

**INFLUENCE OF HEADTEACHERS SUPPORT ON PERFORMANCE OF
PRIMARY TEACHER TRAINEES IN TEACHING PRACTICE
A CASE OF KAKAMEGA SOUTH SUB-COUNTY**

**BY
STEVENE INDASI AGUYA**

A Research Project submitted in Partial Fulfilment of the Requirement for the award of the Degree of Masters of Arts in Project Planning and Management of the University of Nairobi

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DECLARATION

This research project is my original work and has not been presented for an award in any other university.

Signature: í í í í í í í í í í í í í Date: í í í í í í í í í í í í í í
Steve Indasi Aguya
L50/60863/2013

The research project has been submitted for examination with my approval as the University of Nairobi supervisor.

Signature: í í í í í í í í í í í í í .. Date: í í í í í í í í í í í í í .
Mr.EliasOwino
Lecturer
Department of Extra Mural Studies.

DEDICATION

This work is dedicated to my son Dennis Annan for his future orientation.

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ABBREVIATION AND ACRONYMS

MOEST:	Ministry of Education Science and Technology
EFA:	Education for All
KEMI:	Kenya Education Management Institute
KICD:	Kenya Institute of Curriculum Development
T.P.	Teaching Practice
KCPE:	Kenya Certificate of Primary Education
KCSE	Kenya Certificate of Secondary Education
T.T.C:	Teachers Training College
PTE:	Primary Teacher Education
UNICEF:	United Nations Children's Education Fund

ABSTRACT

Education is a vital tool in the development process of any given nation ÷A country which is unable to develop skills and knowledge of its people and to utilize them effectively in the national economy will be unable to develop. Education is considered the route to economic prosperity, the key to scientific and technological advancement; the foundation of social equality, equal wealth distribution, and the spearhead of political socialization and cultural diversity. But a yearly monitoring report by UNESCO's Education for ALL (EFA) says governments are losing about \$129 billion dollars per year on poor quality education. As a result, about one in four students in poor countries, about 175million young people are not able to read a complete sentence. UNESCO says, several factors, including poor teacher training account for underperforming educational systems. Teacher training process includes teaching practice as an intrinsic part. There is evidence to suggest that school-based teaching practice is considered to be the most important part of teacher training by student teachers. Teaching practice which is a key component of the teacher training programme will ordinarily be conducted in a school setting under the jurisdiction of the headteacher. This means that the success or failure of this important component of teacher training depends on the management skills and prowess of the headteacher. Throughout the world there is increasing demand for teachers as at all levels of the education system. This is crucial for ensuring quality of education offered to children. The standards of education have been on a declining trend as reflected in National examinations such as K.C.P.E. This has been attributed to various factors such as overcrowded classes, teacher performance and inadequate teaching and learning resources. This study therefore is out to investigate the influence of headteachers on the performance of teacher trainees as it impacts on how they undertake training, socialization into the profession. The study will therefore endeavor to investigate the influence of headteachers on the performance of teacher trainees on teaching practice in Kakamega South Sub-County.

Teacher training in Kenya is weak and this implies that the success of any teacher training process is not executed effectively. The objectives of these study were to determine the influence of headteachers instructional practices on presentation of school curriculum by primary trainee teachers, to examine the influence of headteachers instruction resource provision in the implementation of the curriculum by primary teacher trainees, to identify the influence of the headteachers mentoring practices on the performance of primary teacher trainees during teaching practice, to assess the challenges headteachers face in providing support to primary teacher trainees in teaching practice.

The study adopted the descriptive research design and involved 20 headteachers, 20 deputies, 222 students÷ trainees. Most of the participants selected using Simple Random Sampling although most schools involved in the study were selected purposefully. Questionnaires and interview schedules were used to collect primary data while documents were used to collect secondary data. Data collected was analyzed using descriptive statistics and was presented in tabulated form mainly.

CHAPTER ONE

INTRODUCTION

1.0. Background of the study

Education is a vital tool in the development process of any given nation (Ojiambo, 2009) In his view, Ojiambo says there has been a widespread belief among educational economists that Educational development would spur economic advancement, more wealth and income distribution, more equality in terms of opportunity, presence of skilled human power, a reduction in population growth, long life, better health results, low crime rates, national unity and political stability. This belief has made many individuals and nations to put more effort in educational matters. But why has education become such a big investment? In many of his works in works on this subject, Schultz has pointed out that population quality and knowledge constitutes the principal determinants of the future well being of mankind (Schultz, 1981). Expounding on this further Harbison argues that the welfare of nations depend on their capacity to develop their human resources. He posits that a country which is unable to develop skills and knowledge of its people and put them into proper use in national economy will be unable to develop anything else (Harbison, 1973). According to Psacharopolons, education is considered the major way to economic advancement, the key to scientific and technological development, the means to deal with unemployment, the foundation to social equality, equal wealth distribution, and the spearhead of political socialization and cultural diversity (George Psacharopolons 1988). Education is also seen as defining and guiding cultural, economic and political dynamics and generational development imperative of societies (Ayodo and Gravenir, 1999; Nafrikho, 1998; Oketch and Abagi, 1977; Amutabi; 2003). Studies of the same kind indicate that countries with high literacy rates among its citizens have lower levels of fertility, lower infant and maternal death rates and longer life expectancy. As seen from various studies, the Socio-economic benefits arising from formal education are now unambiguous, and when educational opportunities are opened to women, such benefits are even higher (Ojiambo, 2009). Tessa, Bold et al (2010) have also argued that a daunting challenge in the quest to achieve prosperity in any country concerns improving the stock of human capital and it is now well established in both theoretical and empirical literature that raising the quantity of human capital is pivotal to the achievement of accelerated economic growth and overall human development. A key value of human capital is education, (Tessa, Bold et al 2010). In the U.S.A "Perhaps no other institution in American society - from defense to big business to medicine is understood to be

vital to the country's future as the American school (and the education system provides) (Leiwand G. 1992)

UNESCO says that the advantages of education are numerous: average one year advancement in education spending can boost a country's economy by over two percent - and help people escape poverty (www.google.com.2014). In Tanzania, more than 80% of workers with less than a primary education are living below the poverty line. UNESCO say by contrast, workers with a primary education are 20% less likely to be poor, and those with a higher education lessened their chances by three times as much. In Pakistan, those who are literate earn 20% more than the illiterate. UNESCO also puts to us that, literate farmers are more likely to use new technologies, and educated mothers make better decisions regarding family health (www.google.com.2014). But a yearly monitoring report by UNESCO's Education for All (EFA) says governments are losing about \$129 billion dollars annually on poor quality education. As a result, about one in four students in poor countries, about 175 million youth are illiterate and cannot read a full sentence. UNESCO posits, several factors, including poor teacher training account for underperforming educational systems. The teacher training process includes teaching practice as an intrinsic part. There is evidence to suggest that school-based teaching practice is considered to be the most ideal part of teacher training by a trainee. In a research carried out by Perez Serrano (1987), for instance 82.3% of student teachers and 73.7% of teachers from educational facilities and university colleges in Spain showed that this component (teaching practice) is the most important element of initial teacher training programme (www.google.com.2014)

Teaching practice which is an important part in teacher training programme (Wambugu, Barmao and Ng'eno 2013) will ordinarily be conducted in a school setting under the Jurisdiction of the headteachers. This means that the success or failure of this key area of teacher training depends on the managerial skills and powers of the manager. Management skills entail management ability and capacity acquired via deliberate, systematic and sustained effort to smoothly and adaptively perform complex activities or job functions involving ideas (cognitive skills), operational skills, and/or people/interpersonal skills). It involves the learned power of doing something competently (Katz, 1957). Management incorporates designing, developing and implementing policies to achieve objectives as asserted by (Hollinger and Heek, 2002). Kochhar has asserted that the headteacher is the key component of a learning institution's administration on whose ability and skill, personality

and professional competence will largely depend on the tone and efficiency of the school. The headteacher is the key player in the core of school administration; he is the backbone of the educational effort. What the main spring is to the watch, the fly wheel to the machine or engine to the steamship, the headteacher is to the school. Kwakwa (1973) describes the headteacher as the keeper of keys, the director of transportation, the co-ordinator of correspondents, the quartermaster of stores, the divisors of intricate schedule, the publisher of handbooks, the director of public relations, the instructional leader (Kwakwa 1973). The headteacher is therefore the key factor in any education setting and will therefore influence significantly the teaching practice process. Kochhar (2004) states that: schools are good or bad, in a healthy or unhealthy mental, moral and physical state, flourishing or perishing as the principal is capable, energetic and of high ideas and or the reverse. Schools rise to fame or sink to obscurity as greater or lesser principals have charge of them. It is said that the school is as great as the principal, since everything there including the plants, the staff, the curriculum, methods and techniques of teaching, co-curricular activities, human personnel bear the impress of the personality of the headteacher. This does not come about as a result of great buildings but because of magnificent school heads (Kochhar, 2004). We can conclude therefore that successful teaching practice depends on the effective and magnificent headteacher.

Teaching can be defined as giving lessons to students in an institution of instruction. Put another way, it is the showing students how to do something so that he/she will be able to do it themselves in addition to making them feel or think in a different way (Honby, 2006). From this notion, therefore, teachers are charged with the enormous responsibilities of aiding their learners to acquire new things through provision of knowledge, demonstrations for them to see, thus changing the learners attitudes in desired directions. Therefore teachers are expected to tailor their teaching to meet the learners' level and put to use their daily routine experiences and activities to enable them learn (Hamdan and Jiapooh, 2006). Academically and professionally qualified staff is expected to put a lot of time and effort to develop and reinforce their learners' creative thinking. This develops in their learners positive attitudes towards what is being taught, demonstrated and illustrated regardless of the shortcomings. In addition, it will help learners develop adequately their personalities and egos to turn into efficient citizens in future. Shahim and Alexander (2006) confirm that qualified and competent instructors have critical roles to play in determining the country's development and prosperity. The assertions have been supported by Bishir (2005) who argues that

teachers are indispensable in spite of new developments in education. Such changes are in areas of modern teaching aids to facilitate the teaching and learning process. Al-magableh (2010) also has an input on this. He says that a well-trained teacher can promote and simplify knowledge for students considering their varied social and cultural backgrounds and individual differences.

It is therefore inevitable for teacher trainers to aim at student teachers' pre-service training. This training helps trainers to attain and progress in their own potentials which will help them to do their future undertakings as teachers with lots of precision (Mostalfa, 2005). These include lesson planning, visualizing, class control, critical thinking, decision making and problem solving.

Teaching practice provides a chance for student teachers to put into practice these skills before they begin to work as professionals (Alsaid, 2001; Bhargara and Pathy, 2011).

Chew and Mu (2010) in their cross national comparison of pre-service teacher education and curriculum study in China came up with the fact that teacher training programmes cannot be complete without an effective teaching practice programme where student teachers go to the field and are confronted with various classroom situations and taking responsibility for each one of them. In the course of the teaching practice process, they may successfully start making preparations and planning for their lessons, perform teaching and assess their students. A teacher needs practice in using the skills involved in teaching before teaching in the real classroom situation. Teaching practice component aims at improving confidence, putting theory into reality, having a knowledge of student behaviour, testing knowledge of subject matter, receiving constructive criticism in finding out more about teaching strong points and flaw and developing a core set of pedagogic values to which a professionally competent teacher adheres to (Wambugu, Barmao and Ngeno, 2013).

If Kenya's education system has been performing below the expectations due to poor teacher training, it follows that teaching practice which is an intrinsic aspect of a teacher training has not been effective and that is why we are seeing poor quality education. Kevin S. Kelly (2014) describes a grave picture when he reports that some Kenyan teachers are weaker than their pupils in class according to UNESCO survey. The UNESCO survey says most primary teachers are deficient in complete mastery of the subject they teach and because of this millions of Kenyan children are failing to learn fundamental aspects despite improved

access to primary training education (Kelly 2014). Teacher training is weak in Kenya UNESCO report revealed, citing a 2010 survey of primary schools in which class six teachers scored an average of only 61% in Mathematics test designed for pupils. "None of the teachers had complete mastering of the subject" UNESCO observed. On the list of this shortcoming in literacy among Kenyan school goers are poor quality of teaching, inadequate textbooks, increasing class sizes and sharp disparities in education in various parts of the country.

According to UNESCO, Teacher educational institutions in Kenya often fail to update weak subject knowledge partly because trainees are overloaded with learning demands. The load includes 10 subjects and participation in teaching practice in their initial year of training. "This leaves little time to fill gaps in subject knowledge" UNESCO pointed out. Moreover educators expected to give skills to trainees have themselves acquired minimal instruction in training teachers in basic education, UNESCO noted (Kelly, 2014). In this teacher training area, teaching practice also suffers yet it is "considered to be the most important part of teacher training by student teachers (Perez Serrano, 1987). Which part in the teacher training sector, have the headteachers been involved in?"

1.1.Statement of the problem

Are student teachers receiving effective teaching practice to enable them "put theory into practice and familiarize themselves with the conditions under which they will work as trained professionals" (Aiyobei et.al 2012). Kochhar (2004) has argued that the teacher is the most vital single factor in the system of education. It is the teacher who matters most as far as the quality of education is concerned. A well equipped teacher is a supreme factor in education. Every teacher and educationist of experience knows that even the best curriculum and the most perfect syllabus remains dead unless quickened into life by the right methods of teaching and the right kind of teachers (Kochhar, 2004). Among other things, effective teaching practice will produce an effective teacher. Teaching practice is "Considered to be the most important part of teacher training by student teachers" (Perez Serrano, 1987). Teacher training is weak in Kenya according to UNESCO global monitoring report. This means that teaching practice which is an intrinsic and crucial aspect of training is weak. None of the teachers involved in the UNESCO survey "had complete mastery of the subject" (Kelley 2014). Citing a 2010 survey of primary schools in which class six teachers scored an average of only 61% in a maths test designed for this pupils, the UNESCO report disclosed

that as a consequence, 30% of Kenyan learners who complete four years of schooling are unable to read. This study will endeavour to investigate the influence of headteachers on the performance of primary Teacher Trainees on Teaching Practice a case of Kakamega South Sub-County.

1.2.Purpose of the study

Teacher training in Kenya is weak and this implies that teaching practice which forms the back bone of the success of any teacher training process is not executed effectively.

The purpose of this study was to investigate the influence of headteachers on the performance of teacher trainees in teaching practice a case of Kakamega South Sub-County.

1.3.Objectives of the study

1. To determine the influence of headteachers instructional practices on presentation of school curriculum by primary trainee teachers.
2. To examine the influence of headteachers instruction resource provision in the implementation of the curriculum by primary teacher trainees.
3. To identify the influence of the headteachers mentoring practices on the performance of primary teacher trainees during teaching practice.
4. To assess the challenges headteachers face in providing support to primary teacher trainees in teaching practice.

1.4.Research questions

The research sought to answer the following questions.

1. How does the headteacher facilitate instructional practices in the performance of primary trainee teachers in teaching practice?
2. What instructional resources does the headteacher provide during the implementation of the curriculum by primary trainee teachers?
3. What mentoring practices programmes does the headteacher practice during teaching practice by primary school trainee teachers?
4. What challenges does headteacher face in providing support to primary teacher trainee in teaching practice.

1.5.Significance of the study

Teachers are the most important aspect of any education system (Kochhar 2004) and thus be facilitated and empowered through, among other measures, effective training an intrinsic

aspect of effective teacher training. This enhanced knowledge base aids stakeholders in the education sector especially teacher trainers and headteachers to design effective and enhanced teaching practice programmes. In this light, potential teachers will probably benefit from the enhanced and invigorated teaching practice programmes. Pupils and students who are handled by such teachers potentially receive quality education and perform better in examinations. The schooling system evolve a notch higher on the quality education scale and produce the human resource that is critical for economic development.

1.6. Basic assumption of the study

The study assumed that headteachers in cooperating schools are adequately trained and prepared to supervise primary trainee teachers in schools. Further, the study was to provide baseline information and offer challenges to other researcher to carry out more research in similar areas.

1.7. Limitations of the study

It was expected that the selection process of participants was time consuming because the researcher must find those persons who were willing to cooperate from the start to the end. There was no guarantee that those who participated in the exercise gave reliable and credible responses. This meant that considerable double-checking and cross-checking was undertaken and money used most of the time as an incentive. Access to intended persons required persuading. The research was however committed to the challenges by involving family members and friends towards this noble goal.

1.8. Delimitations

Kakamega South Sub-county was one of the Educational units of Kakamega County. The population of the study is 20 primary schools covered by Eregi TeachersøCollege. The study focused on respondents falling within the schools covered by Teaching Practice exercise.

1.9. Definitions of significant terms used in the study.

Teaching Practice: The practicing of teaching skills and acquisition of the role of a teacher; the whole range of experiences that students go through in schools; and the practical aspects of the course as distinct from theoretical studies.

Practice teaching is the name of the preparation of student teachers for teaching by practical training methods, teaching strategies, teaching principles, teaching techniques, and practical training and practical exercise of different activities of daily school life.

Trainee teacher: A student in a Teacher Training College

Trainer: Is a person who trains a trainee teacher

Headteacher: Is the overall teacher who is in-charge of a primary school.

Lecturers: Is a trainer at college level.

Resources: Referred to human skills and learning facilities.

Cooperating school: Is a school that partners with the college during Teaching Practice.

Mentoring: Is a process of guiding and helping a novice teacher in the teaching profession.

1.10. Organization of the study

Chapter one described the background of the study, statement of the problem, purpose of the study, research questions, significance of the study, basic assumptions of the study, definition of terms and organization of the study. Chapter two described literature review of teacher training perspectives, headteachers instructional practices and their influence on teaching practice; Theoretical Framework, and the conceptual Framework. It also included the knowledge gap identified. Chapter three discussed the research methodology which comprised of the research Design, research area, target population, sample size and sampling techniques, research instruments, validity and reliability of the instruments, data collection analysis and presentation. Chapter four examines data collection, analysis, interpretation, presentation and discussion of findings of the study. Chapter five covers summary of the study, conclusion and recommendations. Suggestions for further research are also presented in this chapter.

CHAPTER TWO

REVIEW OF LITERATURE

2.0. Introduction

This chapter included a review of relevant literature in the following areas:

Influence of headteachers on trainee teachers performance on teaching practice.

I majorly examined the following areas: The headteachers instructional practices on trainee teachers performance; the headteachers resource provision on trainee teachers performance; the headteachers mentoring practices on trainee teacher performance and challenges faced by headteachers in supporting trainee teachers.

2.1. Teaching practice concept: Perspectives

Across the world, research findings indicate that Heads are the most powerful single determinant of the overall quality and effectiveness of school (Daresh, 1998) Globally, Heads are keen on curriculum delivery, implementation and assessment which affect quality of teacher training in world perspective. Board of Education report, citizen for the 21st Century: Revitalizing the Civic Mission of Schools, urged teacher training institutions to include global perspectives in the education of future teachers (Stevenson, 2008). The general public appreciates the importance of global competences. Research suggests that high quality, engaging, internationally, themed schools, can improve overall students performance (Betsy Davlin 2008).

The new internationally themed schools remain islands of creativity and innovativeness thus affects teacher capacity and this can be hindered by lack of trained teachers. According to Betsy et al. (2008) indicate that visionary teacher educators have begun to recognize that earlier teachers learn to infuse global knowledge and perspectives into their teaching, the more comfortable and skilled they will become at making this a natural and essential part of their teaching practice.

Perhaps no other institution in America society-from defense to big business to medicine - is understood to be as vital to the country's future as the American school. In America , education is often associated with everything that is right or wrong about society, from literacy to literary, to minority group achievement and racial prejudice, to patriotism and civil unrest (Leinwand, 1992). In the American education system the teacher is regarded highly and teacher training for productivity is emphasized. According to the American

federation of Teachers, teacher training forms the backbone of the success of any educational system (Leinwand, 1992). Teaching practice is a process in teacher education training programme through which the student-teacher is provided with an opportunity to apply the knowledge, skills, attitudes and values acquired to the actual classroom experience for a fixed period of time under the tutelage of their lecturers and the school. Teaching practice is the core of teacher education which one must undergo successfully in order to be certified as a teacher. (Kisirikoi, Wachira and Malusu, 2008)

Teaching practice is an organized activity that exposes the student teacher to a real teaching learning situation with the aim of helping the student-teacher gain confidence and experience in teaching. Teaching practice is important for the preparation of student teachers' career. The tutor and the experienced practicing teachers in the teaching practice school must work closely with the student-teacher as this eventually determines the kind of teacher she/he will be in later years (Walkin, L; 1994)

From a study carried out in Spain, there is evidence to suggest that school based teaching practice is considered to be the most important part of teacher training by student teachers. In research carried out by Perez Serrano (1987). For example, 82.3% of student teachers and 73.7% of teachers from Education Faculties and University Colleges indicated that this component is most important aspect of the initial teacher training programme. From the same study findings indicated that in Madrid the practicum is considered the most relevant stages of teacher education, with a mean score of 3.8 on a scale from 0 to 4 appearing just after the subjects of English and English Language Teaching (Didac tico de la Lengua Inglesa) which scored 3.9 on the same scale (Perez Serrano, 1987).

In Pakistan teaching practice is a compulsory component of teacher training (Akbar, 2002). But it is not an effective process. The teaching practice duration is very short; it is about 4 to 8 weeks or teaching of 60 to 75 lessons. The same source reveals that during teaching practice student teachers are bound to the classrooms for teaching. They are not trained for other activities performed in schools. Therefore effective learning does not take place. Student teachers are bound to use easy principles and methods of teaching. They are first taught how to start the lesson, how to control the class, how to keep an eye over the pupils while writing on the black/white board (Akbar, 2002). Teaching practice is doing nothing to the teaching process. The schools where teaching practice is conducted are doing nothing but

only bearing it and not taking out active part in preparing the teacher trainees of the future (Shah, 1995). In China , Chen and Mu (2010) in their cross-national comparison of pre-service teacher training programmes cannot be complete without an effective practicum programme where student teachers go to the field and face the various classroom related situations and taking responsibility for each one of them. During this period they may successfully start preparing and planning for their lessons, perform teaching and assess their students. A teacher requires practice in using the skills involved in teaching before teaching in the real classroom context. A good teacher should be able to demonstrate and practice various teaching skills and behaviours. Teachers must see how ideas are connected across fields and with everyday life. The deep understanding of the subject matter will provide a foundation for content knowledge which will enable the teachers to make ideas accessible to their learners (Abo Nimreh, 2003).

Teaching practice plays a significant role in formation of perception of pre-service teachers regarding their roles and responsibilities as professional teachers. Primary, B.Ed teaching practice invites the student-teachers to exercise all the skills learned in a real classroom situation (Qazi, Rawat, Sharjeel & Devi, 2008). Teaching practice will be the time that trainee teachers will get to work with experienced teachers. This is a crucial step in learning to be an effective teacher. It is also the time for trainees to put into practice the theories that they have learnt in their course. Learning to teach typically involves spending considerable time in schools participating in field experiences of varying lengths, the staples of teacher preparation programme (Wilson, Floden & Ferrim - Mundy, 2001). Teaching practice also provides a multi-source feedback to the teacher trainees regarding their activities in the cooperating schools. The schools headteachers will orient, observe, and evaluate them. They will also obtain academic feedback from experienced specialists, supervisors, cooperating teachers and other student teachers in the same school (Al-magableh, 2010).

It is important to note that problems experienced in teaching practice may influence the professional qualifications of the student teachers. Al-Magableh (2010) identified some of the problems that learners are likely to encounter. These problems include lack of visual aids, a large number of students in class, lack of working space for student teacher and lack of references. (Al-magableh, 2010).Almikhlahi (2005) in a study conducted at the University of Abh identified poor supervision, short period of teaching practice and having a theoretical rather than a practical programme as some shortcomings of teaching practice. He

recommended that more practice should be the centre of the training rather than making classroom teaching theoretical, (Al Mikhlaphi, 2005). Aljar and Altamar (2004) did an evaluation of the teaching practice programme in Kuwait University from student teachers perspective. The researchers concluded that the administrative roles performed by the training team and cooperative schools were sources of problems for trainees (Alfascar and Altamar, 2004). Abo Nimreh (2003) in his research found that cooperative teachers did not offer the trainees any help and were not happy to be observed by the student teacher when teaching. This therefore calls for an orientation course for cooperative teachers to be based on mutual respect. (Abo Nimreh, 2003) In another study by Alnafi (2000) who conducted a survey of graduates in various specializations on the importance of teaching skills and the extent to which they acquire them in teaching practice at Muṭah University, the findings indicated that the extent to which the graduates acquired such skills was moderate. The researcher attributed this to fewer visits to schools by supervisors so as to ensure that cooperating teachers carried out their responsibilities rightly and that student teachers strictly followed the training schedule. From the above findings, it is clear that supervisors need to carry out their responsibilities properly in following closely the activities of both cooperating teachers and student teacher for effective attainment of teaching practice goals (Alnafi, 2000) Daib (1999) conducted a study on student teachers' attitude towards teaching practice and supervisor as critical in determining the extent to which the trainees get involved in the teaching process. The study found that students' attitude towards the following were positive: Supervisor, time allocated for training, the extent of follow up by supervisor and having more than one cooperating teacher. Some problems were particularly identified by the study. These include: transportation, lack of teaching aids in the cooperative schools, student teachers not being invited to staff meetings, inability to access the school library, lack of interaction with colleagues and headteacher reluctance to solve their training related problems. This led to trainees feeling that they are strangers in the schools. Hence they develop feelings of restlessness and skepticism (Diab 1999).

Almageedi (1998) in a study at King Faisal University found that teaching practice appeared to be more successful in female schools than in male schools. It was found to be particularly successful in terms of the roles played by the supervisor, cooperative teachers and Principals. In general, the students' attitudes towards the programme were positive implying that the training were efficient. It may also imply that the same is more efficient in all female schools than in all male schools (Almageedi, 1988).

In a study on anxiety towards teaching practice conducted at EinShamis University, Radwan (2001) confirmed that there was a correlation between level of anxiety and teaching practice related problems. The researcher argues that it is important to consider the psychological characteristics of the trainees together with the educational, administrative, and organizational issues. (Radwan, 2001).

Studies conducted on efficiency of the teaching practice training programme and the extent to which they guarantee the professional qualifications of the student teachers have suggested certain measures. Some of these measures include designing the programme so that it fulfils its objectives with promising outcomes. In one such study, Alsaeed (2006) suggests a period of an orientation for student teachers before initiating the training process. During the orientation, student teachers' professional needs will be identified. In addition, he recommended an increase in time for micro-teaching and an amendment, of the evaluation system. However, the researcher failed to provide detail on the activities to be undertaken during orientation and the criteria for choosing supervisors. (Alsaeed, 2006).

Mostafa (2005) in her evaluation of teaching practice programme at Aloweas Canal University concluded that it was effective in developing student teachers' classroom performance. She suggested that to improve its efficiency further than there was need to focus on professional qualification of trainees, preparation of teachers' guides and implementation of information technology (Mostafa, 2005).

On the African scene, training is a critical component of Teacher Education. In Nigeria, Ogonor and Badmus (2006) note that Teaching practice is a crucial aspect of teacher preparatory programme in teacher training institutions in general and in the faculties of Education in Nigerian universities in particular: This is the time universities and colleges aid students to put theory into practice. It is important to observe that teacher trainers are critiqued for inability to produce teachers who are properly grounded in pedagogy and content as well as ability to collaborate professionally in the work environment (Faculty of Education, University of Benin, 2002 P.3).

In South Africa, the country is still undergoing changes from Apartheid to a fully democratic process. Muthivhi and Yvonne (2008), note that the institutional practices of classroom

teaching and learning in the context of rapid socio-political changes. These changes, place new demands on the teachers and pupils classroom practices (Muthivhi et al 2008). In Uganda, the country faces a number of challenges in education and training. According to Kalule et al. (2014) "the country faces the challenges of assessing the quality of its education in light of reforms in universal primary and secondary education programs, and of improving students achievement through teacher professional development. Teachers in various programmes require support with a view of lifting all levels of performance.

In Kenya Educational system has been underperforming due to poor teacher training, it follows that teaching practice which is an intrinsic aspect of a teacher training has not been effective that is why we are witnessing poor quality education. Kevin S Kelly (2014) describes a gloomy picture when his report says that some Kenyan teachers are weaker than their pupils in class according to UNESCO survey. The report notes that most primary school teachers lack mastery of the subject they teach and because of this "millions of Kenyan children are failing to learn basics despite much improved access to primary education (Kelly 2014).

In conclusion, the perspectives above suggest a dynamism relating to teaching practice that requires the effective and efficient management of the headteacher under whose jurisdiction the teaching practice take place. The issues that have been thrown up by the perspective above include: The lack of visual aids in the schools hosting the teacher trainee, a large number of students in class, lack of working space for the student-teacher and lack of references, poor supervision, short period of teaching practice and having a theoretical rather than a practical programme. (Al-magableh, 2010; Almikhlahi, 2005). The administrative roles performed by the training team and cooperative schools were wanting (Alfamar and Alfamar, 2004). Cooperative teachers do not offer trainees any help and were not happy to be observed by the student teacher when teaching (Abo Nimreh, 2003). Fewer visits to schools by supervisors so as to ensure that cooperating teachers carried out their responsibilities rightly and that student teachers strictly followed the training schedule (Alnafi, 2000). Lack of interaction with colleagues and the principal's reluctance to solve their training related problems so that student trainees don't feel as strangers in the schools (Diab, 1999). Teaching practice appeared to be more successful with female teachers than male teachers (Almageedi, 1988). Anxiety among trainee teachers is common. (Radwan 2001)

These are some of the issues the school headteacher has to pay attention to ensure that teaching practice under his/her jurisdiction succeeds. It is clear that teaching practice which has been described above plays an important role in Pre-service training. If the teaching practice is executed rightly and effectively then it will assist in providing high quality professionally qualified teachers. Such teachers will be able to play active roles in the development of the teaching process, accommodate rapid educational changes and novel advancements in curricular and instruction. Therefore teaching practice programmes require frequent revisions and close scrutiny to ensure that its aims and objectives are achieved and it is being carried out appropriately. (Wambugu, Barmao and Ngeno, 2013). Since teaching practice must happen in a school setting, the headteacher must play a central role and that is why this study will investigate the influence of headteachers on the performance of teacher trainees on teaching practice in Kakamega South Sub-county.

The principal or headteacher is the overall in-charge of school programmes. Teaching practice will therefore take place under his/her jurisdiction. Success or failure of the teaching practice will depend on the effectiveness of the headteacher.

2.2.Headteachers: Perspective

Across the world, research findings show that school heads are one of the most powerful single determinants of the overall quality and effectiveness of the schools (Daresh, 1998). The importance of the role of school leader is continuing to expand as schools are increasingly expected to deal with a range of social, economic and other issues. Devolution of educational administration has increased the responsibilities of the school headteacher although this often is not supported by appropriate training or authority (Riley, 1999; Ross and Hutchings 2003; Kucera and Stanffer, 2003)

2.2.1. Changing and increasing demands of headteachers

In part, the role of the headteacher is to ensure the efficient and transparent administration of the school, (Including the teaching practice process). Many of the day-to-day management issues are very practical but of critical importance. In many areas, working to reduce teacher absenteeism (including student teachers) is a major priority (Holliday 1999; Gaynor 1994; Condy 1998). School heads may also face a series of financial pressures. In Kenya school principals ranked school fees and money matters as their critical concerns during a study on Recruitment, Retaining and Retraining school Teachers and Headteachers in Sub-Saharan

Africa (Kitari and Westhuizen 1997). Some other very specific challenges include the incidence of sexual and physical abuse of girl pupils by teachers. School heads have a particular role to play by working to change the culture of violence and complacency and establish a more caring, participatory, and democratic school environment (Leach and Mchakanfa with Mandoga, 2000). It is in this caring, participatory and democratic school environment that is facilitated by the headteachers that teaching practice takes place.

While school heads may focus on the administrative parts of their role (Kogoe, 1986) there is strong evidence that they play an important part in ensuring instructional quality (Togneri, 2003).

In the absence of other inspection and supervision structures, the responsibility of guiding and supporting new and often poorly trained teachers may fall to the school headteachers (de Grauwe 2001). This headteachers' responsibility of guiding and supporting also impacts on the teaching practice process which also falls under their jurisdiction. Helping teachers to develop the quality of their teaching is a difficult and lengthy process, particularly where the teachers have low levels of education (Condy, 1998). Helping teachers to develop the quality of their teaching is a difficult and lengthy process, particularly where the teachers have low levels of education (Condy, 1998). This difficult and lengthy process also involves teacher trainees during the teaching practice in schools.

With the growing importance of school-based in-service programme, it is important that the supervision be focused on providing guidance, improving performance and enhancing professionalism and morale, rather than simply on criticism of teachers (Craig, 1999). Similarly providing guidance, improving performance and enhancing professionalism and morale must be extended to the student trainees during the teaching practice in schools.

2.2.2. Weaknesses in schools leadership

The reality of school administration, management, and leadership frequently falls short of the ideal. UNESCO (1996) noted that education systems nearly everywhere are managed poorly and administered inefficiently. Despite the enormous expectations of school head teachers, many are poorly prepared for the task. Although the situation maybe different now, but a 1990 study of 31 African countries concluded that only three of them had comprehensive training programmes in education planning, administration and management. Where training

programmes are provided, they are sometimes criticized for being unsystematic in content and coverage. Lacking following, and failing to address the real needs of supervision (de Grauwe 2001, Dadey and Harber, 1991). This reality of school administration, management and leadership that frequently falls short of the ideal impacts negatively on the teaching practice process. Moreover, the training of headteachers has tended to be focused on skills: how to budget, analyze data, or design an evaluation (Gillies 1973; Adams 1998). However much of the need is for strategic thinking, analysis of cross-impacts, and the ability to work with constituent groups. The more profound problem in the preparation of headteachers is that, even if they have strategic planning skills, they often lack a firm understanding of the education process. They do not know what inputs and processes can reasonably be expected to contribute to increased student learning (including student teacher trainees) lacking this school heads are left to react to daily events and ongoing political pressures.

Instructional supervision is one of the areas where headteachers are least effective; many do not even regard it as part of their role. Teacher supervision in most developing countries, Kenya included, is the responsibility of officials, operating from the provincial (county) This would appear to remove supervision from the headteacher most aware of a teachers' (also teacher trainees') pedagogical skill and assign it individuals removed from the school context. Yet, external inspectors or supervisors may visit a school intermittently or not at all. They often view their role as one of enforcing roles that the supportive role of discussing practice with teachers and demonstrating how practice can be improved. Ideally, this supervision should be jointly undertaken between the headteacher and Quality Assurance and Standards officers. However, in many cases, the relationship between headteachers and the Quality Assurance and Standards officers is less than ideal. This affects the quality of teaching practice adversely. (de Grauwe, 2001).

The weakness of school leadership is often reinforced by the mechanisms for the selection of school head teachers. The dominant tradition has been to recruit from within the teaching profession often as a reward for good performance, long years of service, or ideological compatibility with the existing political orientation of government (Dadey and Harber, 1991). Headteachers rarely have specific training for new responsibilities they face, especially before taking up their posts (Gottelmann Dunet and Hogran, 1998). The relatively flat structures of the teaching career provide few opportunities for people to develop leadership skills in middle management positions (Macdonald 1999). Newly appointed headteachers

may lack legitimacy in the eyes of teachers, who view them more as peers than supervisors. The frequent use of seniority and ideology as the basis for promotion in combination with lack of specific job training, often results in headteachers being a rather conservative group, with little motivation to innovate or support new school or classroom practices (de Grauwe 2001; Dedey and Harber, 1991). The selection system may also be more likely to favour males for leadership positions; causing a gender imbalance in this crucial role (Gothelmann - Duret and Hogran, 1998). All of these realities relating to weaknesses in school leadership will not only affect the school operations and performance but the teaching practice process.

2.2.3. Directions for development

There is a clear need to prepare headteachers to adopt the role of education leadership within their schools. Where training for school headteachers exist; it is often brief and focused on administrative tasks. Changing the behaviour of school leaders will require richer and more extensive training. The importance of quality training for school headteachers, both prior to appointment and on ongoing basis, is a recurrent theme throughout the literature. There are numerous view points on what might be emphasized in such training and, again, tensions surface between administrative competence and leadership vision. Ritey (1999) contends that headteachers need to be given the tools to reflect on the priorities, the areas of conflict and tension, the ethical dilemmas, as well as values, expectations and professional issues about teaching and learning. Therefore, an important skill that all school leaders require is strategic thinking. This should play a prominent role in all training for school leadership.

Across the world research findings indicate that school headteachers are one of the most powerful single determinants of overall quality and effectiveness of schools (Daresh, 1998). From reviewed literature they need to think strategically and thus the need for training in strategic management. As already observed above the current reality of school administration, management, and leadership frequently falls short of the ideal (UNESCO 1996). Yet teaching practice which is the core of teacher education which one must undergo successfully in order to be certified as a teacher, (Kisirikoi, Turachiro and Malusu, 2008) will always happen under the headteacher's jurisdiction.

The following narrative will depict what headteachers, notwithstanding the weaknesses experienced, must facilitate during teaching practice.

2.3. The headteachers instructional practices on the presentation of the school curriculum by primary trainee teachers.

In a school set up the headteacher is considered pivotal in directing instructional practices. All aspects of learning should be given top priority and any other thing revolves around the enhancement of learning. To be able to carry out this function, the headteacher should be a practicing teacher with vast experience in teaching. The core of school administration is the provision of a sound curriculum for the child, (Mbiti, D.M 1992). This is important given the fact that pupils go to school to receive instruction from the teachers under the guidance of the headteacher. The fundamental basis of any school curriculum is knowledge (Mbiti D.M 1992). Therefore the headteacher is an instructional leader setting course on curriculum delivery where teacher trainees on teaching practice falls under the headteacher ensures due instructional process is followed by trainee teachers on teaching. The headteachers guides trainees on teaching process during teaching practice. The headteacher promotes the right pedagogical content skills. Alan & Audrey Paisey note that

Education in primary schools today is Kaleidoscopic in nature. It makes wide and varied demands on the Head and teaching staff. The demand to direct trainees on teaching practice is even greater as they are still undergoing training in their respective colleges. The headteacher today is exposed to in-service courses to sharpen his/her teaching skills through SMASE and KEMI programmes which are passed over to trainee teachers on teaching practice. Whitaker (1997) identified four skills essential for instructional leadership.

The first skill is the instructional source. The headteachers mastery in pedagogical content is vast and well experienced in the number of years taught. The headteacher give young teachers advice on current trends and effective instructional practices, thus trainees benefit from this resource of skills.

Second, the headteacher needs to be a good communicator. Communication is the life-blood of any organization (Mbiti, D.M1992). A proper system of communication is necessary to meet the needs of the organization. When the grapevine beats the official communication channels, teachers' morale is impaired. (Everard, K.B 1986)

Thirdly, headteachers are resource providers; without resource there could be no effective teaching and learning. The materials would include books, mass media programmes and

syllabuses designed to help school teachers and college lecturers to understand and implement the curriculum (Oluoch; G.P 1982).

Finally headteachers need to be visibly present. The headteacher monitors and evaluates school programmes by infusing commitment to the success in teaching and learning.

It is important to note that headteachers may not be in possession of the competencies needed in helping trainee teachers on teaching practice. This gives a researcher an opportunity to investigate these shortcomings. In summary the study would wish to establish whether the headteacher supervises teachers and plays the role of an inspector, and provides resources.

2.4.To examine the Influence of headteachers instruction resource provision on the implementation of the curriculum by Primary teacher trainee.

In management terms, the word resource implies all we need and use to manage the school affairs. In the teaching context it is given special but limited meaning to refer to consumable materials, such as paper or paint, non-consumable materials such as books or rulers and perhaps light, portable equipment such as tape recorders or slide projectors (Paisey 1982). Resources can be of two types - the human and the physical. Typically today we have human resource which is required for work and output. It is therefore a critical component in normal operations in an organization: The staff and children, together with other people involved with school combine to make the primary school predominantly human - resource oriented (ibid). Quality of output in academic sense in primary schools is depended on teachers competencies achieved through education, training and research. In essence teachers play an important function in shaping the destiny of individuals as well as entire population. Quality output of teachers depends on planning and management of school administration (Goldhaber 2003)

The quality of education has been on the decline due to falling training standards and research in many of our primary schools. The hallmark of quality teaching is supervision by the school and the Head is responsible for this action. Schools need to maximize resource utilization to enable them improve teaching and learning. This comes at a cost, which most learning institutions want to avoid. On the other hand, while unit costs per pupil might be regarded as one measure of productivity it is not helpful to consider it in isolation from the educational outcomes incurring the costs (EVERRARD 1988). Similar problems arise in

business, so in fact managers study a range of measures of effective resource utilization in order to sustain and improve overall performance (ibid)

Teacher who are successful in their work have always sustained a conducive and interesting learning environment for all children without regard to sex, ability, background or age. Their learning environments are modified to stimulate learning. This makes it possible for the learner to constantly interact with available resources and learning becomes a continuous process even in the absence of the teacher. The headteachers need to provide such stimulating and exciting environments to facilitate improved learning in their work stations. To meet this obligation, careful selection of resources is required. The headteachers need to embrace consultation in this matter in order to succeed. According to Harling (1984), consultation is needed within the department about the resources which members are required to support all the programmes of work. When the total picture of resource requirements has become clear, it is then necessary to consider how far these requirements can be met by existing stocks, by home production in the department and by drawing either on a pool of resources shared by related departments or on a central resource area (ibid). The Head has a duty to perform in guiding the trainee teachers on this matter and to equip them with such useful information.

Resources in demand should be acquired in good time. Where resources are worn out easily or become obsolescent, the Heads need to make long-term programmes of resources planning which will ensure that the school has availed the right resources in the right order (ibid)

Resources provided by the school need to be easily accessible. This will avoid wastage in terms of time. We may find it hard to maintain an organized and stimulating classroom, especially if animals and vandals can easily access and destroy classroom materials (MOE Manual 2010). Glenn (1975) observes that "often the feelings of helplessness that accompany a very serious problem case can be overcome and remedial work undertaken if available resources are known and put to use". This is particularly so to learners with specific learning challenges who can be assisted by using modified resources that will enable them to adjust and learn.

2.5.To Identify the Influence of the headteachers mentoring practices in the performance of primary teacher trainees during teaching practice.

A mentor is a senior member of the teaching profession with a wealth of knowledge and experiences charged with the responsibility of helping and guiding a novice teacher in the teaching profession. Although, the purpose of teacher education is to produce effective teaching practice teachers (George, et al., 2000) the question of how trainees can best be prepared to become effective classroom practitioners has been on the minds of teacher educators world-wide for many years (ibid). According to Shulman (1986b) teacher education programmes should aim to develop the knowledge skills and attributes of pre-service teachers in order to prepare them to teach effectively in twenty first century classroom. To this end, teachers are not adequately prepared for the world of teaching, an indication that their professional competencies face serious deficits, unsatisfactorily mastery of content and obviously inherent weaknesses in translating theory to practical teaching. To overcome these gaps, a practicum process came into being under the guidance of school headteachers mandated to mentor the trainees during their practicum session. In the United States of America, teacher mentoring programmes have been fully developed where novice teachers are given a strong start at the beginning of their careers, and experienced classroom teachers serving as mentors receive recognition and incentives (Little and Nelson, 1990)

It is important to note that all institutional managers whether at higher level or middle level do some kind of mentoring, which is a powerful and beneficial tool of any manager that helps mentors to improve performance and realize their potential. Graham (2008) notes that "good quality mentoring in schools makes an important contribution to developing the professional skills of new teachers and ensuring the best quality learning experiences for pupils" High quality continuous professional development can only take place with commitment from schools, education authorities and teacher education institutions to developing effective mentoring (ibid)

Mentorship means being at peace with the mentors and one another. Heads need to acquire and possess such skills as this forms valuable assets. However, Heads may find it difficult to establish good interpersonal relations with their colleagues (Paisey 1987). Two levels of interpersonal skills emerge such as good company, small talk, wit and affability. This creates a pleasantly relaxed atmosphere (ibid). Leadership is an important skill in mentoring. This will ensure that the position of the Heads is respectable. In this, the Head must be predictable

in the process of discharging duties. Paisey (1987) also observes that the Head should reiterate the school values lucidly, persuasively and often. This goes a long way in improving teaching and learning by the trainee teacher on teaching practice. These interpersonal skills are critical in improving relations with mentees, staff, learners and other interested groups. Mentorship focus the knowledge base for mentees, however lack of theoretical understanding by mentors was identified as a shortcoming by Glover and Mardle (1995)

2.6.To assess the challenges headteachers face in providing support to primary teacher trainees in teaching practice.

Headteachers globally are instrumental in the daily operations of their schools, yet face critical challenges of the modern time in accomplishing these tasks. Researches across the world show that school heads are one of the main determinants of overall quality and effectiveness of schools (Mulkeen, et.al. (2005). On the other hand, Chall et.al (2003) identifies headteachers as the major focus of school management and competencies in regard to their pedagogical practices on day to day running of activities in school. Headteachers are sufficiently trained as teachers, but not as school managers, thus posing serious challenges in their day to day management of school programmes; thus invalidating the earlier training given, which is inadequate to prepare them for leadership roles. There is a gap in leadership training to prepare headteachers for their roles (Mulkeen, 2005). Currently, there are several reforms in education which require specialized training. In essence, headteachers do not have adequate time to manage succinctly school affairs and at the same time supervise trainee teachers on teaching practice.

Another challenge is the attitude of trainee teachers on internship. For teachers colleges of teacher education throughout the country have been a dumping grounds for people without basic qualifications or with questionable credentials (Anangisye 2005) Mosha (2006) states "Candidates aspiring for the teaching profession, especially at primary education level, are selected from mostly the academically weak candidates. Hence the grasp of the subject content is sometimes very low. Furthermore, teacher training in colleges for primary school teachers places more emphasis on pedagogy than on bridging the content gaps. (Page 225) "As enrolment surges the quality of learning has continued to decline as noted earlier. One reason for this is poor quality of teaching (Ngware et al (2012). It is critical to know how well teachers understand the subject matter they teach and how they teach it because this has

an effect on how and what children learn in school (ibid). So the headteachers have to contend with these types of trainee teachers under them.

Another gray area is the resources required in effective learning, which attract a financial obligation. Most public schools have limited funding and this impacts negatively on learning. Instructional resources may not be easy to come by as they could be delays in the release of free primary funds. The supply and availability of instructional resources such as text books, exercise books, maps, charts, science kits are critical aspect in teaching and learning and their lacking can be a nightmare to the headteachers.

2.7.Theoretical framework

Shulman (1987) concentrates on the types of knowledge that are required in teacher training and the processes needed to go through to becoming a teacher, which he calls a process of pedagogical theory by Shulman Reasoning and Action. The seven categories of knowledge base, according to Shulman that are required by a teacher are: content knowledge, pedagogical content knowledge, knowledge of the learners and their characteristics, knowledge of educational contexts, and knowledge of educational values.

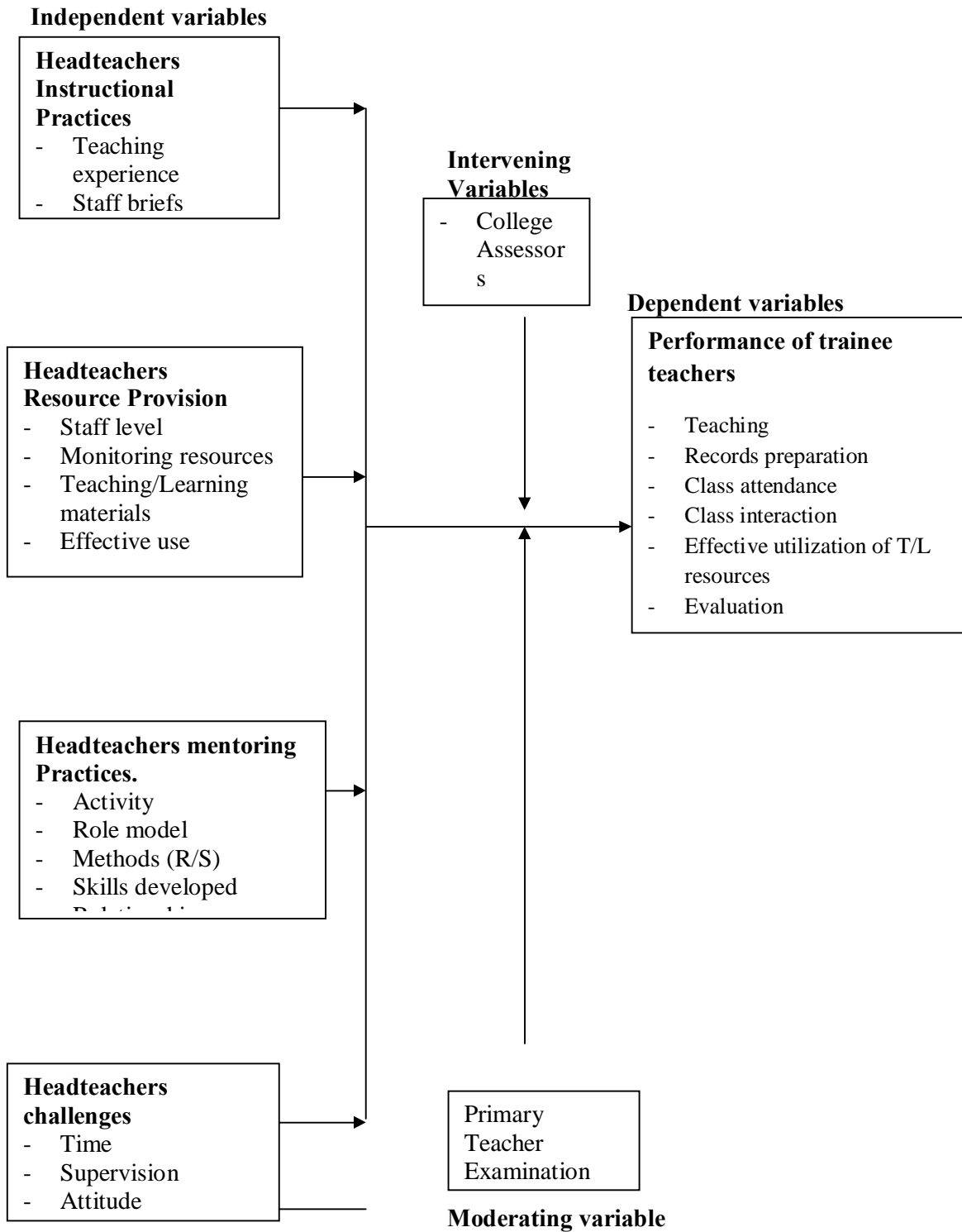
A model of pedagogical reasoning and action advocated by Shulman (1987) had six stages namely: comprehension, transmission, instruction, evaluation, reflection, and new comprehension. Comprehension stage requires understanding of the subject area like numeracy but also values, characteristics, needs and learning interests of students (trainees and new learners). Shulman suggested that in order for a trainee to teach, he needed to transform his understanding or comprehension of the subject matter. Thus transformation requires some ordering, which includes preparation of subject materials, their understanding and critical interpretation, presentation that requires ways in which ideas and concepts of the subject materials can be conveyed to learners using examples, metaphors, experiments and demonstrations, and instructional selections, where teaching and learning styles like lecture, group learning and project work can be applied in a learning environment. The other two transformation processes are adaptations of the previous three in which the teaching and learning materials are adapted to a teacher's generic cohort, and tailoring the adaptations to a teacher's specific cohort.

The third pedagogical process from Shulman's model is instructional. It requires the most important of teaching acts like organizing succinct explanations, handing out and assessing

work, interacting effectively with learners via questions and answers, praise and criticism. Next, comes evaluation, where understanding or not by learners is monitored in both formal and informal ways. Reflection is used by a teacher to refer back to his teaching where what has worked and what has not, and to rethink how the lesson has gone in relation to achieving its aims: Finally, new comprehension is achieved after going through the previous five stages where documentation, analysis and discussion has been carried out, Shulman suggested that the five stages need not to be linear nor need all five stages be experienced. However, the five stages provide in primary school teaching, a comprehensive structure for a trainee teacher to follow.

The theoretical framework by Shulman, offers concrete directions for trainee teachers both in theory and practice. This theoretical framework has strengths and weaknesses. Shulman gives a different take by focusing on a model to illustrate pedagogical process from the viewpoint of a trainee teacher. Perhaps teacher training programmes should borrow heavily from Shulman to produce effective and efficient teachers for our schools.

Figure.1
2.8.Conceptual framework



Source: Researcher.2014

In the conceptual Framework depicted in Figure 1, the student teacher has been conceptualized as the dependent variable. After the headteacher has been conceptualized as the independent variable, the trainee will be engaged, challenged, empowered, experienced, and exposed, and generally better equipped to be an effective and efficient teacher.

2.9. Knowledge gap

From literature that was reviewed, there was no evidence of research on the influence of headteachers on the performance of teacher trainees on teaching practice in Kakamega South Sub-county. The purpose of this study was to fill this gap.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1. Introduction

This chapter examined the research design, the target population, the sample size and sampling procedure. It also looked at data collection instruments, piloting, validity and reliability of the instruments, data analysis techniques and operationalization of the variables.

3.2. Research design

The descriptive survey was used in this study. The purpose of this descriptive survey was to describe and explain the phenomenon as they occurred, (Mugenda and Mugenda (2003). It was deemed appropriate because it gives room for investigating educational problems by obtaining facts and opinion about the current state of variables. It is useful in preliminary and exploratory studies to facilitate researchers to collect summarize, present and interpret the data with a view of making clarifications, Orodho (2004). Orodho (2003) further observes that it can be used when collecting information by interviewing or administering a questionnaire to a sample of individuals. Similarly, Kothari (2007) observes that descriptive survey describes the characteristics or behavior of a particular population in a systematic and accurate fashion.

3.3. Target population

A population refers to the whole set of individuals who meet a given sampling criteria, Burns and Grove (2001). According to Kombo and Orodho (2002) a population is a group of individuals, objects or items from which samples are taken for measurement (for example a population of students). Population therefore can be seen as an entire group of individuals. Kakamega South Sub-county had twenty (20) public primary schools used for teaching practice and one teacher training college with a population of 500 second year trainee teachers. The study therefore targeted headteachers and deputies of the primary school and second year teacher trainees, giving a total of 540 subjects. Headteachers were selected because of their overall responsibility in their respective schools. Similarly they also teach and provide resources. Deputy headteachers assists headteachers towards this end. Trainee teachers were chosen because they were the ones whose performance in teaching practice was being monitored and evaluated.

3.4. Sample size

According to Best and Khann (1998) an ideal sample should be large enough to serve as an adequate representation of the population to which results have to be generalized. Gay (1991) asserts that 10% of Accessible population was enough for descriptive studies. Therefore a sample size of 262 was adequate for this study. The sample size comprised of 20 headteachers, 20 deputy headteachers and 222 teacher trainees.

3.4.1. Sampling procedure

Kakamega South Sub-county had twenty (20) public primary schools which are used for teaching practice. The headteachers and their deputies were purposefully sampled. These are the only schools which could provide information on teacher trainees since they interacted with them on a termly basis. In selecting the sample size for trainee teachers, Yamane (1976) formulated a scientifically proven formula to generate the sample using a proportionate sampling procedure as shown:-

$$n = \frac{N}{1+Ne^2}$$

where n = Sample size

N = target population

e = Error term 0.05

$$\text{Thus } n = \frac{500}{1+500(0.05)^2}$$

$$n \Rightarrow 222$$

The sample size for trainee teachers is 222. The sample size is therefore 20+20+222 totaling to 262 respondents.

3.5. Data collection instruments

The study employed a questionnaire and an interview schedule in collecting data. Questionnaires were used to collect data from teacher trainees and deputy headteachers. Interview schedules were used to get data from headteachers.

3.5.1. Questionnaires for teacher trainees and deputy headteachers

A questionnaire is a convenient instrument used to collect information on a large scale easily and quickly from the respondents within a short time, Kerlinger (2004). The questionnaires

were structured (closed-ended) and unstructured (open-ended), and were used to obtain responses from the respondent. The closed-ended were accompanied by a list of possible alternatives which offered better clarity on responses obtained.

3.6. Interview schedule

An interview is a flexible tool of finding things out, Robson (2002), and adaptive to various situations (ibid). I conducted an in-depth discussion with the headteachers on face-to-face basis. This allowed me to probe respondents for clarification and elaboration, Weirisma and Jurs (2005). The interviews were more enlightening and interactive as this was educative and informative. This approach was complementary as Amin (2005) observes.

3.7. Pilot testing of the instruments

According to Mugenda and Mugenda (2003), pilot testing helps in enhancing the reliability of the instruments. Piloting was done to help reduce errors in research instruments. The instruments were pilot-tested in the neighbouring sub-county of Sabatia. The pilot revealed a number of shortcomings such as limited space to capture responses and wrong coding of questions. However, they were corrected by an expert before the actual implementation of the research.

3.8. Validity and reliability of the instruments.

According to Amin (2005) validity refers to the extent to which an instrument measures what it purports to measure. Content validity of the instrument was established with the assistance of university supervisor and colleagues in the mastersøclass who scrutinized the items in the interview schedule and the questionnaire to ascertain they measured the objectives under investigation correctly. Their suggestions were incorporated in the tools before actual data collection.

Reliability refers to the consistence of the test results after repeat measurements are undertaken under similar conditions. Reliability was established through test-retest technique. Respondents were tested and the test repeated after two weeks. The consistence between the two set of scores were computed using Cronbachø alpha coefficient Nunnaly (1998). A Cronbachø alpha score of 0.796 was obtained and this was statistically a significant measure of reliability beyond the set threshold of 0.7.

3.9. Data collection procedure

Transmittal letter allowing me to collect data was sought from the University of Nairobi. The researcher wrote to headteachers and their deputies to inform them about the study and the date of visit to schools to administer an interview and a questionnaire. Permission was also sought from the college administration to allow the researcher to involve teacher trainees in the study. Both the questionnaire and interview were administered personally by the researcher so as to allow quick return of the tools and also to explain to the respondents some areas which they did not understand.

3.10. Data analysis techniques

Data obtained would be classified, coded and analyzed using simple descriptive statistics. Tabulation would be done and data presented in frequency tables, percentages and measures of central tendency. The frequency with which ideas appear will be interpreted as a measure of importance. Words would be used to describe and give meaning to data presented in tables and for making conclusions.

3.11. Ethical Consideration

The information given by respondent was kept confidential. No respondent was stigmatized. The overall findings of the study were revealed to the schools and headteachers for their own use and consumption.

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Table 3
Operationalization of Variables

Research Objectives	Data Collection	Source	Measuring Scale	Indicators	Data Analysis Technique
To determine the influence of headteachers on instructional practices on presentation of school curriculum by primary trainee teachers	Interview Questionnaire	Headteacher Deputy Headteacher	Ordinal Nominal	Teaching preparation T/L resources attendance	Descriptive
To examine the influence of headteachers instruction resource provision in the implementation of the curriculum by primary teacher trainees.	Questionnaires	Headteacher Trainee Deputy	Ordinal Nominal	Participation Cooperation Responding Questioning	Descriptive
To identify the influence of the headteachers mentoring practices on the performance of primary teacher trainees during teaching practice.	Interview Questionnaires	Headteacher Deputy Headteacher Trainee Trs	Ordinal Nominal	Teaching Evaluation	Descriptive
To assess the challenges headteachers face in providing support to primary teachers trainees in teaching practice.	Interview Questionnaires	Headteacher Deputy Headteacher Trainee Trs	Ordinal Nominal	Courtesy Respect Safety Teaching Learning	Descriptive Statistics

CHAPTER FOUR
DATA ANALYSIS, PRESENTATION, INTERPRETATION AND DISCUSSION
OF FINDINGS

4.1. Introduction

The presentation analysis of the data was based on the objectives that guided the study as outlined in Chapter one.

4.2. Return rate of the questionnaires

The researcher distributed 242 questionnaires and out of these 218 were returned. This formed 90% of the total questionnaires returned. According to Kothari (2008), this was good enough for a survey and could allow for generalization of the findings.

4.3. Demographic data of the respondents

The study captured the demographic details of the respondents in regard to job designations, gender, age, length of service, academic and professional qualifications.

The information was captured from headteachers and deputy headteachers and it was deemed important because it would probably influence the performance of teachers and primary teacher trainees while on teaching practice. The findings were presented in the table below:

Table 4.1. Job designation

Job designation	frequency	percentage (%)
Headteachers	20	100.0
Deputies	18	90.0
Trainee teachers	200	90.0
Total	238	

Findings from table 4.1. Indicated that a majority of the respondents were trainees who comprised of 90% of the total sample. Deputy headteachers comprised of 90%, while the headteachers made up 100% of the sample. Teacher trainees were therefore supposed to work with the school administration during the entire period of teaching practice. This interaction would allow them acquire the necessary competencies required for effective implementation of the primary school curriculum. Apart from job designation, data as pertains to gender was captured and the information was presented in the table below:-

Table 4.2. Gender distribution of headteachers/deputy headteachers

Gender	frequency	percentage (%)
Male	23	61
Female	15	39
Total	38	100.0

Data presented in table 4.2 revealed that male respondents constituted 61% while female counterparts constituted 39% of the sampled headteachers and deputy headteachers. The composition of teacher trainees comprised of 111 (55.5%) male and 89 (44.5%) female. Gender distribution of the headteachers and deputy headteachers was fairly even and this could imply that the teacher trainees were well placed in terms of learning teaching administrative skills from both the male and female administrators; and this would probably have an influence on their performance during teaching practice.

The educational level (academic and professional) of the respondents (headteachers and deputy headteachers) was also sought by the study. The findings were presented in the table below.

Table 4.3. Academic qualifications of respondents

Educational level	frequency	percentage (%)
KCE/KCSE	26	68.0
KACE	12	32
Total	238	100

Findings in table 4.3, showed that most of the respondents 26 (68%) were form four graduates and had met the relevant qualifications to train as primary school teachers. The rest of the respondents 12 (32%) were KACE graduates. Professionally 30 (79%) of the teachers had P1 qualifications whereas 8 (21%) were holders of a bachelors degree in education.

On the basis of academic and professional qualifications, the headteachers and their deputies were probably in a better position of providing instructional guidance to teacher trainees. In addition, they had the relevant knowledge and skills required for the implementation of the primary school curriculum in their respective schools.

4.4. The headteachers instructional practices on the presentation of the school curriculum by primary trainee teachers.

This was the first objective of the study and the researcher sought to determine the influence headteachers have on instructional practices which determine the performance of primary trainee teachers in teaching practice, a case of Kakamega South Sub-county. To achieve this, the researcher formulated the following research question. How does the headteacher facilitate instructional practices on the performance of primary trainee teachers in teaching practice?

In relation to the above question, the teacher trainees indicated the instructional practices of headteachers as shown in the table below:-

Table 4.4. Headteachers Instructional Practices

Instructional practice	frequency	percentage (%)
Teaching	80	40
Supervision	120	60
Evaluation	105	52.5
Guidance	105	52.5
Communication	110	55.0

The findings in table 4.4. Indicated that headteachers had an influence on the performance of teacher trainees in their schools. Most of the trainee teachers 120 (60%) were of the opinion that supervisory roles influenced the performance of duty by teachers in the schools. This was undertaken through the approval of professional records such as scheme of work and lesson plan on a weekly basis. Heads of subject panels and prefects were also used to undertake supervision on behalf of the headteacher. This enhanced class attendance and lesson preparation by teachers, consequently, influencing their performance of duty. William (2000), teachers must be competent enough to set the school tone, pace and to ensure safe, smooth and efficient running of school programmes by executing government policies and decisions. Similar sentiments were also echoed by The Common Wealth of Learning (2000) which stressed the supervisory roles of the school Principal in deploying teachers, allocating time, providing instructional resources and the creation of a good teaching and learning climate. Deputy headteachers 12 (66%) were also of the opinion that headteachers

supervisory roles were crucial in giving direction to what takes place within the school. Teachers and trainees were therefore bound to interact positively and this could probably influence the performance of assigned duties.

The study also established that the headteacher as the source of communication influenced the operations and performance of teachers. Information in regard to curriculum matters such as teaching, curriculum change, methodologies of teaching and the expectations of the school impacted positively on the implementation of the curriculum. According to Selve (2010) communication competencies, such as interaction with teachers, students, the social environment and the content to be taught were necessary in the implementation of the curriculum, McKon (2000) was also of the view that the school head was at the centre of preparing future leaders, professionals and citizens by facilitating the creation of a suitable working environment. According to Mbiti (1992) schools with proper systems of communication were necessary in meeting the needs of the organization. Through communication the teachers morale and development of positive relationships was possible hence greatly impacted on individual and school performance. Similar sentiments are also echoed by Agumba, Misigo and Ongek (2009)

4.5. The influence of headteachers Instruction Resource Provision on the implementation of the curriculum by the primary teacher trainee.

The second objective of the study sought to examine the influence of headteachers instruction resource provision on the performance of primary trainee teachers in teaching practice. The study established that effective implementation of the curriculum by teachers was dependent upon the provision of adequate and suitable teaching learning resources by headteachers. Resources included teachers, Teaching/Learning materials, and physical facilities. The response from teacher trainees on the type of resources provided by headteachers is as shown in the table below:-

Table 4.5. Instructional resources provided

Resource	frequency	percentage (%)
Physical resource	184	92.0
Teachers	100	50.0
Teaching/Learning resources	124	62.0
Writing materials	130	65.0

Findings in table 4.5 revealed that headteachers provided instructional resources required for effective performance by teachers while on teaching practice. (All the headteachers 20 (100%) and deputy headteachers 15 (83%) noted that teacher trainees were provided with relevant instructional materials to enable them to implement the specified school curriculum. They were provided with office space for preparation, stipulated syllabus, reference materials and teaching learning aids. However, the study did not establish whether the materials provided were adequate. Kwakwa (1973) describes the headteacher, as the keeper of keys, the director of transportation, the coordinator of correspondence, the quartermaster of stores, the director of intricate schedules and publisher of instructional materials. The headteacher essentially forms the key resource needed in the school. The headteacher does not work in isolation, he/she works in a team of teachers thus teachers comprise the central resource in the school - human resource essential to drive the wheel of development. According to Fullan (1991) headteachers who actively support and provide instructional materials impacted positively on the implementation of the school curriculum. This made teachers to take on changes positively, with a view of changing the image of the school. Buhere (2007) quoting Oshungbohun (1984) re-affirmed that good quality education was a product of physical resources, competent teachers, the availability of adequate and relevant instructional resources. The provision of instructional materials ensured they prepared well for their lessons and were more confident in their presentations.

4.6. The influence of the headteachers mentoring practices in the performance of primary teacher trainees during their teaching practice.

The study was also set out to establish the influence of headteachers mentoring practices on the performance of primary teacher trainees. Data was collected from headteachers, deputies

and teacher trainees. It was established headteachers provided mentoring to teachers and teacher trainees, through staff briefs and general supervision of the school. The table below shows the responses from teacher trainees about headteachers avenues for mentoring.

Table 4.6. Headteachers mentoring activities

Activity	frequency	percentage (%)
Orientation to school	200	100.0
Orientation to the job	200	100
Supervision	89	44.5
Staff briefs	90	45
Class attendance	50	25
Working together	110	55

From the findings indicated in table 4.6 above, headteachers 20 (100%) and deputy headteachers 18 (100%) concurred with teacher trainees that mentoring was taking place in schools through various activities such as orientation to the school, job induction and staff briefs.

Orientation to the school was noted by the teacher trainees 200 (100%) as the most common forum for mentorship. This was done on the observation day. Information on the school set-up, location, curriculum, physical facilities, learners and the staffing levels is given to them. The teacher trainees felt such information assisted them to prepare, teach and carry out evaluation of pupils work. It exposed them to the kind of support expected from regular teachers, and the entire school administration. This was therefore likely to positively influence their performance while on teaching practice. Donnalley (2008) notes that good quality mentoring in schools made an important contribution to the development of professional skills of new teachers and ensuring that best quality learning experiences were provided to pupils.

Donnelley further notes that a mentor has a lot of influence on teacher trainees professional development in the early stages of their career on when faced with challenges in the profession. While in school, the teacher trainees 110 (55%) noted that in most schools working alongside the regular teachers was an opportunity for mentoring. Working together had enabled them interact closely, sharing information and ways of dealing with learners, improvisation and utilization of resources and school ethos. This probably influenced their performance. However, avenues such as class attendance and staff briefs were available but

their utilization was limited given that in some schools teacher trainees had their own staffroom.

4.7. Challenges headteachers face in providing support to primary teacher trainees

Challenges faced by headteacher in supporting primary teacher trainees were also investigated in this study. Headteachers and deputy headteachers noted that challenges existed in schools that made them not to effectively provide professional support to teacher trainees. Some of the challenges included pressure for results, and teacher reluctance by the regular teachers. Table 4.7 below presents the details.

Table 4.7. Challenges of providing support

Activity	frequency	percentage (%)
Pressure for results	14	78
Teacher reluctance and preparedness	12	67
Staff shortage	9	50
Resource shortage	10	55
Time limitation	8	44

From table 4.7 the majority of the deputy headteachers 14 (78%) were of the view that pressure for results in their schools was a hindrance to the provision of support to teacher trainees on teaching practice. This view was also supported by headteachers 20 (100%). Due to this scenario more attention was paid to the candidate classes since the teacher trainees relieved the regular of an extra burden, thus giving them room to concentrate on examination classes. The assumption was that trainee teachers were undergoing training and therefore were under the watch of college tutors. As a consequence proper mentoring was not undertaken thus their performance was likely to be affected.

Reluctance and preparedness of teacher was noted by deputy headteachers 12 (67%) as another challenge to the provision of support to teacher trainees. This probably attributed to lack of confidence, poor attitude, interest, and ignorance about their role and nature of providing support to teacher trainees. (Muijs and Harris, 2007). This could also be compounded by the fact that they lacked skills and knowledge necessary for providing induction for new teachers, since this was not a component of the teacher training curriculum.

The structure of teaching practice programme for teacher trainees denied them adequate time to be in school and interact with learners and teachers who were in one way or the other could influence their performance on teaching practice. Other challenges that hindered support provision included inadequate staff and resource shortage. Fullan (1984), acknowledges the fact that headteachers are pre-occupied with many problems in school that make them not to be in a position to provide support to teacher trainee and regular teachers.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS.

5.0. Introduction

The purpose of this chapter was to present a summary of findings of the study, make conclusions based on the study finding, and suggest recommendations and further areas of research and improvement. This study sought to find out the influence of headteachers on performance of primary teacher trainees in teaching practice a case of Kakamega South Sub-County.

5.1. Summary of the study findings.

The study investigated the influence of head teachers' instructional practices on trainee teachers' performance in teaching practice in Kakamega South Sub-county. The study used a descriptive survey design in which teaching practice schools headteachers, trainee teachers in Kakamega south sub-county were sampled and data collected from them using a standardized questionnaire. The study relied heavily upon primary data obtained from headteachers, deputy headteachers and teacher trainees. A total of 200 trainees and 18 deputy head teachers were sampled to respond to the questionnaire items that sought to capture data by answering the research questions. Twenty (20) head teachers were interviewed. The summary of the findings were presented as below.

5.2. Influence of head teachers instructional practices on the performance of trainee Teachers.

The findings of the study indicated that headteachers influenced the performance of teacher trainees in different ways. Supervision (60%) was sighted as one of the major ways through which headteachers influence was felt. This was undertaken through approval of records, class prefects and heads of subject panels in schools. This activity made the trainee teachers to be keen on preparation so as to teach effectively. The supervisory roles of the teachers have also been emphasized by The Commonwealth of learning (2000) as a major factor in creating a good teaching and learning environment for effective curriculum implementation in schools. Other instructional roles/practices of headteachers included teaching, which the trainee teachers felt that it made them good role models to be emulated.

5.3. Influence of head teachers resource provision and performance of trainee teachers on teaching practice.

The provision of instructional resources such as teaching, learning aids 124 (62%) physical facilities 184 (92%) had an influence on the performance of teacher trainees. This enabled the teacher trainees to implement the curriculum stipulated in their respective schools. The headteacher as a resource provider therefore made the teacher trainees to fully embrace their responsibilities with confidence. Teaching practice programmes fully rely on materials provided by the parent school for use by trainees during preparation at college and in actual teaching at school. Fullan (1991), reiterates the facts the provision of instructional materials positively impacted on school curriculum.

5.4. Influence of head teachers mentoring practices and the performance of trainee Teachers.

Mentoring activities were also undertaken by headteachers in schools in order to acclimatize new teachers in their school culture and ethos and consequently influenced the way workers undertook their assigned duties. Teacher trainees were influenced through induction to the school and job orientation which made them have a positive attitude towards their work and school. Staff briefs, class attendance and opportunities to work together were part of the avenues of mentoring teacher trainees. Donnelley (2008) also observes that mentoring made an important contribution in developing schools and sharing of new learning experiences by teacher trainees in the early stages of their career. The perception and performance of duty was therefore directly related to the manner in which teachers were initially inducted into the profession by headteachers and regular teachers.

5.5. Challenges faced by head teachers in supporting trainee teachers.

The study also established that headteachers had challenges in providing support to teacher and teacher trainees. This was due to pressure for results, staff shortage and time limitations. Therefore, this denied them the opportunity to interact with teachers with a view of sharing and discussing issues related to professional development.

5.6. Conclusions.

In respect to the findings of the study, the following conclusions were arrived at:

- (i) Headteachers instructional practices had an influence on the performance of teacher trainees in public primary schools; although the extent of the influence was not

established by this study. These instructional practices were provided by head-teachers in school given their unique social-cultural context.

- (ii) Resources were provided to teachers but the adequacy was dictated by the economic status of the school.
- (iii) Mentoring was being undertaken by both headteachers and teachers but they are not aware of the approaches used and the end results of the programme.

5.7. Recommendations.

The following recommendations were made for improvement based on the findings of the study.

- (i) Training of headteachers and their deputies on their supervisory role.
- (ii) Headteachers to take-up teaching roles in their respective schools as a way of mitigating against staff shortages and also getting into a position of understanding challenges teachers face while implementing the curriculum.
- (iii) They should be concerted efforts by stakeholders to provide and maintain instructional resources in schools used for teaching practice.
- (iv) Head teachers to come up with elaborate induction programmes at school to assist new teachers and teacher trainees to understand their jobs, the working environments and what is expected of them.
- (v) Appropriate and open channels of communication should be put in place in schools to enable teachers and teacher trainees to share experiences and address challenges encountered on day to day basis of teaching in their schools.
- (vi) Time should be set aside for the induction of teachers for better performance of duty.

5.7.1. Recommendation for further research

The study is recommending further research in the following areas:-

- (i) A similar study is recommended on a larger scale to allow for the generalization of findings. This study was undertaken in teaching practice schools located in Kakamega South Sub-County and this could not allow for generalization to other sub-counties.
- (ii) A study should be undertaken on the perception of teachers towards professional support provided by teachers in primary schools.
- (iii) A study should be undertaken to establish the relationship between the instructional practices of teachers and school performance.

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APPENDICES

Appendix i: Letter of transmittal

University of
Nairobi
P. O. Box 30197
NAIROBI

Dear Respondent,

I am currently a student at the University of Nairobi, in the department of Extra Mural Studies. My area of study is Project Planning and Management. This research will help me complete my research project. My research is focusing on **The influence of headteachers in the performance of Teacher Trainees on Teaching Practice in Kakamega South Sub-county**. I am using the attached interview schedules and questionnaires to collect information for my study. It is my humble request that you grant me this opportunity by filling the questionnaire and similarly being interviewed. I would be very delighted if you accord me this privilege. I would like to assure you that the information provided will be treated with the due confidentiality it deserves for the purpose of this study only.

Thank you.

Yours faithfully

Indasi S. Aguya
L50/60863/2013

Appendix ii:

Interview schedule for headteachers

Kindly respond to these questions.

The information provided will be treated in confidence and will only be used for the purpose of the study.

1. What is your job designation?
2. What is your age?
3. How long have you been a headteacher?
4. (a) What is your highest academic qualification?
(b) Your highest professional qualification?
5. (a) How many seminars/workshops have you attended as a headteacher?
(b) Were the workshops relevant?
(c) If yes how relevant were they?
(d) What is your level of staffing in your school?
6. (a) In which of the following instructional practices do headteachers engage in why trainee teachers are on teaching practice?
 - (i) Preparation to teach
 - (ii) Teaching
 - (iii) Assessment
 - (iv) Pupils lesson attendance
(b) How do you undertake these instructional practices?
 - (i) Checking schemes of work and lesson plan
 - (ii) Lesson attendance
 - (iii) Checking teaching and learning resources.

- (c) Have these curriculum instructional practices influence curriculum delivery by trainee teachers?
- (d) If yes how?
7. (a) What resources do you provided to trainee teachers while in your school?
- (b) Are the resources provided adequate?
- (c) What are your reasons for the above answer?
- (d) How has the provision of instructional resources influenced curriculum delivery?
8. (a) What mentoring practices did trainee teachers undergo while on teaching practice in your school?
- (b) How are mentoring practices offered in your school?
- (c) Did the mentoring practices have an effect on the trainees?
- (d) If yes how?
- (e) How will you describe your relationship with trainee teachers?
9. (a) What school based challenges do trainee teachers encounter while in teaching practice?
- (b) What is the trainee attitude towards teaching?

Appendix: 3

Questionnaire for deputy headteachers.

This questionnaire is out to collect data on influence of headteachers on performance of trainee teachers on teaching practice. Please answer the questions honestly. Put a tick against a suitable answer from the choices provided and also filling the blank spaces provided below every question. Your responses will be treated confidentially and only for the purpose of this study.

Section A: Background information.

Please answer by putting a tick (✓) in the appropriate space.

1. State your job designation _____
2. Please state your gender

Male	[]
Female	[]

3. Please indicate your age bracket

18 ó 24 Yrs []

25 ó 34 Yrs []

35 ó 47 Yrs []

Above 48 Years []

4. State the number of years you have worked as a deputy headteacher or Key Resource Teacher.

0 - 3 []

4 - 7 []

8 - 11 []

Above 12 []

5. Please indicate the number of sub- counties you have worked in

1 ó 2 []

3 ó 5 []

6 ó 8 []

9 ó 10 []

Above 11 []

6. Please indicate your level of education

Masters []

Bachelors []

Diploma []

Form six []

KCSE []

7. Please indicate your current professional level _____

Section B: Influence of headteacher in teaching practice.

In this section please fill appropriate responses for each of the questions as shown below:-

1. (a) How many seminars have you attended?

0 ó 4 []

5 ó 7 []

8 ó 10 []

Above 11 []

(b) Were the seminars relevant?

Yes []

No []

(c) If, yes, how relevant were they?

(d) What is your staffing level in your school?

Adequate []

Inadequate []

2. (a) In which of the following instructional practices do headteachers engage in while trainee teachers are in teaching practice.

(i)	Preparation to teach	
(ii)	Teaching	
(ii)	Assessment	
(iv)	Progress records	
(v)	Pupils lesson attendance	

(b) How do they undertake these instructional practices.

		Daily	Weekly	Monthly	Termly
(i)	Preparation to teach				
(ii)	Teaching				
(ii)	Assessment				
(iv)	Progress records				
(v)	Pupils lesson attendance				

(c) Have these instructional practices influenced curriculum delivery by trainee teachers?

Yes []

No []

(d) If yes, how?

3. (a) What is the level of staffing in your school?

Adequate []

Inadequate []

(b) Which of the following resources are provided to trainee teachers while in school?

i. Print resource []

ii. Visual resources []

iii. Audio resources []

iv. Audio-visual resources []

v. Display space []

vi. Play field []

(c) Do you have writing materials in your school?

Adequate []

Inadequate []

Moderate []

(d) Do you monitor teachers and use of resources in your school?

Daily []

Weekly []

Monthly []

4. (a) What mentoring practices do trainee teachers undergo while in teaching practice?

(i) Orientation to the school []

(ii) Orientation to job responsibilities []

(iii) Working together []

(iv) Mutual sharing of ideas []

(v) Increase in teaching skills []

(b) How often is mentoring practices offered in your school?

Daily []

Weekly []

Monthly []

(c) What mentoring skills do trainee teachers learn?

i. Observing practice []

ii. Asking questions []

iii. Giving advice []

iv. Instructing []

(d) What are the mentoring relationships of teachers and trainee teachers?

i. A learning conversation []

ii. Reflection and sharing []

iii. Focus on learning and teaching []

iv. Confidentiality []

5. (a) What school based challenges do trainee teachers encounter while in teaching practice?

(b) Is the supervision trainee teachers adequate?

(c) What is the attitude of trainees towards teaching?

(c) How will you describe your relationship with trainee teachers?

Appendix: 4

Questionnaire for trainee teachers

This questionnaire is out to collect data on influence of headteachers on performance of trainee teachers on teaching practice. Please answer the questions honestly. Put a tick against a suitable answer from the choices provided and also filling the blank spaces provided

below every question. Your responses will be treated confidentially and only for the purpose of this study.

Section A: Background information.

Please answer by putting a tick (✓) in the appropriate space.

1. State your job designation _____

2. Please state your gender

Male []

Female []

3. Please indicate your age bracket

18 - 24 Yrs []

25 - 34 Yrs []

35 - 47 Yrs []

Above 48 Years []

4. State the number of years you have worked as a deputy headteacher or Key Resource Teacher.

0 - 3 []

4 - 7 []

8 - 11 []

Above 12 []

5. Please indicate the number of sub- counties you have worked in

1 - 2 []

3 - 5 []

6 - 8 []

9 - 10 []

Above 11 []

6. Please indicate your level of education

Masters []

Bachelors []

Diploma []

Form six []

KCSE []

7. Please indicate your current professional level _____

Section B: Influence of headteacher in teaching practice.

In this section please fill appropriate responses for each of the questions as shown below:-

6. (a) How many seminars have you attended?

0 - 4 []

5 - 7 []

8 - 10 []

Above 11 []

(b) Were the seminars relevant?

Yes []

No []

(c) If, yes, how relevant were they?

(d) What is the staffing level in the school?

Adequate []

Inadequate []

7. (a) In which of the following instructional practices do headteachers engage in while you are in teaching practice.

(i)	Preparation to teach	
(ii)	Teaching	
(ii)	Assessment	
(iv)	Progress records	
(v)	Pupils lesson attendance	

(b) How do they undertake these instructional practices.

		Daily	Weekly	Monthly	Termly
(i)	Preparation to teach				
(ii)	Teaching				
(ii)	Assessment				
(iv)	Progress records				
(v)	Pupils lesson attendance				

(c) Have these instructional practices influenced curriculum delivery?

Yes []

No []

(d) If yes, how?

8. (a) What is the level of staffing in your teaching practice school?

Adequate []

Inadequate []

(e) Which of the following resources are provided in school?

i. Print resource []

ii. Visual resources []

iii. Audio resources []

iv. Audio-visual resources []

v. Display space []

vi. Play field []

(f) Do you have writing materials in your school?

Adequate []

Inadequate []

Moderate []

(g) Is teaching and resource use monitored in your school?

Daily []

Weekly []

Monthly []

9. (a) What mentoring practices did you undergo in teaching practice?

(i) Orientation to the school []

(ii) Orientation to job responsibilities []

(iii) Working together []

(iv) Mutual sharing of ideas []

(v) Increase in teaching skills []

(b) How often is mentoring practices offered in your school?

Daily []

Weekly []

Monthly []

(c) What mentoring skills do you learn in teaching practice?

i. Observing practice []

ii. Asking questions []

iii. Giving advice []

iv. Instructing []

(d) What are the mentoring relationships of teachers and trainee teachers?

- i. A learning conversation []
- ii. Reflection and sharing []
- iii. Focus on learning and teaching []
- iv. Confidentiality []

10. (a) What school based challenges do you encounter while in teaching practice?

(b) Is the supervision of teaching adequate?

(c) What is your attitude towards teaching?

Positive []

Negative []

(c) How will you describe your relationship with the teachers?

END OF INTERVIEW/ QUESTIONNAIRE

THANK YOU VERY MUCH FOR YOUR COOPERATION

Appendix: 5

Time schedule

Activity	Duration
Preliminary survey of relevant stakeholders in Kakamega South and Sabatia	2
Designing and preparing research tools, training research assistants and try-out of instruments.	2
Resource mobilization:- Food, fare stationery, camera, accommodation	2
Data collection in the field	2
Data coding and analysis	2
Report writing and presentation	2

Appendix: 6

Budget

Budget estimate

S/No	Activity	Per Unit Cost (Shs)	Total (Kshs)
1.	Preliminary survey (a) Return fare for 2 people (b) Meals (c) Stationery (pens + Exercises books)	Ksh.500×2 people Ksh.500×2 people Ksh.100×2 people	1,000/= 1,000/= 200/=
2.	Developing instruments (a) Pre-testing instruments (b) Actual Research instrument	50 ×Ksh.4 100×Ksh.4	200/= 400/=
3.	TRAINING OF RESEARCH ASSISTANT FOR ONE DAY (a) Meal (b) Fare Return	Ksh.500×1 day Ksh.200×2 way	500/= 400/=
4.	PRE-TESTING INSTRUMENTS IN THE FIELD FOR 5 DAYS (a) Fare for 2 people (b) Meals for 2 people	5 days ×2 people×Kshs.300 d days ×2 people×Kshs.300	3,000/= 3,000/=
5.	DATA COLLECTION AND ANALYSIS, REPORT WRITING (a) Stationery /folder/pens/pencils/pads etc (b) Return fare (c) Meals (d) Allowances (e) Computer package analysis (f) Report writing	Ksh.200×2 people Ksh.500×2 people ×7 days Ksh.300×2 people ×7 days Ksh.300×2 people×7 days In Hours for 2 weeks	400/= 7,000/= 4,200/= 4,200/= 2,000/= 5,000/=
6.	TOTAL PROJECT COST		32,500/=