

**FACTORS INFLUENCING HEADTEACHERS' INSTRUCTIONAL
SUPERVISION PRACTICES IN PUBLIC PRIMARY SCHOOLS IN
LONGISA DIVISION, BOMET DISTRICT**

Rotich David Kipngeno

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DECLARATION

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

Rotich David Kingeno
E55/66874/2010

This research report is submitted with our approval as university supervisors

Dr. Mari Nelson
Lecturer
Department of Educational Administration and Planning
University of Nairobi

Dr. Khatete Ibrahim
Lecturer
Department of Educational Administration and Planning
University of Nairobi

DEDICATION

This work is in memory of my late parents Mr. and Mrs. Bore. I also dedicate to my wife Lily Rotich and children Winnie, Brian, Arnold, Kelvin and Emmanuel.

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LIST OF ABBREVIATIONS AND ACRONYMS

CEB	County Education Board
CEO	Chief Executive Officer
DEM	Diploma in Education Management
DQAS	Directorate Quality Assurance and Standards
DQASO	District Quality Assurance and Standards Officer
EFA	Education for All
ESQAC	Education Standards and Quality Assurance Council
FPE	Free Primary Education
KNUT	Kenya National Union of Teachers
MDGs	Millennium Development Goals
MOE	Ministry of Education
NACOSTI	National Commission for Science, Technology & Innovation
NEB	National Education Board
PRISM	Primary School Management
QASOs	Quality Assurance and Standards Officers
SbTD	School Based Teacher Development
SEP	School Empowerment Programme
SMASE	Strengthening Mathematics and Science Education
TACs	Teachers Advisory Centres
TSC	Teachers Service Commission

ABSTRACT

The purpose of this study was to establish factors influencing headteachers' instructional supervision practices in public primary schools in Longisa division, Bomet county, Kenya. The study objectives sought to examine the influence of headteachers' administrative experience, class sizes, headteachers' in-service-training and staffing levels on instructional supervision practices, in public primary schools in Longisa division. The study employed descriptive survey design. The target population for the study consisted of all the 69 public primary school headteachers, 69 deputy headteachers and 69 senior teachers in Longisa division. The sample size was 105 respondents. Consisting of 35 headteachers, 35 deputies and 35 senior teachers. Simple random sampling technique was used to select schools, whereas the respondents were picked purposively. Research instruments were self constructed questionnaires administered to headteachers, deputy heads and senior teachers. A test retest technique was used to estimate the degree to which the same results could be obtained with a repeated measure of accuracy. A correlation coefficient of about 0.93 and 0.84 were obtained for the headteachers, deputies and senior teachers respectively. After analysis data was presented using frequency tables. The study established that instructional supervision practices were influenced by headteachers' administrative experience, class sizes, headteachers' in-service training staffing levels. The study concluded that the schools' administrative structures such as the headteachers, deputy headteachers and senior teachers should be exposed to various instructional supervision practices so as to be conversant with best practices of instructional supervision. The study also concludes that large class sizes adversely affect headteachers' instructional supervision practices in that it leads to increased workloads amongst the headteachers. The study further concludes that headteachers INSET is a critical factor in instructional supervision since 66.7% of the respondents indicated that INSETs equip them with relevant knowledge, skills and attitudes necessary for adequate performance of curriculum supervision roles. The study also concludes that staffing levels is a critical factor influencing headteachers' instructional supervision practices in public primary schools in Longisa division. The study recommended that the MoEST should mount a comprehensive in-service training programme to teachers in administrative position so as to expose them to various instructional leadership roles pertaining to their positions. The Ministry should also adhere to recommended number of pupils-teacher ratios. Further the MoEST should determine the minimum levels of experience before appointment to leadership positions. The study also recommends that the Teachers Service Commission should post adequate number of teachers to public primary schools in Longisa division. The study suggests that factors affecting administrative cadres in public primary schools should be determined in further research. Also, further research was suggested to be done to establish training needs in curriculum supervision of headteachers', deputies and senior teachers. Factors influencing headteachers' instructional supervision practices in private primary schools in Longisa division was also suggested for further research.

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

Education is the primary agent of transformation towards sustainable individual, socio-economic growth and development of the society. It increases people's capacities to transform their visions for the society into reality. Most countries thus, have committed to providing quality education for all by the year 2015. Moreover, investment in quality primary education is a foundation for education in subsequent higher levels. The United Nations Educational Scientific and Cultural Organizations (UNESCO, 1994) recognized education as one of the basic human rights.

Against this backdrop, many nations around the globe have committed to global education policies such as Education For All (EFA), Universal Secondary Education (USE) and Universal Primary Education (UPE). They consider them key to global security, sustainability and survival. However, according to Buregeya (2011) these policies have brought forth significant challenges to many education systems worldwide.

The United Nations Educational Scientific and Cultural Organizations UNESCO (2000) emphasized strengthening of inspections of schools for effective teaching and learning. Similarly, the World Bank (2010) contended that systems of supervisions and support to schools are frequent areas of reform employed by world nations to improve their education outcomes and mitigate education challenges associated with global education policies.

Supervision of instructions began in colonial New England as a process of external inspection. Local citizens would inspect what the teachers were doing and what students were learning, rather than the improvements of teaching or student's learning (Gregory, 2010). Supervision was formalized in the late 1830s when common schools were formed. Professional administrators undertook supervisory activities and placed attention on assisting the teachers to improve their teaching effectiveness Okumbe (1998). Muthoni (2012) further asserts that an increasing number of countries have from the 1990s onwards attempted to reform supervision because of its effectiveness as a key tool in monitoring and improving education quality. Muthoni further observes that the value of education supervision lies in the improvements of teaching and learning situations and consequently students' achievements. In Britain, the main purpose of inspection is to collect a range of evidence match them against a given criteria and make judgements.

The World Bank (2009) noted that in England supervision is bestowed on the office for Standards in education children's' services and skills, local authorities and school boards and emphasize on three aspects; i) students' outcomes; ii) School processes; and iii) the context in which schools are operating. Students are supervised by their teachers who are primarily supervised by the school principals/ headteachers with a view to improving teacher quality and retention (Gregory, 2010). Schools rather than teachers and principals are the primary focus of external supervision.

The government of Kenya through education commissions, the Basic Education Act (2013) and other government reports has continued to emphasize supervisions of schools and instructional practices. For instance, the Phelps Stokes Commission (1925) emphasized the need for the government control, inspections of schools and training of the supervisors (Muni, 2002). Similarly, the Beecher Report (1949) and the Binns Report (1952) recommended strict supervision and control of education (Muni, 2002).

The Kenya Education Commission (1964) emphasized the importance of instructional supervision in secondary schools and mandated headteachers the role of school based supervision of instructions. On the other hand the Gachathi Commission (1976) and the Kamunge Report (1988) established an inspectorate in the MoE charged with supervision and in servicing of teachers on School Based Quality Assurance and Standards (MOE, 2009). The Education Act, 2013 stresses the need for instructional supervisions by establishing Standards and Quality Assurance Council (ESQAC) whose functions is assessment of teachers and maintenance of quality standards and relevance of education in institutions of basic education. Further the Education Act (2013) empowers the Cabinet Secretary for Education, Teachers Service Commission (TSC), National Education Board, national quality assurance bodies and the County Education Board (CEBs) with the mandate of maintenance of standards quality and relevance of education and training.

Olembo, Wanga and Karagu (1992) portray instructional supervision as all activities by which educational administrators may express leadership in the

improvement of teaching and learning such as observation of classroom instructions, conducting of teachers' meetings and of group and individual conferences. Headteachers' instructional supervision practices involve checking the teachers' classroom work and assessing their overall performance based on pupils' achievements, provision of current instructional materials to staff and in-service courses. Together with their staff the headteachers are also responsible for keeping records of work done and updating the schemes of work and lesson plans among others.

Supervision requires the leader to oversee, assess, evaluate and direct employees to ensure an organization meets its goals (Olembo et al., 1992). This generally involves an administrator observing and evaluating lessons in a classroom, documenting the teachers' performance and sharing suggestions for improvement (Gregory, 2010). Checklists and narrative documents are utilized to record and analyze teacher's performance as a supervisory practice.

Gregory defines instructional supervision as behaviors designated by an organization that affect teachers' behavior to facilitate pupils' learning. In the United States of America, the Department of Education mandates supervision of teacher performance in local school districts for accountability and improvements of schools.

Awuah (2010) pointed out that school leaders in Ghana use instructional supervision to improve teaching and learning by providing practicing teachers with ongoing support and guidance for the benefits of students. According to Bore (2012) supervision is an act of encouraging human relations and teacher

motivation. However, Bore noted that it is not to judge the competencies of teachers nor to control them but rather to work cooperatively with them. Okumbe (1998) however, points out that without evaluation supervision depends upon subjective personal opinion and biases. The supervisor must therefore, ensure that adequate, valid and criteria - based data and records are available.

Despite its significance in improving instructions and pupils achievements, Buregeya (2011) observed that there is an ongoing decline of supervision of schools throughout the globe. In his study done in Uganda, Buregeya attributed UPE and USE programs' failure to achieve their objectives to lack of close supervision. Similarly a study done by the World Bank in Kenya in 2011 concluded that Kenyan Education System is unaccountable , lacks effective supervision and quality control. The World Bank links high teacher absenteeism in Kenya to unaccountable school systems devoid of effective supervision (Kigotho, 2011).

One of the critical factors that has impacted on effective headteachers' instructional supervision is shortages of teaching staff and Quality Assurance Standards Officers (QASOs). The United Nations (UN, 2013) estimates that there are 8 million teacher shortages worldwide with more than one million in Sub-Saharan Africa (UNESCO, 2013). According to Kenya National Union of Teachers (KNUT, 2013) teacher shortages in Kenya currently stand at 80,000 though not evenly distributed throughout the country. Compounded with teacher shortages is an acute shortage of QASOs which, according to Masha

(2012) has led to poor performance in exams in rural counties. This has undermined global efforts to ensure universal access to quality primary education by 2015 (UN, 2013). High teacher shortages lead to high pupil-teacher ratio which according to cabinet secretary for Education has become worse since the inception of FPE (Otieno, 2014). According to UNESCO (2000) the international standards recommends the ratio of pupils to teachers to be 42:1.

To solve the problem of teacher shortages, World Nations have designed various strategies. UNESCO (2000) recommended putting in place adequate staffing norms at all levels to maximize use of teachers. The Ugandan government has introduced staff development, peer tutoring, reflective teaching approaches and hiring of contract teachers. In Kenya, similarly, the MoE (2004) introduced alternative teaching approaches such as multi- grade teaching, multi- shift sessions, contract teaching and conservation replacement of teachers as stop gap measures. Low level of staffing compelled headteachers to take more lessons in expense of carrying out effective instructional supervision practices for instance, classroom visitation among others.

Headteachers' work experience is another critical factor in supervision of instructions as it improves employee performance (Kirui, 2012). According to Mwiria (1995) limited teaching and administrative experience contributed to management deficiencies in those with less than five years of administrative experience. In contrast, Wawira (2012) found that headteachers' administrative

experience does not influence implementation of instructional practices.

Global education policies aiming at enhancing equity, access and improved transitions (UNESCO, 2005) have consequently led to massive pupils' enrolment figures and high pupil-teacher ratios throughout the globe, resulting in bigger classes and heavy work load amongst the head teachers. Gathera's (2008) study on challenges related to implementation of FPE policy in Narok District established that high pupils' enrolment overwhelmed teachers and hence not able to give individualized attention to pupils.

According to Mbithi (2007) employees of an organization must possess the right attitude and skills to enable them to get the work done efficiently. He observed that work efficiency comprises skills and proper attitude.

On the basis of this, the Ministry of Education Science and Technology (MoEST) has been running numerous INSETS programmes in form of seminars, workshops and conferences for teachers and headteachers. These INSETS aim at empowering the headteachers and teachers to improve the quality of leadership as well as teaching and learning. This was as a result of the findings by the consultancy on the improvement of management in primary needs analysis which took place in 1994. This consultancy recommended that primary school heads require skills in school development planning, Curriculum management, human and resource management (MOEST, 1999). However, according to Kiplagat (2012), primary school head teachers lack teaching financial and management skills to head public institutions.

The most notable INSET offered to the teachers in the recent past includes Strengthening of Primary Education (SPRED 1), Primary School Management Project (PRISM), School Based Teacher Development (SbTD), School Empowerment Programme (SEP), Strengthening Mathematics and Science in primary Education (SMASE) project and Diploma in Education Management (DEM).

PRISM was initiated in 1996 to provide headteachers with school management skills in order to improve the quality of primary education and to consolidate the links between schools and Teacher Advisory Centres (TACs). The SEP was designed for all primary school heads in 2004 and aims at improving the quality of teaching and learning (MOEST, 2004). It sought to mobilize and involve the entire school community in successful implementation of Government of Kenya (GoK) Free Primary Education and other initiatives.

In order to ensure efficient supervision, the administration must select highly qualified, competent and devoted employees. To ensure a high degree of competence and a sense of responsibility, both the pre-service and in service training of education administrators must be accepted as necessary (Mbithi, 2007). Mbithi, thus recommends that before an officer is placed in a new responsibility, he or she must undergo the requisite formal training for that particular job, in addition regular in service training is necessary in order to keep him/her up to date with new techniques.

However, the 1988 Report by the Presidential Working party on Education and manpower Training for the next decade and Beyond noted that while

headteachers were central to the successful management of schools, most of them were appointed from serving teachers, majority of whom had not received any training in school management (MOEST, 1999). The report and others recommended that Inservice Education for Teachers (INSET) be provided for all heads of schools.

Through the Sessional Paper No. 6 of (1988) on Education and Manpower Training for the next Decade and Beyond, the MoEST underscored the importance of quality assurance and recommended the training of heads of institutions as the first line QASOs. On the other hand, the Sessional paper No.1 (2005) further recommended the strengthening of school based quality assurance and standards. This was to bolster the Ominde Commission (1964) which recommended training of school inspectors on the job (Okumbe 1998).

Professional training of headteachers is of utmost importance if quality education is to be enhanced. The World Bank reported that around the world, teacher professional development is treated as critical (Machio, 2014). It improves the job performance of an individual staff, group of staff or even the whole staff (MOEST, 2004). In service training equips the headteachers with requisite knowledge, skills and attitude on crucial aspects of management (Olembo, 1992) and consequently improves pupils' learning and achievement.

The MoEST, through Kenya Education Management Institute developed Diploma in Education management (DEM) to address the issue of capacity building for heads of schools. It aims at equipping serving officers with requisite knowledge, skills and attitudes that would enable them deliver

quality services through efficient and effective management of education services or resources (MOEST, 2011). According to the Cabinet Secretary for education DEM was designed to equip school heads with managerial skills to steer learning institutions for proper development of pupils. The cabinet secretary warned that primary and secondary schools who do not hold a diploma in education management would not be allowed to serve as administrators (Otieno, 2014).

Both Strengthening Mathematics and Science in primary Education (SMASE) project and School Based Teacher Development (SbTD) target both the subject teachers and headteachers. SMASE has been done through in servicing of mathematics and Science teachers and sensitization of other education stakeholders for example headteachers. Science and Maths teachers were exposed to good practices that if well implemented could improve the quality of Science education and hence learners achievement (CEMESTEVA, 2013). Under SbTD all subject teachers were in-serviced on best practices of instructions especially to handle education issues after introduction of FPE in 2003.

Through the sessional papers No.6 (1988) on Education and Manpower Training for the next Decade and Beyond, No. 5 (2005) on Policy Framework for Education, Training and Research, the MoEST underscored the importance of quality assurance and recommended the training of heads of institutions as the first line QASOs and strengthening of school based quality assurance and standards. This is because the ministry believes that improved pupil's learning

and achievement is strongly related to the way in which schools are managed. Staff development improves the job performance of an individual staff, group of staff or even the whole staff (MoEST, 2004).

It is on the basis of this that the MoEST has been training primary school heads in management skills through In-Service Education and Training, workshops and seminars. Professional development of headteachers is of utmost importance if quality education is to be enhanced. This could be realized by focusing on school based in service training, in form of seminars, conferences and workshops for all heads of institutions as a means of equipping them with requisite knowledge, skills and attitudes on crucial aspects of management.

During the launch of the National Table t Programme, it was revealed that the World Bank reported that around the world, teacher professional development is treated as critical (Machio, 2014). To ensure this critical role, teacher advisory centres tutors (TACs) were established in Kenya to provide primary school teachers with professional guidance and support. The centres are focal points for conducting in-service courses and syllabus orientation to maintain high quality education.

In Italy, some schools suspend classes to conduct in-service teacher development initiative. The teachers are exempted five days in a year to attend professional development activities. In Romania teachers are granted one- day per week for professional development while lifelong learning is emphasized in China while in Sri-Lanka, study opportunities, training workshops and in-

service are provided. In Philippines, school based training programme for science and mathematics are offered (Machio, 2014).

In the USA, England, Sweden and Australia preparation and professional development of headteachers is formally institutionalized with colleges offering training for principals before appointment to school leadership (Kirui, 2012). In Asia, Hong Kong and Singapore are in the forefront of developing institutions and programs for professional development and preparation of principals. Certification for principalship was introduced in 2002 for aspiring principals as a quality assurance mechanism to ensure that future principals will have met certain leadership requirements in preparing themselves as principals (Machio, 2014).

In the developing world especially Africa, preparation and development of head teachers is not as pronounced and systematic as it is in the developed world. Infact, in most cases it is either lacking or informal. However, there are efforts being made by some countries in coming up with programs for professional development and preparation of heads of school to conduct instructional supervision (Kirui, 2012).

In South Africa for instance, Kirui (2012) noted that new professional development initiatives for principals and aspiring principals are now covered in the Policy Framework for Leadership Education and Management Development. In Kenya the MoE (2011) takes cognizance of the importance of capacity building of head teachers. Therefore the MoE has been running various improvement programs for head teachers such as in service training,

workshops and seminars.

1.2 Statement of the problem

The Kenya government recognizes the importance of instructional supervision in improving teaching and learning. Thus over time, efforts have been made to enhance the quality assurance function at the institutional level such as public primary schools. Efforts have also been made to rationalize workload, operationalize zones and institutions to ensure that quality assurance are available to all learners. To improve mobility at the local level, QASOs have been provided with motorcycles and financial allocations to district education offices increased to finance fuel and other logistical requirements (MoEST, 2005) and numerous in-service training, workshops and seminars for headteachers. Teacher advisory centres tutors are also currently being provided with Tablets well equipped with modern instructional and supervision aids to assist them improve teaching (Machio, 2014).

However, despite these efforts, there are reports on poor pupil learning outcomes as observed by Cabinet Secretary for Education (Machio 2014). Further, a recent survey by the Uwezo Initiative (2013) indicates that learning levels among primary school children are low and too many complete primary schools without basic competencies. This is attributed to lack of adequate and close supervision of instructions and teachers.

The KCPE results in Longisa Division have generally been poor for the last 3 years. This is evident in the KCPE result analysis below for Bomet District as

provided by the DQASO during the Annual District Education day on Saturday 14th September, 2013:

Table 1.1: KCPE analysis Bomet district between 2010 and 2012

Year	Longisa Division	Bomet Central Division
2010	235.45	253.68
2011	248.75	256.82
2012	244.69	255.75

Table 1.1 shows that performance in KCPE in Longisa division for the last three years has been poor compared to the other divisions. This makes Longisa division a suitable area for this study. Supervision of instructions plays an important role in the performance of teachers. For this role to be effectively achieved, institutional factors influencing head teachers' instructional supervision practices must be analysed.

1.3 Purpose of the study

The purpose of this study was to establish school factors influencing headteachers implementation of instructional supervision practices in public primary schools in Longisa division.

1.4 Objectives of the study

The objectives of the study were

- i. To examine the influence of head teachers' administrative experience

on their instructional supervision practices in public primary schools in Longisa division.

- ii. To establish the extent to which the class sizes affect head teachers' instructional supervision practices in public primary schools in Longisa division.
- iii. To determine the extent to which headteachers' in-service training influences their instructional supervision practices in public primary schools in Longisa division.
- iv. To determine the extent to which staffing levels affect head teachers' instructional supervision in public primary schools in Longisa division.

1.5 Research questions

This study sought to answer the following questions:

- i. To what extent do the head teachers' administrative experiences influence the instructional supervision practices?
- ii. What is the effect of class sizes on implementation of head teachers' instructional supervision practices in public primary schools?
- iii. How does headteachers' training influence their instructional supervision practices in public primary schools?
- iv. To what extent does the staffing levels influence head teachers' instructional supervision practices in public primary schools?

1.6 Significance of the study

The study findings may be significant to the headteachers and other education officers such as QASOs who may use the identified factors affecting head teachers instructional supervision practices to improve on their instructional practices. The result of the findings may be used during workshops and seminars organized by education officers to sensitize head teachers on how to undertake instructional supervision for improvement of instructions. Research findings may be used by the Ministry of Education in policy formulation on supervision that may guide administrators in appointing head teachers, deputy head teachers and senior teachers in public primary schools. It might also help DQAS and other educational stakeholders in analyzing public primary schools instructional supervision policies and make needed interventions.

1.7 Limitations of the study

The respondents shared information in the process of filling the questionnaires hence affecting the objectivity of the findings. The researcher sensitized the respondents on the importance of filling the questionnaires independently. Data was collected only from administrative cadres involved in school based curriculum supervision. A lot of information would have been collected if all teachers in the school were involved. Respondents gave socially acceptable responses. However, to reduce this, the researcher assured them of confidentiality of their views and explained that the questionnaire was for the purpose of research only.

1.8 Delimitation of the study

The study was done in public primary schools in Longisa division in Bomet County. It did not cover private schools because they were administered differently depending on proprietors' inclination hence applying different supervision practices and may not be uniform across the schools. Data was collected from head teachers, deputy teachers and senior teachers of selected primary schools in Longisa division. These teachers are involved in internal curriculum supervision in public primary schools.

1.9 Assumptions of the study

It was assumed that (a) respondent possesses the knowledge on instructional supervision; b) that respondents were cooperative in answering the questionnaires; and c) that head teachers delegate their instructional supervision roles to the deputy heads and senior teachers.

1.10 Definition of significant of terms

Class size refers to numbers of pupils in a teacher's class room daily for whom the teacher is responsible and accountable for.

Instructions refer to teaching and learning strategies employed by the teacher when facilitating classroom lessons.

Instructional supervision refers to constant process that aims at improving teaching and learning through provision of needed services to teachers

Performance refers to students' achievements and scores after a given examination by the teacher

School based factors refer to factors inside the school which can either affect implementation of instructions positively or negatively.

Staffing levels refer to the number or adequacy of teachers in a school.

1.11 Organization of the study

The study was organized into five chapters. Chapter one comprised of the background to the study, statement of the problem, purpose and specific objectives of the study, research questions, significance of the study. It also comprised of limitations and delimitation of the study, assumptions of the study and the definition of significant terms. Chapter two presented literature related to school based factors and instructional supervision. It focused mainly on class size, staffing levels, head teachers' professional training and head teachers' administrative experiences and their effects on instructional supervision.

Chapter three of the study focused mainly on research methodology and includes description of research design, target population, sampling techniques, sample size, research instrument, data collection procedures and data analysis techniques. Chapter four presented data analysis, interpretation and discussion of findings. Chapter five focused on summary of the study, conclusions, recommendation of the study and citation for further research.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

In this chapter, the researcher reviewed literature related to school factors influencing headteachers' instructional supervision practices in public primary schools in Longisa division, Bomet district. The review was conceptualized under the objectives of the study and focused mainly on headteachers' administrative experience, class sizes, staffing levels and headteachers' training and their influence on instructional supervision practices. The chapter ended with a theoretical and conceptual framework.

2.2 Headteachers' administrative experience and instructional supervision practices

The free online dictionary defines experience as knowledge and skills acquired through a direct personal participation or observation of an event. In this study, the definition of administrative experience adopted is the length of time the headteacher has been serving in that capacity. According to Olembo et al (1992) headteachers are expected to possess superior knowledge skills and attitudes acquired through training and experiences to enable them discharge their instructional duties effectively. A research study by the Association of Chartered Certified Accountants shows that employers are now laying emphasis on international work experience when recruiting accountants since it is an important tool for business growth (Global Work Experience, 2013).

Mwiria (1995) carried out a study on the constraints and challenges to

effective primary school management in Eritrea. He found out that limited teaching and administrative experience had a great deal to do with administrative deficiencies observed in those with less than five years of administrative experience.

However, Wawira (2012) found that administrative experience does not significantly influence instructional supervision practices in public primary schools. This contrasts with a study done by Xueming Luo at the University of Texas. He found that the longer a CEO serves the more the firm employee dynamics improve. But an extended term strengthens customer ties only for a time, after which the relationship weakens and the company's performance diminishes. Wawira (2011) observed that headteachers' job and teaching experiences influence teachers' perception towards headteachers' instructional supervision practices. This means that such teachers are readily willing to accept instructional guidance from experienced head teachers.

As instructional and supervisory leaders, Olembo et al (1992) point out that head teachers should be trained on various education issues so as to impart on them appropriate knowledge, skills and attitudes that would enable them discharge their duties effectively. Studies done in Kenya by (Nyandiko, 2008 & Kirui, 2012) both found that head teachers' experiences have a positive influence on implementation of curriculum change and instructional supervision practices.

2.3 Class sizes and head teacher's instructional supervision practices

Class size according to the web refers to the number of pupils in a teachers' classroom daily whom the teacher is accountable and responsible for. Throughout the world, pupils enrollment in all levels of education are on a rising trend. In European Union member countries, there are approximately 97.2 Million pupils and students enrolled in educational establishment. This has resulted in high teacher pupils ratios. Pupil teacher ratios within primary education ranges from an average of less than ten pupils per teacher (1:10) in Lithuania in 2010 to almost double that rate in the Czech. Republic, France and the United Kingdom (all above 18 pupils per teacher (1:18)).

World Bank (2002) pointed out that the quality of education in Uganda under UPE is unsatisfactory as there is inadequate teaching due to high teacher pupil ratio and overcrowding in classes that negatively affect the standards of education. After the introduction of FPE policy in Kenya in 2003, there has been massive increase in enrollment figures in primary schools. According to Department for International Development ([DFID], 2007) increases in enrolment are associated with large class sizes and lower KCPE scores. Wathera (2008) noted that increase in enrollment overwhelmed teachers and not able to give individualized attention to pupils. Teachers could not mark pupils' assessments whereas head teachers and QASOs focus mostly on management of FPE grants compromising instructional supervision practices. In a similar study by Kamindo (2008) she concluded that the introduction of FPE policy has made the head teachers to be managers, accountants, record keepers and supervisors instead of instructional supervisors.

2.4 Headteachers' training and instructional supervision practices

Okumbe (1998) portrays training and development as provision of skills to junior and senior cadres of employees so as to enable them to perform their duties effectively in an organization. Training ensures systematic development of knowledge, skills and attitudes required by employees to perform effectively on given tasks. Hence, employees can make a very significant contribution to the overall effectiveness and profitability of an organization (Opudo, 2012). Administrative experiences, according to Olembo (1992) offers headteachers superior knowledge, skills and attitudes that would enable them discharge their instructional duties effectively.

In Kenya, almost all primary school teachers undergo a two-year formal training course where they are trained to cover all subjects. It has now been established that the content be covered during the two year training period is too wide. As a result, the mastery of content by trainees as well as acquisition of appropriate pedagogical skills is inadequate (MoEST, 2006). It is therefore critical that a comprehensive in-service programme is mounted to ensure that the quality of education at primary school level is not compromised. This is because a continuous improvement in the quality of education services also entails continuous skills upgrading for serving teachers. There is need to provide adequate opportunities for in-service training for practicing teachers to enhance their skills beyond those acquired during their pre-service training.

According to Buttrick (2009) training results to fewer accidents in place of work since errors are likely to occur if employees lack knowledge and skills

required for doing a particular job. He further notes that employees become an asset of an organization and there is increased productivity since training improves efficiency and productivity of employees.

Teacher Advisory Centres (TACS) were established as focal points for conducting teacher in-service courses and syllabus orientation to maintain high quality education. Training is also documented as one of the most important component source of supervision skills. According to Njenga (2010), lack of requisite skills has left many municipalities in Kenya inadequately staffed, with grave implications for service delivery. He observes that there is a dire need to equip the staff with adequate knowledge in their respective field to enable them perform their duties as expected.

According to Machio (2014) teachers who participated in sustained curriculum-based teacher professional development reported changes in practice resulting in high pupils achievement scores in national exams. The MoE, further runs various improvement programs in the form of in service courses, seminars, workshops and conferences for teachers as a form of professional development. However, according to Kiplagat (2012) the majority of primary school head teachers lack management, teaching and financial skills to head public institutions.

A number of researches have been conducted on headteachers' training needs and made various recommendations. For instance, Okumbe (1998) recommended that for the purposes of effectiveness of school teachers, school managers and curriculum implementers, in service training should be provided

to them. Kimosop (2002) did a study on the role of headteachers in instructional supervision in Kabarnet and Salawa Division of Baringo District. The study found that most primary school headteachers have little or nothing in their backgrounds to prepare them as instructional supervisors.

2.5 Staffing levels and head teachers instructional supervision practices

Bore (2012) emphasizes that human resource is the most important resource in a school organization. He noted that teachers comprise the most important human resource in the school. Opudo (2012) notes that when considering staff capacity, both competence and the number of staff needed to deliver services to the clients is important. Okumbe (1998) Concur with this arguing that staff needs to be trained and developed so as to acquire basic competencies and skills that would enable them fit into their work.

The availability and quality of human resources within an organization are critical factors that influence the capacity of an organization to grow. However, according to Nyandiko (2008) headteachers are experiencing staff shortages which hinder realization of curriculum demands. He further observed that in Kenya, there exists an unbalanced distribution of teachers with most teachers preferring working in urban, peri-urban and high potential areas.

2.6 Summary of the literature review

This section reviewed literature on school based factors and their influences on implementation of instructional supervision practices in public primary

schools in Longisa Division. The head teachers as instructional supervisors should possess prerequisite supervisory skills such as conceptual, human relations and technical skills (Okumbe, 1998). A study done by Kimosop (2002) revealed that most primary school administrators have little or no background skills or expertise to prepare them as instructional supervisors. A related study done by the MoE and Kenyatta University lecturers revealed further that most primary school head teachers lack management, teaching and financial skills to manage public institutional (Kiplagat, 2012).

Mwiria (1995) recommended determination of minimum levels of experience of teachers before appointment to leadership position and proper pre-and in service courses for headteachers. This is after finding out management deficiencies in less experienced head teachers. However, Wawira (2012) argued that administrative experience does not significantly influence instructional supervision practices in public primary schools. Wawira (2012) however, noted that administrative experiences of headteachers influence teachers' perceptions of headteachers' instructional supervision practices.

Opudo and Bore (2012) explored some issues affecting instructional supervision and they noted that understaffing and increased enrolment affected instructional supervision negatively through increased workload amongst available staff. It should however, be noted that reducing the number of students alone does not improve the quality of supervisions and instructions or lead to poor education achievements (Nakabugo, 2003). Thus, focus should be shifted from concern on class sizes to investigating what kind of teaching actually makes a difference.

2.7 Theoretical framework of the study

This study was guided by the Path Goal Theory developed by Robert House in 1971. It has its roots in expectancy theory. This theory states that a leader's behavior is contingent to the satisfaction, motivation and performance of his or her subordinates. It further postulates that the leader engages in behaviours that compliment subordinates abilities and compensate for deficiencies.

This theory can be classified both as a contingency and as a transactional leadership theory. It is to do with the leader "clearing" the path for the followers to take. It was developed to describe the way the leaders encourage and support their followers in achieving the goals they have been set by making path that they should take clear and easy. In particular, according to this theory leaders should, Clarify the path so subordinates know which way to go, remove road blocks that are stopping them going there and increase the rewards along the route as leaders can take a strong or limited approach.

This theory explains that performance of head teachers' instructional supervision practices depend upon effort. Instructional supervision of head teachers influence teachers' commitments in teaching, improved teaching and learning techniques, and improved academic performance. Head teachers can motivate teachers for academic performance. According to this theory, leaders who show the way and help followers along a path are effective in leading them. This approach assumes that there is one right way of achieving a goal and the leader can see but the followers cannot.

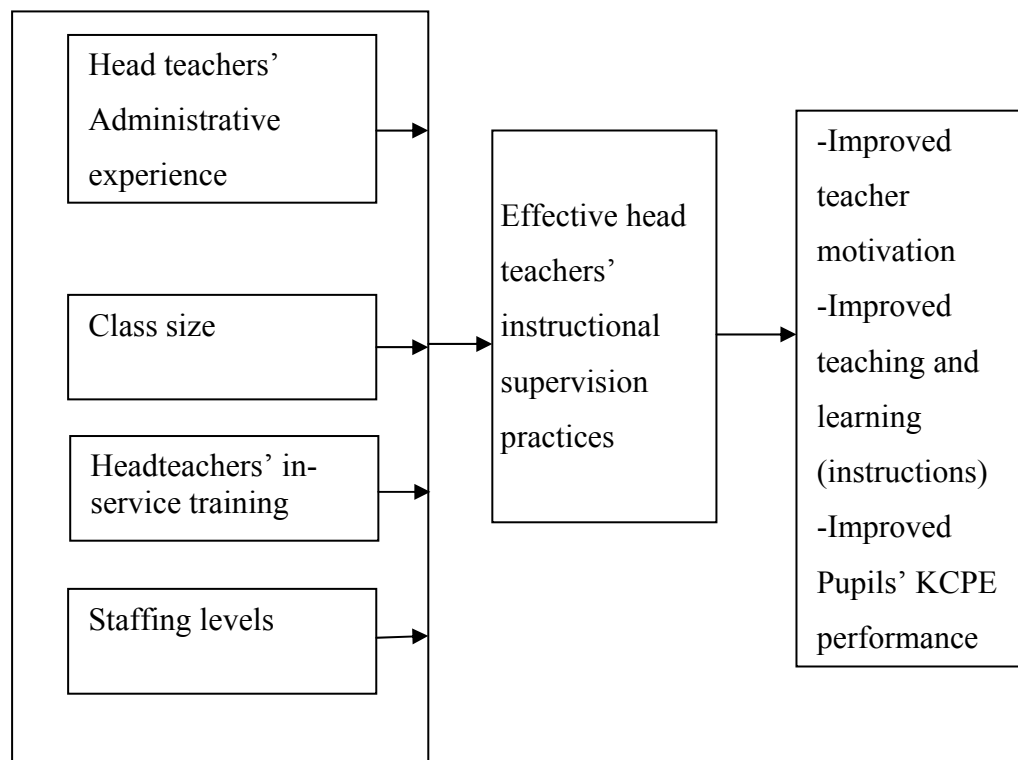
However, in adopting the Path Goal Theory for this study, the researcher was

aware of its shortcomings. The role of other stakeholders in the schools, their creativity and innovations should be encouraged and nurtured. Team work and delegation of responsibilities should be encouraged. This theory casts the leader as the "knowing person" and the followers as "dependants". However, it assumes that the followers are completely rational and that appropriate methods can be deterministically selected depending on the situation.

2.8 Conceptual framework

Orodho (2005) defines conceptual framework as a mode of representation where a researcher represents the relationship between variables in the study and depicts them diagrammatically.

Figure 2.1 Conceptual framework of the factors influencing headteachers' instructional supervision practices in public primary schools in Longisa division, Bomet county



The study was conceptualized based on the variables used in the study. It was conceptualized that headteachers' instructional supervision practices were influenced by various factor. These were headteachers' administrative experience, class sizes, headteacher's training and the staffing levels which are the independent variables.

The independent variables affected the headteachers' instructional supervision practices thus resulting in improved teaching and learning (instructions). It would also motivate teachers and hence would be committed in their teaching. Teachers and pupil's performance in KCPE would consequently improve.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents research design, target population, sampling techniques and sample size, research instruments, validity and reliability of instruments and data collection procedures.

3.2 Research design

Orodho (2005) defines a survey as a method of collecting information by interviewing or administering a questionnaire to a sample of individuals. This study adopted descriptive survey research design. This design is deemed appropriate for this study due to its ability to elicit a wide range of baseline information. It also ensures rapid data collection with minimal expenditure of efforts, time and money. Descriptive studies may often result in the formulation of important principles of knowledge and solution of significant problems (Kombo & Tromp, 2009).

3.3 Target population

Oso and Onen (2011) define target population as the total number of subjects or the total environment of interest to the researcher. The target population of the study consisted of all the 69 headteachers, 69 deputy headteachers and 69 senior teachers in public primary schools in Longisa division. Therefore the total target was 207 (Education office, Longisa division).

3.4 Sampling technique and Sample size

According to Mugenda and Mugenda (2003) a sample is a small portion of the target population, while sampling is a research technique that is used in selecting a given number of subjects from the target population, as a representative of that population. Mugenda and Mugenda (2003) recommend 50% of the target population as an adequate sample for a study. The sample size in this study was therefore, 35 headteachers, 35 deputy headteachers and 35 senior teachers from 35 public primary schools. In each school the headteacher, deputy headteacher and the senior teacher were picked purposively. Therefore, the sample size consisted of 105 respondents.

The study employed simple random sampling to select 35 schools. Simple random sampling is a technique in which each and every item of the population is given an equal and independent chance of being included in the sample. In applying this technique the researcher obtained names of all the public primary schools in the division and wrote them on identical slips of papers. The slips were folded and mixed in a container. A blind fold selection was made with replacement before another unit was selected. This was done repeatedly until all the 35 schools were selected. The headteachers, deputy headteachers of the sampled schools were selected purposively.

3.5 Research instruments

The study employed head teachers', deputy head-teachers' and senior teachers' questionnaires to collect data. A questionnaire is an instrument used to gather data which allows measurements for or against a particular view points.

According to Orodho (2005) a questionnaire has an ability to collect a large amount of information in a reasonably quick space of time. Mugenda and Mugenda (2003) assert that a questionnaire is commonly used to obtain important information about the population with each item in the questionnaire addressing a specific objective. The questionnaires were divided in two sections. Section A sought to obtain the respondents' demographic data, academic qualification, working experience and the pupil-teacher ratios in their schools. A total of 5 items were captured in this section; these were gender, age, professional qualifications, duration of service in their present posts and teacher-pupil ratio. Section B sought to give an assessment on factors influencing headteachers' instructional supervision practices in public primary schools in Longisa division. The questionnaire used in the study had both closed and open-ended questions to allow more information to be solicited from the respondents.

3.5.1 Validity of the research instrument

Validity is the extent to which research results can be accurately interpreted and generalized to other populations. It is the extent to which research instruments measure what they are intended to measure (Oso & Onen, 2011). This study determined the validity of the questionnaires through use of experts' advice. The pilot study was conducted in four schools, about 10% of the sample size as recommended by Mugenda & Mugenda (2003). The four schools were not sampled in the main study. The number of respondents were therefore 12 (4 headteachers, 4 deputy heads and 4 senior teachers). Validation

was done in terms of testing if the questionnaires are properly constructed. The items in the questionnaires were presented to the supervisors from the department for assessment of the relevance of the contents to be used in the instrument. The supervisors' suggestions, comments and recommendations were used to improve the final questionnaire.

3.5.2 Reliability of the research instrument

Reliability, according to Mugenda and Mugenda (2003) is the measure of the degree to which a research instrument yields consistent results or data after repeated trials. The test retest method was used to test the reliability of the questionnaire. This approach was appropriate since it gave a time lapse between the two tests and the researcher can use this to prove instruments' reliability. Test retest involves administering instruments twice to the same group of subjects.

The instruments were administered to public primary schools in Longisa division randomly selected from the target population and the responses scored manually. The same instrument was re-administered after two weeks and responses were also scored and analyzed manually. The reliability coefficient was determined using Pearson product correlation coefficient. If the reliability coefficient was 0.7, then the instrument were deemed unfit and other instruments were constructed or the same was adjusted to be more reliable. If the coefficient is 0.7 and above then, the instrument is deemed reliable and can be used for the research (Best & Kahn, 1988). The coefficient was 0.93 and therefore was deemed fit, reliable and used for the study.

3.6 Data collection procedure

The administration of research instruments for data collection was done by the researcher both in the pilot and the main study. A research permit was obtained from National Commission for Science, Technology and Innovations (NACOSTI). A copy of the permit and an introductory letter was presented to the Sub County Administrator and The County Director of Education (CDE) Bomet Sub county. The researcher administered research instrument to the head teachers, deputy headteachers and senior teachers of the sampled schools personally. The respondents were given one week to fill the questionnaires. The questionnaires were collected after one week by the researcher.

3.7 Data analysis techniques

After collection of data, the instrument was checked for completeness and clarity. Data was analysed both quantitatively and qualitatively based on the study objectives. Quantitative analysis applied for close ended questions that provided the respondents with alternative responses from which to choose. Qualitative analysis was used on open ended questions that required the respondents to give their own opinions. Descriptive statistics was used to summarize quantitative data. Analyses involved editing the questionnaires, tabulating and coding the responses. Data was processed using Statistical Packages for Social Sciences (SPSS) computer programme. Frequency distributions, percentages and mean scores and standard deviations was computed and tabulated.

Qualitative data was processed by first categorising and discussing responses

for each item according to themes. The data was then edited and coded and reported using descriptive narratives of the views, experiences and opinions of the respondents. Descriptive statistics were used to analyze the coded responses.

CHAPTER FOUR

DATA PRESENTATION, INTERPRETATION AND ANALYSIS

4.1 Introduction

This chapter presents the data, interpretation and analysis of the collected data. Data analysis was aimed at addressing the purpose of the study which was to establish factors influencing instructional supervision practices in public primary schools in Longisa division, Bomet county. It starts with questionnaire response rate, demographic and background of the respondents, influence of headteachers' administrative experience, influence of class sizes, inservice training and staffing levels on headteachers' instructional supervision practices. The work is organized based on the four research objectives raised for the study. Data is then presented in the form of frequency tables and figures where applicable. The presentation is based on data from headteachers', deputy headteachers' and senior teachers' questionnaires.

4.2 Questionnaire return rate

The researcher dispatched 35 questionnaires to head teachers, 35 to deputy heads and 35 to senior teachers. The Table 4.1 shows how the questionnaires were returned.

Table 4.1: Questionnaire return rate of respondents

Categories	Frequency		Percent
	Distributed	Returned	(%)
Headteachers	35	35	100.0
Deputy headteachers	35	30	87.0
Senior teachers	35	25	71.4
Total	105	90	85.7

Table 4.1 indicates that the 35 headteachers sampled participated in the study. This represents a return rate of (100%). However, (86%) of the deputy headteachers and (71%) of the sampled senior teachers took part in the study and returned the questionnaires. This response was possible because the respondents were knowledgeable about supervision of curriculum since they are involved in internal curriculum supervision in schools. The researcher also made visit to their schools to collect filled questionnaires. The high response rate of the respondents indicated that they were cooperative.

4.3 Demographic and background information of respondents

Demographic information of respondents was based on age, level of education, administrative experience and gender.

4.3.1 Age distribution of respondents

The respondents were asked to indicate their age brackets. Table 4.2 shows findings on the respondents' distribution of ages.

Table 4.2: Age distribution of headteachers

Age brackets	Frequency	Percentage
Above 45 years	21	60.0
35-44 years	10	29.0
25-34 years	4	11.0
Total	35	100.0

The study established that the majority of the headteachers (60%) were aged 45 years and above. These results suggest that age was a likely factor that was put into account when appointing headteachers. It also indicated that most of the headteachers have served in the teaching service for a long time and hence, have acquired a lot of experiences in internal curriculum supervision at the school level.

Table 4.3: Age distribution of the deputy headteachers

Age brackets (in years)	Frequency	Percentage
Above 45 years	15	50.0
35-44 years	11	36.0
25-34 years	4	14.0
Total	30	100.0

Table 4.3 indicates that most of the deputy head teachers were above 45 years. This was represented by (50%) of the sampled deputies. They were considered well suited to provide relevant information on school based factors influencing

instructional supervision practices in public primary schools in Longisa division, Bomet Sub-county

Table 4.4 Age distribution of the senior teachers

Age brackets	Frequency	Percentage
Above 45 years	12	48.0
35-44 years	7	28.0
25-34 years	6	24.0
Total	30	100.0

It is apparent that most of the senior teachers were aged above 45 years. This is accounted by (48%) of the sampled senior teachers in Longisa division public primary schools. They were considered to have a lot of experience in school based curriculum supervision.

4.3.2. Academic qualification of respondents

The respondents were asked to indicate their highest level of education. Their responses are summarized in Table 4.5.

Table 4.5 Academic qualification of respondents

Categories	P1- Certificate		Diploma		B.Ed	
	F	%	F	%	F	%
Headteachers	15	43.0	8	23.0	12	34.0
Deputy headteachers	20	67.0	8	27.0	2	6.0
Senior teachers	15	60.0	10	40.0	-	-
Total	50	55.5	26	28.9	14	15.5

The results in Table 4.5 shows that most of the respondents were holders of P1-Certificate. This is indicated by (55.5%) of the sampled respondents. However, a number of headteachers are Bachelor of Education degree holders. This was accounted by (34%) of the sampled headteachers. This finding suggest that the respondents have relevant professional qualifications to teach in public primary schools.

4.3.3 Administrative experience of respondents

The questionnaire sought information on administrative experience of respondents in terms of the number of years they have served in the current administrative post. Table 4.6 summarized the results.

Table 4.6 Administrative experience of respondents

Working Experience in years	Headteachers		Deputy Headteachers		Senior teachers	
	F	%	F	%	F	%
Less than 5 years	6	17.0	9	30.0	9	36.0
5-10 years	11	32.0	10	33.0	8	32.0
10-15 years	12	34.0	8	27.0	5	20.0
15 years and above	6	17.0	3	10.0	3	12.0
Total	35	100.0	30	100.0	25	100.0

The results in Table 4.6 suggest that most of the headteachers have served in the administrative position between 10-15 years. This was represented by (34%) of the sampled headteachers. However it also revealed that a high percentage of the senior teachers have not served in their positions for more than 5 years in their present administrative positions. This is an indication that most of the senior teachers have not gained enough experience on instructional supervision practices.

4.3.4 Gender of respondents

The respondents were asked to indicate their gender. The findings are summarized in Table 4.7

Table 4.7: Gender of respondents

Gender	Headteachers		Deputy heads		Senior teachers	
	F	%	F	%	F	%
Male	29	83.0	23	77.0	19	76.0
Female	6	17.0	7	23.0	6	24.0
Total	35	100.0	30	100.0	25	100.0

The results of Table 4.7 show that majority of the administrative personnel in the school are males. These are represented by (83%) of headteachers, (77%) of deputy head teachers and (76%) of senior teachers. This indicates that Longisa division is a male dominated zone. The few females in administrative position indicate that female teachers view leadership positions as male domains.

4.4. Factors influencing headteachers' instructional supervision practices

Supervision of instructions in public primary schools are affected by many factors as cited in the literature review. Some of the factors are headteachers' administrative experience, staffing levels, class sizes and headteachers' in-service education and training. This study aimed to established factors influencing instructional supervision practices in public primary schools in Longisa division. The data was obtained through own constructed questionnaires dispatched to headteachers, deputies and senior teachers in public primary schools. Responses from the questionnaires were organized

and analyzed using descriptive statistics supported by Tables and Figures based on the objectives of the study.

4.4.1 Headteachers’ administrative experience and instructional supervision practices

Research question 1 sought to find out the extent to which headteachers’ administrative experience influenced instructional supervision practices in public primary schools. The respondents were asked to indicate the extent to which they thought headteachers administrative experience generally influence their supervision practices. Their responses are tabulated in Table 4.8.

Table 4.8: Administrative experience and instructional supervision practices

Responses	Headteachers		Deputy heads		Senior teachers	
	F	%	F	%	F	%
Strongly agree	29	82.9	23	77.0	18	72.0
Agree	6	17.1	6	20.0	4	16.0
Disagree	-	-	1	3.0	3	12.0
Total	35	100.0	30	100.0	25	100.0

From Table 4.8 it is evident that the majority of the headteachers indicated that administrative experience affects supervision of instruction in public primary schools. These are represented by (82.9%), of the sampled headteachers, (77%) and (72%) of deputy heads and senior teachers respectively. From the finding it means that administrative experience of the headteachers, deputy headteachers and senior teachers should be enhanced and considered when appointing them to the administrative positions.

The respondents were also asked to indicate their levels of agreements on the aspects of experience in relation to supervision of instructions in public primary schools in Longisa division. Their responses are summarized in Table 4.9.

Table 4.9 Headteachers administrative experience and instructional supervision practices

1. Strongly Agree 2. Agree 3. Indifferent 4. Strongly Disagree

Aspects of experience	Key	Frequency	Percentage
Administrative experience and acquisition of knowledge, skills and attitudes	1	38	42.2
	2	30	33.3
	3	22	24.4
Limited experience contributes to administrative deficiencies	1	59	65.6
	2	23	25.6
	3	8	8.9
Experience influences teachers' perception towards supervision practices	1	50	55.6
	2	23	25.6
	3	17	18.9

The results of Table 4.9 show that most of the respondents appreciate the role played by administrative experience in supervision of instructions. The statistics show that most of the respondents (42.2%) indicated that administrative experience ensures acquisition of knowledge, skills and attitudes necessary for supervision of instructions. The table also shows that the majority (65.6%) of the respondents strongly indicated that limited experience contributes to administrative deficiencies in less experienced headteachers. This implies that a minimum level of experience should be determined before appointing teachers to leadership positions. Headteachers' experience is also

very critical in supervision of instructions. This is shown by the majority of respondents (55.6%) who strongly noted that experience influences teachers' perception towards supervision practices.

This finding is supported by various studies for instance Wawira (2011) and Mwiria (1995). Mwiria found that limited teaching and job experience contributed to administrative deficiencies in less experienced headteachers in Eritrea schools. According to Wawira (2011) headteachers job and teaching experience influence teachers' perception towards headteachers' instructional supervision practices. The study therefore established that headteachers' administrative experience affect instructional supervision practices in public primary schools in Longisa division.

4.4.2 Class sizes and headteachers' instructional supervision practices

The second objective of this study was to determine the extent to which class sizes affect headteachers' supervision of instructions. It also sought information on the number of pupils in public primary schools in Longisa division. Table 4.10 shows the total number of pupils in the schools.

Table 4.10: Total number of pupils in the schools

School enrolment	Frequency	Percent (%)
201-500	27	30.0
501-1000	52	57.8
Over 1000	11	12.2
Total	90	100.0

The results in Table 4.10 reveal that the majority of the schools had large pupils enrolment ranging between 501 – 1000 pupils as indicated by (57.8%) of the respondents. It is evident that majority of the schools had over 500 pupils. This impact negatively on headteachers’ instructional supervision practices. This is because headteachers in these schools would be forced to take more teaching subjects. This would lead to heavy work load and are likely to under emphasis supervision. They therefore, cannot undertake classroom observation and also cannot check syllabus coverage; neither can they initiate model teaching on best practices.

Data on this objective was also analyzed under the research question “what is the effect of class sizes on headteachers instructional supervision practices. The responses are summarized in Table 4.11

Table 4.11: Class sizes and headteachers instructional supervision practices

Effects of large class sizes	Frequency	Percent
Increased work-load	60	66.7
Need for more instructional materials	25	27.8
Lack of individualised attention to pupils	5	5.6
Total	90	100.0

The result in Table 4.11 reveals that the majority of the respondents indicated that large class sizes led to increased work loads amongst the headteachers and available staff. This was accounted by (66.7%) of the sampled respondents. This implies that time for instructional supervision amongst the teachers reduces. This findings suggest relationship between class sizes and headteachers' instructional supervision practices.

4.4.3 Headteachers' in-service training and instructional supervision practices

Research question 3 sought to find out the extent to which headteachers' inservice training influence instructional supervision practices in public primary schools. The respondents were asked to react to several statements intended to describe the role played by headteachers' in-service training on supervision of instructions. Their responses are summarised in Table 4.12.

Table 4.12: Responses on roles played by headteachers' INSETs in instructional supervision practices

Roles	F	%
In-service training of headteachers ensures acquisition of relevant knowledge, skills and attitudes	60	66.7
Inservice training creates awareness on how teachers can participate in supervision.	7	7.8%
Inservice training ensures successful supervision and human relations	23	25.6
Total	90	100.0

The data on Table 4.12 indicates that the majority of the respondents (66.7%) who responded cite that inservice training of headteachers ensures acquisition of relevant knowledge, skills and attitudes on supervision of instructions as the major role played by INSETs in instructional supervision. This concurs with Mbithi (2007) who opines that inservice training of educational administrators ensures a high degree of competence and a sense of responsibility hence, Mbithi asserts that before an officer is placed in a new responsibility he/she must undergo additional in-service training to keep them upto date with new techniques. This means that headteachers who participated in INSETs were able to deliver quality supervision services in their schools.

Further the finding concurs with Okumbe (1998) who recommended that if supervision is to be successful and encourage human relations, both the inspectorate personnel and the teachers should be trained; for the inspectors to be well versed in techniques that enhanced good human relations in supervision and for the teachers to know what to expect of supervisory practices. Respondents were also asked to indicate the INSET they have attended in the last ten years. The results are summarized in Table 4.13.

Table 4.13 Responses on In-service education and training attended by respondents

INSETS	SbTD		DEM		PRISM		SEP		SMASE	
	F	%	F	%	F	%	F	%	F	%
Headteachers	25	71.0	30	86	15	43	20	57	32	91
Deputy headteachers	18	60.0	-	-	-	-	-	-	15	50
Senior teachers	15	60.0	-	-	-	-	-	-	12	48
Total	58	63.7	30	28.7	15	14.3	20	19	29	63

The results of Table 4.13 show that most of INSET programmes offered by the MoEST target headteachers with (91%) of them indicating that they took part in SMASE headteachers' workshops. Other INSETS that headteachers took part in include DEM, School Empowerment Programme (SEP) SbTD and Primary School Management Project (PRISM). It is evident from Table 4.13 that deputy heads and senior teachers are seldom considered in designing INSETS. Majority of the deputy heads participated in SbTD and SMASE which are accounted by (60%) and (50%) respectively, whereas (60%) and (48%) of the senior teachers indicated that they took part in SbTD and SMASE respectively.

This disparity in INSET provision amongst the administrative structured concerned with internal curriculum supervision in public primary schools impact negatively on efficient supervision. This is because most of the deputy heads and senior teachers have not participated in INSETS geared towards education management. They did not participate in DEM, PRISM and SEP hence lack skills, knowledge and attitudes related to their work.

4.4.4 Staffing levels and instructional supervision practices

Research question 4 sought to establish the extent to which staffing levels influence headteachers' instructional supervision practices. The respondents were asked to indicate the status of staffing in their schools. Their responses are summarised in Table 4.14

Table 4.14: Adequacy of the staff in public primary schools in Longisa division

Status	Headteachers	
	Frequency	Percentage
Adequate	29	82.9
Inadequate	6	17.10
Total	35	100.0

The results of Table 4.14 show that the majority of the sampled headteachers (83%) indicated that their schools are under-staffed. This implies that in these schools, headteachers carry more teaching loads in addition to administration. Hence, they are likely to be overloaded. This would lead them to under prioritise supervision of instructions. The respondents were also asked to indicate the extent to which staffing levels influence headteachers' instructional supervision practices. The results are shown in Table 4.15.

Table 4.15: Understaffing levels and headteachers' instructional practice

Statement	Yes		No	
	F	%	F	%
Under-staffing levels affect headteachers instructional practices	75	83.0	45	17.0
Total	75	83.0	45	17.0

The results of Table 4.15 established that low levels of staffing (understaffing) affects headteachers' supervision of instructions. From the findings on Table 4.15 the majority of the respondents (83%) indicated that inadequacy of the teaching staff affects headteachers supervision of instructions. However, (17%) gave contrary opinion. Low levels of staffing significantly lowered the quality of learning since the few available staff are overworked. The headteachers also have to focus most of their time on school management issues at the expense of instructional leadership. This finding is in agreement with the views of Fullan (1991) who express that the roles of principals has become dramatically more complex, overloaded and unclear over the past decade. Low levels of staffing also compel headteachers to delegate some of their curriculum leadership responsibilities to their deputies who are not well versed in curriculum supervision practices. The respondents were also asked to explain the frequency of the headteachers' instructional supervision practices.

Table 4.16 shows the findings on respondents opinion on frequency with which headteachers undertake instructional supervision practices.

Table 4.16 Responses on frequency of headteachers' Instructional supervision practices

VO - Very Often, O - Often, R - Rarely

Instructional practices	Percentage		
	VO	O	R
Monitoring teachers' class attendance	77.0	22.2	-
Ensuring timely preparation of schemes of work	72.8	27.8	-
Checking pupils' homework, assignments and exercise books	70.0	20.0	-
Class visitation / observation	24.4	75.6	-
Holding model teaching sessions	20.0	70.0	-
Provision of school based in-service courses	-	36.7	63.3

The results of Table 4.15 suggest that the headteachers carried out the following very oftenly monitoring teachers' class attendance, as shown by a majority of the respondents 77.8%, ensuring timely preparation of schemes of work and checking pupils' homework, assignments and exercises books. Those instructional practices rated as being undertaken often were classroom observation as shown by 75.6% of the sampled respondents and holding of model teaching sessions on best practices as shown by 70% of the respondents. Provision of school based in-service courses to teachers was rated as rarely as shown by a majority 63.3% of the respondents. The findings show that headteachers carry out various supervision practices at varied levels of frequency. The headteachers were also asked to indicate availability of various

documents on supervision. The Table 4.17 shows headteachers' responses on the availability of the document.

Table 4.17 Headteachers' responses on availability of instructional supervision documents.

Supervision documents	Percentages	
	Yes	No
Staff register	85.7	14.3
School arrival and departure time	60.0	40.0
Instructional supervision policy	51.4	48.6
Lesson attendance records	77.1	22.9

The data on Table 4.17 shows that majority of the headteachers keep supervision documents. The majority indicated that they had staff registers (85.7%) and lesson attendance registers per class. This was accounted by (77.1%) of the sampled headteachers. The availability of these documents and supervision policy evidences instructional supervision practices by headteachers.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introductions

This chapter presents the summary of the study, the summary of the research finding, conclusions, recommendations and suggestion for further research.

5.2 Summary of the study

The main purpose of the study was to establish factors influencing headteachers' instructional supervision practices in public primary schools in Longisa division, Bomet sub-county. The ultimate aim was to establish a basis for recommendations on certain factors at school level influencing headteachers instructional supervision practices in public primary schools with a view to helping realize improved pupils and teachers' academic achievements.

The sample size consisted of 35 headteachers, 35 deputies and 35 senior teachers. The researcher used descriptive survey design, simple random sampling for schools and purposive sampling for the respondents. The main instrument was own constructed questionnaires for the headteachers, deputy headteachers and senior teachers.

The findings obtained are presented in forms of frequency tables. The objectives of the study were to, examine the influence of headteachers' administrative experience on instructional supervision practices in public primary schools in Longisa division, Bomet district., establish the extent to which class sizes affect head teachers' instructional supervision practices in

public primary schools in Longisa division, Bomet district, determine the extent to which headteachers' in-service training influence instructional supervision practices in public primary schools in Longisa division, Bomet district and to determine the extent to which staffing levels affect headteachers' instructional supervision practices in public primary schools in Longisa division, Bomet county.

Data was processed using Statistical Packages for Social Science (SPSS) and analysed using descriptive statistics such as means, percentages standard deviations supported by frequency Tables.

5.3 Summary of the study findings

The research report had four objectives. The first objective of the study sought to establish the influence of headteachers' administrative experience on instructional supervision practices in public primary schools in Longisa division, Bomet county. The study established that headteachers' administrative experience is critical in supervision of instructions. This is because majority of the respondents (82.9%) of the headteachers (77.0%) of deputy headteachers and (72.0%) of the senior teachers strongly indicated that headteachers administrative experience influence instructional supervision practices in public primary schools in Longisa division.

The second objective of the study sought to determine the effects of class size on headteachers instructional supervision practices in public primary schools in Longisa division, Bomet county. The study established that class sizes affect

headteachers' instructional supervision practices as the study reveals that (80.0%) of the respondents indicated that class sizes influence headteachers' instructional supervision practices. The study thus revealed that there exists an inverse relationship between large class sizes and the frequency and effectiveness of instructional supervision practices. This finding is in agreement with the views of Bore (2012), Opudo (2012) and Kirui (2012) who also express the same view.

The third objective of the study sought to establish the influence of headteachers' in-service education and training on instructional supervision practices. The study established that INSETs for headteachers play a critical role in supervision of instructions. The majority of the respondents (66.7%) strongly indicated that INSET of headteachers ensures acquisition of relevant knowledge, skills and attitudes necessary for supervision of instructions. This concurs with the MoEST (2004) which points out that INSETs improve the job performance of an individual staff, group of staff or even the whole staff.

The study also found that large class sizes affect headteachers' instructional supervision practices in public primary schools in Longisa division. This is because (80%) of the respondents strongly indicated that class sizes influence headteachers' instructional supervision practices. As a result of large classes, the headteachers' workload becomes heavy as they have to focus more time on school management issues, leaving only about 11% Stronge (1988) of their time to instructional leadership responsibilities.

The fourth objective of the study sought to establish the influence of staffing

levels on headteachers' instructional supervision practices. Majority of the respondents (83%) indicated that understaffing significantly lowered the quality of learning since the few available staff is overworked. This finding concurs with Opudo (2012) who points out that understaffing in schools leads to increased workload on headteachers and staff.

5.4 Conclusion of the study

Based on the above findings, the study concludes that the administrative structures in the school such as the headteachers, deputy headteachers and senior teachers should be exposed to various instructional practices so as to be conversant with best practices of instructional supervision. The study also concludes that large class sizes significantly affect headteachers' instructional practices in that it leads to increased workload amongst the headteachers and the available staff. Teachers therefore could not mark pupils' assignments and this contributes to a decline in academic performance. On the other hand, headteachers could not plan for instructional supervision practices since they spend more time on administrative issues in expense of supervision instructions.

The study also concludes that headteachers' inservice training influence instructional supervision practices greatly. This was because it was indicated by the majority of the respondents that headteachers' in-service training equip them with relevant knowledge, skills and attitudes necessary for adequate performance of their curriculum supervision role.

Further the study concludes that staffing levels is a critical factor influencing headteachers' instructional supervision practices in public primary schools in Longisa division. It also concludes that the number of teachers in most of the sampled schools was inadequate and hence teacher-pupil were also high.

5.5 Recommendations of the study

Based on the conclusions of the study, the following recommendations were made:

- i. The study recommends that the MoEST should expose teachers and especially those in administrative cadres to various educational management issues. This, the researcher recommends be done through mounting comprehensive INSETs for administrative structures in the schools such as the headteachers, deputy heads and senior teachers.
- ii. The ministry should further adhere to recommended number of pupils per class so as to reduce overcrowding and high pupil-teacher ratios.
- iii. The MoEST should also determine minimum levels of experience of teachers before appointment to leadership position.
- iv. The study further recommends that the MoEST put in place adequate staffing norms at primary schools levels to maximize use of teachers. The stop gaps measures that have been introduced such as alternative teaching approaches should be streamlined and practiced especially by schools that experience acute staff shortages.

5.6 Suggestions for further research

Based on the findings of this study, the researcher recommends that further studies be done in the following areas.

- i) Determine the factors affecting performance of headteachers and deputies in public primary schools.
- ii) Further researcher could be done to investigate training needs in curriculum supervision of headteachers, deputy heads and senior teachers.
- iii) Headteachers instructional supervision practices in private primary schools in Longisa division.

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APPENDICES

Appendix A: Letter of Introduction

UNIVERSITY OF NAIROBI
P.O. BOX 30197
NAIROBI
3/01/2014

TO:
THE HEADTEACHERS
PUBLIC PRIMARY SCHOOLS
LONGISA DIVISION

Dear Sir/Madam,

**RE: FACTORS INFLUENCING HEADTEACHERS INSTRUCTIONAL
SUPERVISION PRACTICES IN PUBLIC PRIMARY SCHOOLS IN
LONGISA DIVISION, BOMET COUNTY, KENYA**

I am a master of education student at the University of Nairobi, Department of Educational Administration and Planning. I am currently carrying out a research on **factors influencing headteachers instructional supervision practices in public primary schools in Longisa division, Bomet County, Kenya**

I request you to kindly allow me to collect data from your school. This study is purely academic and any information provided by respondents will be used for the purpose of this study only. The respondent's identity will be treated with utmost confidentiality.

Yours faithfully,

Rotich David Kipngeno

E55/66874/2010

APPENDIX B: QUESTIONNAIRE FOR THE HEADTEACHERS

This questionnaire is developed to assist in obtaining data on the study focusing on factors influencing headteachers' instructional supervision practices in public primary schools in Longisa division, Bomet County

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 name of school. The information will be completely confidential.

Section A : Background Information

1. What is your gender?

Male Female

2. What is your age bracket?

Below 25 years 25-34 35-44
above 45 years

3. What is your highest academic qualification?

PI Certificate Diploma B.Ed

Others

4. How many years have you served in your current post?....

Less than 5 years. 5-10 years 10-15 years
15 years and above

5. What is the teacher-pupil ratio in your school?

1:45 1:55 1:65 1:75

Section B: Factors influencing headteachers' instructional supervision practices

6. Does your administrative experience influence your instructional supervision practices?

Yes No

7. How do you rate the extent to which your administrative experience influence your instructional supervision practices?

To a very great extent (1) To great extent (2) Moderate extent (3) Less extent (4) Not at all (5)

8. Please, indicate on a scale of 1-5 below the extent to which you think aspects of headteachers administrative experience influence implementation of supervision practices in public primary schools.

1. Strongly Agree 2. Agree 3. Undecided
4. Disagree 5. Strongly Disagree

		1	2	3	4	5
i	Headteachers' administrative experience ensures acquisition of knowledge and attitudes necessary for adequate performance of instructional supervision duties.					
ii	Limited teaching and administrative experience have a great deal to do with administrative deficiencies in less experienced headteachers.					
iii	headteachers job and teaching experience influence teachers' perceptions towards headteachers supervision practices.					

9. Please indicate the number of pupils in your school?

201 – 500 [] 501 – 1000 [] above 1000 []

10. Please indicate on a scale of 1-5 below, whether class sizes affect headteachers' instructional supervision practices.

To a very great extent (1) To great extent (2)

Moderate extent (3) Less extent (4) Not at all (5)

11. Please indicate the inservice course(s) you have attended in the last 10 years

PRISM [] SbTD [] SMASSE [] DEM [] SEP []

12. On a scale of 1-5 below indicate how headteachers' in-service training influence instructional supervision practices in the following ways:

1. Strongly Agree 2. Agree 3. Undecided

4. Disagree 5. Strongly Disagree

Roles of supervision	1	2	3	4	5
Acquisition of relevant knowledge, skills and attitudes necessary for adequate performance of supervision duties					
Creation of awareness on teachers on how they can actively participate in supervision and make positive contribution					
Training ensures successful adoption of internal curriculum supervision					
Instructional supervision encourages human relations.					

13. Are there adequate number of teaching staff in your schools

Yes [] No []

14. If no, how does inadequacy of teaching staff affect head teacher's instructional supervision practices?

.....

15. How does the staffing levels affect headteachers' instructional supervision practices?

To a very great extent [] To great extent []

Moderate extent [] Less extent []

Not at all []

16. Explain the frequency with which you do the following practices

1. Always 2. Very often 3. Often

4. Rarely 5. Never

Instructional supervision practices	1	2	3	4	5
Classroom visitation as the lesson progresses					
Holding model teaching sessions					
Provision of school based in-service courses					
Monitoring class attendance by teachers					
Ensuring timely preparation of schemes of work					
Checking pupils' homework assignments and exercise books					

17. Show your level of agreement on the following statement relating school based factors and their effects on headteachers' instructional supervision practices.

1. Strongly Agree 2. Agree 3. Undecided
4. Disagree 5. Strongly Disagree

		1	2	3	4	5
i	Administrative experience affects headteachers' instructional supervision practices					
ii	Class sizes affects headteachers' instructional supervision practices					
iii	Headteachers' inservice training influences their instructional supervision practices					

18. Show your level of agreement on the following statements relating to aspect of supervision and their effects on headteachers' instructional supervision practices.

1. Strongly Agree 2. Agree 3. Undecided
4. Disagree 5. Strongly Disagree

		1	2	3	4	5
i	The supervisors functions in an organization is to oversee, assess, evaluate and direct employees to ensure an organization meets its goals.					
ii	The primary function of supervision is the improvement of teaching and learning and hence teachers pupils academic achievements.					
iii	Systems of supervision and support to schools are frequent areas of reforms employed to improve education outcomes.					

Thank you for your participation

APPENDIX C

QUESTIONNAIRE FOR THE DEPUTY HEADS AND SENIOR TEACHERS

This questionnaire is developed to assist in obtaining data on the study focusing on factors influencing headteachers’ instructional supervision practices in public primary schools in Longisa division, Bomet County. 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 name of school. The information will be completely confidential.

Section A : Background Information

1. What is your gender?
Male Female
2. What is your age bracket?
Below 25 years 25-34 35-44
above 45 years
3. What is your highest academic qualification?
PI/Certificate Diploma B.Ed
Others
4. How many years have you served in your current post?.....
5. What is your current administrative post
Deputy headteacher Senior teacher

Section B: Factors influencing headteachers’ instructional supervision practices

6. How do you rate the extent to which headteachers administrative experience influence their instructional supervision practices?

To a very great extent (1) To great extent (2)

Moderate extent (3) Less extent (4) Not at all (5)

7. In your own opinion, to what level of agreement do you agree that headteachers teaching experience influence their instructional supervision practices?

1) Strongly agree (SA) 2) Agree (A) 3) Strongly disagree (SA) 4) Disagree (D) 5) Undecided (UD)

8. Please, indicate on a scale of 1-5 below the extent to which you think aspects of headteachers administrative experience influence implementation of supervision practices in public primary schools.

2. Strongly Agree 2. Agree 3. Undecided
4. Disagree 5. Strongly Disagree

9. Please indicate the number of pupils in your school?

201 – 500 [] 501 – 1000 [] above 1000 []

10. Please indicate on a scale of 1-5 below, whether class sizes affect headteachers' instructional supervision practices.

To a very great extent [] To great extent []

Moderate extent [] Less extent []

Not at all []

11. Please indicate the inservice course(s) you have attended in the last 10 years

PRISM [] SbTD [] SMASSE [] DEM []

12. On a scale of 1-5 below indicate the extent whether headteachers' in-service training influence instructional supervision practices in the following ways:

To a very great extent (1) To great extent (2) Moderate extent (3)

Less extent (4) Not at all (5)

Roles of supervision	1	2	3	4	5
Acquisition of relevant knowledge, skills and attitudes necessary for adequate performance of supervision duties					
Creation of awareness on teachers on how they can actively participate in supervision and make positive contribution					
Training ensures successful adoption of internal curriculum supervision					
Instructional supervision encourages human relations.					

13. Are there adequate number of teaching staff in your schools?

Yes [] No []

14. If no, how does inadequacy of teaching staff affect head teacher's instructional supervision practices?

.....

15. How does the staffing levels affect headteachers' instructional supervision practices?

To a very great extent [] To great extent []
 Moderate extent [] Less extent [] Not at all []

16. Explain the frequency with which headteachers do the following practices:

1. Always 2. Very often 3. Often
 4. Rarely 5. Never

Instructional supervision practices	1	2	3	4	5
Classroom visitation as the lesson progresses					
Holding model teaching sessions					
Provision of school based in-service courses					
Monitoring class attendance by teachers					
Ensuring timely preparation of schemes of work					
Checking pupils' homework assignments and exercise books					

17. Show your level of agreement on the following statement relating school based factors and their effects on headteachers' instructional supervision practices.

2. Strongly Agree 2. Agree 3. Undecided
 4. Disagree 5. Strongly Disagree

		1	2	3	4	5
i	Administrative experience affects headteachers' instructional supervision practices					
ii	Class sizes affects headteachers' instructional supervision practices					
iii	Headteachers' inservice training influences their instructional supervision practices					

18. Show your level of agreement on the following statements relating to aspect of supervision and their effects on headteachers' instructional supervision practices.

2. Strongly Agree 2. Agree 3. Undecided
 4. Disagree 5. Strongly Disagree

		1	2	3	4	5
i	The supervisors functions in an organization is to oversee, assess, evaluate and direct employees to ensure an organization meets its goals.					
ii	The primary function of supervision is the improvement of teaching and learning and hence teachers pupils academic achievements.					
iii	Systems of supervision and support to schools are frequent areas of reforms employed to improve education outcomes.					

Thank you for your participation

APPENDIX D: LETTER OF AUTHORIZATION



NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471,
2241349, 310571, 2219420
Fax: +254-20-318245, 318249
Email: secretary@nacosti.go.ke
Website: www.nacosti.go.ke
When replying please quote

9th Floor, Utalii House
Uhuru Highway
P.O. Box 30623-00100
NAIROBI-KENYA

Ref: No.

Date:

1st April, 2014

NACOSTI/P/14/8568/1130

David Kipngeno Rotich
University of Nairobi
P.O.Box 30197-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *“School based factors influencing headteachers’ instructional supervision practices in public primary schools in Longisa Division, Bomet District,”* I am pleased to inform you that you have been authorized to undertake research in **Bomet County** for a period ending **31st December, 2014**.

You are advised to report to **the County Commissioner and the County Director of Education, Bomet County** 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.

A handwritten signature in black ink, appearing to read 'M. K. Rugutt', written over a faint circular stamp.

DR. M. K. RUGUTT, PhD, HSC.
FOR: SECRETARY/CEO

Copy to:

The County Commissioner
The County Director of Education
Bomet County.

APPENDIX E: RESEARCH PERMIT

THIS IS TO CERTIFY THAT:
MR. DAVID KIPNGENO ROTICH
of UNIVERSITY OF NAIROBI, 149-2402
longisa, has been permitted to conduct
research in Bomet County

on the topic: **SCHOOL BASED FACTORS
INFLUENCING HEADTEACHERS'
INSTRUCTIONAL SUPERVISION
PRACTICES IN PUBLIC PRIMARY
SCHOOLS IN LONGISA DIVISION, BOMET
DISTRICT**

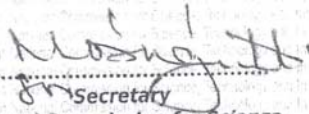
for the period ending:
31st December, 2014



Applicant's
Signature

Permit No : NACOSTI/P/14/8568/1130
Date Of Issue : 1st April, 2014
Fee Received : ksh 1,000.00




Secretary
National Commission for Science,
Technology & Innovation

CONDITIONS

1. You must report to the County Commissioner and the County 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 without 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) hard copies and one(1) soft copy of your final report.
6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice *Okobaa*



REPUBLIC OF KENYA



National Commission for Science,
Technology and Innovation

RESEARCH CLEARANCE
PERMIT

Serial No. A 1322

CONDITIONS: see back page