

**INFLUENCE OF HEAD TEACHERS' INSTRUCTIONAL SUPERVISION
PRACTICES ON CURRICULUM IMPLEMENTATION IN ISINYA SUB
COUNTY, KENYA**

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of the Award of the Degree of Master of Education in Curriculum Studies**

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DECLARATION

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

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DEDICATION

This research project is dedicated to my husband Kelly and my children
Charlene, Michelle and Nathan for their support during my study time.

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ABBREVIATIONS AND ACRONYMS

DEO	District Education Office
DQASO	District Quality Assurance and Standards Office
FDSE	Free Day Secondary School
IIEP	International Institute of Educational Planning
KCPE	Kenya Certificate of Primary Education
KCSE	Kenya Certificate of Secondary Education
KESI	Kenya Education Staff Institute
KICD	Kenya Institute of Curriculum Development
KNEC	Kenya National Examination Council
MoE	Ministry of Education
MOEST	Ministry of Education Science and Technology
UNESCO	United Nation Educational Scientific and Cultural Organization

ABSTRACT

The purpose of the study was to investigate the influence of head teachers' instructional supervision practices on curriculum implementation in public primary schools in Isinya district, Kajiado County, Kenya. The study was to determine the extent to which head teachers' frequency of checking teachers' records of work, Checking of pupils' lesson notes, holding of model teaching, conducting classroom observation and provision of teaching/learning resources influence curriculum implementation in public primary school in Isinya district. The study adopted descriptive survey designs. Data were collected using questionnaires for head teachers and teachers. Document analysis was used to check on the availability and use of professional documents. All 24 schools participated in the study and all their 24 head teachers participated. Simple random sampling was used to sample 77 teachers. Collected data were analyzed both qualitatively and quantitatively. The study findings showed that majority of the head teachers checked teachers' records of work randomly, at least once per month. However, head teachers preferred this supervision practice to ease their roles, on monitoring teachers' preparedness and syllabus coverage on effective curriculum implementation. Head teachers rarely checked pupils' lesson notes with majority indicating that they do so once per term. Most of the head teachers had never invited teachers to observe them as they teach. Head teachers were reluctant to visit classrooms during instructional processes to observe the teaching process due to teachers' negative attitude towards this supervision practice. Majority of the head teachers provided teaching and learning resources in their schools. Therefore the study concluded that head teachers are usually reluctant to carry out some of their supervision roles like checking of teachers' records of work, pupils lesson notes and conducting model teaching which ensures that they closely monitor curriculum implementation. Provision of teaching and learning resources is affected by lack of funds to purchase adequate teaching and learning resources. Based on the study findings, the researcher recommended that the government through the Ministry of Education should conduct awareness seminars and workshops for head teachers and teachers to embrace instructional supervision practices and school heads should create checklists to closely monitor instructional supervision. Thus, the researcher suggested that; a study to be carried out to find out the effect of teachers' attitude towards head teachers instructional supervision in public primary schools.

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

The worth of education in many nations cannot be over emphasized since it plays a major role in socialization, development, and reform (Ogunsanju, 1993).

Kenya Vision 2030 recognizes that education and training of all Kenyans is fundamental to the success of the Vision. In order to realize the national development goals, relevant and quality education and training is required to meet the human development needs of a rapidly changing and a more diverse economy (Republic of Kenya (RoK), 2000).

According to Alimi, Olatunji, Akifolarin and Ayandonja (2012), school administrators' supervision practices attempt through second intervention to ascertain, maintain and improve the quality of work. Okumbe (1998) sees supervision as an integral part of administration which evolved from the realization that we cannot accomplish much by simply grouping people together, and that we can accomplish very little alone. Direction is needed to channel the diverse efforts of the individuals into a purposeful stream of productivity to achieve the common objective of organization.

Supervision of instruction has the potential to improve classroom practices and contribute to student success through the professional growth and improvement of teachers (Blasé & Blasé, 2000). Supervision is viewed as a co-operative

venture in which supervisors and teachers engage in dialogue for the purpose of improving instruction which logically should contribute to student improved learning and success (Sergiovanni & Starratt, 2002). To achieve the objectives of supervision, supervisors of instruction generally advise, inspect, control, evaluate, assist and support teachers (International Institute for Educational Planning (IIEP/ UNESCO, 2007). In a related way, Blasé and Blasé (2000) suggest that teachers do their best work when they are motivated. They note that effective instructional supervision skills impact positively on teacher motivation, satisfaction, self-esteem, efficacy, teachers sense of security, and their feelings of support.

Olembro (1975), stipulated the functions of school supervision as working closely with teachers to establish problems and needs of students. He further adds that building strong group morale and effective team work in teachers, providing assistance to teachers for competence, assisting newly appointed teachers and valuating teaching effectiveness and providing guidance and advisory services in all school matters.

The priority of all countries, especially the developing ones, is to improve the quality of schools and the achievement of students (Sapsford, 2007) since learning outcomes depend largely on the quality of education being offered (Barro, 2006). Barro further notes that higher quality education fosters economic growth and development that are key inputs to education delivery. According to UNESCO (2005), quality education partly depends on how well teachers are

trained and supervised. Sapsford (2007), posits that national authorities rely strongly on the school supervision system to monitor both the quality of schools and key measures of its success, such as student achievement.

In France, school supervisors fulfill their tasks with an authoritarian approach. A highly structured form of institutions and a centralized system of supervision exists. Such structure enables the Minister of Education to be aware of what a teacher is doing at a particular time of the year in terms of syllabus coverage (Glickman & Gordon, 1990). Supervisors in France are involved in syllabus development and implementation hence empowering them in determining the pace of syllabus coverage.

According to Ike-Obioha (2007), aspects of instructional supervision are related to monitoring teaching activities and ensuring maximum use of instructional time. Annunziata, (1997) in a study carried out in Papua New Guinea on how supervision influence quality of teaching revealed that supervision had positive impact on teaching hence improved performance by pupils.

Quality primary education is critical for laying the foundations of curriculum and instruction in basic primary education. By implication, whatever happens at this level can either make or distort the entire education enterprise (Obinwelozo, 2008). The future of any nation depends quite considerably on the quality of primary education it provides for its citizens (Aghadiuno, 2008). This is why curriculum and instruction have persistently received serious attention in

discussions on Education for All (Ike-Obioha, 2007). Improving the quality of education in Kenya, partly through the improvement of supervision, has been a priority of the Ministry of Education especially after introduction of Free Primary Education (FPE) and Free Day Secondary School (FDSE) in 2003, to enhance access to education for both boys and girls (Gachoya, 2005).

One criticism that came out as a result of the introduction of Free Primary Education (FPE) was that quality of primary education would be compromised. Government and stakeholders are obliged to ensure the provision of quality education for Kenya's children regardless of gender, status, ethics, social or cultural origin (Vegas, 2007). Today in Kenya, the Directorate of Quality Assurance and Standards Officers (DQASO) are responsible for ensuring that quality education is provided in all primary schools (Elimu News, Newsletter of MoE, 2007).

Inadequate provision of the relevant resources required to make students perform well in exams and lack of effective instructional supervision practices to the teachers lead to poor performance. It is the mandate of the head teachers to carry out among other duties, instructional supervision practices. These include: checking teachers' records of work, checking pupils' lesson notes, holding model teaching sessions, classroom observation/clinical supervision and providing adequate teaching and learning resources (Ministry of Education (MoE), 2007).

In Kajiado County, performance in KCPE has been of great concern especially among the public primary schools, which have persistently recorded poor results as shown in Table 1.1 and 1.2. However Isinya district posted the best overall results in the county and was ranked number three nationally (Kenya National Examination Council (KNEC), 2013). This calls for investigation on whether the head teachers' instructional supervision practices influence curriculum implementation.

Table 1.1 Performance in KCPE examinations in Kajiado County per District

District	Year					
	2007	2008	2009	2010	2011	2012
Isinya	256	271	266	275	264	286
Kajiado Central	201	214	230	222	217	211
Loitoktok	178	188	204	187	201	192
Kajiado North	240	245	237	261	255	270
Mashuru	240	239	221	233	219	245
Average	223	231.4	231.6	235.6	231.2	240.8

Source: Kajiado County Education Office (2014)

Kajiado County is predominantly a sparsely populated, semi-arid district, with pastoralism as the main source of livelihood. However, Kajiado's northern boundary abuts the rapidly expanding residential belt surrounding Nairobi City,

so this locality houses growing numbers of commuters of mixed socioeconomic status. A number of proprietor-owned private schools cater for middle-income families. The geographical location shows why 31 out of the total 55 primary school are privately owned accounting for 56.4 percent of the schools. From the 55 primary schools, the top 27 are privately owned accounting for more than 49.0 percent total population of primary school. However, public primary schools occupy the remaining 28 lower positions and yet they form the bulk of the primary school going children at 57.0 percent as shown in Appendix II. On a larger scale, it implies that a majority of students who perform poorly in KCPE are from the public primary schools.

Isinya district was position three in the KCPE results of 2013, with a mean mark of 290 and the previous 5 years show steady performance above 250 marks. Despite the good results in Isinya district most of the best performing schools are private owned as shown in Table 1.2. The discrepancies existing between the private and public primary schools as shown in Table 1.2 need a closer eye to unearth the underlying factors.

Table 1.2 KCPE mean scores for public and private primary schools Isinya

District

Year	PUBLIC	PRIVATE
2013	261.91	326.73
2012	259.3	318.83
2011	259.35	317.25
2010	241.48	311.26

Source: Isinya District Education office (2014)

It is not clear whether the good results in private schools are due to sufficient instructional supervision roles of the curriculum by the head-teachers since most schools are adequately staffed and equipped. Scrutiny of head-teachers instructional supervision practices might have influence on curriculum implementation in the public schools, therefore the purpose of this study.

1.2 Problem statement

Over the past five years, according to KNEC analysis, it has been evident that Isinya district has been registering excellent results in Kenya Certificate of Primary Education. The overall picture is so deceiving since public primary schools are performing poorly as compared to private schools, (Appendix II). From Appendix II, out of 55 schools the top 27 schools are private schools while among the bottom 15 schools 12 are public schools. This means that most students from public primary schools are denied admission to national and

county secondary schools. They are then left with the options of either joining district secondary schools, dropout of school or repeat standard eight. Hence transition rate in public primary schools to secondary schools is low.

The researcher therefore, sought to establish whether head teachers' instructional supervision practices influence curriculum implementation in public primary schools in Isinya district.

1.3 Purpose of the study

The purpose of this study was to investigate the head teachers' instructional supervision practices on curriculum implementation in Isinya district, Kajiado County.

1.4 Objectives of the study

The study was guided by the following objectives;

- i. To determine the extent to which head teachers' frequency of checking teachers records of work affects curriculum implementation in public primary school in Isinya district Kajiado County
- ii. To determine the extent to which primary school head teachers' frequency of checking pupils notes influence curriculum implementation in public primary school in Isinya district Kajiado County
- iii. To establish whether holding model teaching sessions for teachers by primary school head teachers affects curriculum implementation in public primary school in Isinya district Kajiado County

- iv. To establish whether head teachers undertaking of classroom observation influence curriculum implementation in public primary school in Isinya district Kajiado County
- v. To determine whether provision of adequate teaching/learning resources influence curriculum implementation in public primary school in Isinya district Kajiado County

1.5 Research Questions

This study sought to answer the following research questions;

- i. To what extent do head teachers' frequency of checking teachers' records of work influence curriculum implementation in public primary schools in Isinya district Kajiado County?
- ii. How does head teachers' frequency of checking pupils' notes affect curriculum implementation in public primary school in Isinya district Kajiado County?
- iii. To what extent do holding model teaching sessions for teachers by head teachers influence curriculum implementation in public primary school in Isinya district Kajiado County?
- iv. How do head teachers undertaking of classroom observation affect curriculum implementation in public primary school in Isinya district Kajiado County?

- v. To what extent do provision of adequate teaching/learning resources by head teachers influence curriculum implementation in public primary school in Isinya district Kajiado County?

1.6 Significance of the study

The study findings may provide critical information to stakeholders, including Ministry of Education and the Kenya Institute of Curriculum Development to develop a framework towards effective implementation of the curriculum, public primary schools might use the recommendations from this. The findings of this study may first on the theoretical value, provide greater insight to the administrators and managers of public schools. Second on the practical value, the findings may serve as reference points for head-teachers of public schools in Isinya District on management skills that would lead to improvement of students' performance in national examinations. Besides, learners may also benefit from this study on improved quality of teaching and learning hence quality grades at KCPE.

1.7 Limitations of the study

Respondents tended to prefer sharing information in the process of filling in the questionnaires. To mitigate this, the researcher requested respondents to fill in the questionnaires independently. The nature of responses was limited by their school performance. KCPE performance was the only indicator for excellent leadership.

1.8 Delimitations of the study

Delimitations of the study are those characteristics that arise from limitations in the scope of the study and by the conscious exclusionary and inclusion decisions made during the development of the study plan (Borg & Gall, 2004). Isinya Districts has two divisions; Kitengela division and Isinya division. However due to limited resources the study was confined in Isinya district and not any other district in Kanjiao County. The study depended on the availability of respondents who confirmed their availability and prior booking was done thus delaying data collection.

1.9 Assumptions of the study

The study was based on the following assumptions:

- i. All primary schools in Isinya district offer similar curriculum as required by the Ministry of Education.
- ii. The Kenya Certificate of Primary Education examination is a reliable and accurate instrument for measuring student achievement at the primary school level.
- iii. The head-teacher is the central factor determining academic achievement in public primary schools.

1.10 Definition of significant terms

For the purpose of this study the following terms have been used in the following context

Classroom observation refers to rationale and practice designed to improve teachers' classroom performance through observation by headteachers.

Curriculum implementation refers to effective syllabus coverage by teachers when delivering teaching and learning process.

Instructional supervision refers to giving headteachers' role instructional leadership to teachers for effectiveness in teaching.

Instructional process refers to teachers' methodology of communicating curriculum content to learners.

Model teaching refers to direct teachers' observation of head teachers teaching in classroom in order to guide instruction.

Performance refers to pupil's achievement in K.C.P.E examination where 500 marks is highest and 250 mark is average.

Professional documents refer to professional documents prepared by the teacher in readiness for teaching which include schemes of work lesson plan, progress records.

Students' notes refer to summary of work taught and written by students in their note books.

Supervision refers to headteachers dimension or phase of education concerned with improving instructional effectiveness.

1.11 Organization of the study

The study is organized in five chapters: Chapter one is the introduction of the study organized into; background of the study, statement of the problem, objectives of the study, research questions, significance of the study, justification of the study, limitations of the study, delimitations of the study, assumptions, definition of significant terms and organization of the study. Chapter two covers the literature review organized into: introduction, the concept of supervision practice, checking teachers' record of work, checking of pupils' lessons notes, model teaching, classroom observation/clinical supervision, supervision of teaching/learning resources, summary of literature review, theoretical and conceptual framework. Chapter three comprises of research methodology under : introduction, research design, target population, sample size and sampling techniques, research instruments, validity reliability, data collection procedures and data analysis techniques. Chapter four covers data analysis, interpretation and discussion of research findings while Chapter five deals with summary, conclusions and recommendations from the study and suggestions for further research.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter reviews literature related to the influence of head teachers' instructional supervision practices. It includes; concept of supervision, checking teachers records of work, checking pupils lesson notes, model teaching session, classroom observation, provision of teaching and learning resources and summary of literature review, theoretical framework and conceptual framework.

2.2 Concepts of supervision practices

According to Glickman and Gordon (1990) as cited in Kimeu (2010), institutional supervision is referred to as clinical supervision; the fact that it involves person to person interaction makes it earn its name. The supervisor in this case is able to make judgment on the actual teaching that assists in identifying strategies for improving instructions. Organizational phenomenon of collective action agrees on purpose and believes in attainment of an overall objective of the organization. Mgbadille (1996), adds that effective instructional leaders are distinctly the minority. Mgbadille concludes that if head teachers are to heed to the call from educational reforms to become instructional supervisors for effective curriculum implementation, they must take up their duties fully.

Griffins (1994) argues that administration has direct bearing on the achievement of learners, it is involved in channeling and organizing efforts of individuals into

purposeful stream of productivity aimed at achieving the common objective if an organization effectively. Supervision is concerned with both teachers and pupils teaching and learning activities that will help maintain and improve effectiveness in the classroom; this will then lead to effective curriculum implementation.

According to Adikinyi (2007), supervision is an interaction between at least two persons for the improvement of an activity. Supervision is also a combination or interaction of processes, procedures and conditions that are consciously designed to advance the work effectiveness of individuals and groups.

Olelombo, Wanga and Karagu (1992), defined supervision as that dimension or phase of educational administration which is concerned with improving effectiveness. Supervision in education is regarded as a service to teachers and learners both as individuals and in groups. It is regarded as a means of offering specialized help in improving instruction.

Ogunsanju (1983), asserts that the ultimate aim of supervision is improvement of instruction for providing better education. Supervision is a way of stimulating, improving, refreshing, encouraging and overseeing certain groups with the aim of seeking their cooperation. Such practices seek to assist supervisors in becoming effective in performing their tasks.

Supervision is essentially the practice of monitoring the performance of the school staff, school supervision is then a vital process and combination of activities which is concerned with the teaching and improvement of the teaching in the school Kimeu (2010). Sergiovanns and Starrat (2002) presents a reflective

mode of supervision where he proposes that since teachers vary in their motives and learning styles, supervision should be responsible to these differences. Supervision practices need to be goal oriented so that they can help in directing the efforts of teacher towards the right direction.

2.3 Checking teachers' records of work and curriculum implementation

Supervision practices by the head teacher are geared towards realization of stated educational and institutional goals. The head teacher has the responsibility to ensure that the staff, pupils and community are satisfied with the daily functioning of the school. A study carried out by Eshiwani (1983) in Vihiga to investigate factors influencing performance among primary and secondary schools in Western province, Kenya, showed that, schools which had shown satisfactorily good performance had sound and effective leadership involved in organizing and directing the process of learning in schools.

According to Wangui (2007), effective head teachers are perceived as those who are involved in proper tuition and revision. Supervision of teachers and students work, proper testing policy, syllabus coverage, teacher induction and team building enhances effective curriculum implementation. However, providing resources for instruction, communicating the school vision effectively and maintaining high visible presence in all parts of the school's activities are instructional practices of head teachers that boost effective curriculum implementation.

Musungu and Nasongo (2008) carried out a study in Vihiga district in western Kenya investigating instructional role of head teachers in academic achievement in Kenya Certificate of Secondary Education. They found out that eight percent of the principals in high performing schools checked lesson plans, scheme of work, class registers and school attendance. Frequency of internal supervision contributes towards effective implementation of curriculum hence good performance.

2.4 Checking of Pupils Lesson Notes and Curriculum Implementation

Williams (2003) states that there is significant impact of checking students notes for efficiency in curriculum implementation hence high students' academic performance in English language in secondary schools in New York City.

Alimi and Akinfolarin (2012) conducted a study on impact of instructional supervision on the students' academic performance in senior secondary schools in Ondo state Nigeria. The study found out that there is significant relationship on checking students note books and academic achievement in English language. Clegg and Bellington (1994) in their findings agreed that there is significant impact in checking of students notes on academic performance in English language in United States elementary schools.

Fischer (2011), expressed a different view that checking students notes does not produce a direct effect on students' performance in English notes. They concluded that mediating influence on teachers, curriculum instruction,

community and school organization leading to high performance and checking of students notes/work facilitates the head teacher in identifying the problem in order to assist the teacher and student in improving general academic performance.

2.5 Model Teaching and Effective Curriculum Implementation

Blaise and Blaise (2000) argue that instruction leadership entails modeling effective instruction, soliciting opinion, giving feedback and being an instructional resource person leads to effective curriculum implementation. They assert that empowerment is the respect for individuals and the willingness to train them. This involves setting of clear and reasonable goals for individuals and granting them authority to contribute meaningfully and directly to their work.

Planning of in-service commonly referred to staff development within all instructional leadership. Thus it is the key role of the head teachers to influence his/her teachers through model teaching. In-service can either take place as part time study or full time during the continuous professional life of the teacher. Professional development has been used as a means of improving the 8-4-4 system of education (MOE 1984). Therefore head teachers should be role models to their teaching staff by allowing teachers to attend their teaching process which improve their teaching methods (MoEST, 2008). Hence by so doing teachers

learn new teaching methods by observing their head teachers teach which eventually improve curriculum implementation.

2.6 Classroom observation/clinical supervision and its influence on effective curriculum implementation

One way of helping teachers implement curriculum effectively is through clinical supervision. According to Olelbo, Wanga and Karangu (1992), supervision concerns the tactic of efficient and proper management of personnel and their aspects of administration that are in line with institutional goal. Clinical supervision is the rationale and a practice designed to improve the teachers' classroom performance. Head teachers need an inbuilt supervision system to provide direction to achieve the purpose of the institution.

Nguunjiri (2012), asserts that there is a significant impact of class visitations by head teachers on students' academic performance in English in secondary schools. The principle data of clinical supervision obtained from the events which take place in the classroom are analyzed between the teacher and the supervisor, form the basis of the programme procedure and strategies designed to improve the teacher' instructional behavior. Olelbo, Wanga and Karagu (1992), head teachers are the active participants in organizational change. Eshiwani (1993) attributes poor pupil performance in public schools to "armchair" head teachers who do not know what goes on in the classroom. Griffins (1994) argues that, head teachers need to observe their teachers formally on a regular basis,

make notes in the classroom and work with a clear commitment to discussing their observations promptly with the teacher in order to provide for in-school professional development. He adds that there is need to monitor standards being achieved by their pupils, develop and implement strategies for the systematic monitoring of the work in their schools in order to evaluate standards of achievement. Curriculum strengths and weaknesses and quality of teaching and learning are highly depended on the instructional process. The principal can facilitate change through class observation by providing legitimate descriptive feedback for the teacher to consider and reflect upon.

2.7 Provision of teaching/learning resources and its influence on effective curriculum implementation

Eshiwani (1993) argues that inadequate teaching and learning are among the other resources that affect effective curriculum implementation hence poor performance. The head teacher should therefore take upon him/herself the role of mobilizing resources to enhance curriculum implementation. Nyawamu (2010), found out that teaching in classrooms without doors, windows and lockers experience problems to effectively implement the curriculum. Resource availability and adequacy boosts efficiency in curriculum implementation. Adequate staffing of a school enables teachers to prepare for teaching way before attending classes. This includes preparing teaching aids for every lesson.

Obanya (2005), in his study on impact of teaching aids in secondary schools performance concluded that teaching aids play a great role in influencing good performance. His study showed that most of the performing schools in Kisumu Municipality make good use of teaching aids.

2.8 Summary of literature review

There is significant relationship between head teachers' instructional practices and curriculum implementation for academic excellence. Wangui (2007), states that other than instructional supervision headteachers' leadership styles affect performance in schools. Alimi and Akinfolarin (2012), agree that checking of pupils notes influence effective curriculum implementation. Kimeu (2010), asserts that classroom observation creates harmony in working place, good relationship between head teacher and teachers which in turn leads to effective curriculum implementation. Head teachers have the responsibility to provide instructional supervision practice, (Blasé' and Blasé, 2000). Many of these studies have not addressed frequency of checking teachers' records of work, pupils' notebooks, holding model teaching, classroom observation and provision of teaching and learning resources by head teachers as supervision practices to influence curriculum implementation, thus the purpose of this study.

2.9 Theoretical Framework

The study is based on system theory whose proponent is Ludwing Von Batenlaffi (1969), who argues that a system is a set of elements/parts that

function as a whole to achieve a common purpose. A system cannot achieve its purpose without the elements where good relationships among elements/ parts add value to the whole system making the parts of a system to depend on each other.

The interdependency of the parts of a system which include the environments of the system, equilibrium and adaptedness and self-organization of a system as the principal way it responds to the internal network structures of connectedness among system elements. A school exists in a form of an open system because it receives its input from the society and it also empties output back to the society. Therefore the rigid structures in a school like fixed length for lessons, same goals for each student may not yield good results due to the students' diversity. Head teachers should think out of the box rather than staying within the boundaries of the existing system and being persistent in a mistaken beliefs, if one paradigm won't work, something fundamentally better suited to the task is needed, one that integrates and not differentiate. Therefore, head teachers as supervision practice agents should integrate teachers, pupils and all school community in the bid to improve instructional process in the schools to effectively implement the school curriculum. Open system theory is suitable for this study because it develops interdependency of the school community components for the success of the whole system which is effective curriculum implementation. Quality performance in a school is a result or outcome of good relationship among all the

sub-system in a school which include teachers, pupils, head teachers and the community at large.

2.10 Conceptual Framework

This study was based on the concept that head teachers' instructional supervision practices influence curriculum implementation given that all variables are manipulated adequately.

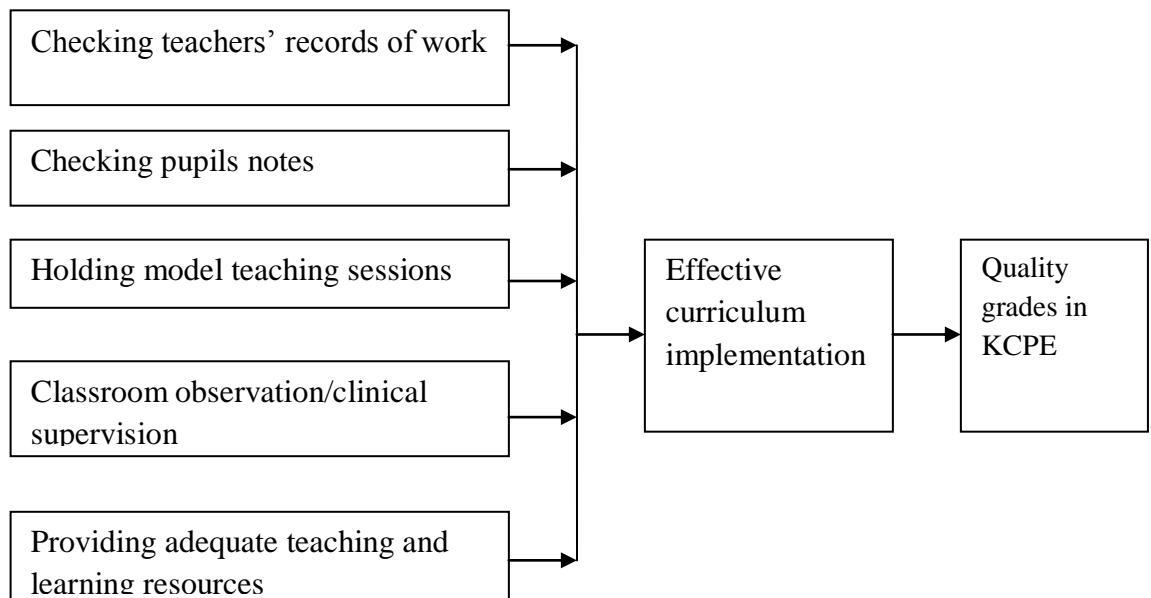


Figure 2.1 Influence of headteachers' instructional supervision practices on effective curriculum implementation.

Frequent checking of teachers' records by head teachers encourage teacher to prepare before attending lessons, a well prepared teacher is confident and delivers content effectively checking of pupils notes caused both the teacher and pupil do their part effectively. Clinical supervision/classroom observation

reveals what goes on in classroom; this can then set a strong basis for model teaching in a school. Provision of teaching and learning resources is a responsibility of the head of institution, an effective head in this area translate into efficiency in curriculum implementation. Supervision practices are like subsystems which on their own achieve a little but when they are combined produce great results.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

In this chapter, procedures and strategies that were used in the study are described. They included research design, target population, sample size and sampling procedure, research instrument, logistical and ethical considerations, data collection, and data analysis were discussed.

3.2 Research design

The study adopted descriptive survey research design to investigate the influence of head teachers' instructional supervision practices in Isinya District. According to Orodho (2004), descriptive survey is a method of collecting information by interviewing or administering a questionnaire to a sample. Descriptive survey was used to establish the situation on the ground. It sought to obtain information that describes existing phenomena by asking respondents about the influence of head teachers' supervision practices on curriculum implementation. Descriptive survey was suitable because it was fast, economical and allowed for cross referencing of data that were collected from various respondents using questionnaires.

3.3 Target Population

Orodho (2005) states that all the items or people under consideration in any field of inquiry constitute target population. In this study, 24 public primary schools

were considered. The District has 24 head teachers and 386 teachers making the total number of target population 410 respondents (Isinya district education office, 2014).

3.4 Sample size and sampling procedure

The researcher used 24 public primary schools in Isinya District. Random sampling was necessary to obtain a manageable size of subjects. Orodho (2005), states that the main purpose of using random sampling techniques is that random samples yield research data that can be generalized to a larger population within margins of error that can be determined statistically. Kombo and Tromp (2006), point out that in a descriptive research a sample of between 10 and 20 percent is acceptable. For this study, from each of the 24 schools 77 (20%) teachers were selected all 24 head teachers. Therefore the total number of sampled respondents was 101.

3.5 Research instruments

According to Kombo and Tromp (2006), a questionnaire is a research instrument that gathers data over a large sample. It can reach a large number of subjects who are able to read and write independently. There were two different questionnaires; head teachers and teachers. Each questionnaire contained Part A and Part B. Part A captured personal details through open-ended questions to enable the respondents to have freedom of expression and closed-ended. Part B

had a number of open ended questions where respondents were required to give a brief explanation of instructional supervision practices, Part B also had series of closed-ended questions where the respondents were expected to tick items on the five point likert scale. The use of closed-ended questionnaires was easier to analyze, administer and economic in terms of time and money (Mugenda & Mugenda, 2003). The researcher also used document analysis sheet to check on the conditions, availability and use of teachers' records of work to ensure close observation of teachers professional records.

Document analysis was used to source qualitative data collected during the study on the professional records. According to Schuh and Upcraft (2001), document analysis is a form data collection method of qualitative research in which documents are interpreted by the researcher to give voice and meaning around an assessment topic. Analyzing clinical supervision, professional records, incorporates observation to collect data in a “natural setting.” As with most qualitative data collection methods, the researcher identified as the observer is the instrument for the data collection. The observer notes things such as what people say, do and their locations. For this study the researcher checked on the condition of the teachers' professional records which included checking on the dates, conditions of the document, syllabus coverage time frame and head teachers' record of supervision practices.

3.6 Validity of instruments

Validity is establishing whether the instruments are measuring what they are supposed to measure. Validity in this sense is the degree to which the several measures of the concept accurately measure the content (Orodho, 2005). According to Borg and Gall (1989), validity of an instrument is improved through expert judgment. The researcher sought the assistance of the supervisors who were experts in research in order to help improve validity of the instruments.

3.7 Reliability of instruments

Reliability is a measure of degree which a research instrument yields consistent results or data after repeated trials (Mugenda & Mugenda, 2003). Reliability was assessed through piloting in another district with similar conditions as the study area, which was done using test-retest technique. The pilot district was Kajiado north district. The research instruments were administered to same group of subjects twice in the pilot study. A two week lapse between the first and second test was allowed. The scores from the tests were correlated to get the coefficient of reliability using Pearson's product moment correlation coefficient formulae as follows:

$$r_{xy} = \frac{N\sum xy - (\sum x)(\sum y)}{\sqrt{[N\sum x^2 - (\sum x^2)][N\sum y^2 - (\sum y^2)]}}$$

Where

N number of respondents

X scores from the first test

Y scores from the second test

The value of r lies between ± 1 , the closer the value to +1 the stronger the congruence hence if a coefficient of 0.80 or more is found, it implies that there is a high degree of reliability (Mugenda & Mugenda, 2003). This study's research questionnaires yielded a correlation coefficient of 0.78 for headteacher's and 0.76 for teacher's questionnaires respectively.

3.8 Data collection Procedure

A research permit was obtained from the National Council of Science Technology and Innovations. The researcher reported to District Education Office (DEO) of Isinya to get authority to proceed with the research. The researcher conducted a pre-visit to the schools and got permission from head teachers to conduct research in their schools. The researcher then arranged with the respective head teachers and teachers to determine the date convenient for administration of questionnaires. Questionnaires were administered to head teachers and teachers respondents simultaneously were given time to complete questionnaires and they collected when duly completed.

3.9 Data analysis technique

Analysis of data started with checking the accuracy, uniformity and completion of research instruments (Orodho, 2005). Quantitative data analysis method was applied whereby data collected was edited, coded, and entered in the Statistical Package for Social Sciences (SPSS) Computer Program Version 17.0, from which descriptive statistics (means, percentages, frequencies, and standard deviations) and inferential statistics where possible were used to analyze data. Analyzed data were then presented in frequency tables, bar graph, and pie charts. The qualitative data were analyzed using thematic analysis. This was done by identifying information that was relevant to research questions and objectives, developing a coding system based on samples of collected data, classifying major issues or topics and, identifying major themes and the association between them (Kombo & Tromp, 2006). The researcher then used graphics and direct quotations to present the findings.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND DISCUSSION

4.1 Introduction

This chapter presents and discusses the findings of the study. The study was to investigate the influence of head teachers' instructional supervision practices on curriculum implementation in Isinya district, Kajiado County, Kenya. The data were then interpreted guided by the following research objectives; influence of head teachers' frequency of checking teachers' records of work, checking of pupils' notes, holding model teaching sessions and classroom observation on curriculum implementation.

4.2 Instrument return rate

The research targeted 24 head teachers and 77 teachers therefore, 100 questionnaires were administered. All head teachers' questionnaires were returned (100%) and 74 questionnaires were returned from teachers, representing 96.1% response rate. Therefore, 98 questionnaires were returned a 98% response rate. This response rate was considered satisfactory to answer the study's questions.

4.3 Demographic information of the respondents

Personal information of the respondents was sought to give an insight on the respondents' characteristics, which included respondents' age, professional

qualification, teaching experience and duration of headship. The researcher sought to find out the respondents' age bracket and presented the findings in Table 4.1.

Table 4.1

Respondents' age bracket

Age	Head teachers		Teachers	
	Frequency	Percent	Frequency	Percent
Below 30 years	0	0.0	24	32.4
31 – 35 years	0	0.0	18	24.3
36 – 40 years	4	16.7	14	18.9
41 – 45 years	3	12.5	5	6.8
46 – 50 years	3	12.5	3	4.1
Over50 years	14	58.3	10	13.5
Total	24	100.0	74	100.0

Table 4.1 shows that majority of the head teachers (70.8%) were over 46 years old, while majority of the teachers (75.5%) were below 40 years old. However no head teacher was aged below 35 years though most teachers fell under these age bracket. These findings imply that schools were headed by older teachers.

The researcher sought to find out highest professional qualifications of the respondents and presented the responses in Table 4.2.

Table 4.2
Respondents' highest professional qualification

Qualification	Head teachers		Teachers	
	Frequency	Percent	Frequency	Percent
M. Ed	4	16.7	3	4.1
B.Ed	8	33.3	9	12.2
Diploma	11	45.8	36	48.6
P1 certificate	1	4.2	26	35.1
Total	24	100.0	74	100.0

The study findings show that most of the head teachers (45.8%) and teachers (48.6%) indicated that diploma in education was their highest professional qualification. These findings reveal that teachers were professionally qualified to carry out their roles in curriculum implementation since with their P1 certificate as the minimum qualification they are trained to carry out their teaching role.

Then, the researcher sought to find out the respondents' teaching experience and presented the findings in Table 4.3.

Table 4.3**Respondents' teaching experience**

Experience in years	Head teachers		Teachers	
	Frequency	Percent	Frequency	Percent
Below 1 year	0	0.0	3	4.1
1 – 5 years	0	0.0	14	18.9
6 – 10 years	1	4.2	31	41.9
11 – 15 years	5	20.8	11	14.8
16 – 20 years	6	44.9	10	13.5
Over 20 years	12	50.5	5	6.8
Total	24	100.0	74	100.0

Table 4.3 shows that slightly more than a half of the head teachers (50.5%) have been in the teaching career for more than twenty years while most of the teachers (41.9%) had a teaching experience of between six to ten years. These findings imply that school headship was carried out by teachers who had been in the profession for a longer time thus, had gained ample experience and they were able to carry out their leadership roles effectively. The researcher sought to find out the length of time head teachers had been in leadership in their current stations. The findings were presented in Table 4.4.

Table 4.4**Head teachers' duration of headship**

No. of years	Frequency	Percent
Below 1 year	0	0.0
1 – 5 years	0	0.0
6 – 10 years	5	20.8
11 – 15 years	11	45.9
16 – 20 years	2	8.3
Over 20 years	6	25.0
Total	24	100.0

The study findings revealed that no head teacher had been in headship for less than six years. These findings imply that all the head teachers had been in leadership long enough to have gained experience on carrying out effective instructional supervision practice roles.

4.4 Checking teachers records of work and curriculum implementation

To establish whether curriculum implementation is influenced by head teachers supervision practice of checking teachers records of work (Objective I), Figure 4.1 presents the findings on teachers' responses on whether head teachers carry out this supervision practice in their schools.

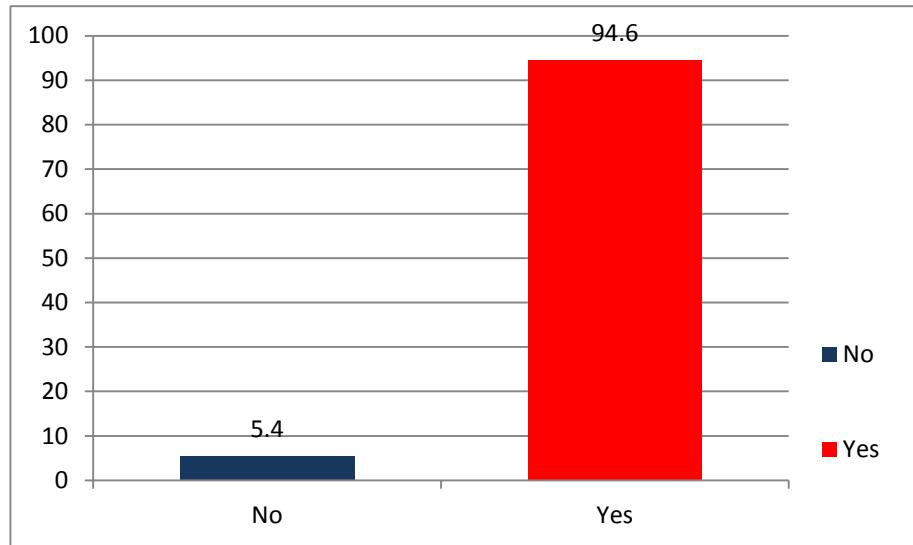


Figure 4.1 Teachers' response on whether head teachers check their records of work

From the study findings majority of the teachers (94.6%) agreed that their head teachers check their records of work. These findings imply that a great number of head teachers carry out their supervision practice requirement on checking teachers records of work.

Therefore the researcher sought to find out how often the head teacher check teachers records of work and presented the findings in Table 4.5.

Table 4.5**Frequency of head teachers checking teachers' records of work**

Frequency	Head teachers		Teachers	
	Frequency	Percent	Frequency	Percent
Yearly	0	0.0	0	0.0
Termly	5	20.8	12	16.2
Monthly	13	54.2	44	59.5
Weekly	6	25.0	14	18.9
Never	0	0.0	4	5.4
Total	24	100.0	74	100.0

Table 4.5 shows that majority of the teachers (59.5%) and head teachers (54.2%) indicated that teachers' records of work were checked monthly. These findings imply that head teachers kept an eye on the curriculum implementation process since they are able to check how the teachers are covering the syllabus as the school term advances. However, their frequency of carrying out these instructional process shows that they are not in close contact with the curriculum implementation process since they are supposed to check teachers' records of work more oftenly. These findings are in line with Musungu and Nasongo (2008), who states that the frequency of internal supervision contributes towards to effective implementation of curriculum hence good performance. The

researcher sought to find out the frequency of head teachers' checking of teachers' professional records randomly and presented the findings in Figure 4.2.

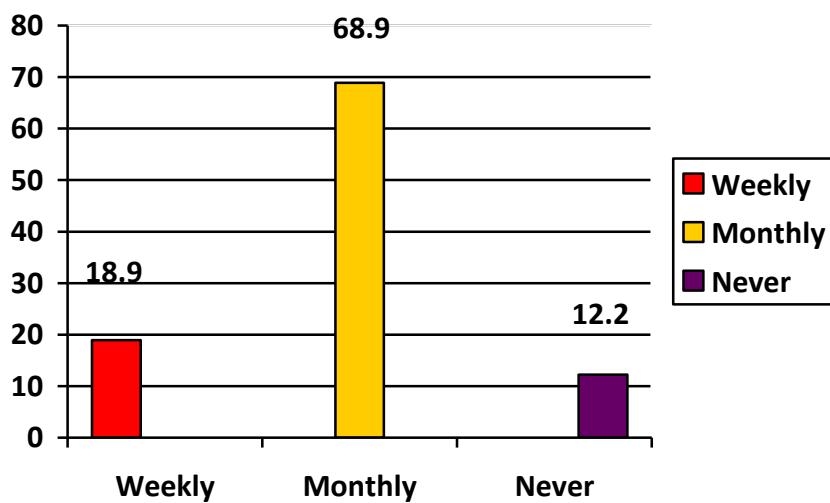


Figure 4.2 Head teachers' frequency of randomly checking teachers' records of work

From the study findings, majority of the teachers (68.9%) indicated that their head teachers randomly check their records of work at least once per month. These findings imply that head teachers are able to monitor curriculum implementation in their schools when they check teachers' professional records randomly, since no teacher predicts that their records will be checked in that months thus they are likely to have these records at all times. The findings are in line with Musungu and Nasongo (2008), who state that principals in high performing schools checked lesson plans, scheme of work, class registers and school attendance. Further they stated that the frequency of randomly conducting

internal supervision contributes towards effective implementation of curriculum hence good performance.

The researcher sought to find out whether checking teachers' records of work affect curriculum implementation. Head teachers' responses were presented in Figure 4.3.

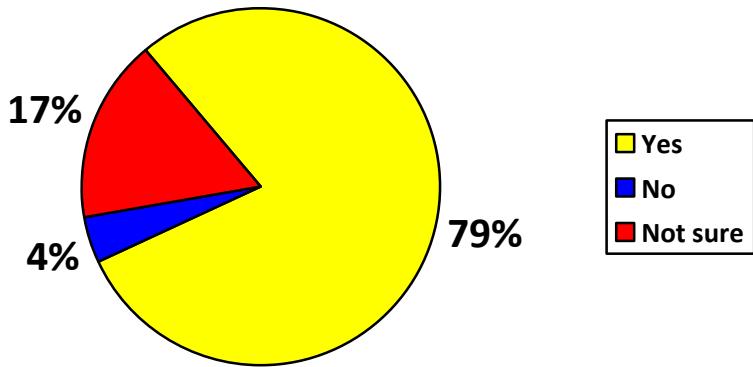


Figure 4.3 Head teachers' responses on whether checking teachers' records of work influence curriculum implementation

The study findings show that majority of the head teachers (79%) agreed to the notion that their checking of teachers records of work influence curriculum implementation. These findings imply that effective instructional supervision improve curriculum implementation which is interpreted in learners' academic performance. These findings concur with Eshiwani (1983) who states that supervision practices by the head teacher are geared towards realization of stated educational and institutional goals.

Further the researcher sought to find out the respondents' perception on the how checking of teachers' records affect curriculum implementation and presented the findings in Table 4.6.

Table 4.6

Checking of teachers' records of work affect curriculum implementation

Responses	Frequency	Percent
Improve content delivery	48	64.8
Proper lesson planning	17	23.0
Improve weaknesses	7	9.5
Not much self driven	2	2.7
Total	74	100.0

Table 4.6 shows that majority of the teachers (64.8%) indicated that through checking of their records of work by the head teachers, they are able to delivery curriculum content properly. However 2.7 percent felt that they were self driven and checking of their records of work did not affect their work. They are also able to plan their lessons and improve on the weaknesses they are faced during the teaching process. These findings imply that through preparation of records of work teachers are able to address all aspects of the curriculum, therefore, school performance will be better than in schools where teachers do not keep their

professional records. These findings are inline with Eshiwani (1983) who states that head teacher has the responsibility to ensure that the staff, pupils and community are satisfied with the daily functioning of the school, schools that show satisfactorily good performance have sound and efficient leadership involved in organizing and directing the process of learning in schools.

The researcher sought to find out how preparation of professional records affects curriculum implementation and presented the findings in Table 4.7.

Table 4.7

Preparation of professional records affects curriculum implementation

Responses	Frequency	Percent
Syllabus coverage	15	62.5
Effective teaching	7	9.2
Content delivery	2	8.3
Total	24	100.0

From the study findings majority of the head teachers (62.5%) indicated that checking of teachers' records of work helped teachers to improve on their syllabus coverage. These finding imply that head teachers supervision practices influence the effectiveness of the teacher. These findings concur with Sergiovanns (1987) who presents a reflective mode of supervision where he

proposes that since teachers vary in their motives and learning styles, supervision should be accountable for these differences.

The researcher then sought to find out how checking of professional records help head teachers in their supervision practice. The findings were presented in Table 4.8.

Table 4.8

Ways checking of professional records help in supervision practices

Responses	Frequency	Percent
Ease supervision practices	17	70.8
Monitoring teacher preparedness	2	8.3
Monitoring syllabus coverage	4	16.7
Avoid conflict with teachers	1	4.2
Total	24	100.0

Table 4.18 shows that majority of the head teachers (70.8%) check teachers' professional documents to ease their supervision practice roles, others felt that this was a better way to find out teachers preparedness, monitor syllabus coverage and avoid conflict with teachers. These findings imply that majority of the head teachers belief when teachers prepared professional document it was outright that curriculum implementation was imperative to performance. These

findings are in line with Brandil (1987), who states that effective head teachers are perceived as those who are involved in proper tuition and revision through supervision of teachers and students work, proper testing policy, syllabus coverage teacher induction and team building enhances effective curriculum implementation providing resources for instruction, communicating the school vision effectively; maintaining high visible presence in all parts of the school is an instructional practice of head teachers which boost effective curriculum implementation.

Effective curriculum implementation is determined by teachers preparing and keeping records of work so as to follow school curriculum to enhance syllabus coverage. The researcher made a survey of teachers' records of work and pupils lesson notes to make personal assessment the extent they influence curriculum implementation in schools. The researcher first checked on the available teachers' professional documents based on their professional requirement. From the researcher's observation in all sampled schools teachers prepare schemes of work, though many teachers teach using textbooks instead of making lesson notes and they hardly prepared records of work covered.

To assess whether syllabus was covered in due time the researcher established that in most schemes of work teachers purposed to complete syllabus by September, a possible measure that can influence effective curriculum implementation. However, some of these documents were not properly maintained and since they are usually hand written they wear out thus the

researcher observed them to be worn out. Teachers also seemed to rely on documents they prepared a while back rather than engaging in a continued process in the preparation of the records to stay up to date in their instructional process.

4.5 Checking of pupils lesson notes and curriculum implementation

To establish whether checking of pupils lesson notes (Objective II), influence curriculum implementation, the researcher sought to find out whether head teachers check pupils lesson notes and presented the findings in Figure 4.4.

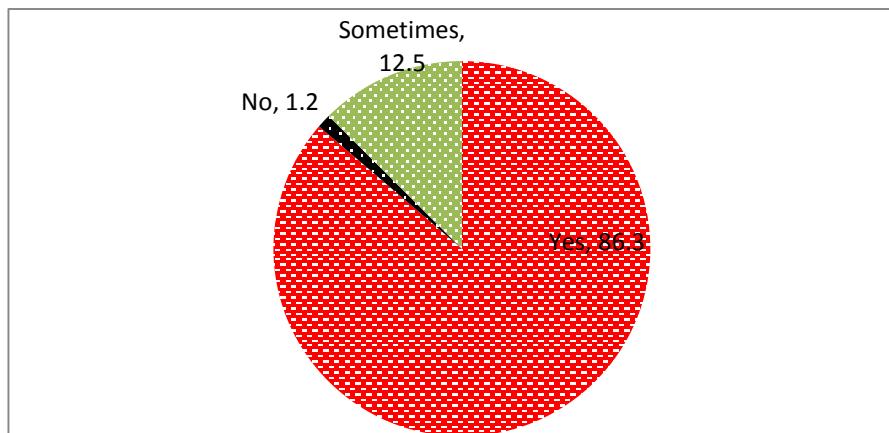


Figure 4.4 Head teachers checking pupils lesson notes

Majority of the head teachers (86.3%) indicated that they do check pupils' lesson notes. These findings imply that head teachers are in a position to monitor what is learnt in class thus boosting academic performance in their schools. These findings are in line with Hallinger and Heck (1998) in their findings that agreed

that there is significant impact in checking of students notes on academic performance in English language in United States elementary schools.

Then the researcher sought to find out how often the head teachers check pupils lesson note books. The findings were presented in Figure 4.5.

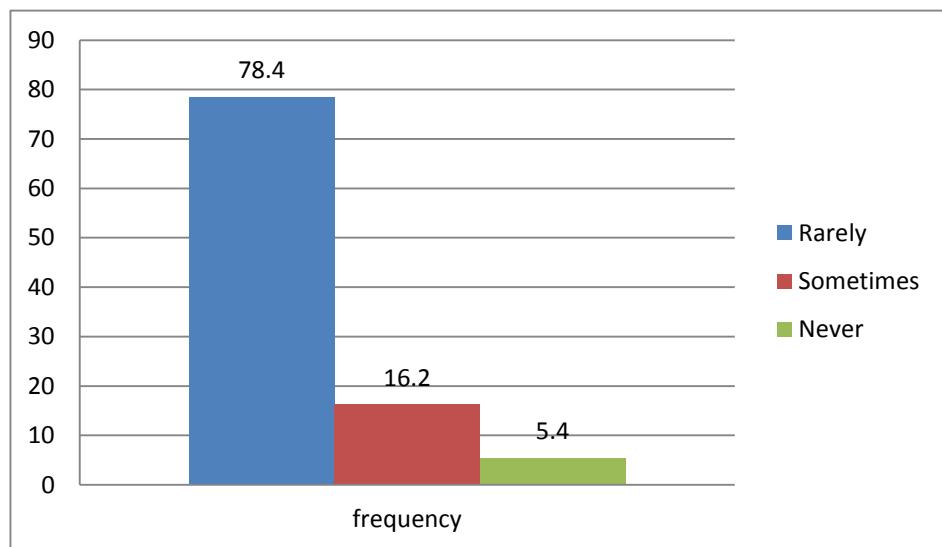


Figure 4.5 Frequency of head teachers' checking pupils lesson notes

From the study findings majority of the teachers (78.4%) stated that head teachers in their schools rarely check pupils lesson notes. The head teachers requested to indicate how often they check lesson notes and their responses were presented in Figure 4.6.

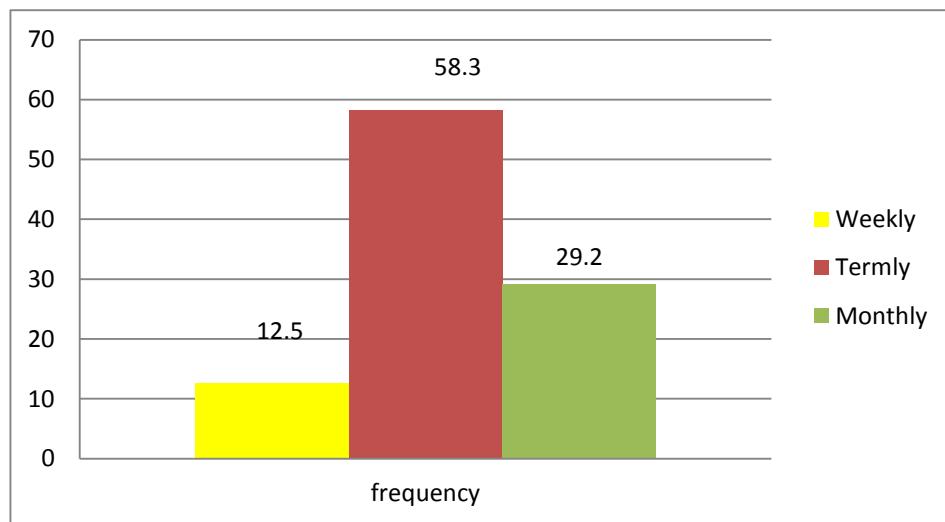


Figure 4.6 Head teachers responses on their frequency of checking pupils lesson notes

The study findings show that majority of the head teachers (58.3%) check pupils' lesson notes once per term. These findings concede with the teachers who had indicated that head teachers check pupils' lesson notes rarely. These findings imply that head teachers are reluctant in checking pupils lesson notes a supervision practice they are supported to carry out regularly. Further the researcher sought to find out how checking of pupils' lesson notes affect curriculum implementation. The head teachers' responses were presented in Table 4.9.

Table 4.9**Effects of checking pupils lesson notes on curriculum implementation**

Response	Frequency	Percent
Confirm teacher records	21	87.5
Monitor pupils' performance	3	12.5
Total	24	100.0

From the study findings majority of the head teachers (87.5%) indicated that they check pupils lesson note to confirm whether they match teachers records of work covered to monitor pupils academic performance. These findings imply that pupils' lesson notes show a clear picture of what is taught in class. These findings are in line with Williams (2003) who states that there is significant impact of checking students' notes for efficiency in curriculum implementation hence high students' academic performance in English language in secondary schools in New York City. The findings also differ with Firestone and Riehl (2008), who expressed that checking students notes does not produce a direct effect on students performance in English notes is a mediating influence on teachers, curriculum instruction, community and school organization leading to high performance checking of students notes/work facilities the head teacher in identifying the problem in order to assist the teacher and student in improving general academic performance.

4.6 Model teaching and effective curriculum implementation

Instruction leadership in specific behavior like making suggestion modeling effective instruction, soliciting opinion, giving feedback and being an instructional resource person leads to effective curriculum implementation (Blaise and Blaise, 2000), therefore the researcher sought to find out from the teachers whether head teachers invites them in class to observe as he/she teach (Objective III). The findings were presented in Figure 4.7.

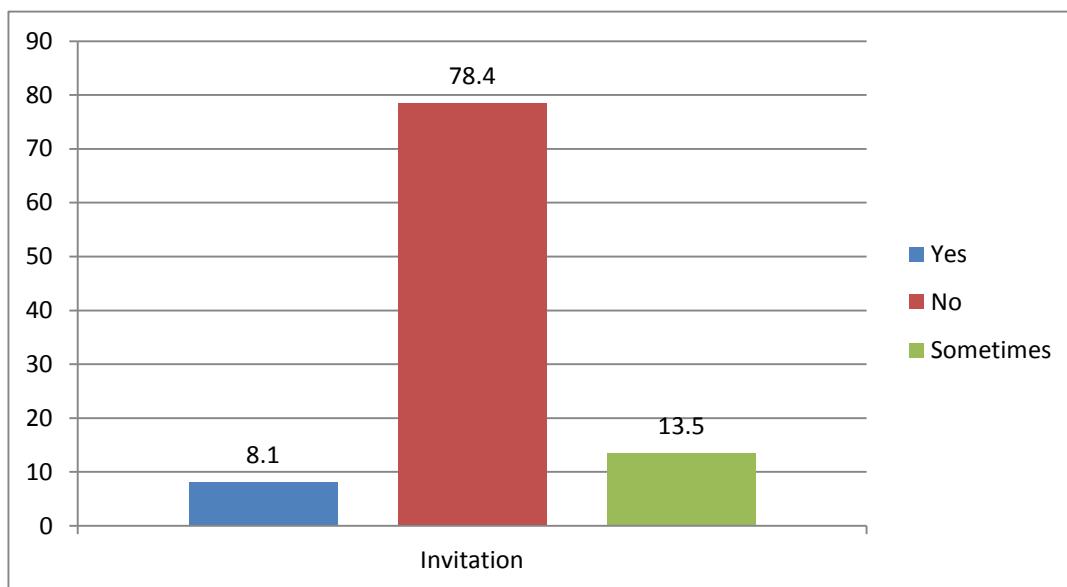


Figure 4.7 Teachers responses on whether they are invited to observe head teachers teach

From the study findings majority of the teachers indicated that their head teachers do not invite them to observe them as they teach. These findings imply that head teacher do not play their role model protagonist to improve on

curriculum implementation. The findings differ with MOE (1984) recommendation that states that professional development has been used as a means of improving the 8-4-4 system of education where head teachers should therefore be role models to the teaching staff in instructional practice by allowing teachers improve their teaching by observing head teachers teach.

Then the researcher sought to find out the frequency of head teacher conducting model teaching and presented the findings in Table 4.10.

Table 4.10

Frequency of head teachers conducting model teaching

No of times	Frequency	Percent
Yearly	24	32.4
Termly	8	10.8
Monthly	7	9.5
Never	35	47.3
Total	74	100.0

Table 4.10 shows that most of the head teachers (47.3%) have never invited teachers to observe them as they teach, while those that conducted model teaching in their schools mainly held them once per year. These findings reveal that head teachers overlook this supervision practice. Further the researcher

sought to find out the teachers perception on the significance of model teaching on curriculum implementation and presented the findings in Table 4.11.

Table 4.11

Significance of model teaching on curriculum implementation

Significance	Frequency	Percent
Adopt new teaching techniques	16	21.6
Self evaluation	31	41.9
Self esteem	4	5.4
Inspiration	7	9.5
Improve performance	16	21.6
Total	74	100.0

Table 4.11 shows that most of the teachers (41.9%) indicated that model teaching help them to evaluate their instructional process from what they observe their head teachers conducting teaching process. These findings imply that model teaching is a form of in-service training offered to teachers by the head teacher who is the quality standards assurance officer in the school. These findings concur with MOE (1974) recommendations that state that planning of

in-service commonly referred to as staff development is an integral part within all instructional leadership. In-service can either take place as part time study or full time during the continuous professional life of the teacher.

4.7 Classroom observation/clinical supervision and its influence on effective curriculum implementation

One way of helping teachers implement curriculum effectively is through clinical supervision. Therefore the researcher sought to find out whether the head teachers conduct classroom observations (Objective IV) and the findings in Figure 4.8.

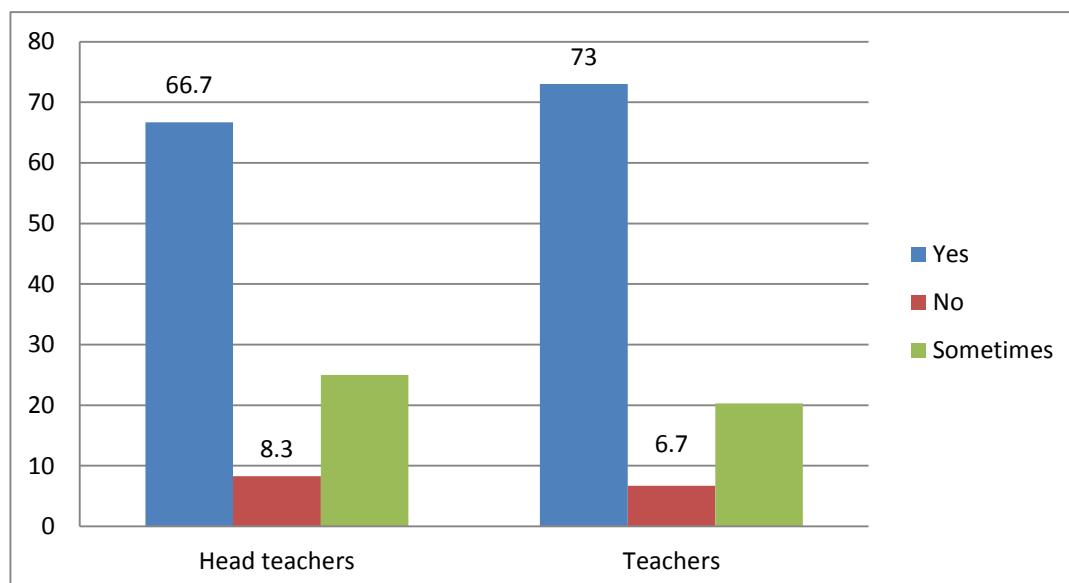


Figure 4.8 Head teachers conduct classroom observation

From the study findings majority of the head teachers (66.7%) indicated that they visit classrooms during instructional processes to observe how their teachers carry out their teaching process. These findings imply that head teachers make

physical presence during instruction process to ensure effective curriculum implementation. These findings are in line with Olembo, Wanga and Karangu, (1992), who stated that supervision is concerned with the tactic of efficient and proper management of personnel and their aspects of administration that are in line with institutional goal.

The researcher then sought to find out how often head teachers conduct classroom observation and presented the findings in Table 4.12.

Table 4.12

Frequency of head teachers to conduct classroom observation

No. of times	Frequency	Percent
Termly	45	60.8
Monthly	13	17.6
Weekly	12	16.2
Never	4	5.4
Total	74	100.0

Table 4.12 shows that majority of the head teachers (60.8%) sit in classrooms during instruction process at least once per term. The findings imply that head teachers are not in close contact with the classroom activities, hence curriculum

is not effectively implemented due to reluctant visitation. These findings are in line with Eshiwani (1993) who attributes poor pupil performance in public schools to "armchair" head teachers who do not know what goes on in the classroom. Then, the researcher sought to find out whether head teachers classroom observation effect curriculum implementation and presented the teachers responses in Table 4.13.

Table 4.13

Teachers' responses on the influence of classroom observation

Response	Frequency	Percent
Create tension	17	23.0
Ensure content delivery	2	2.7
Improves teaching method	7	9.5
Intrusion	48	64.8
Total	74	100.0

From the study findings majority of the teachers (64.8%) had a negative perception on head teachers conducting classroom observation as an instruction supervision practice. These findings imply that majority of the teachers had a negative attitude towards head teachers classroom observation. Then the

researcher sought to find out whether head teachers give feedback after classroom observation and presented the findings in Figure 4.9.

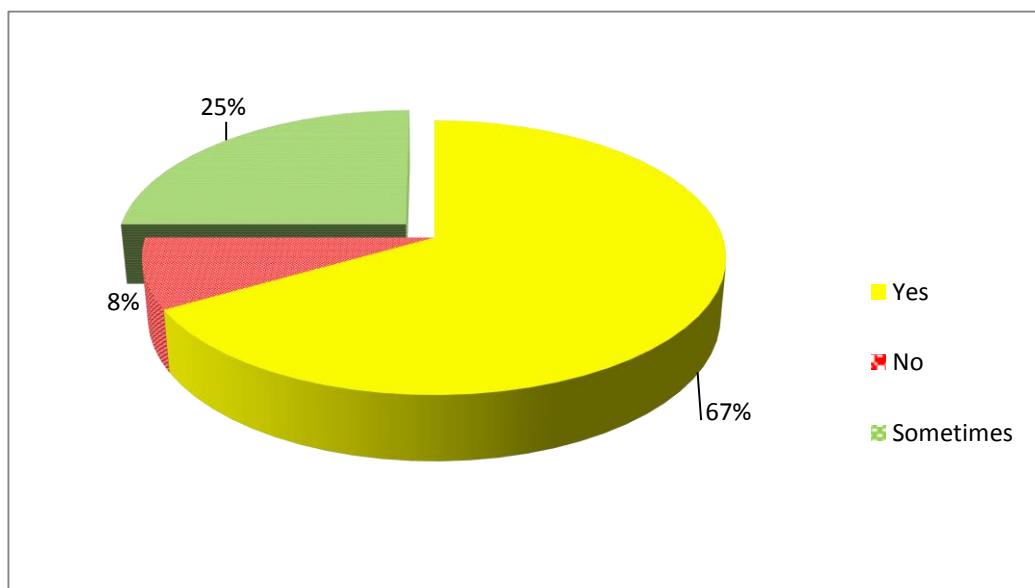


Figure 4.9 Head teachers' responses on whether they give feedback after classroom observation

From the study findings majority of the head teachers (67%) indicated that they give teachers feedback after observing an instruction process. Therefore the researcher sought to find out how head teachers gave feedback after conducting classroom observation. The findings were presented in Table 4.14.

Table 4.14

Head teachers' responses on how they give feedback after classroom observation

Responses	Frequency	Percent
Individually	15	62.5
Meeting	3	12.5
Write-ups	6	25.0
Total	24	100.0

Table 4.14 shows that, majority of the head teachers (62.5%) give teachers feedback after conducting classroom observation individually by inviting the teacher into the office and discussing the observation privately. These findings imply that class observation is addressed according to individual weaknesses and strengths thus ensuring improved curriculum implementation. These findings are in line with Griffins (1994), who argues that, head teachers need to observe their teachers formally on a regular basis, make notes in the classroom and work with a clear commitment to discussing their observations promptly with the teacher in order to provide for in-school professional development. He adds that there is need to monitor standards being achieved by their pupils, develop and implement strategies for the systematic monitoring of the work in their schools in order to evaluate standards of achievement. Curriculum strengths and weaknesses and quality of teaching and learning. The principal can facilitate change through

class observation by providing legitimate descriptive feedback for the teacher to consider and reflect upon.

4.8 Provision of teaching/learning resources and its influence on effective curriculum implementation

To establish whether provision of teaching and learning resources affect curriculum implementation (Objective V), the researcher sought to find out whether head teacher provide adequate teaching and learning resources and presented the findings in Figure 4.10.

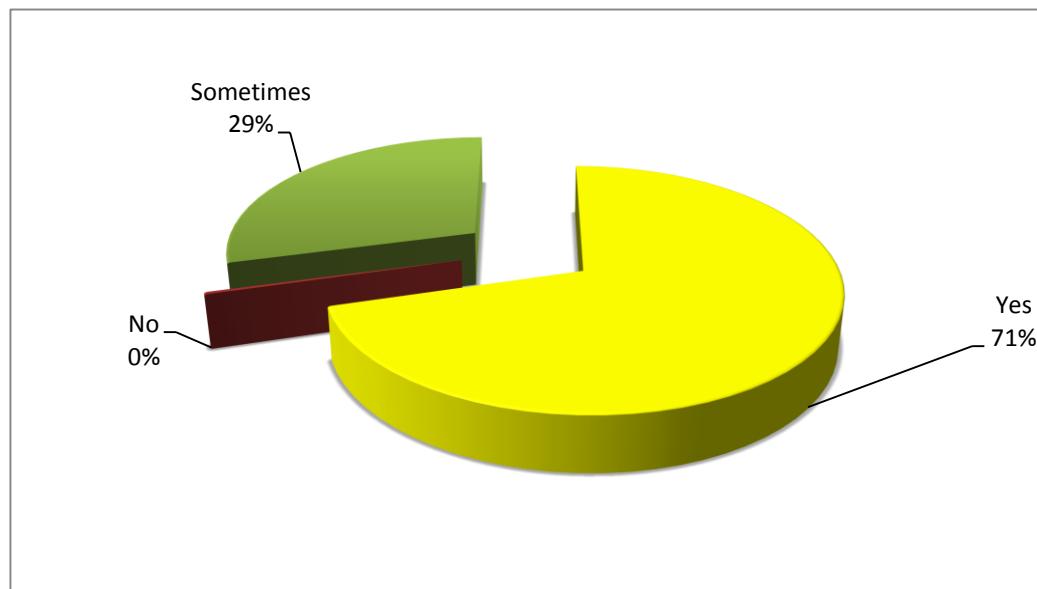


Figure 4.10 Provision of adequate teaching and learning resources

From the study findings majority of the head teachers (71%) indicated that they provided adequate teaching and learning resources in their schools. These findings imply that schools were in a position to offer effective curriculum

implementation due to the availability of teaching/learning resources. . These findings are in line with Foller (1995) and Eshiwani (1993) who argue that are among the other resources that affect effective curriculum implementation hence poor performance. The head teacher should therefore take upon him/herself the role of mobilizing resources to enhance curriculum implementation.

Then the researcher sought to find out how the head teachers ensures that teachers used teaching and learning resources and presented the findings in Table 4.15.

Table 4.15

Head teachers' responses on how they ensure use of teaching and learning resources

Responses	Frequency	Percent
Class visitation	2	8.3
Monitoring supply	18	75.0
Delegation to HODs	4	16.7
Total	24	100.0

From the study findings majority of the head teachers (75.0%) indicated that they monitor the supply of ordered teaching and learning resources to ensure that the teachers make use of the provided resources. These findings that head

teachers do not closely witness the use of teaching and learning resources provided in schools.

Obongo (1987), in his study on impact of teaching aids in secondary schools performance concluded that, teaching aids play a great role in influencing good performance. His study showed that most of the performing schools in Kisumu Municipality make good use of teaching aids.

The researcher sought to find out whether teaching and learning resources affect curriculum implementation and presented the findings in Figure 4.11.

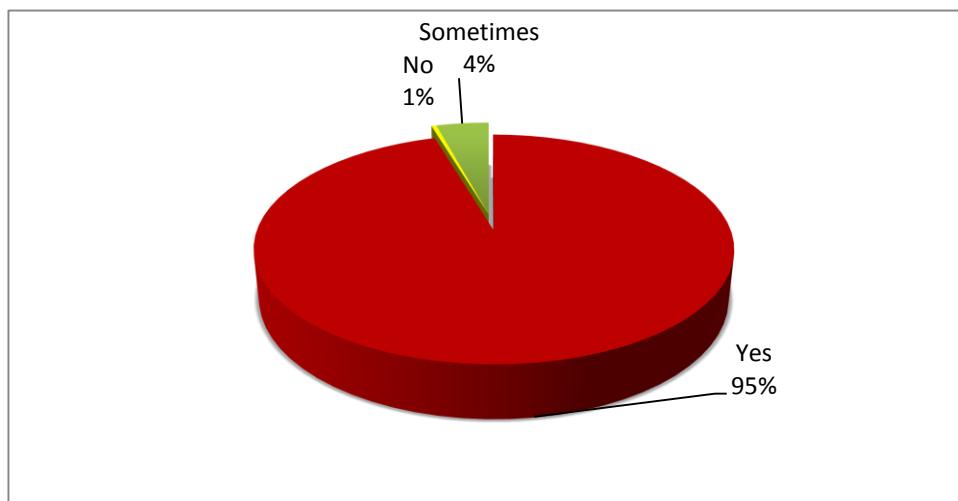


Figure 4.11 Provision of adequate teaching and learning resources affect curriculum implementation

From the study findings majority of the head teachers (95%) were in strong agreement with the notion that provision of teaching and learning resources affect curriculum implementation. These findings imply that for effective teaching teachers need to be provided with adequate resources thus, academic

performance. These findings are in line with Gakuru (1992) who found out that teaching in classrooms without doors, windows and lockers experience problems with security of teaching aids. Resource availability and adequacy boosts efficiency in curriculum implementation.

Further the researcher sought to find out how learning resources affect curriculum implementation and presented the findings in Table 4.16.

Table 4.16

Effects of teaching and learning resources on curriculum implementation

Responses	Frequency	Percent
Improve understanding	21	87.5
Syllabus coverage	2	8.3
Curriculum relevance	1	4.2
Total	24	100.0

From the study findings majority of the head teachers (87.5%) indicated that provision of teaching and learning resources improved pupils understating of what is taught in class through use of teaching aids. These findings imply that through coming into contact with teaching and learners resources learning is easily delivered through observation thus curriculum implementation is effective. Provision of resources also makes learning easy and relevant to the content being taught.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary of the findings of the study, conclusions and recommendations arrived at. It also gives suggestions for further studies.

5.2 Summary of the study

The purpose of the study was to investigate the influence of head teachers' instructional supervision practices on curriculum implementation in public primary schools in Isinya district, Kajiado county, Kenya. The study was guided by the following research objectives; head teachers' frequency of checking teachers records of work, pupils' lesson notes, holding model teaching, conducting classroom observation and provision of teaching/learning resources and curriculum implementation.

It was based on the system approach theory by Ludwing Von Butenlaffi. The study employed descriptive survey design. Data were collected using questionnaires for head teachers and teachers. All head teachers participated in the study and simple random sampling was used to sample three teachers in each school. Therefore the study sample comprised of 24 head teachers and 76 teachers. The data collected were analyzed both qualitatively and quantitatively.

To establish whether curriculum implementation is influenced by head teachers supervision practice of checking teachers records of work, the study findings showed that majority of the teachers agreed that their head teachers check their records of work. These findings imply that a great number of head teachers carry out their supervision practice requirement on checking teachers records of work. Majority of the teachers and head teachers indicated that teachers' records of work were checked monthly. However, majority of the teachers indicated that their head teachers randomly check their records of work at least once per month.

The head teachers are able to monitor curriculum implementation in their schools when they check teachers' professional records randomly, since no teacher predicts that their records will be checked in that months thus they are likely to have these records at all times. The study findings show that majority of the head teachers agreed to the notion that their checking of teachers records of work influence curriculum implementation. Hence, majority of the teachers indicated that through checking of their records of work by the head teachers, they are able to delivery curriculum content properly.

Majority of the head teachers indicated that checking of teachers' records of work helped teachers to improve on their syllabus coverage. Checking teachers' professional documents to ease head teachers' supervision practice roles, others felt that this was a better way to find out teachers preparedness, monitor syllabus coverage and avoid conflict with teachers.

To establish whether checking of pupils lesson notes influence curriculum implementation majority of the head teachers indicated that they do check pupils' lesson notes. The study findings show that majority of the teachers stated that head teachers in their schools rarely check pupils lesson notes while majority of the head teachers check pupils' lesson notes once per term. These findings imply that head teachers are reluctant in checking pupils lesson notes a supervision practice they are supported to carry out regularly. Majority of the head teachers indicated that they check pupils lesson note to confirm whether they match teachers records of work covered. These findings imply that pupils' lesson notes show a clear picture of what is taught in class.

To find out from the teachers whether head teachers invites them in class to observe as he/she teach the study findings reveal that majority of the teachers indicated that their head teachers do not invite them to observe them as they teach. Most of the head teachers have never invited teachers to observe them as they teach, while those that conducted model teaching in their schools mainly held them once per year. These findings reveal that head teachers overlook this supervision practice. However, most of the teachers indicated that model teaching help them to evaluate their instructional process from what they observe their head teachers conducting teaching process.

To find out whether the head teachers conduct classroom observation the study findings showed that majority of the head teachers visit classrooms during instructional processes to observe how their teachers carry out their teaching

process. Majority of the head teachers sit in classrooms during instruction process at least once per term. Though, majority of the teachers had a negative perception on head teachers conducting classroom observation as an instruction supervision practice. These findings revealed that majority of the teachers had a negative attitude towards head teachers classroom observation.

Majority of the head teachers indicated that they give teachers feedback after observing an instruction process. Therefore the researcher sought to find out how head teachers gave feedback after conducting classroom observation. Whereas, majority of the head teachers indicated that they give teachers feedback after conducting classroom observation individually by inviting the teacher into the office and discussing the observation privately. These findings revealed that class observation is addressed according to individual weaknesses and strengths thus ensuring improved curriculum implementation.

To establish whether provision of teaching and learning resources affect curriculum implementation the study findings majority of the head teachers indicated that they provided adequate teaching and learning resources in their schools. Majority of the head teachers indicated that they monitor the supply of ordered teaching and learning resources to ensure that the teachers make use of the provided resources. These findings that head teachers do not closely witness the use of teaching and learning resources provided in schools. Though majority of the head teachers were in strong agreement with the notion that provision of teaching and learning resources affect curriculum implementation. Thus majority

of the head teachers indicated that provision of teaching and learning resources improved pupils understanding of what is taught in class. Provision of resources also makes learning easy and relevant to the content being taught.

5.4 Conclusions

Based on the study findings, the study drew the following conclusions:

Checking of teachers' record of work is an effective instructional supervision practice that head teachers use to ease their supervision practices. This is due to the simplicity that goes handy with the practice because the head teachers can carry out the practice in the comfort of their offices.

Checking pupils' lesson notes proves to be cumbersome thus head teachers only carry out the practice very rarely like once per term. This is a practice that they are bound to embrace as it ensures that teachers cover everything in the syllabus and within the required time frame. Head teachers need to invite teachers to observe as they carry out instruction process in class, a practice that helps teacher to evaluate their own teaching methodology. However this practice is not effectively carried out since most head teachers are not in class most of the time due to their administrative duties. Teaching and learning resources also play a vital role in curriculum implementation. Therefore the head teacher should not only ensure the provision of teaching and learning resources but also witness the use of the resources.

5.5 Recommendations

Based on the findings and conclusions of the study, the researcher made the following recommendations;

- i. School heads should ensure that they check teachers' professional documents by coming up with strategies that teachers' submit their records on weekly bases to keep close track of the instructional process in their schools.
- ii. Government through the Ministry of Education should facilitate awareness seminars and workshops for teachers to sensitize them on embracing instructional supervision practices so that they change their attitudes towards supervision.
- iii. Head teachers should enlighten pupils on their role as instructional supervision agent by prior enlightening them on the supervision practices to ensure they are not distracted during the practices.

5.6 Suggestions for further research

The researcher suggests that;

- i. A similar study to be replicated in other districts to compare the findings.
- ii. A study to be carried out to find out the effect of teachers' attitudes towards head teachers instructional supervision in public primary schools.
- iii. A study to be carried out on the influence of Quality assurance and standards officers' instructional supervision practices on curriculum implementation in public primary schools.

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APPENDICES

Appendix 1

LETTER OF INTRODUCTION TO RESPONDENTS

University of Nairobi,
College of Education and External Studies,
P.O. Box 30197,
NAIROBI.

March 2014.

Dear Respondent,

RE: REQUEST FOR RESEARCH DATA COLLECTION.

I am a post graduate student at the University of Nairobi, pursuing a Master of Education degree in curriculum studies. I am conducting research on “**Influence of Headteachers’ Instructional Supervision Practices on Curriculum Implementation in Isinya Sub-County, Kenya.**” I request you to assist me by filling the attached survey document as honestly as possible. The document is meant for this research only and the identity will be confidential. No names of respondents or institution are required.

I thank you for your participation in this important exercise.

Yours faithfully,

Loise Nashepai.

Appendix II: KCPE 2012 and 2013 Ranking of Schools in Isinya District

2012 and 2013 performance ranking of Schools in Isinya District

No.	School Name	NO. STUD ENTS	YEAR	DEVIATION	CATEGORY
S/No			2013	2012	
1	Acacia Crest	64	394.14	379	15.14
2	Sunny Side	11	376.18	375	1.18
3	The Orchard Sch.	11	375.82	345.67	21.15
4	Kauti	20	372.95	357.21	15.74
5	St. Lilyanna	42	372.60	358.93	13.67
6	Kit. International	27	366.93	364.81	2.12
7	Milimani Jnr	61	364.26	368.56	-4.3
8	Kit. Ebenezer	16	361.25	347.06	14.19
9	The Stepping Stone	12	357.58	349.57	8.01
10	Sathya Sai	14	348.86	307.84	41.02
11	St. Monicah	15	347.61	329.26	18.35
12	Our Lady Queen Sch	7	347.43	269.1	78.33
13	Our Lady Queen Sch	11	345.00	313.83	31.17
14	St. Annes Kisaju	22	344.09	329.87	14.22
15	Kindercare Prep	9	338	299.23	38.77
16	Top Rode	43	337.08	328.79	8.29
17	Spring Field	7	335	302.29	32.71
18	Garden Groove	17	332.77	326.45	6.32
19	The Ideal Sch	19	325.11	303.73	21.38
20	St. Bernards	26	320.88	322.18	-1.3
21	Efa	8	306.2	NEW	NEW
22	Kennedy	10	304	351.4	-45.2
23	Kings Edu.	12	303.11	274.94	29.06
24	St. Philips	9	301.67	322.64	-19.53
25	Saropa Bells	6	299.95	244.69	56.98
26	Kit. Green Valley	19	296.47	297.25	2.7
27	Ole Nkotila	19	293.67	301.06	-4.59
28	Enkasiti	24	293.02	280.91	12.76
29	Ankirirri	41	290.67	285.95	7.07
30	Naserian	30	290.67	271.73	18.94
31	St. Louis	11	285.18	287.83	-2.65
32	Kikayaya	17	284.18	276.42	8.18
33	Amamparisuai	8	285.5	204.83	76.67
34	Iipolosat	11	280.36	273.75	6.61
35	Isinya	128	275.5	281.27	-5.77
36	Noonkopir	89	274.69	277.83	-3.14

37	Namunyak	12	272.33	NEW	NEW	PUBLIC
38	Lenchani	25	270.48	244.67	25.81	PUBLIC
39	Maji Mazuri	32	263.34	262.47	0.87	PRIVATE
40	Korrompot	21	259.76	290.57	-30.81	PUBLIC
41	Kitengela	77	257.55	252.76	4.79	PUBLIC
42	Kepiro	22	253.77	253.85	-0.08	PUBLIC
43	Nompopong	9	252.88	263.33	-10.45	PUBLIC
44	Athi R. Gk Prison	98	252.23	255.84	-3.61	PUBLIC
45	Ereteti	34	250.24	250.24	-24.03	PUBLIC
46	Oloosirron	33	247	247	6.3	PUBLIC
47	Empakasi	30	245.8	245.8	2.94	PUBLIC
48	Olooltepes	20	245	245	-1.26	PUBLIC
49	Milkan Elite	40	237.18	237.18	-18.07	PRIVATE
50	Kit. Academy	44	235.48	235.48	-43.05	PRIVATE
51	Kaputiei	27	234.04	248.9	-14.86	PUBLIC
52	Tipatet Emakoko	43	232.91	254.04	-21.13	PUBLIC
53	Kilimanjaro	22	222.5	260.28	-37.78	PRIVATE
54	Olturoto	30	221.8	197.18	24.62	PUBLIC
55	Sholinke	21	219.52	246.12	-26.6	PUBLIC
Total		1516	298.45	293.04		

Appendix III: Head teachers' Questionnaire

Purpose: The purpose of this questionnaire is to obtain information from head teachers on how they conduct instructions supervision practices.

Kindly respond to all the question provided below.

Note: Information provided will remain confidential and shall only be used for the purpose of this study.

Demographic information

1. What is your age?

Below 30 years [] 31-35 years [] 51-55 years []

36-40 years [] 41 -45 years []

2. What is your professional qualifications

M.Ed [] B.ED []

Diploma in Ed [] P1 Certificate []

3. How long had you worked as a teacher prior to appointment to headship?

Below 1 year [] 1-5 years []

6-10 years [] 11 -15 years []

16-20 years [] above 21 years []

4. How long have you been a head teacher?

Below 1 year [] 1-5 years []

6-10 years [] 11 -15 years []

16-20 years [] above 21 years []

Instructional Supervision Information

5. How often do you check teachers' professional records?

Yearly [] Termly [] Never []

Weekly [] Monthly []

6. How often do you make sure that teachers scheme of work and lesson plans are up to date?

Very often [] Rarely [] Never []

7. Does teachers' preparation of professional records affect curriculum implementation?

Yes [] No [] Sometimes []

8. If yes, Explain _____

9. How does checking of professional records help in your supervision work?

Explain briefly _____

Do you invite teachers to observe you as you teach?

Yes [] No [] Sometimes []

10. How often do you invite teachers to observe you as you teach?

Yearly [] Termly [] Monthly [] None []

11. In your opinion, how does teachers' observing you teach influence curriculum implementation? _____

12. Do you observe teachers' as they teach?

Yes [] No [] Sometimes []

13. If yes, do you give teachers' feedback?

Yes [] No [] Sometimes []

14. How do you give teachers' feedback. Explain _____

In your opinion, how does classroom observation affect curriculum implementation? _____

17. Do you check pupils' lesson notes?

Yes [] No [] Sometimes []

18. How often do you check pupils lesson notes?

Weekly [] Termly [] Monthly []

19. How does checking of pupils lesson notes influence effective curriculum implementation? briefly explain

20. Do you provide adequate teaching and learning resources?

Yes [] No [] Sometimes []

21. If yes, how do you ensure the resources are effectively used?

22. Does teaching and learning resources affect curriculum implementation?

Yes [] No [] Sometimes []

23. If yes, how does teaching and learning resources affect curriculum implementation? _____

APPENDIX IV: Teachers' Questionnaires

Purpose: The purpose of this questionnaire is to obtain information from Classroom teachers on how instructional supervision practices are conducted in the school..

Kindly respond to all the question provided below.

Note: Information provided will remain confidential and shall only be used for the purpose of this study.

Demographic- information

1. What is your age?

Below 30 years [] 31-35 years [] 51-55 years []

36-40 years [] 41 -45 years []

2. What is your professional qualification

M.Ed [] B.ED []

Diploma in Ed [] P1 Certificate []

3. How long have you worked as a teacher?

Below 1 year [] 1-5 years []

6-10 years [] 11 -15 years []

16-20 years [] above 21 years []

4. Does the headteacher check your teaching record?

Yes [] No [] Sometimes []

5. How often does the headteacher check your teaching records?

Weekly [] Termly [] Monthly []

6. How does checking teachers' teaching records influence curriculum implementation?(Explain)_____

7. How often does your head teacher randomly check teaching records?

Weekly [] Monthly [] Never []

8. Does your head teacher check pupils lesson notes?

Yes [] No [] Sometimes []

9. How often does your headteacher check pupils lesson notes?

Rarely [] Sometimes [] Never []

10. Does your head teacher invite you in class to observe as he/she teach

Yes [] No [] Sometimes []

11. How often does your headteacher conduct model teaching?

Yearly [] Termly [] Monthly []

12. In your opinion, of what significance would model teaching be in relation to effective curriculum implementation? Please explain

13. Does your headteacher conduct classroom observation in your school?

Yes [] No [] Sometimes []

14. How often does he conduct classroom observation

Weekly [] Termly [] Monthly []

15. How does head teachers' classroom observation influence curriculum implementation? explain briefly _____

16. Does your headteacher provide adequate teaching and learning resources?

Yes [] No [] Sometimes []

17. How does adequate teaching and learning resources influence curriculum implementation? Please explain briefly _____

Appendix V: Document Analysis Format

Type of document	Availability	Unviability	Condition
Schemes of work			
Lesson plans			
Records of work covered			
Progressive records			
Teachers' lesson notes			
Pupils lesson notes			

Appendix VI: Authorization letter

Appendix VII: Research permit