adequate teaching and learning resources in school as shown by mean 3.4759, those rated as rarely were checking record of work recovered by teachers as shown by mean of 3.7309 , provides frequent feedback after observing classroom as shown by mean of 3.7878 and guiding teachers on instructional matters appropriately as shown by mean of 3.80. The findings show that headteachers carry out various supervision activities in order to enhance their supervision practices.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the conclusions of the study. The prime objectives of the study was to determine whether pupils' enrollment influence head teachers' instructional supervision in public primary schools in Njoro district, to examine whether delays in funds disbursement influence head teachers' instructional supervision in public primary schools in Njoro district, to establish whether staffing levels influence head teachers' instructional supervision in public primary schools in Njoro district, to assess whether administrative experience of the head teacher influence instructional supervision in public primary schools in Njoro district, to assess whether age of the head teacher influence instructional supervision in public primary schools in Njoro district and to determine whether education level of the head teacher influence instructional supervision in public primary schools in Njoro district.

5.2 Summary of the study

The study revealed that there had been increase in pupil's enrolment; the study found that 90% of the respondent indicated that there had been increase in pupil's enrolment this shows that there was a notable increase in pupils' enrolment in schools. The study revealed that pupils enrolment in the school affects headteachers instructional supervision practices in the school, the study found that 65.4% of the respondents indicated that pupils enrolment had effects on headteachers' instructional supervision practices, this is an indication that pupils enrollment had effects on headteacher instructional supervision practices, this concur with findings of Aliu (2001) who stresses the importance adequately developed and efficiently utilized. Education bestows on the recipients a disposition for a life-long acquisition of knowledge, values, attitudes, competence and skills.

The study also revealed that pupils enrollment affects head teachers instructional supervision practices by having overstretched facilities, high teacher pupil ratio leads to poor performance and low quality of education with high enrollment. The study also revealed that there were cases of delay in fund disbursement in the school, from the results 100% of the respondent indicated that there were cases of delay in fund disbursement. The study revealed that delay in funds disbursement

affected headteachers instructional supervision practices by lack finances to support staff and money from MOEST led to slow development in the school.

The study also established that delay in funds disbursement affects head teachers' instructional supervision practices in school, the study found that 60% of the respondents indicated that delays in funds disbursement affects head teachers' instructional supervision practices in school. According to Orlosky (1984), financial management determines the way the school is managed and whether or not the school will meet its objectives. The headteachers is responsible for budgeting, accounting and auditing functions of financial management. The study also revealed that there were no adequate members of staff in the school, as indicated by 80% of the respondent who indicated that there were no adequate members of staff in their school. The study established that inadequacy of members of staff affects headteachers instructional supervision practices in the school, from the findings, 80% of the respondent indicated that inadequacy of members of staff affects headteachers instructional supervision practices in the school whereas 20% of the respondent were of the opinion that inadequacy of members of staff doesn't affects headteachers instructional supervision practices in the school. Onyango (2001) emphasizes that human resource is the most important resource in a school organization. He adds that teachers comprise the most important staff in the school.

The study revealed that staffing levels affects headteachers instructional supervision practices, as indicated by 60% of the respondent indicated that staffing level affects headteacher instructional supervision practices. Odhiambo (2005) observes that the head teachers' responsibility in human resource management involves: Leading and motivating staff; delegating responsibilities effectively; and conflict management. The study also established that there were no adequate teaching facilities, as shown by 70% of the respondents indicated that there were no adequate teaching facilities. The study established that the effect of teaching facilities on head teacher's instructional supervision practices were lack of facilities increases conflicts among students, poorly made facilities led to non-conducive teaching environment hence difficulties in the management of the school. The study revealed that most of the schools had between 16 to 20 classes. The study revealed that there were no adequate classes; the study found that 68.5% of the respondent indicated that there were no adequate classes in their school. The study established that most of the schools had between 6 to 10 teachers. The study found that majority of the respondent indicated that teachers were not adequate in the school, as shown by 60% of the respondents indicated that they were not adequate.

The study revealed that majority of the respondent indicated that teaching facilities affect head teachers instructional supervision practices, 60% of the respondents indicated that teaching facilities affect head teachers instructional supervision practices. The study found that majority of the respondent indicated that head teacher experience affect his instructional supervision practices in the school, 57.7% of the respondents indicated that head teacher experience affect his instructional supervision practices in the school.

The study found that most of the respondent indicated that headteachers experience affects his instructional supervision practices in the school to great extent; the study found that 50% of the respondent indicated to great extent. The study found that educational level of the headteachers affect his instructional supervision practices in the school, the study found that 60% of the respondent indicated that headteachers educational level affects his instructional supervision practices. The study revealed that effects of head teacher's educational level affect head teacher's instructional supervision practices were high educational background the better the management of the school, with better education the head teachers are able to solve problems.

The study revealed that previous roles held by head teachers in schools before doesn't play a very big role in his instructional supervision practices. The head teachers are the principal implementers of programmes in schools and assume

both supervisory and leadership roles in these capacities. It's through their leadership strategies that most of these school functions adapt to changing needs (Duigan and Macpherson, 2007). The study revealed that the challenges facing the implementation of head teachers' instructional supervision were , inadequate funds, inadequate staff, inadequate facilities, lack of cooperation between head teachers and teachers and parents, work overload, delay in funds disbursement, indiscipline, political influence, poor attitude of teachers and parents, high teacher pupil ratio, and low commitment of the teachers. The study also revealed that headteacher age affects his instructional supervision practices in the school; this is an indication that headteacher age affects his instructional supervision practices in the school. Ronald Ehrenberg and Dominic Brewer observed higher educational level and age has positive impact on the headteacher instructional supervision practices which in turn leads to better academic performance in school (Bourne, 2000).

5.3 Conclusions

From the findings of the study the researcher would like to make the following conclusions;

- i. The study has evidently revealed that pupils' enrollment influences head teachers' instructional supervision in public primary schools in Njoro district.

- ii. The study revealed that delays in funds disbursement influence head teachers' instructional supervision in public primary schools in Njoro district.
- iii. The study further revealed that whether staffing level influence head teachers' instructional supervision in public primary schools in Njoro district.
- iv. The study further established that administrative experience of the head teacher influence instructional supervision in public primary schools in Njoro district,
- v. The study further revealed that education level of the head teacher influence instructional supervision in public primary schools in Njoro district,
- vi. The study further revealed that age of the head teacher influence instructional supervision in public primary schools in Njoro district.

5.4 Recommendations

The following are the main recommendation made;

- i. Headteacher need to go for further studies because the findings indicated that headteacher level of education affects his instructional supervison practices

- ii. Appointment of headteachers should be revised regularly as findings indicated that age of the headteacher affects his instructional supervision practices
- iii. Teachers need to be encouraged to develop positive attitude towards supervision carried out by headteachers in schools. Headteachers as supervisors need to be equipped with supervisory skills in all the subject.
- iv. Government should allocate more resources to be used for the improvement of physical facilities in schools.
- v. In-service courses for headteachers should be increased to cater for emerging issues and skills in teaching.

5.5 Areas for Further Research

- 1. The study recommends an in-depth study to assess the impact of headteacher instructional supervision practices on performance of schools.
- 2. A study be conducted to compare level of performance of primary schools with adequate physical facilities and those without
- 3. The educational level of headteacher and its impact to curriculum implementation.
- 4. Further study should be carried out to identify good policies will will guide educationist in appointment of primary school head teacher

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APPENDICES

Appendix I: Letter of introduction

Hillary K. Bore
University of Nairobi
Department of Educational
Administration and Planning,
P.O.BOX 30197,
Nairobi

THE HEADTEACHER,
.....

Dear Sir/madam,

**RE: INFLUENCE OF INSTITUTIONAL AND INDIVIDUAL FACTORS
ON HEADTEACHERS' INSTRUCTIONAL SUPERVISION PRACTICES
IN PUBLIC PRIMARY SCHOOLS**

I am a post graduate student from the University of Nairobi pursuing a degree in Educational Administration and Planning. I am conducting a study on the above stated topic and your school has been chosen to participate in this study. I am hereby requesting your assistance when collecting data in the school. The content of this data will be for academic purpose only. The confidentiality of the respondent will be highly respected. Thank you in advance.

Yours sincerely,

Hillary K. Bore

Appendix II: Questionnaire for head teachers and senior teachers

This questionnaire is for the purpose of research only. Please put a tick () in the appropriate bracket or fill in the information as your response to all the following questions. Do not write your name or the name of your school anywhere. The information will be completely confidential.

Part A: Background information

1. What is your age bracket?

Below 30years [] 30-39 years [] 40-49 years [] 50-59 years []

2. What is your highest academic qualification?

Masters [] Bachelor [] Diploma []
Certificate [] other (Please specify).....

3. What is your administrative position in the school?

Headteachers [] Deputy Headteachers [] senior teachers []

4. How many years have you served as an administrator?

Less than 5 years [] 5-10 years [] 10-15 years []

5. How old is your school?.....

6. What is the total number of pupils in your school?.....

7. Please indicate the number of teachers in your school.....

Part B: Institutional and individual factors

8. Has there been increase in pupil enrolment in the school?

Yes [] No []

9. Does pupil's enrollment in the school affect head teachers' instructional supervision practices in our school?

Yes [] No []

If yes please explain

.....
.....
.....

10. Do you experience cases of delayed funds in your school?

Yes [] No []

If yes please explain

.....
.....
.....

11. How the delay in funds disbursement does affects head teachers' instructional supervision practices in your school?

Yes [] No []

If yes please explain

.....
.....
.....

12. Are there adequate members of staff in your school?

Yes [] No []

13. If yes how does inadequacy of members of staff affect headteacher instructional supervision practices in our school?

.....
.....
.....

14. How does the staffing level affect head teachers' instructional supervision practices in our school?

Yes [] No []

15. Are there adequate teaching facilities in the school?

Yes [] No []

If no please explain

.....

.....

.....

16. How would you rate the level of adequacy of the following facilities in your school?

	Very adequate	Adequate	Fairly adequate	Inadequate	Not available
Classrooms					
Toilets					
staffroom					
Office (deputy)					
Office (senior teachers)					
Book store					
Fields					

17. How many classes are there in your school in total?.....

18. Are the classes adequate?

Yes [] No []

19. How many teachers are there in your school in total?.....

20. Are the teachers adequate in the school?

Yes [] No []

21. Does teaching facilities in the school affects head teachers' instructional supervision practices?

Yes [] No []

22. How teaching facilities in the school does affects head teachers' instructional supervision practices?

.....
.....

23. Does the head teacher experience affect his instructional supervision practices in the school?

Yes [] No []

24. If yes to what extent does the head teacher experience affect his instructional supervision practices in the school?

Very great extent [] great extent [] moderate []
Less extent [] not at all []

25. Does educational level of the headteachers affect his instructional supervision practices in the school?

Yes [] No []

26. How does the head teacher educational level affect his instructional supervision practices in the school?

.....
.....
.....

27. Doe the previous roles held by head teachers in schools before they are appointed play a very big role in his instructional supervision practices?

Yes [] No []

If yes please explain your answer above

.....
.....

28. Show your level of agreement on the following statement relating to aspect of individual factors and their effects on head teacher instructional supervision practices in the school? 1=strongly agree, 2=agree, 3= not sure , 4=disagree and 5= strongly disagree

Factors	1	2	3	4	5
Administrative experience affects head teachers' instructional supervision					
Age and level of education of head teacher affects instructional supervision					

29. Show your level of agreement on the following statement relating to aspect of supervision and their effects on head teacher his instructional supervision practices in the school?

	1	2	3	4	5
The supervisor's function in an organization is to oversee an employee's performance in completing tasks.					
Supervision is the cycle of activities between a supervisor and a teacher with the objective of improving classroom performance					
The purpose of instructional supervision is to achieve those specified goals					
Successful supervision promotes a vision to implement change in organizations that facilitate improvement of performance					

30. What are the challenges facing the implementation of head teachers instructional supervision practices in the school?

.....

.....

.....

31. Does age of the headteachers affect his instructional supervision practices in the school?

Yes [] No []

32. Explain the frequency with which school headteachers do the following?

	Always	Very often	Often	Rarely	Never
Keeping a copy of school timetable					
Visits classes as learning progress					
Visits pupils as they are doing physical education					
Provides frequent feedback after observing classroom					
Check pupils homework, assignment , books and continuous assessment scripts					
Check pupils progress record					
Checking record of work covered by teachers					
Giving right solutions to common instructional problems					
Provides adequate teaching and learning resources in school					

Always	Very often	Often	Rarely	Never	
Guides teachers on instructional matters appropriately					
Ensures preparation of schemes of work at the beginning of the term					
Checking lesson plans regularly					
Checking on teaching and learning Aids prepared by teachers and their proper utilization					
Supervising teachers as they give extra coaching to pupils who are below average academically					
Invite teachers to observe him as he delivers his lesson and concept					
Provides in service training to teachers					
Holding teaching methodology meeting with members of staff pertaining to performance of each subject					

33. How does the age of the headteacher affect his instructional supervision practices in the school?

.....

.....

.....

Thank you for your thought and time in filling this questionnaire.

Appendix III: Letter of Research Authorization

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

Our Ref: **NCST/RCD/14/012/846**

27th June 2012

Date:

Hillary Kipkorir Bore
University of Nairobi
P.O.Box 30197-00100
Nairobi.

RE: RESEARCH AUTHORIZATION

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

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

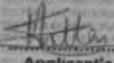
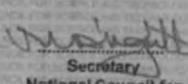
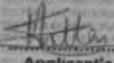
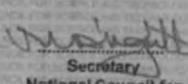
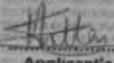
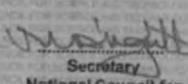
DR. M. K. RUGUTT, PhD, HSC.
DEPUTY COUNCIL SECRETARY

Copy to:

The District Commissioner
The District Education Officer
Njoro District.

Appendix IV: Research Permit

<p style="text-align: center;">CONDITIONS</p> <ol style="list-style-type: none"> 1. You must report to the District Commissioner and the District Education Officer of the area before embarking on your research. Failure to do that may lead to the cancellation of your permit 2. Government Officers will not be interviewed with-out prior appointment. 3. No questionnaire will be used unless it has been approved. 4. Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries. 5. You are required to submit at least two(2) four(4) bound copies of your final report for Kenyans and non-Kenyans respectively. 6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice 	 <p>REPUBLIC OF KENYA</p> <p>RESEARCH CLEARANCE PERMIT</p>
<p>CPK6953Cmt10/2011</p>	<p>(CONDITIONS-see back page)</p>

<p style="text-align: center;">PAGE 2</p> <p>THIS IS TO CERTIFY THAT: Prof./Dr./Mr./Mrs./Miss/Institution Hillary Kipkorir Boro of (Address) University of Nairobi P.O.Box 30197-00100, Nairobi. has been permitted to conduct research in</p> <table border="0" style="width: 100%; margin-top: 10px;"> <tr> <td style="width: 50%; text-align: center;"> Location District Province </td> <td style="width: 50%; text-align: center;"> Njoro Rift Valley </td> </tr> </table> <p style="margin-top: 20px;">on the topic: Influence of institutional and individual factors on headteachers instructions supervision practices in public primary schools in Njoro District, Kenya.</p> <p style="margin-top: 20px;">for a period ending: 31st July, 2012.</p>	Location District Province	Njoro Rift Valley	<p style="text-align: center;">PAGE 3</p> <p>Research Permit No. NCST/RCD/14/012/046 Date of issue 27th June, 2012 Fee received KSH. 1,000</p> <div style="text-align: center; margin: 10px 0;">  </div> <table border="0" style="width: 100%; margin-top: 10px;"> <tr> <td style="width: 50%; text-align: center;">  Applicant's Signature </td> <td style="width: 50%; text-align: center;">  Secretary National Council for Science & Technology </td> </tr> </table>	 Applicant's Signature	 Secretary National Council for Science & Technology
Location District Province	Njoro Rift Valley				
 Applicant's Signature	 Secretary National Council for Science & Technology				