

**INSTITUTIONAL FACTORS INFLUENCING HEADTEACHERS'
INSTRUCTIONAL SUPERVISION PRACTICES IN PUBLIC
PRIMARY SCHOOLS IN LAIKIPIA EAST DISTRICT - KENYA**

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**A Research Project Submitted in Partial Fulfillment of the
Requirements for the Award of the Degree of Master in Educational
Administration**

University of Nairobi

2014

DECLARATION

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

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DEDICATION

I dedicate this project to my wife Cecilia and our children Felicita, Immaculate, Perpetua and Clare.

ACKNOWLEDGEMENT

I thank the Almighty God for the gift of life and good health. I also thank the University of Nairobi for giving me the opportunity to further my studies. I am grateful to all the lecturers who have taught me throughout the course. I single out my University Supervisors Dr. Daizy Matula and Dr. Rosemary Imonje who guided me in the writing of this project.

I cannot forget to thank the District Education Officer, Laikipia East, the quality assurance and standards officers, all the head teachers and teachers of public primary schools in Laikipia East District who were the respondents in the study, my family for the patience and encouragement. Thank you all

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LIST OF ABBREVIATIONS AND ACRONYMS

FPE	Free Primary Education
MOEST	Ministry of Education Science and Technology
PTA	Parents Teachers Association
QASO	Quality Assurance and Standards Officers
Rok	Republic of Kenya
SMC	School Management Committee
TIVET	Technical Industrial Vocational and Entrepreneur Training institutions
TSC	Teachers Service Commission
UNESCO	United Nations Educational, Scientific and Cultural Organization

ABSTRACT

Supervision ensures that all staffs reflect appropriate rules, routine, procedures and regulations to achieve set objectives. The purpose of this study was to investigate institutional factors influencing head teachers instructional supervision practices in public primary schools in Laikipia East District, Kenya. Specifically, the study aimed to establish the extent to which head teachers' teaching workload influences their instructional supervision practices; determine the extent to which school staffing influences head teachers' instructional supervision practices; examine the extent to which report by quality assurance and standards officers influence head teachers' instructional supervision practices and determine the extent to which teachers' perception towards supervision influence head teachers' instructional supervision practices. The study adopted a descriptive cross-sectional survey design. The study targeted 42 head teachers and 417 teachers in public primary schools of Laikipia East District. The study population also consisted of 3 Quality Assurance and Standards officers. Census and stratified random sampling was used to come up with a sample of 42 head teachers, 3 quality assurance and standards officers and 125 teachers. Questionnaires were used to collect data from head teachers and teachers while data from quality assurance and standards officers was collected through an interview. Descriptive methods such as frequency distribution and percentages were used to organize quantitative data. The results from the data analysis was presented using tables of frequencies and percentages. The study found that instructional supervision was fairly done with some head teachers carrying out the practice and some not doing instructional supervision. According to the QASO interviewee majority of head teachers who carried out instructional supervision only checked on some aspects but not all. A significant number (84%) of head teacher indicated that sometimes they had too much work that they could not manage to carry out instructional supervision role. A significant number of teachers (85%) indicated that the number of teachers influenced the head teachers instructional supervision to a large extent. The study found that QASOs help head teachers to get feedback of their work. The QASOs also advised head teachers on best instructional methods to enhance quality teaching and staff development and professional growth. Majority (50%) of the teachers agreed that personal relations interfere with the head teachers' instructional supervision. The researcher concludes that head teachers' workload is by far the most significant factor affecting head teachers instructional supervision. The researcher also concludes that understaffing negatively affects head teachers instructional supervision. The study also found that teachers had negative perceptions towards supervision. The researcher recommended that more teachers should be employed to relieve the burden of lesson hours on the existing teachers and head teacher. The researcher also recommended that the government should employ more quality assurance and standards officers to enable them make more visits to schools.

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

Schools are dynamic organizations and their components parts are constantly changing as does their environment. Changes are being experienced in the increasing public demand for accountability, examination system and structure, the review and revision of curriculum, increased involvement of parents and general public in education, progress in technology and better qualified staff (Beach et al., 2000).

The need for teachers to work together and with other actors connected with the school to achieve shared objectives implies at once new roles for the management teams, new practices on the part of teachers and new professional relations. Teachers have always had the objective of helping the pupils in their care to perform well in their specialist field or subject. What changes is the teachers' role in the school, their relations with their colleagues, the parents and the educational authorities. This is where the management and supervision action provided by the head teacher is decisive (Saravia-Shore, 2008).

The concept of supervision and its practices in education can be traced to the early American education systems. Okumbe (1999) outlines the supervisory trends from 1640s to the present. Supervision evolved from a mere judicious nature of inspection, where inspectors made judgment about a teacher rather than the teaching or learning, to the present nature that focuses on assisting the teacher to improve their instructional effectiveness. Reepen and Barr (2010) says supervision was a dominant method of

administering schools. Teachers perceived supervision as inspectional rather than a helping function (Glanz , 2000).Vast plan of supervision tend to be conducted in a haphazard manner in which the plan are seldom locally developed, rarely well-conceived and practically never reduced to written form (Ginsberg, 2003).

Supervision ensures that all staffs reflect appropriate rules, routine, procedures and regulations to achieve set objectives. In a school setting the overall supervisor is the principal also referred to as head teacher. Every head teacher's dream as a supervisor is to get his school ranked among the best in national examination and discipline. According to De Grauwe (2007) an infective supervisor should be a little more informed of modern methods of administration and those of teaching. It is the supervisor who is responsible for quality and internal supervision which is a tool for attainment of quality.

In the developed countries, supervision of educational institutions is better organized and well-coordinated than in developing countries (Afolabi & Loto, 2008). In the United States of America (USA) for example, the main aim of supervision practiced in schools is to improve classroom instruction. This is through observation of classroom teaching, analysis of observed data and face-to-face interaction between observer and the teacher. There is state-wide control, county, city or township supervision in the United States because the government system is mainly federal. In Turkey, Inspection and supervision is organized by the Ministry of National Education through the Turkish National Education Inspectorate. District Education Directorates monitors, directs, guides and evaluates educational programs and institutions apart from the universities (Tyak , 2003).

In most African Countries special staff for support services are exist as distinct from supervision. In Botswana, in-service officers under take this task, and in Namibia, with the creation of the advisory teachers. Zanzibar also has a group of teacher advisers while in Tanzania and Zimbabwe the inspectors or education officers, as they are called in Zimbabwe, are expected to perform both inspection and advice tasks. In Zanzibar, primary and secondary supervisors belong to the same service, based at central level. In Botswana and Zimbabwe, secondary-school supervisors operate mainly from the regional level, and are not further decentralized. This is because the number of secondary schools is smaller and also because secondary school supervisors are generally subject-specific (De Grauwe, 2007).

Practically, every educational commission in Kenya has recommended that supervisory service for secondary schools be expanded and strengthened with qualified and experienced personnel (Watene 2007). The Ominde Report emphasized the need of good supervision if the educational objectives were to be achieved (Rok, 1964). According to Onyango (2008) , the report recommended two types of supervision namely; peripatetic supervision done by officers representing Local Authorities who would visit schools often and School Based Supervision done by the Head teachers. It also recommended reforms in education through provision of sufficient supervision and careful selection of supervisors. Careful selection and preparation of head teachers for their task was suggested and in-service courses were to be organized and their teaching load lowered, this shows the acknowledgement of the role of the head teacher as a school supervisor (Watene 2007).

The Report of the Presidential Working Party on Education and Manpower Training for the next Decade and beyond referred to as Kamunge Report of 1988 advocated provision of government policy guidelines on supervision for improving quality education through optimal use of existing human, physical and fiscal resources as Kenya enters the 21st century (Wawira, 2012). The report underscored the importance of the inspectorate and recommended training of Head teachers as first supervisors of their schools.

In Kenya, the supervision of primary school teachers is the duty of the Head teacher. The ministry of Education instructs that head teachers have a role to supervise teachers by ensuring that: lessons are planned early; lessons are structured with an interesting beginning; revision of previous knowledge and teachers' use of voice variation and summary of major points at the end; teachers use backups/teaching aids properly; teachers have a good relationship with their students and teachers follow up the curriculum strictly (Kimeu, 2010). With recent education reforms and increased primary school enrollment the Ministry has hired undercover inspectors who are dispatched to educational institutions to establish the level of conformity with standards.

Workload has been cited as one of the challenges hampering effective execution of instructional supervision among head teachers. Glanz and Sullivan (2007) indicate that head teachers are given many non-institutional duties hence they do not have the time to undertake continuous and meaningful supervision. Similarly, Muoka (2007) found out that heavy work is one of the challenges that face the head teachers in performing effective instructional supervision.

Understaffing in most public primary schools is another pitfall facing head teachers in instructional supervision. According to UNESCO (2006) teacher pupil ratio in Kenya is high leading to increased work load for teachers and this affects head teachers' effectiveness in instructional supervision.

Quality Assurance and Standard Officers are charged with the responsibility of ensuring quality teaching is taking place in schools, carry out regular and full assessment of all educational institution and ensure standardization of education in the country. According to Mutua (2008) irregular inspection and inadequate follow-up of inspectorial visits and services by some inspectors aimed at "catching" the teacher doing wrong is another problem.

Assessment report by quality assurance and standards in Laikipia county for a period of 5 years in 4 districts indicate that supervision has not been carried out effectively by head teachers as indicated in Table 1.1.

Table 1.1 Laikipia County assessment report 2010-2014

		2010	2011	2012	2013	2014
Laikipia East District	Schools visited	34	35	36	30	34
	Headteachers did not carry out supervision	30	28	32	27	20
	Teachers had no lesson plans and schemes of work	133	102	120	101	94
Laikipia west District	Schools visited	50	36	40	35	40
	Headteachers did not carry out supervision	18	10	20	15	12
	Teachers had no lesson plans and schemes of work	68	88	65	63	52
Laikipia North District	Schools visited	12	9	7	8	10
	Headteachers did not carry out supervision	4	3	2	3	4
	Teachers had no lesson plans and schemes of work	13	21	26	14	10
Nahururu District	Schools visited	36	25	20	23	28
	Headteachers did not carry out supervision	10	5	4	6	3
	Teachers had no lesson plans and schemes of work	27	18	15	13	15

Source: QASO Laikipia County, 2014.

1.2 Statement of the problem

Instructional supervision is least carried out by head teachers in Laikipia East District in Laikipia County. This has therefore affected curriculum delivery leading to poor performance among primary schools in Laikipia East District.

Supervisory reports available at the Laikipia East District DEO's office (2014) are evidence of poorly executed instructional supervision leading to declining performance from teachers and students. According to the reports, head teachers rarely carry out their instructional supervisory duties for example ensuring classroom attendance by teachers and reviewing teachers' schemes of work as indicated in Table 1.2.

Table 1.2 Instructional supervision in Laikipia East by zone

Educational zones	Daiga	Nanyuki N.	Nanyuki S.
Primary school visited	15	11	8
Head teachers did not carry out supervision	8	6	5
Teachers had no lesson plans and schemes of work	48	24	22

Source: Laikipia East DEO, 2014

1.3 Purpose of the study

To investigate institutional factors influencing head teachers instructional supervision practices in public primary schools in Laikipia East District, Kenya.

1.4 Objectives of the study

- (i) To establish the extent to which head teachers' teaching workload influences their instructional supervision practices.
- (ii) To determine the extent to which school staffing influences head teachers' instructional supervision practices.
- (iii) To examine the extent to which report by quality assurance and standards officers influence head teachers' instructional supervision practices
- (iv) To determine the extent to which teachers' perception towards supervision influence head teachers' instructional supervision practices.

1.5 Research questions

- (i) How does head teachers' teaching workload influence their instructional supervision practices?
- (ii) To what extent does school staffing influence head teachers' instructional supervision practices?
- (iii) How does report by quality assurance and standards officers influence head teachers' instructional supervision practices?
- (iv) To what extent do teachers' perceptions towards supervision influence head teachers' instructional supervision practices?

1.6 Significance of the study

To the head teachers, the findings of this study will be important as they will improve their supervision skills as administrators. The findings of the study can also help the teachers change their negative or misleading attitudes towards instructional supervision; this will make it easy for the head teacher to carry out supervision without much resistance from the teaching staff. The knowledge from the study may be used by policy makers in streamlining supervision in the country which in turn will enhance quality teaching and learning. Researchers and scholars can use the information generated by this study to improve on their works.

1.7 Limitation of the study

Some teachers declined participating in the study in fear that giving answers may implicate the head teacher; the researcher therefore sought consent and informed respondents that the findings will only be used for academic purposes. The researcher also engaged in collection of data during the long rains season and some of the roads were impassable. The current study was specific to Laikipia East District and the findings may not be generalizable to other districts in Kenya. Although there are many institutional factors influencing head teachers' instructional supervision, this study focused on head teachers' workload, adequacy of teaching staff, reports by QASO and teachers perceptions towards supervision.

1.8 Delimitation of the study

Delimitations are the boundaries of the area of study (Orodho, 2005). The current study focused on instructional supervision; the study sought to establish the institutional factors that influence instructional supervision practices among head teachers. The study was carried out in the 42 public primary schools in Laikipia East District. The respondents in this study comprised of 42 head teachers, 3 quality assurance and standards officers and 125 teachers.

1.9 Assumptions of the study

- (i) The researcher assumed that the head teachers in public primary schools in Laikipia East District carried out supervision.
- (ii) The researcher assumed that the head teachers were aware of what is expected of them in instructional supervision.
- (iii) The researcher also assumed that the teachers were aware of the head teachers' instructional supervision activities.

1.10 Definition of significant terms

Some terms are used in this study that may have different meaning in different context.

These terms are defined according to their meaning in this study.

Attitudes refers to the perception teachers have of the head teacher's instructional supervision role.

Instructional supervision refers to a constant process that aims at improving classroom teaching by providing needed services to the teachers.

Staffing refers to the number of teachers employed in a particular public primary school.

Supervision refers to the effort of the school administration, especially the head teacher who is directed at organizing teachers' pupils and teaching materials in order to implement the objectives of education in Kenya.

Workload refers to the amount of roles and duties expected of a head teacher.

1.11 Organization of the study

This study comprises of five chapters. Chapter one seeks to introduce the problem under investigation by giving a brief background, stating the problem, identifying its objectives and guiding questions, giving limitation and delimitation of the study, outlining the basic assumption of the study and describing the organization of the study. The second chapter will provide the literature review related to instructional supervision among head teachers as affected by the four study variables. The summary of literature review, theoretical and conceptual framework of the study will also be presented in this chapter. The third chapter will deal with research methodology which will comprise of research design, target population, procedure, research instrument, instrument validity and reliability, data

collection and analysis. The fourth chapter will consist of data analysis in relation to the stated objectives and guiding questions and discussion of the finding. Lastly, the fifth chapter will consist of summary of the study findings, giving conclusions, recommendations and suggestions for further study.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

Literature review involves systematic identification of, location and analysis of documents containing information related to the research problem being investigated. The chapter includes; literature on head teachers' role of instructional supervision and how it is affected by head teacher's workload, staffing and teachers attitudes. The literature review is presented in form of theoretical and empirical literature.

2.2 Head teachers' role of instructional supervision

The practice of supervision is a matter of interest to policy makers and researchers alike. Despite the fact that many approaches to supervision are collaborative in nature; the practice of supervision has often been one of inspection, oversight, and judgment. Figueroa (2004) concluded that today's supervision is nothing better than a bureaucratic legacy of fault finding, inspectional supervision and used terms like snooper-vision, protective political behavior, and a private cold war to characterize the field. Sullivan & Glanz (2000) referred to supervision as an a ritual they [supervisors and teachers] participate in according to well-established scripts without much consequence. More recently, Yunus (2010) stated that in the present, control supervision [not collegiality and empowerment] still dominates professional practice.

The TSC code of regulations (Rok, 1996) states that a head teacher is responsible for the day-to-day assigning of duties to and supervision of teachers. A head teacher needs to supervise subjects, right from planning for instruction to classroom teaching, evaluation and reporting. According Kapfunde (1990) supervision concerns the tactic of efficient and proper management of personnel. However, Eshiwani (1983) warned that it should be for the purpose of advising and not policing. In most schools, supervision is wanting. Marshall (2010) offered a ten point explanation of why head teachers' supervision more times than not misses the mark. According to him, principals evaluate only a tiny amount of teaching and that micro-evaluations of individual lessons don't carry much weight. He observes that the lessons that principals' evaluate are often a typical to which isolated lessons give an incomplete picture of instruction. The author opines that evaluation almost never focuses on student learning. High-stakes evaluation tends to shut down adult leaning; even though many teachers don't respect the evaluation process, it still makes them nervous. He adds that supervision and evaluation reinforce teacher isolation and that evaluation instruments often get in the way; he explains that it takes experience and savvy for a principal to grasp the subtleties of a classroom; it's even more demanding for a principal to capture them in writing; and it's really challenging to criticize a teacher's performance in a way that is heard.

The researcher concludes that evaluations often fail to give teachers 'judgmental' feedback; These evaluations don't tell teachers where they stand on clearly articulated performance standards, don't give clear direction on the ways in which teachers can

improve their performance as indicated by Marshall (2010). Moreover, most principals are too busy to do a good job on supervision and evaluation. Discipline and operational duties are so insistently demanding that teacher evaluation often disappears from principals' calendars until contractual deadlines force them to get serious.

2.3 Head teachers' teaching workload and instructional supervision

Head teachers are professionally trained teachers as well as supervisors in their respective schools which double up their workload to teaching and school administration. According to Wawira (2012), this doubling up of the tasks has been a challenge to many head teachers who have constantly lamented of being overwhelmed. It also brings confusion regarding their job specification as most opt to either concentrate on one of the two tasks; teaching or administrative work.

A study by Abdille (2012) revealed that work load affected head teachers instructional supervision. Most of the head teachers indicated that work load affected their position to a greater extent since their performance in the schools is judged depending on how well they are able to control and coordinate the schools in one direction. Ogunu (2005) cited lack of time as a challenge to school supervision. He asserted that secondary school principals are so weighed down by routine administrative burden that they hardly find time to visit the classrooms and observe how the teachers are teaching.

According to a study by Issa (2012), teaching load of the head teacher influences the effectiveness of the head teachers' instructional supervision. In addition Buckley et al.

(2004) revealed that teaching load significantly influenced supervision especially on the head teachers' ability to observe teachers in class, give feedback after classroom observation and checking the teaching aids used by teachers.

Like elsewhere in the country, head teachers' in Laikipia East district are faced with the same workload. However to the best of the researcher's knowledge, no similar study has been carried out in public primary schools in Laikipia East District. This study, therefore seeks to determine the extent to which head teachers' workload influences their instructional supervision. It is the researchers' view that the amount of load a head teacher has, determines the effectiveness in instructional supervision. Education input is influenced positively where teachers have a low teaching load and high . This is supported by Buckley et al (2004) who concluded that output is higher where teachers have a low teaching load. The teaching load in primary schools in some parts of the country especially the rural areas has been high thus affecting the performance of teachers.

2.4 Adequacy of staffing and instructional supervision

According to Onyango (2008) human resource is the most important resource in a school organization. He adds that teachers comprise the most important staff in the school. Human resources are the most valuable assets of any organization. Glanz, (2000) in his findings observed that, when considering staff capacity, both competence and the number of staff needed to deliver services to the client is important.

Pupil/student-teacher ratio refers to the number of learners enrolled in a given level of education divided by the number of teachers in the system (Williams, 1979). Pupil/Student-teacher ratio is a significant measure of quality in education. This is because, in a system where the ratio is high learners may lack personal attention from the teacher while the less academic learners are likely to lag behind. Consequently, learners' progress through the curriculum may be hindered, a factor that may lead to dismal performance in the exit examination (Nkinyangi, 2003).

In a low pupil/student-teacher ratio learning environment, learners are more likely to get more one-on-one time with the teacher (Katunzi & Ndalichako, 2004). Moreover, teachers may get to know the individual students' better, thereby enhancing teacher's capacity to identify areas where the student may be in need of assistance. In the final analysis, learners get more value out of their education. These observations lend support to the view that other factors held constant (e.g., learners family background, material inputs, and so on), teacher factor is the most powerful determinant of learners academic achievement.

UNESCO (2006) findings indicated that, with increased number of students as a result of Free Primary Education as from 2003, teacher pupil ratio is high leading to increased work load for teachers and this affects head teachers' effectiveness in instructional supervision. According to Mutua (2008) the training and quality of personnel do not guarantee improved supervisory practices unless such are accompanied by a total

commitment, dedication and change of attitude by both inspectors and teachers towards each other.

The researcher opines that the pupil/student ratio is very high in many public primary schools in Kenya including Laikipia East district. This has been partly worsened by the Free Primary Education programme which has not been matched with employment of more teachers. When there are many students, the teacher cannot execute his or her duties as expected. This also makes the instructional supervision work of head teachers difficult as they have to oversee a large number of students therefore leaving little time for supervision.

2.5 Report by Quality Assurance and Standard Officers and instructional supervision

The Directorate of Quality Assurance and Standards was created and its core function was supervision of educational programs in pre-school, primary, secondary and Technical Industrial Vocational and Entrepreneur Training institutions (TIVET). According to Langat (2013) the officers in the directorate were named Quality Assurance and Standards Officers (QASO`s), also known as inspectors of schools. It was headed by a Director of quality assurances and standards based at the headquarters. Other officers were located at County, district, zones and finally head teacher and heads of departments at school level. Their mandate was derived from Education Act Chapter 211 Sections 18 which allows them to enter a school with or without notice where learning was suspected

to be taking place. The quality aspects in public and private universities were under the docket of Commission for Higher Education (ROK, 2003)

According to the Ministry of Education Science and Technology (MOEST) strategic plan (2006 -2011) the function of (DQAS) in Kenya are; to ensure quality teaching is taking place in schools, carry out regular and full assessment of all educational institution and ensure standardization of education in the country. The DQAS execute its responsibility through the officers known as Quality Assurance and Standard Officers (QASOs).

Ochieng (2013) studied teachers' perceptions on quality assurance and standards officers instructional supervision in public primary schools in Lambwe Division, Mbita District, Kenya. The findings indicated that supervisors were organized and had well written guidelines for supervision. However, they did not have a well prepared timeframe. The findings also reveal that QASOs are competent for the assessment duty. Muraguri (2013) sought to investigate how the external supervisors' practices influence teachers' attitudes towards instructional supervision in Kiambu Municipality. The study found that fault finding and victimization practices influences teachers attitude negatively because teachers feel harassed when they are found unprepared and this makes the teacher to dislike the instructional supervision exercise.

The researcher opines that external supervision by Quality Assurance and Standard Officers is a progressive step in instructional supervision. However, quality assurance and standard officers are few in number per district and this limits their ability to oversee

most supervision areas. This also means that they do not have time to advise teachers on best practices on instructional supervision.

2.6 Teachers' perception towards instructional supervision and instructional supervision

Zepeda (2007) states that teachers may perceive supervision as a worthwhile activity if supervisors give teachers security by backing their judgments even though at times a teacher's judgment can be wrong. Teachers must feel that the supervisor is there to serve them and to help them become more effective teachers. Figueroa (2004) adds that teachers seem to have some ambivalence about supervision because there is a dramatic contrast between a strong commitment to the principle of supervision and a stubborn, deep-seated distrust of direct supervisory intervention in the classroom.

Watene (2007) sought to analyze the teacher's perception of primary school head teachers' supervisory duties. The study found majority of head teachers were very effective in leadership and communication as supervisory practice skills. Head teachers were fairly effective in delegation and supervision. Majority of teachers had a favorable attitude towards head teachers' supervisory practices. The teachers' age had a positive but non-significant influence on their perception. This means that teachers' attitude is influenced by their age at non-significant level. The teachers' highest profession qualification did not influence their attitude towards the head teachers' management/supervisory practices. The teachers' teaching experience had a negative but non-significant perception towards the head teachers' supervisory practices.

It is the researchers' view that the way teachers perceive supervision in schools and classrooms is an important factor that determines the outcomes of supervision process. In addition, reviewed studies such as Zepeda (2007); Watene (2007) and Yunus (2010) reveals that because of its evaluative approaches; less experienced teachers have more negative perceptions on the practice of supervision than more experienced teachers. They consider supervisors as fault finders; they fear that supervisors will report their weaknesses to the school administrator, and consider supervision as nothing value to offer to them.

2.7 Summary of literature review

Reviewed literature has highlighted issues on instructional supervision practices. The principles of supervision have been discussed and addressed. The institutional factors affecting instructional supervision have been identified and discussed. Specifically, the study has reviewed extensive literature on head teachers' workload, adequacy of teaching staff, services by QASO and teachers attitudes towards supervision and how they affect head teachers' instructional supervision role.

Head teachers' workload reduces the effectiveness of their instructional supervision role (Glanz & Sullivan, 2007). Increased number of students as a result of Free Primary Education as from 2003, teacher pupil ratio is high leading to increased work load for teachers and this affects head teachers' effectiveness in instructional supervision (UNESCO, 2006). The literature suggests that there is a need for Quality Assurance and Standards Officers to liase with head teachers for effective instructional supervision

(Munyoki, 2013). Reviewed literature indicates that teachers will be naturally opposed to supervision as they view it as an assessment tool aimed at fault finding (Figueroa, 2004).

2.8 Theoretical framework

Theory X and Theory Y are theories of human motivation created and developed by McGregor (1960). The two theories have been used in human resource management, organizational behavior, organizational communication and organizational development. They describe two contrasting models of workforce motivation. They are two distinct sets of assumptions that managers, in general, have about their employees and which often turn out to be self-fulfilling prophecies (Patience, 1973).

Theory X assumes that employees are naturally unmotivated and dislike working, and this encourages an authoritarian style of management. According to this view, management must actively intervene to get things done. This style of management assumes that workers dislike working, avoid responsibility and need to be directed. Theory X assumes that employees have to be controlled, forced, and threatened to deliver what's needed, need to be supervised at every step, with controls put in place and need to be enticed to produce results; otherwise they have no ambition or incentive to work (Sahin, 2012).

Theory Y expounds a participative style of management that is decentralized. It assumes that employees are happy to work, are self-motivated and creative, and enjoy working with greater responsibility. It assumes that workers take responsibility and are motivated

to fulfill the goals they are given. Theory Y also assumes that workers seek and accept responsibility and do not need much direction and consider work as a natural part of life and solve work problems imaginatively (Sahin, 2012).

Theory X and Theory Y are relevant to this study because instructional supervision is part of a head teacher's management mandate. A head teacher's management style is strongly influenced by their beliefs and assumptions about what motivates teachers. If he/she believes that teachers dislike work, he will tend towards an authoritarian style of management; On the other hand, if he/she assumes that teachers take pride in doing a good job, he will tend to adopt a more participative style in instructional supervision

2.9 Conceptual framework

A conceptual framework is proposed for the study, the framework shows the variables in the study.

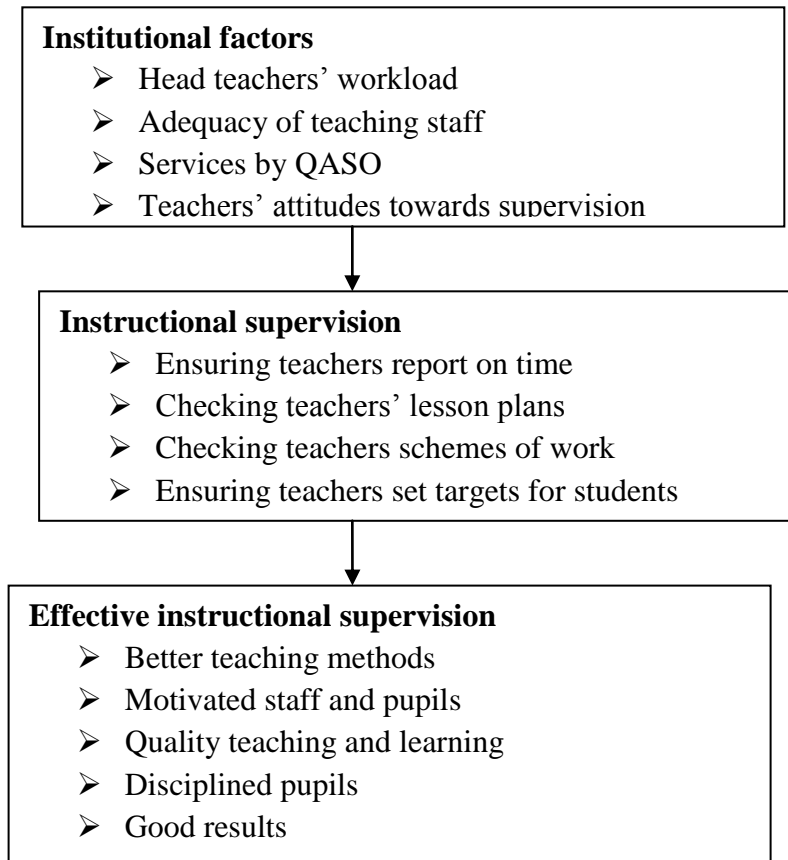


Figure 2.1 Conceptual Framework

The purpose of the current study is to establish institutional factors influencing instructional supervision among head teachers. The institutional factors are therefore independent variables while instructional supervision is the dependent variable as shown in Figure 2.1.

The amount of load a head teacher has, determines the effectiveness in instructional supervision. Education input is influenced positively where teachers have a low teaching load and high . In a system where the ratio is high learners may lack personal attention

from the teacher while the less academic learners are likely to lag behind; this also makes the instructional supervision work of head teachers difficult as they have to oversee a large number of students therefore leaving little time for supervision.

Quality Assurance and Standard Officers is a progressive step in instructional supervision. However, quality assurance and standard officers are few in number per district and this limits their ability to oversee most supervision areas. The way teachers perceive supervision in schools and classrooms is an important factor that determines the outcomes of supervision process. Most teachers supervisors as fault finders; they fear that supervisors will report their weaknesses to the school administrator, and consider supervision as nothing value to offer to them

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter gives a detailed outline of how the study will be carried out. It describes the research design, target population, sampling technique and sample size, research instruments, validity and reliability of the research instruments, data collection techniques, data processing and analysis procedures.

3.2 Research Design

The study adopted a descriptive cross-sectional survey research design which involved collecting data in order to answer questions on current status of subjects of the study. It can be used to collect information about people's attitudes, opinions or habits (Kombo and Tromp 2006). The data will assist in determining institutional factors that affect instructional supervision among head teachers. The researcher related head teachers' workload, staffing, QASO reports and teachers' perceptions with headteachers' instructional supervision practice. Descriptive design allowed the researcher to describe, record, analyze and report on these relationships; this research design also enabled the researcher collect data using questionnaires.

3.3 Target Population

The population consisted of 42 head teachers and 417 teachers in public primary schools of Laikipia East District. The study population consisted of 3 Quality Assurance and Standards officers in Laikipia East District (Laikipia East DEO, 2014).

3.4 Sample Size and sampling procedures

A census of head teachers and quality assurance and standards officers was carried out; this is because the total population is small in number 42 and 3 respectively.. Mugenda and Mugenda (2010) recommend this technique when the target population is small. According to Kothari (2004) the advantage of census surveys over the other types of surveys is accuracy. Since the respondents involved in census surveys are the members of a given population, the survey data to be collected will be more reliable and accurate than the data gathered from sampling surveys. The study therefore included 42 head teachers and 3 quality assurance and standards officers.

The researcher employed stratified random sampling to select teachers to participate in the study. The researcher chose this technique since every individual in the population gets an equal chance of being selected and thus justifies generalizability of the findings. Stratified sampling technique is a method in which the researcher divides the entire target population into different subgroups and then randomly selects the final subject proportionally from different subgroups. Mugenda and Mugenda (2003) suggest that 10% of the accessible population is adequate to serve as a study sample. The researcher therefore stratified the teachers by zone and then apply a 10-30% stratified random sampling as indicated in Table 3.1

Table 3.1 Sampling frame on Sample Size

Education zone	Primary schools	Number of teachers	Number of sampling (30%*N)
Daiga	18	158	47
Nanyuki North	10	113	34
Nanyuki South	14	146	44
Total	42	417	125

Source: Laikipia East DEO, 2014

The sample size therefore comprised of 42 head teachers, 3 quality assurance and standards officers and 125 teachers.

3.5 Research Instruments

In this research, the researcher used questionnaires and interview schedules to collect data. The researcher developed research instruments.

Questionnaires were used to collect data from head teachers and teachers. A questionnaire is a research instrument consisting of a series of questions and other prompts for the purpose of gathering information from respondents (Mugenda and Mugenda, 2010). The researcher opted for the questionnaire because the responses are gathered in a standardized way so questionnaires are more objective compared to other tools of data collection. It was also relatively quick to collect information using a questionnaire. Additionally, potential information can be collected from a large portion of a group.

Data from quality assurance and standards officers was collected through an interview. Interviews are useful for gathering in-depth information about the viewpoint and opinions of a limited number of respondents. The interview schedule is an interview with pre-coded questions to produce quick, cheap and easy quantitative data which is high in reliability (Mugenda and Mugenda, 2010). The researcher preferred interviews because they are useful to obtain detailed information about personal feelings, [perceptions and opinions] and they have a high chance to achieve a high response rate and because ambiguities can be clarified and incomplete answers followed up.

3.6 Validity of research instruments

Validity is defined as the degree to which a test measures what it purports to measure (Borg and Gall, 1989). Content validity will be used in this study; content validity is the degree to which the instrument measures what the test is designed to measure. This is important in the establishment of accuracy and truthfulness of the research. In order to ascertain face validity, the instruments were designed and handed to the supervisors in the School of Education, University Of Nairobi for review.

3.7 Reliability of the instrument

Orodho (2005) states that reliability of a measurement concerns the degree to which a particular measuring procedure gives similar results over a number of repeated trials. To test the reliability of the instruments the study used test-retest technique. Test-retest reliability was measured by administering a test twice at two different points in time.

The questionnaires were administered to the respondents in the pilot schools similar to those in the sample. According to Orodho (2004) the number in the pre-test should be 10 percent of the entire sample. Therefore the study carried out a pilot study on 4 head teachers, 13 teachers and 1 QASO officer. Participants in the piloting were not involved in the main study. The scores of the first and the second were correlated using Pearson Product Moment Correlation Coefficient formula below. A Pearson correlation coefficient of 0.73 was the result.

$$r_{xy} = \frac{\sum x_i y_i - n \bar{x} \bar{y}}{(n-1) s_x s_y} = \frac{n \sum x_i y_i - \sum x_i \sum y_i}{\sqrt{n \sum x_i^2 - (\sum x_i)^2} \sqrt{n \sum y_i^2 - (\sum y_i)^2}}$$

Where, r= Pearson correlation coefficient, x = Values in first set of data, y = Values in second set of data and n = total number of values. If there is a strong relationship between the two sets of scores, highlighting consistency between the two tests, the measurement procedure is considered to be reliable.. According to Cronbach (1951) a coefficient of 0.7 and above is deemed reliable for the administration of the questionnaires.

3.8 Data collection procedures

The researcher sought a clearance letter from the Department of Education, University of Nairobi; this letter enabled the researcher get a research permit from the National Commission for Science, Technology and Innovation. The researcher then got permission from the District Education Officer Laikipia East . The researcher drew a visit schedule and visit the schools personally in order to get consent from the head teachers to administer the instruments. This enabled the researcher to familiarize with the respondents and establish rapport. The researcher then administered the questionnaires to

the participants. The researcher assured the respondents of strict confidentiality in dealing with the responses.

3.9 Data Analysis techniques

The researcher organized the data to ensure that the raw data is edited to free them from inconsistencies. This involves the scrutiny of the completed instruments in order to detect and reduce as much as possible, errors, incompleteness, misclassification and gaps in the information obtained from the respondents. Descriptive methods such as frequency distribution, percentages, mean, were used to organize quantitative data. Qualitative data generated from questions was organized into themes, categories and patterns pertinent to the study. The results from the data analysis were presented using tables of frequencies and percentages.

3.10 Ethical Considerations

The researcher assured the respondents of strict confidentiality and privacy in dealing with the responses. This made the respondents free and confident in responding to the questionnaire. To achieve this, the researcher was able to familiarize with the respondents and establish rapport. The researcher sought permission from the headteacher and requested the teachers to be free and make a choice of either answering questionnaire without being cohearsed. The researcher explained to the respondent, that the purpose of the questionnaire was purely academic and therefore confidentiality and privacy would be maintained in the whole process in totality. Respondent were not required to indicate their names and if so, it was optional.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction

This chapter presents findings from the analysis of the data collected. The discussion of the findings is also presented in this section. The findings presented include the response rate, the bio data of the head teachers and teachers as well as findings related to the four study objectives.

4.2 Response rate

The researcher distributed questionnaires to 42 head teachers and 125 teachers. Table 4.1 shows the response rate

Population	Number of distributed questionnaires	Number of questionnaires returned	Response rate
Head teachers	42	39	93%
Teachers	125	125	100%
Total	167	164	98%

Findings in Table 4.1 indicate that the study achieved a 98% response rate which is above the 70% threshold recommended by Mugenda and Mugenda (2010). The researcher also

aimed to interview 3 quality assurance and standards officers but interviewed only one since the other two were not reachable.

4.3 Socio-demographic information of respondents

The researcher collected socio-demographic information of the respondents. This included the gender, age, education level and working experience. The findings would enable the researcher establish the characteristics of the participants.

4.3.1 Gender of respondents

The researcher collected information on the gender of the respondents the findings are presented in Figure 4.1.

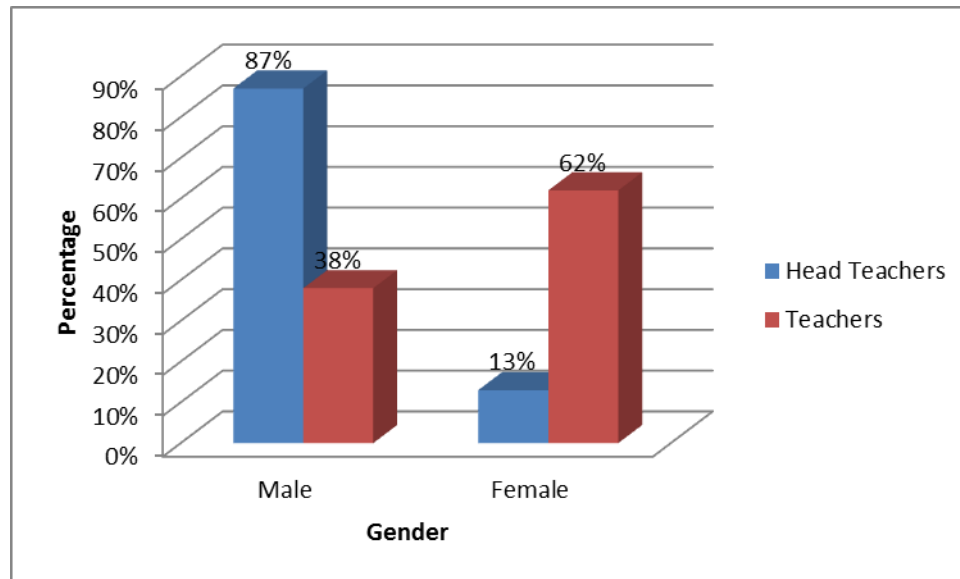


Figure 4.1 Gender of respondents

A significant number 87% (n=33) of the head teachers were male while majority 62% (n=78) of the teachers were male. All (n=2) quality assurance and standards officers were male. The findings therefore show that there was great gender disparity among the head teachers in that there were very few female head teachers who are in charge of

instructional supervision. The findings are in agreement with Cubillo and Brown (2003) who indicated that the teaching profession internationally, with the exception of a few countries, is dominated by women, but despite the large numbers of women in the profession, they are greatly under-represented in positions of management.

4.3.2 Age of respondents

The researcher sought to establish the ages of the respondents.

Table 4.1 Age of respondents

Population/Age (Years)	Head teacher		Teachers		Total	
	N	%	N	%	N	%
21 – 30			11	8%	11	7%
31 – 40	4	11%	45	36%	49	30%
41 – 50	24	63%	44	35%	68	42%
Over 50	10	26%	25	20%	35	21%
Total	38	100%	125	100%	163	100%

Findings in Table 4.1 show that majority (68%) of the head teachers and teachers were aged between 41 and 50 years. The findings show that the head teachers and teachers in Laikipia East District were elderly with majority of them being over 40 years. The elderly age of majority of head teachers may be attributed to the many years of experience that a teacher requires to rise to the post of head teacher. The findings are in agreement with

Kiamba (2011) who in a similar study found that majority (67%) of the Head teachers in Mbooni West District were above 45 years. The findings are also in agreement with Kipngeno (2014) who established that established that the majority (60%) of the head teachers in Bomet District were aged 45 years and above.

4.3.3 Respondents' level of education

The researcher sought to determine the level of education of participants in the study. The findings are presented in Table 4.2.

Table 4.2 Respondents' level of education

Level of education	Head Teachers		Teachers		Total	
	N	%	N	%	N	%
P1			37	30%	37	23%
Diploma	30	81%	59	48%	89	55%
Bachelors degree	7	19%	24	19%	31	19%
Postgraduate degree			4	3%	4	2%
Total	37	100%	124	100%	161	100%

Findings in Table 4.2 show that majority (55%) of head teachers and teachers had a diploma as their highest level of education. The findings show that all the teachers in Laikipia East District public primary schools were trained in that all the teachers and head teachers had attended teacher training institutions at various levels. . However the

findings also indicate that majority of teachers and head teachers in Laikipia East district had not sought higher education. The findings are in agreement with Mosoti (2013) who found that 50.0 percent (85) of teachers had P1 certificate as compared with 39.2 percent (09) of the head teachers however, the findings are in disagreement with Kiamba (2011) who found that majority of head teachers and teachers in Mbooni West District were P1 teachers. The findings are also in disagreement with Kipngeno (2014) whose study established that most of the respondents in Bomet District were holders of P1-Certificate.

4.3.5 Working experience

The researcher was also interested in finding out for how long the head teachers and teachers had worked in their current positions.

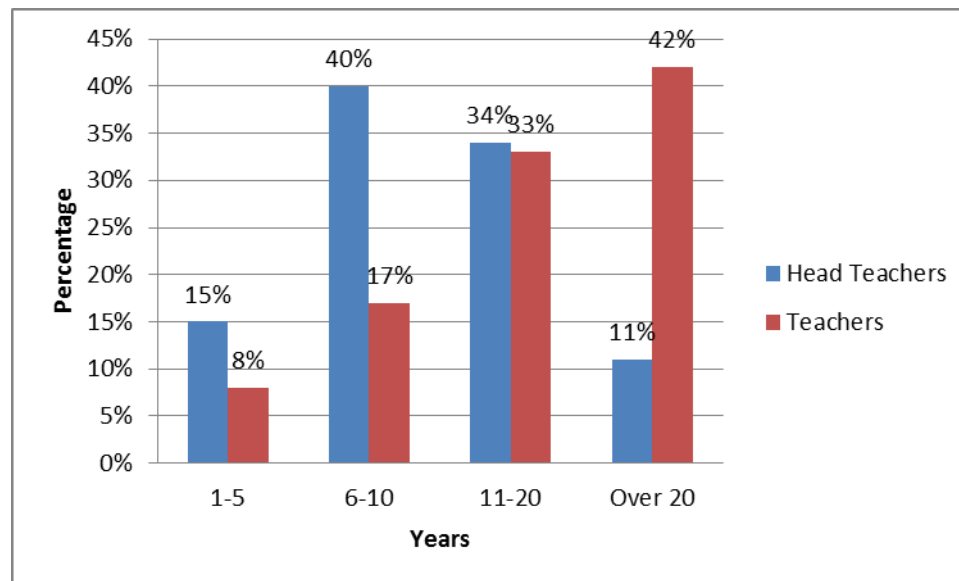


Figure 4.2 Working experience

Findings in Figure 4.2 indicate that 40% (n=15) of the head teachers had an experience of 6 – 10 years of experience while 42% (n =52) of teachers had in excess of 20 years of experience. The findings show that majority of respondents in the study had acquired

sufficient experience in primary schools to enable them give resourceful information regarding institutional factors influencing head teachers instructional supervision practices in public primary schools in Laikipia East District, Kenya. The findings are therefore in agreement with Kiamba (2011) and Mosoti (2013) who in similar studies found that most of the head teachers and teachers had work experience of more than one year.

4.4 Instructional supervision practices

The researcher therefore sought to establish how instructional supervision was carried out and the way it was implemented in Laikipia East District in order to answer the research questions of the study.

4.4.1 Practice of instructional supervision among head teachers

The researcher asked the quality and assurance standard officer to describe the Practice of instructional supervision among head teachers in public primary schools in Laikipia East District, Kenya. The findings would enable the researcher establish the instructional supervision practices of head teachers in Laikipia East district.

The quality and assurance standard officer explained that the practice was fair with some head teachers carrying out the practice and some not doing instructional supervision. According to the interviewee majority of head teachers who carried out instructional supervision only checked on some aspects but not all. This shows that instructional supervision Laikipia East District was poorly carried out. The findings are therefore in agreement with Kiamba (2011) who found out that Head teachers in Mbooni West

District being the immediate school supervisors carried out very limited assessment and supervision functions.

4.4.2 Head teacher carries out instructional supervision

The researcher sought to find out from the head teachers whether they carried out instructional supervision in their schools. The findings would enable the researcher establish the instructional supervision practices of head teachers in Laikipia East district.

All head teachers (n=38) indicate that they carried out instructional supervision. The findings are therefore in disagreement with Kiamba (2011) who found out that Head teachers in Mbooni West District being the immediate school supervisors carried out very limited assessment and supervision functions.

4.4.3 Frequency of supervision

The researcher was interested to establish how many time head teachers carried out their role of instructional supervision. The findings would enable the researcher establish the instructional supervision practices of head teachers in Laikipia East district. The findings are presented in Figure 4.3.

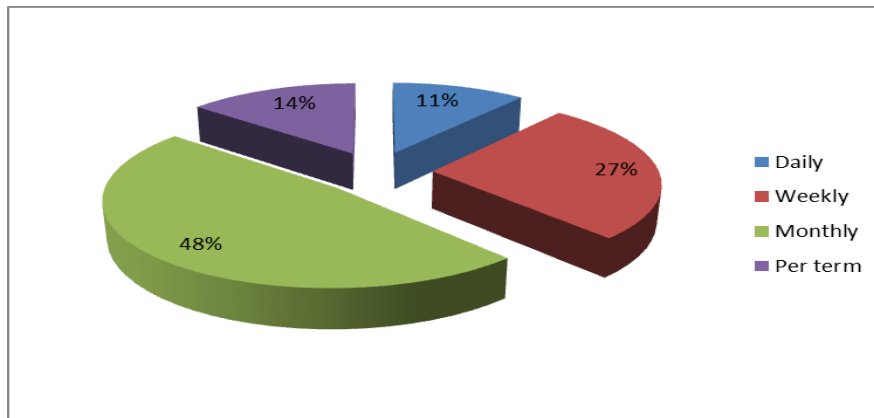


Figure 4.3 Frequency of supervision

Findings in Figure 4.3 indicate that 48% of the head teachers carried out instructional supervision once a month while 27% carried out the supervision one a week. The findings show that instructional supervision was not adequately carried out since the frequency of supervisions was very low. This is because instructional supervision is one of head teachers' roles which they should carry out every day. The findings are therefore in agreement with Onyango (2008), Wawira (2012) and Abdille (2012) who in similar studies found that instructional supervision was not carried out frequently.

4.4.4 Aspects checked during supervision

The researcher sought to find out what the head teachers checked for when carrying out instructional supervision. The findings would enable the researcher establish the instructional supervision practices of head teachers in Laikipia East district.

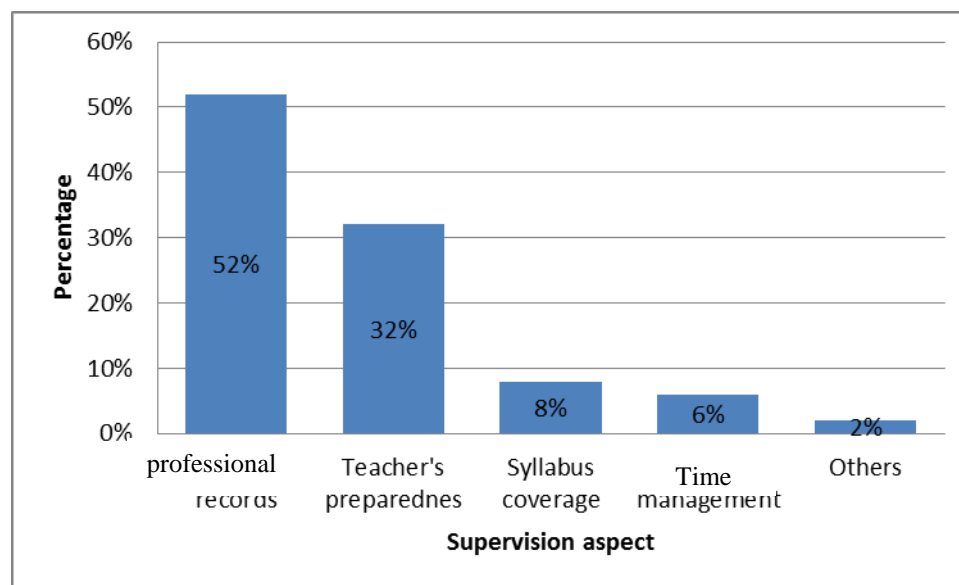


Figure 4.4 Aspects checked during supervision

Findings in Figure 4,4 indicate that teachers' professional records (52%) were the most supervised items by head teachers in Laikipia East District. The professional records include documents which teachers use in their teaching including schemes of work and

lesson plan. The findings show that instructional supervision by head teachers was concentrated on some aspects and ignored others such as syllabus coverage. This may be attributed to the fact that going through teachers' records is easier and quicker as opposed to analyzing syllabus coverage. The findings are therefore in agreement with Mogire (2010) who found that checking teachers' schemes of work, lesson plans and records of work was used by head teachers to a large extent. The findings are also in agreement with Kiamba (2011) who found that 50% of the head teachers always checked teachers schemes of work, checked teachers lesson notes and got help in terms of supervision of instruction.

4.4.5 Attitude towards instructional supervision

The head teachers in the study were asked whether they viewed instructional supervision as important in achieving good teacher performance. The findings were important in findings out the instructional supervision practices of head teachers in Laikipia East district.

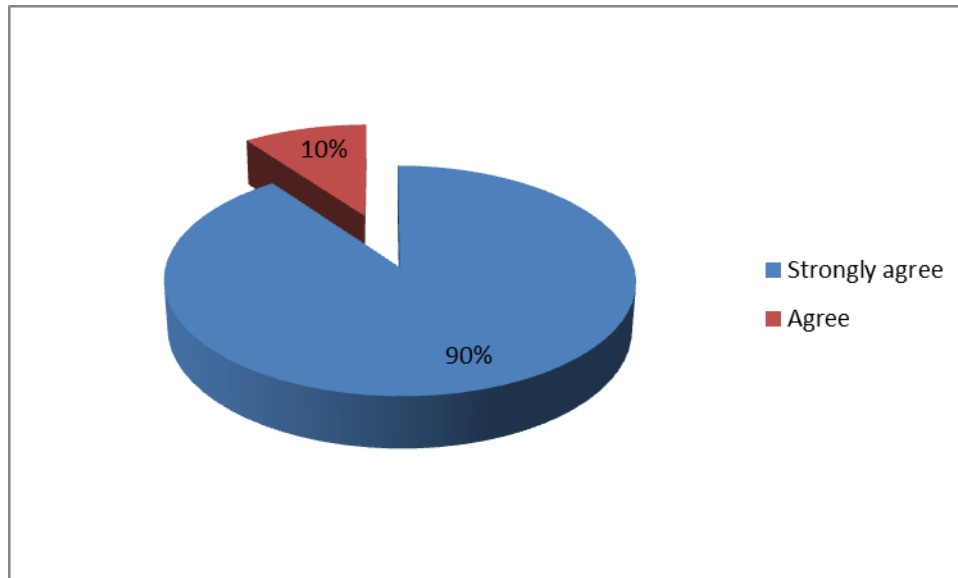


Figure 4.5 Attitude towards instructional supervision

Findings in Figure 4.5 indicate that a significant number (90%) of head teachers strongly agreed that instructional supervision was important for good teacher performance. The findings show that the head teachers had a positive attitude towards instructional supervision.

4.5 Head teachers' workload

The first objective of the study sought to establish the extent to which head teacher's teaching workload influences their instructional supervision practices. The findings indicated that head teacher's teaching workload influences their instructional supervision practices.

The findings are presented in this section.

4.5.1 QASO response on Head teachers' workload

The quality assurance and standards officer in the study was asked to comment about head teachers' workload in respect to instructional supervision. The findings would

enable the researcher establish the extent to which head teachers' teaching workload influences their instructional supervision practices.

The quality assurance and standard officer interviewed in the study explained that most head teachers' work is concentrated on administrative duties. The officer added that head teachers' workload adversely affected their instructional supervision role. The findings are therefore in agreement with findings from a study by Abdille (2012) which revealed that work load affected head teachers instructional supervision.

4.5.2 Head teachers' responses on head teachers' workload

The researcher sought to find out from the head teacher about their workload. The findings would enable the researcher establish the extent to which head teachers' teaching workload influences their instructional supervision practices.

4.5.2.1 Teaching pupils

The researcher was interested to find out whether the head teacher taught pupils in lessons. The findings would be important in finding out the extent to which head teachers' teaching workload influences their instructional supervision practices.

The findings indicated that all (n=38) were assigned lessons in their respective schools. The researcher probed further to find out how many hours in a week the head teachers were teaching pupils.

Table 4.3 Number of teaching hours

Number of hours	Frequency	Percentage
1 – 10	4	11
11 – 20	17	47
Over 20	15	42
Total	32	100

Findings in Table 4.3 indicate that 47% of head teachers taught for between 11 and 20 hours while 42% taught for over 20 hours per week. This was attributed by disparity and uneven distribution of teachers across the District. This shows that the head teachers had a lot of teaching workload in terms of lessons. The findings are in agreement with Kiamba (2011) who established that a large number of head teachers, 5(33.3%) in Mbooni West District had more than 30 lessons, 4(26.7%) had between (26-30) lessons. The findings are also in agreement with Issa (2012) who indicated that teaching load of the head teacher influences the effectiveness of the head teachers' instructional supervision.

4.5.2.2 Other duties carried out by head teachers

The researcher sought to find out what other duties the head teacher carried out apart from teaching. The findings would be important in finding out the extent to which head teachers' teaching workload influences their instructional supervision practices.

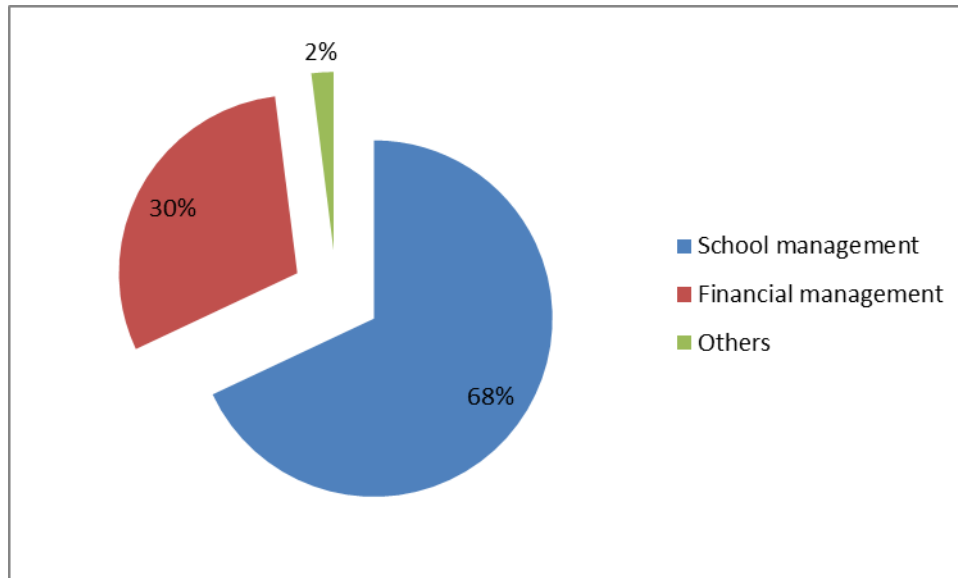


Figure 4.6 Other duties carried out by head teachers

Majority (68%) of head teachers indicated that school management was one of their major duties. The researcher probed further to find out with of these duties took up the most of head teachers' time.

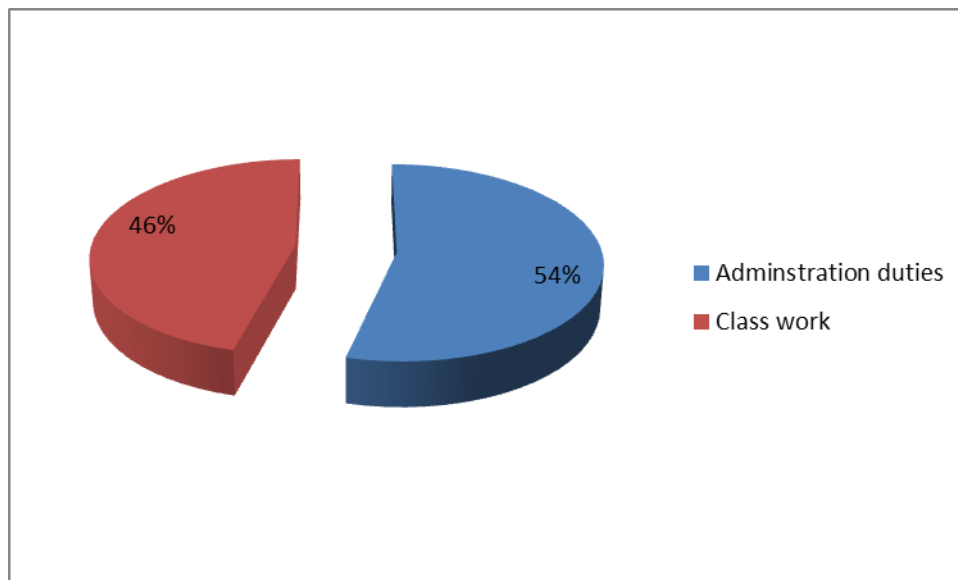


Figure 4.7 Duty taking up most time

Majority (54%) of the head teachers indicated that administration duties took up most of their time. The findings are in agreement with Glanz and Sullivan (2007) who indicated that head teachers are given many non-institutional duties hence they do not have the time to undertake continuous and meaningful supervision. Similarly, the findings are in agreement with Muoka (2007) who found out that heavy work is one of the challenges that face the head teachers in performing effective instructional supervision.

4.5.2.3 Effect of workload on instructional supervision

The head teachers in the study were asked whether their workload affected their instructional supervision role. The findings would be important in finding out the extent to which head teachers' teaching workload influences their instructional supervision practices.

Table 4.4 Effect of workload on instructional supervision

Response	Frequency	Percentage
Strongly agree	16	42
Agree	16	42
Neutral	1	3
Disagree	4	11
Strongly disagree	1	2
Total	38	100

A significant number (84%) of head teacher indicated that sometimes they had too much work that they could not manage to carry out instructional supervision role. This shows that workload negatively affects head teachers instructional supervision practice. The findings are in agreement with Wawira (2012) who indicated that head teachers are professionally trained teachers as well as supervisors in their respective schools which double up their workload to teaching and school administration; this doubling up of the tasks has been a challenge to many head teachers who have constantly lamented of being overwhelmed. It also brings confusion regarding their job specification as most opt to either concentrate on one of the two tasks; teaching or administrative work.

4.5.2.4 Delegation of instructional supervision

The researcher sought to find out whether the head teacher delegated his instructional supervision role to his deputy. The findings would be important in finding out the extent to which head teachers' teaching workload influences their instructional supervision practices.

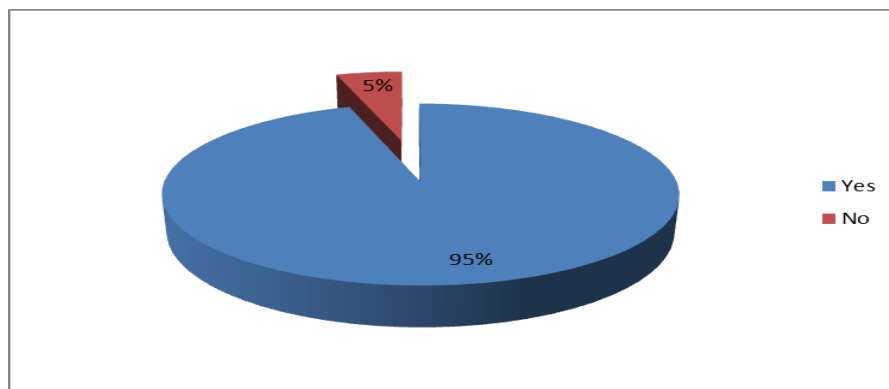


Figure 4.8 Delegation of instructional supervision

A significant number 95% (n=36) of head teachers indicated that they delegated their instructional supervision role to their deputy. This shows that there exists an opportunity to mitigate the adverse effects of head teachers workload on instructional supervision by giving the duties to the deputy head teacher who may have less workload.

4.5.3 Teachers’ responses on head teachers’ workload

The researcher sought to find out more information on head teachers’ workload from the teachers. The findings would enable the researcher establish the extent to which head teachers’ teaching workload influences their instructional supervision practices.

4.5.3.1 Head teachers’ workload as viewed by teachers

The teacher in the study were asked to rate the head teachers’ workload. The findings would be important in finding out the extent to which head teachers’ teaching workload influences their instructional supervision practices.

Table 4.5 Head teachers’ workload as viewed by teachers

Response	Frequency	Percentage
Very High	59	47
High	45	36
Average	16	23
Low	5	4
Total	125	100

A significant number (83%) of teachers indicated that head teachers' workload was high. The findings therefore establish that the primary school head teachers had a lot of roles to fill including being a teacher. The findings support Warira (2012) view that that head teachers are professionally trained teachers as well as supervisors in their respective schools which double up their workload to teaching and school administration.

4.5.3.2 Influence of head teachers' work load on instructional supervision

The teachers in the study were asked to rate the extent to which head teachers' work load influenced instructional supervision. The findings would be important in finding out the extent to which head teachers' teaching workload influences their instructional supervision practices.

Table 4.6 Influence of head teachers' work load on instructional supervision

Response	Frequency	Percent
To a large extent	103	83
Uncertain	13	11
To a small extent	8	6
Total	124	100

A significant number (83%) of teachers indicated that head teachers workload influenced instructional supervision to a large extent. The findings show that workload among head teachers was a challenge to carrying out their instructional supervision duty. The findings are therefore in agreement with Buckley et al. (2004) which revealed that teaching load

significantly influenced supervision especially on the head teachers' ability to observe teachers in class, give feedback after classroom observation and checking the teaching aids used by teachers.

The findings therefore establish that head teacher in Laikipia East District had a lot of workload. This is because on top of being a teacher, the head teacher was also an administrator and a representative of the school in external functions. The findings also revealed that this workload negatively affected the head teacher's instructional supervision role in that he/she was not able to commit a lot of time to supervising the teachers. The implication of head teacher's workload is that during supervision, majority of head teachers only concentrated on the quick aspects such scanning through records. Head teachers were therefore unable to carry out extensive supervision due to their workload. The findings are therefore in agreement with findings from studies by Abdille (2012), Issa (2012) and Kiamba (2011) which revealed that work load affected head teachers instructional supervision.

4.6 Staffing of public primary schools

The second objective of the study sought to determine the extent to which school staffing influences head teacher's instructional supervision practices. The findings of the study indicated that school staffing influences head teacher's instructional supervision practices.

The findings are presented in this section.

4.6.1 QASO response on staffing of public primary schools

The quality assurance and standards officer in the study was asked to explain how the number of teachers in a school has on the instructional supervision among head teachers in public primary schools. The findings would enable the researcher determine the extent to which school staffing influenced head teachers' instructional supervision practices.

The quality assurance and standards officer indicated that public primary schools in Laikipia East district were understaffed. The quality assurance and standards officer added that this affected head teachers' instructional supervision because the teachers had maximum workload to lack of enough teachers.

4.6.2 Head teachers' responses on staffing of public primary schools

The researcher sought information on staffing from the head teachers. The findings would enable the researcher determine the extent to which school staffing influenced head teachers' instructional supervision practices.

4.6.2.1 Number of teachers in school

The researcher was interested to find out the number of teachers in the public primary schools in Laikipia East District. The findings were important in determining the extent to which school staffing influenced head teachers' instructional supervision practices.

Table 4.7 Number of teachers in school

Number of teachers	Frequency	Percentage
1 – 5	3	8
6 – 10	20	53
11 – 15	6	16
16 – 20	8	21
Over 20	1	2
Total	38	100

Majority (53%) of public primary school had between 6 and 10 teachers. The researcher probed further to find out whether the head teachers felt this number of teachers was sufficient.

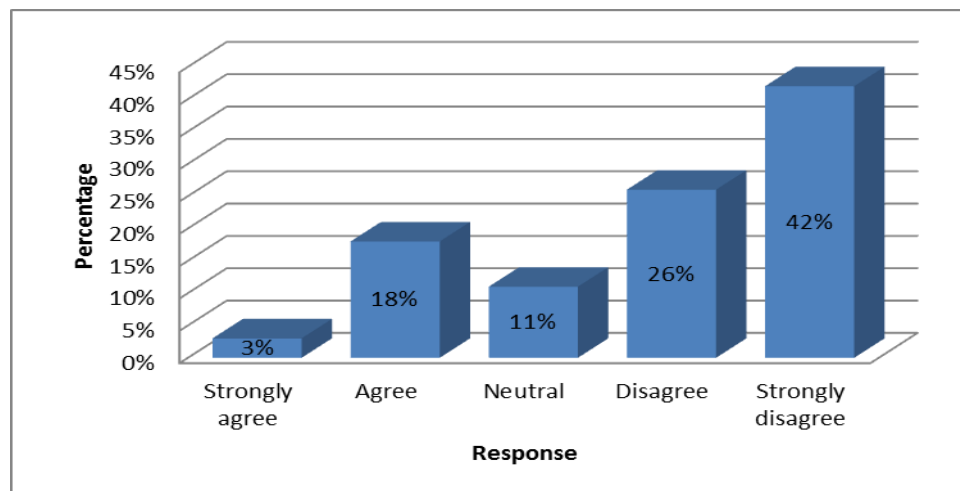


Figure 4.9 Adequacy of teachers

Findings in Figure 4.9 indicate that majority (68%) of the head teachers disagreed that the number of teachers in their school was adequate. This shows that the schools were understaffed considering that all the schools from where respondents were drawn from had all 8 classes. This means if a school has 6 teachers one class will always not have a teacher at a given time. The findings are in agreement with Kiamba (2011) who found that majority (63%) of teachers in Mbooni West District taught more than 30 lessons per week, while the least 6 (5%) teachers, taught less than 20 lessons.

4.6.2.2 Influence of staffing on instructional supervision

The head teachers in the study were asked whether the number of teachers influenced their instructional supervision. The findings were important in determining the extent to which school staffing influenced head teachers' instructional supervision practices.

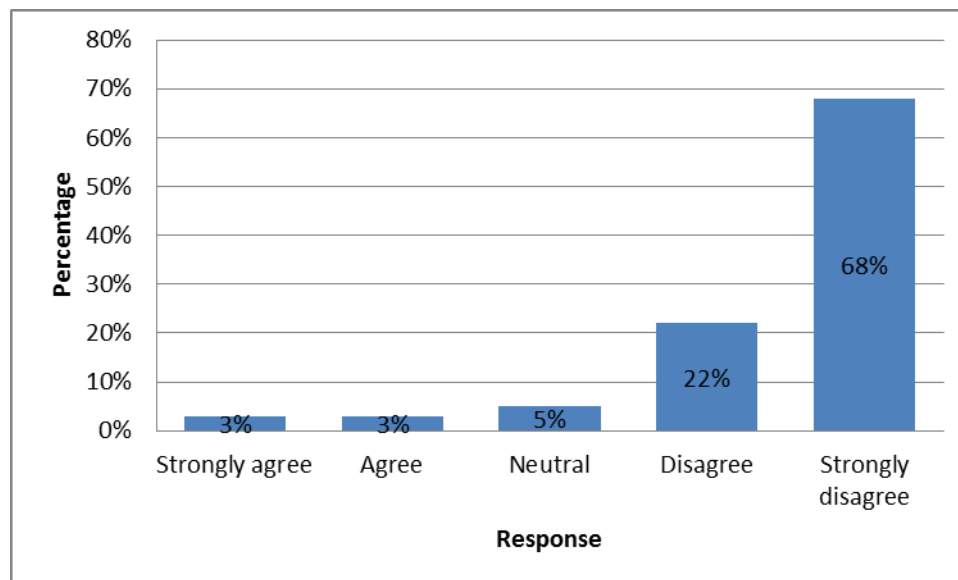


Figure 4.10 Influence of staffing on instructional supervision

A significant number (90%) of head teachers disagreed that the low number of teachers makes their instructional supervision role easier. This finding goes to show that the

understaffing negatively influenced their instructional supervision negatively. The findings are therefore in support of UNESCO (2006) finding which indicated that, with increased number of students as a result of Free Primary Education as from 2003, teacher pupil ratio is high leading to increased work load for teachers and this affects head teachers' effectiveness in instructional supervision.

4.6.3 Teachers' responses on staffing

The researcher sought more information on staffing from the teachers. The teachers in the study were asked whether the number of teacher sin their school were adequate. The findings were important in determining the extent to which school staffing influenced head teachers' instructional supervision practices.

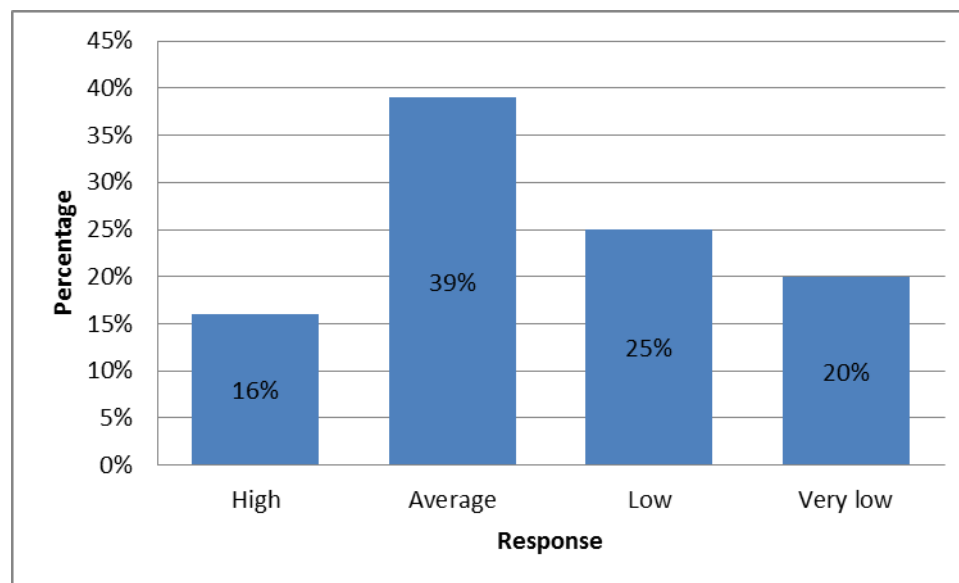


Figure 4.11 Adequacy of teachers in school

Findings in Figure 4.11 indicate that 45% of the teachers viewed the number of teachers as very low. This finding supports earlier findings from QASO and head teachers that the public primary schools in Laikipia East District were understaffed. The finding is in

support of Kipngeno (2014) who found that majority of the sampled head teachers in Bomet District (83%) indicated that their schools are under-staffed. The researcher probed further and sought to know from the teachers whether the number of teachers influenced the head teachers' instructional supervision.

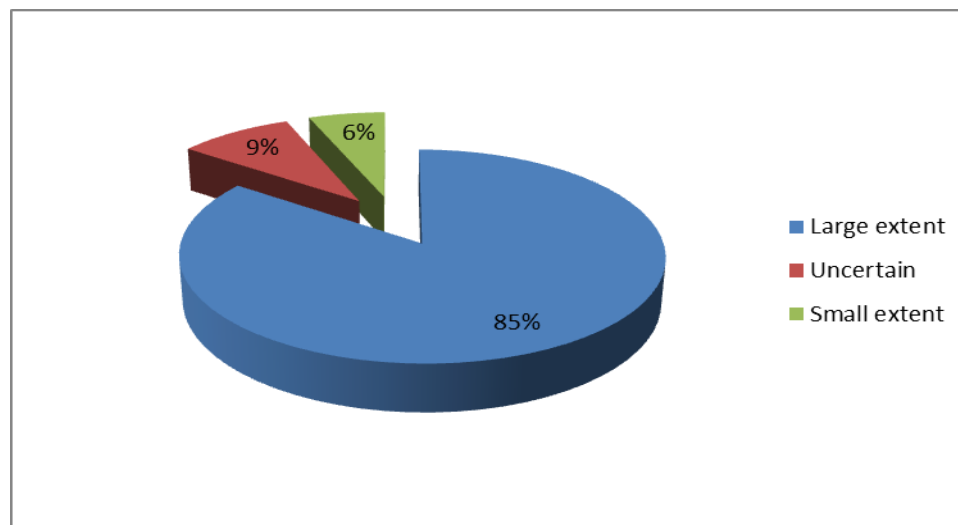


Figure 4.12 Influence of number of teachers on supervision

A significant number of teachers (85%) indicated that the number of teachers influenced the head teachers instructional supervision to a large extent. This finding supports earlier findings from QASO and head teachers that staffing affected head teachers instructional supervision. The finding is however in disagreement with Mosoti (2013) who found that majority of head teachers in Getembe, Kisii County agreed that overstaffing gives head teachers time to tend to other issues outside of school, overstaffing makes head teachers to waste a lot of time solving misunderstandings between and among teachers.

4.7 Report by Quality Assurance and Standard Officers

The third objective of the study sought to examine the extent to which report by quality assurance and standard officers influence head teacher's instructional supervision

practices .The findings indicated that report by quality assurance and standard officers influences head teacher's instructional supervision practices.

The findings are presented in this section.

4.7.1 QASO response on supervision reports

The quality assurance and standards officer in the study was asked to explain how reports by Quality Assurance and Standard Officers influenced head teachers' supervision practices. This information would assist the researcher in examining the extent to which report by quality assurance and standards officers influence head teachers' instructional supervision practices.

The quality assurance and standards officer explained that QASOs help head teachers to get feedback of their work. The QASOs also advised head teachers on best instructional methods to enhance quality teaching and staff development and professional growth. This shows that the quality assurance and standards officer helped head teachers improve their instructional supervision practices. The finding is in agreement with MOEST (2006) who state that the function of (DQAS) in Kenya are to ensure quality teaching is taking place in schools, carry out regular and full assessment of all educational institution and ensure standardization of education in the country.

4.7.2 Head teachers' responses on QASO reports

The researcher sought more information from head teachers on reports by quality assurance and standard officers. This information was important in examining the extent to which report by quality assurance and standards officers influence head teachers' instructional supervision practices.

4.7.2.1 Visits by QASOs

The researcher sought to find out whether quality assurance and standards officers visited the school for inspection. This information was necessary in examining the extent to which report by quality assurance and standards officers influence head teachers' instructional supervision practices.

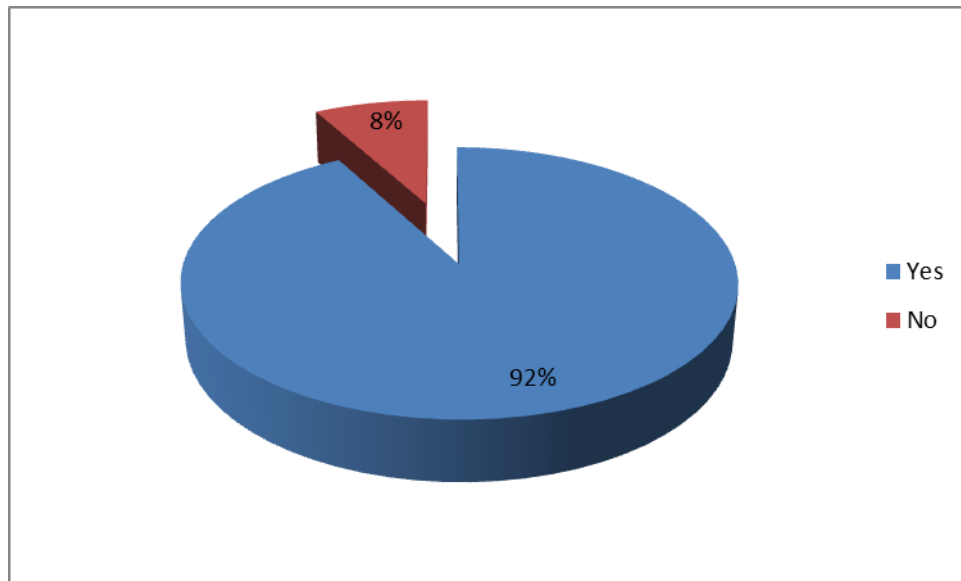


Figure 4.13 Visits by QASOs

A significant number (92%) of head teachers indicated that quality assurance and standards officers visited their respective schools. The researcher probed further to find out how many times the QASOs visited the public primary schools in Laikipia East District.

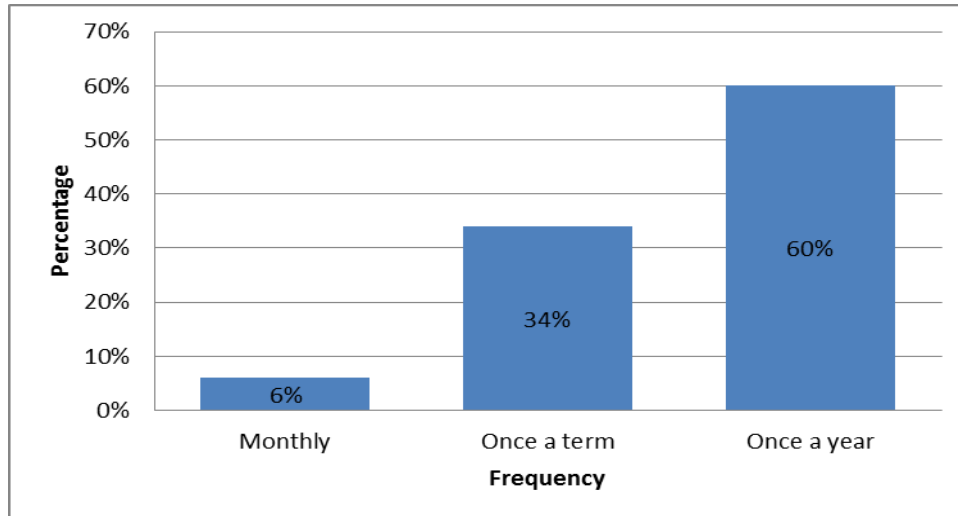


Figure 4.14 Frequency of visits of QASOs

Majority (60%) of the participants indicated that QASOs visited the schools once a year. This shows that the number of visits by QASOs was low to create any meaningful improvement of head teachers' instructional supervision this can be attributed to the low number of QASOs who are only 3 in the whole district. The researcher proved further to find out what aspects the QASOs checked for.

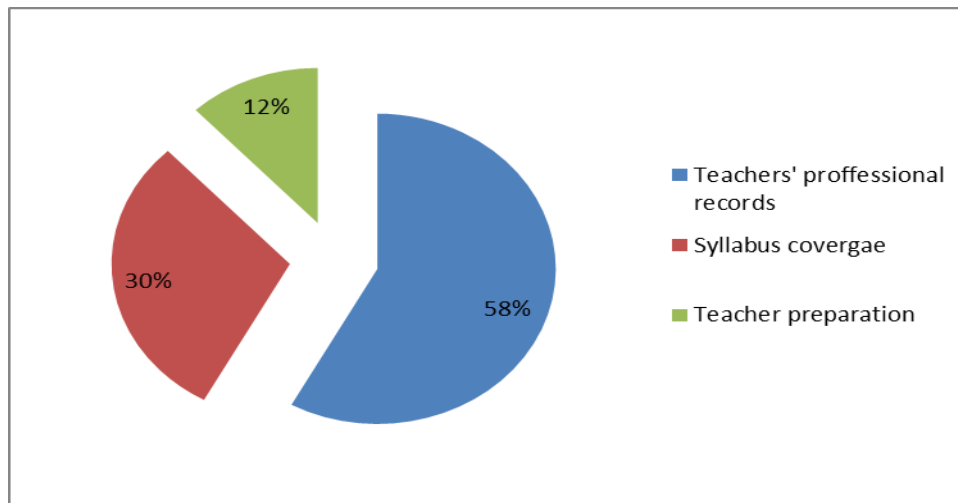


Figure 4.15 Aspects checked by QASOs

Majority (58%) of head teachers indicated that QASOs checked teachers’ professional records. Due to the inadequate number of QASOs the officers were unable to carry out extensive supervision since they had a lot of schools to inspect. The findings are therefore in agreement with Kiamba (2011) finding that all QASOs in Mbooni West District checked on teachers’ schemes of work. However the findings are in disagreement with Kiamba (2011) that the QASOs sat in class when teaching was going on and that both QASOs never checked teachers lesson plans and only one QASO held discussions with the teacher after the classrooms’ visit.

4.7.2.2 Influence of QASOs on head teachers instructional supervision

The researcher sought to find out how the QASOs reports influence the head teachers’ instructional supervision. This information would assist the researcher in examining the extent to which report by quality assurance and standards officers influence head teachers’ instructional supervision practices.

Table 4.8 Influence of QASOs on head teachers instructional supervision

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
The QASOs advise me on best practices of instructional supervision	27%	62%	3%	8%	
Liaising with QASOs has made me a more effective supervisor	24%	60%	5%	5%	5%

A significant number (89%) number of participants agreed that the QASOs advise them on the best practices of instructional supervision. In addition, a significant number (84%) of head teachers indicated that liaising with QASOs had made them a better instructional supervisor. The findings therefore show that QASOs helped head teachers improve their instructional supervision role. The findings are in agreement with Ochieng (2013) that QASOs in Lambwe Division, Mbita District were organized and had well written guidelines for supervision.

4.7.3 Teachers responses on supervision by QASOs

The researcher sought more information from teachers on reports by quality assurance and standard officers. This information was necessary in examining the extent to which report by quality assurance and standards officers influence head teachers' instructional supervision practices.

4.7.3.1 Quality of supervision by QASOs

The teachers in the study were asked to rate the quality of supervision by QASOs in their schools. This information was important in examining the extent to which report by quality assurance and standards officers influence head teachers' instructional supervision practices.

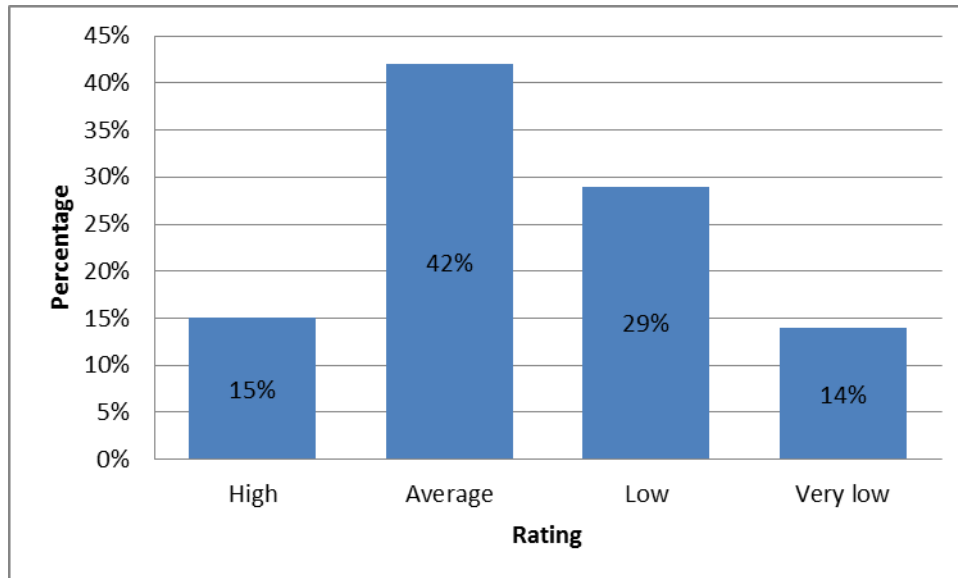


Figure 4.16 Quality of supervision by QASOs

Findings in Figure 4.16 indicate that 42% of the teachers in the study rated the quality of supervision by QASOs as average. The researcher probed further to find out the extent to which, according to teachers, supervision by QASOs affected instructional supervision by their head teachers.

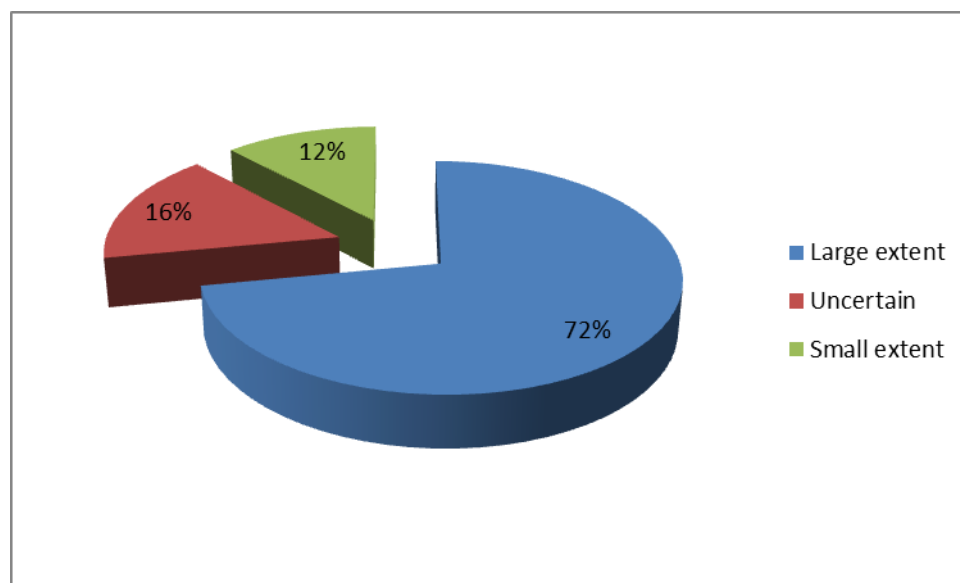


Figure 4.17 Influence of QASO supervision on head teachers supervision

A significant number (72%) of teachers indicated that QASO supervision influenced their head teachers' supervision to a great extent. The findings are therefore in support of those from head teachers and QASOs that QASOs assisted head teachers to improve their instructional supervision roles.

4.8 Teachers' perception towards instructional supervision

The fourth objective of the study sought to determine the extent to which teachers' perception towards supervision influences head teacher's instructional supervision practices. The findings indicated that teachers' perception towards supervision influences head teacher's instructional supervision practices.

The findings are presented in this section.

4.8.1 QASOs response on teachers' perception towards instructional supervision

The quality assurance and standards officer in the study was asked to explain how perceptions of teachers affected head teachers instructional supervision. The findings would enable the researcher determine the extent to which teachers' perception towards supervision influence head teachers' instructional supervision practices.

The quality assurance and standards officer stated that majority of teachers in public primary schools were positive towards instructional supervision. Since all the teachers in the study were trained then majority of them understood the importance of instructional supervision and therefore the positive attitude towards supervision.

4.8.2 Head teachers' responses on teachers' perception towards instructional supervision

The researcher sought information from the head teachers regarding teachers' perception towards instructional supervision. The findings were necessary in determining the extent to which teachers' perception towards supervision influence head teachers' instructional supervision practices.

Table 4.9 Head teachers' responses on teachers' perception towards instructional supervision

				Strongly agree	Agree	Neutral	Disagree	Strongly disagree
Some teachers view my	supervision as a fault finding	mission	my	24%	45%	16%	13%	2%
Relationships with some of my	teachers have been strained due to	my instructional supervision role	my	18%	45%	18%	15%	3%

Majority (69%) of the head teachers indicated that some teachers view their instructional supervision as a fault finding mission. In addition majority (53%) of the head teachers relationships with some of my teachers have been strained due to my instructional supervision role. The findings suggest that teachers had negative perceptions towards instructional supervision. The findings are in agreement with Zepeda (2007), Watene (2007) and Yunus (2010) who indicate that teachers may have negative perceptions

towards instructional supervision; they consider supervisors as fault finders; they fear that supervisors will report their weaknesses to the school administrator, and consider supervision as nothing value to offer to them.

4.8.3 Teachers responses on teachers’ perception towards instructional supervision

The researcher sought additional information from the teachers regarding teachers’ perception towards instructional supervision. The findings were important in determining the extent to which teachers’ perception towards supervision influence head teachers’ instructional supervision practices.

Table 4.10 Teachers responses on teachers’ perception towards instructional supervision

	1	2	3	4	5
The head teacher carries out supervision fairly		1%	3%	59%	36%
Personal relations interfere with the head teachers’ instructional supervision	14%	15%	12%	41%	19%
QASOs carry out better supervision than the head teacher	41%	44%	7%	4%	4%
Supervision mainly looks at the negatives and not good work of teachers	18%	28%	6%	29%	20%

5= Strongly Agree 4 = Agree 3 = Uncertain 2 = Disagree 1 = Strongly Disagree

A significant number (95%) of teachers agreed that the head teacher carried out their supervision fairly. Majority (50%) of the teachers agreed that personal relations interfere with the head teachers’ instructional supervision. A significant number (85%) of teachers disagreed that QASOs carry out better supervision than the head teacher. Findings in Table 4.10 indicate that 49% of the teachers indicated that Supervision mainly looks at the negatives and not good work of teachers. These findings are in support of those from

head teachers that teachers had negative perceptions. The findings are therefore in agreement with Ileri (2011) who found that many teachers (56.4 percent) in Lari District do not like being supervised by the head teachers because they feel they are self-driven, responsible and motivated, hence when tasks are clear it is not necessary to be directly supervised as they feel intimidated.

4.9. Ranking of factors affecting head teachers' instructional supervision

The head teachers in the study were asked to indicate the factor that affected their instructional supervision the most. The findings would enable the researcher understand better the institutional factors influencing head teachers instructional supervision practices in public primary schools in Laikipia East District, Kenya.

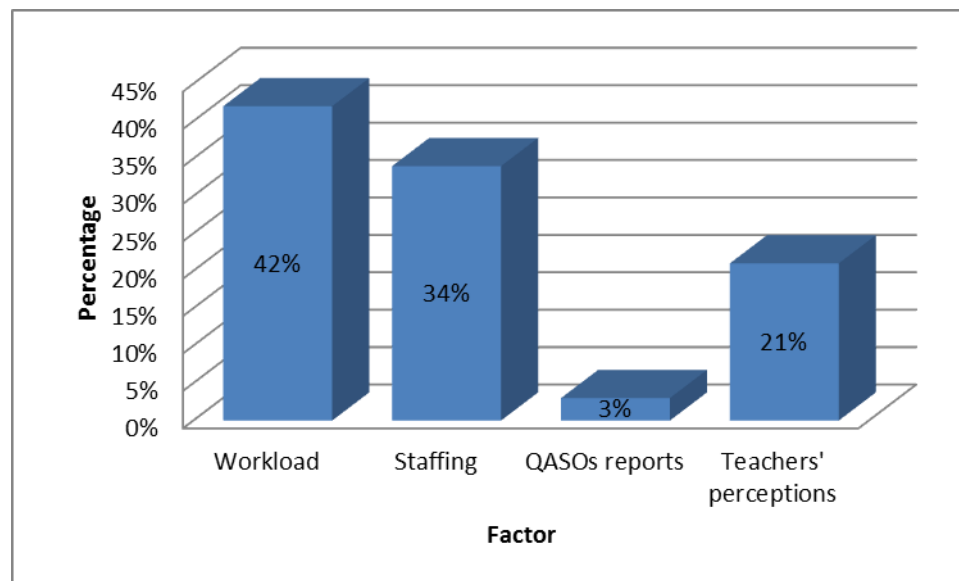


Figure 4.18 Ranking of factors affecting head teachers' instructional supervision

Findings in Figure 4.18 indicate that workload (42%) and staffing (34%) were the two most popular factors affecting head teachers instructional supervision. The findings are

therefore in agreement with Glanz and Sullivan (2007) who found that that head teachers are given many non-institutional duties hence they do not have the time to undertake continues and meaningful supervision. Similarly, the findings are in agreement with Muoka (2007) who found out that heavy work is one of the challenges that face the head teachers in performing effective instructional supervision.

4.10 Strategies to improve head teachers' instructional supervision

The participants in the study were asked to recommend strategies to improve head teachers' instructional supervision. The findings would enable the researcher make informed recommendations regarding institutional factors influencing head teachers instructional supervision practices in public primary schools in Laikipia East District, Kenya.

4.10.1 QASO recommendation

The quality assurance and standards officer was asked to recommend strategies to improve head teachers' instructional supervision.

The quality assurance and standards officer recommended that head teachers should undergo leadership training. He also recommended that head teachers workload should be reduced and that schools should employ bursars to lessen head teachers' workload.

4.10.2 Head teachers' recommendation

The head teachers in the study were asked to recommend strategies to improve head teachers' instructional supervision.

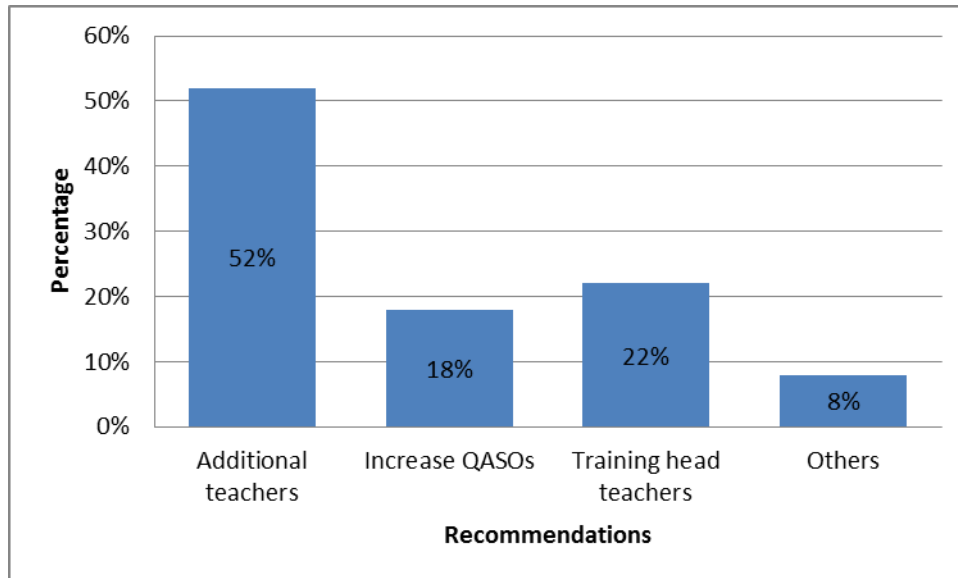


Figure 4.19 Head teachers' recommendation

Majority (52%) of the head teachers indicated that additional teachers would help head teachers perform instructional supervision better.

4.10.3 Teachers' recommendation

The teachers in the study were asked to recommend strategies to improve head teachers' instructional supervision.

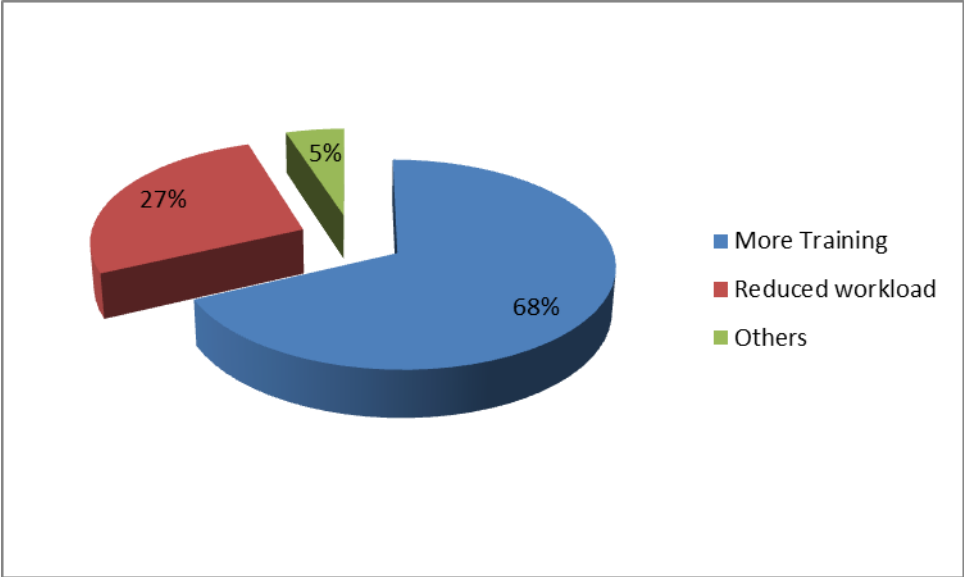


Figure 4.20 Teachers’ recommendation

Majority (68%) of the head teachers indicated that they wanted more training while 27% recommended that head teachers’ workload should be reduced.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents a summary of the major findings of the study as well as the conclusions made from them. The section also presents recommendations made by the researcher as well as suggestions for future studies related to institutional factors influencing head teachers instructional supervision.

5.2 Summary of findings

The purpose of this study was to investigate institutional factors influencing head teachers instructional supervision practices in public primary schools in Laikipia East District, Kenya. Specifically, the study aimed to establish the extent to which head teachers' teaching workload influences their instructional supervision practices; determine the extent to which school staffing influences head teachers' instructional supervision practices. examine the extent to which report by quality assurance and standards officers influence head teachers' instructional supervision practices and determine the extent to which teachers' perception towards supervision influence head teachers' instructional supervision practices.

The study adopted a descriptive cross-sectional survey design. The study targeted 42 head teachers and 417 teachers in public primary schools of Laikipia East District. The study population also consisted of 3 Quality Assurance and Standards officers. Census and stratified random sampling was used to come up with a sample of 42 head teachers, 3

quality assurance and standards officers and 125 teachers. Questionnaires were used to collect data from head teachers and teachers while data from quality assurance and standards officers was collected through an interview. Descriptive methods such as frequency distribution and percentages were used to organize quantitative data. Qualitative data generated from questions was organized into themes, categories and patterns pertinent to the study. The results from the data analysis was presented using tables of frequencies and percentages. The following is a summary of the major findings from the study.

On instructional supervision, the study found that the practice was fair with some head teachers carrying out the practice and some not doing instructional supervision. According to the interviewee majority of head teachers who carried out instructional supervision only checked on some aspects but not all.

On the effect of head teachers' workload on instructional supervision, the quality assurance and standard officer interviewed in the study explained that most head teachers' work is concentrated on administrative duties. A significant number (84%) of head teacher indicated that sometimes they had too much work that they could not manage to carry out instructional supervision role. A significant number (83%) of teachers indicated that head teachers' workload was high.

The researcher opine that head teacher's teaching workload influences their instructional supervision practices in Laikipia East District.

On the effect of staffing on instructional supervision, the quality assurance and standards officer indicated that public primary schools in Laikipia East district were understaffed. A significant number (90%) of head teachers disagreed that the low number of teachers makes their instructional supervision role easier. A significant number of teachers (85%) indicated that the number of teachers influenced the head teachers instructional supervision to a large extent.

The findings concur with the second objective that school staffing influences head teacher's instructional supervision practices in Laikipia East District. On the effect of reports by QASO on head teachers' instructional supervision, the quality assurance and standards officer explained that QASOs help head teachers to get feedback of their work. The QASOs also advised head teachers on best instructional methods to enhance quality teaching and staff development and professional growth. A significant number (89%) number of participants agreed that the QASOs advise them on the best practices of instructional supervision. In addition, a significant number (84%) of head teachers indicated that liaising with QASOs had made them a better instructional supervisor. A significant number (72%) of teachers indicated that QASO supervision influenced their head teachers' supervision to a great extent.

On the effect of teachers' perceptions of supervision on the head teachers' instructional supervision, majority (69%) of the head teachers indicated that some teachers view their instructional supervision as a fault finding mission. In addition majority (53%) of the head teachers relationships with some of my teachers have been strained due to my

instructional supervision role. Majority (50%) of the teachers agreed that personal relations interfere with the head teachers' instructional supervision. In addition 49% of the teachers indicated that Supervision mainly looks at the negatives and not good work of teachers.

5.3 Conclusions

The researcher concludes that various institutional factors affect instructional supervision of head teachers in Laikipia East District. Instructional supervision was rarely done and when it was carried out the head teachers did not check all aspects and concentrated on the aspects that took little time such as checking schemes of work and lesson plan. Activities such as sitting in class to supervise teaching were rarely carried out. The researcher concludes that head teachers' workload is by far the most significant factor affecting head teachers' instructional supervision. The study found that on top of their administrative duties, head teachers also taught pupils in lessons. The study found that some head teachers were teaching in excess of 20 hours.

The study found that majority of schools in Laikipia East District were understaffed. The researcher concludes that understaffing negatively affects head teachers instructional supervision. The effect here is two pronged; first, since there are less teachers, the available teachers have to take in more lessons meaning that they have to forego adequate lesson preparation. Secondly due to the shortage of teachers, the head teacher has to take up lessons himself or herself meaning that he or she has very little time to do other duties like supervising the teachers.

The study found that the public primary schools in Laikipia East District were visited by quality assurances and standards officers. The researcher concludes that the visits by QASOs were invaluable as the QASOs helped head teachers get feedback of their work. In addition the QASOs advised the head teachers of best practices in instructional supervision. However, the visits by QASOs were few and far in between.

The study also found that teachers had negative perceptions towards supervision. The teachers felt that supervision focused on the demerits more. In addition, both the head teachers and teachers admitted that instructional supervision resulted in strained relationships between some teachers and the head teacher.

The study establishes that head teacher's teaching workload, school staffing, report by quality assurance and standard officers and teachers' perception towards supervision influences head teacher's instructional supervision practices in Laikipia East District.

5.4 Recommendations

The researcher recommends that:

- (i) Head teachers workload should be reduced to enable him/her focus on their administrative duties. This can be achieved by employing more teachers to take lessons. Support staff such as head teachers' secretary and bursar would relieve the head teacher of some of the duties.

- (ii) More teachers should be employed to relieve the burden of lesson hours on the existing teachers and head teacher. The government, non-governmental organizations and the community can cost share to employ more teachers.
- (iii) The government should employ more quality assurance and standards officers to enable them make more visits to schools. QASOs should also be empowered to hold seminars and workshops to train head teachers on improving their instructional supervision skills.
- (iv) QASOs should also hold trainings for teachers to explain to them what is expected of them in their day to day work. This will go a long way in changing negative perceptions they may have against instructional supervision.

5.5 Suggestions for further study

The current study focused on public primary schools in Laikipia East District. Future studies can look at private schools. A comparative study can be carried out on instructional supervision in rural schools vis a vis urban schools.

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APPENDICES

Appendix I: Letter of Introduction

University of Nairobi
College of Education and External Studies
School of Education
Department of Educational Administration & Planning
P. O. Box 30197
Nairobi.

The Head Teacher
.....Primary School
P. O. Box
Dear Sir/ Madam,

RE: REQUEST TO COLLECT DATA

I am a post-graduate student currently working on my research project *To establish the institutional factor influencing head teachers' instructional supervision practices in public primary schools in Laikipia East District*. Your school has been selected through sampling method to participate in the study.

I hereby request you kindly to fill the enclosed questionnaire as honestly as possible. The information that you will provide will only be used for the purpose of my academic research. Meanwhile your identity will be treated confidentially.

Thank you in advance.

Yours faithfully,

M'ibiri Samson M'mburugu

Appendix II: Questionnaire for head teachers

The objective of this Questionnaire is to collect data on *establish the institutional factors that affect instructional supervision among head teachers*. Kindly read the items carefully and provide a response that best represents your opinion. To provide confidentiality, do not indicate your name on the questionnaire. The questionnaire has several sections. Please answer accordingly with a tick in the provided gaps.

Section A: Background information

1. What is your gender?

Male [] Female []

2. How old are you?

21 – 30 years [] 31 – 40 years [] 41 – 50 years [] Over 50 years []

3. What is your highest level of education?

PI [] ATS [] College diploma [] Bachelors' degree [] Postgraduate degree []

4. How long have you served as a head teacher?

Less than 1 year [] 1 – 5 years [] 6 – 10 years [] 11 – 20 years []

Over 20 years []

Section B: Instructional supervision

5. Do you carry out instructional supervision?

Yes [] No []

6. How often do you carry out supervision?

Daily [] Weekly [] Monthly [] Others (specify).....

6. What do you check for during supervision?

.....
.....

7. Instructional supervision is important for good teacher professional performance

Strongly agree [] Agree [] Neutral [] Disagree [] Strongly disagree []

Section C: Head teachers' teaching work load

8. Do you teach pupils in lessons?

Yes [] No []

If yes, how many hours in a week?

.....

9. What other duties do you carry out apart from teaching?

.....

10. Which of your duties and responsibilities takes the most time?

.....

11. Sometimes I have too much work that I cannot manage to carry out instructional supervision.

Strongly agree [] Agree [] Neutral [] Disagree [] Strongly disagree []

12. Do you delegate instructional supervision to your deputy?

Yes [] No []

Section D: Staffing

13. How many teachers currently teach in this school?.....

14. The number of teachers in this school is enough

Strongly agree [] Agree [] Neutral [] Disagree [] Strongly disagree []

15. The low number of teachers makes my instructional supervision role easier

Strongly agree [] Agree [] Neutral [] Disagree [] Strongly disagree []

Section E: Reports from Quality Assurance and Standards officers (QASOs)

16. Quality Assurance and Standards officers (QASOs) visit this school to carry out external supervision

Yes [] No []

17. If yes in (16) how often do the QASOs visit?

Monthly [] Once a term [] Once a year

18. What do the QASOs check for during their visits?

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

19. The QASOs advise me on best practices of instructional supervision

Strongly agree [] Agree [] Neutral [] Disagree [] Strongly disagree []

20. Liaising with QASOs has made me a more effective supervisor

Strongly agree [] Agree [] Neutral [] Disagree [] Strongly disagree []

Section F: Teachers' perception towards supervision

21. Some teachers view my supervision as a fault finding mission

Strongly agree [] Agree [] Neutral [] Disagree [] Strongly disagree []

22. Relationships with some of my teachers have been strained due to my instructional supervision role

Strongly agree [] Agree [] Neutral [] Disagree [] Strongly disagree []

23. Which of the following factors do you feel affects you most in your instructional supervision role?

Workload [] Staffing [] Liaison with QASOs [] Teachers' attitudes []

24. What strategies would you recommend to be adopted to improve instructional supervision by head teachers?

.....

.....

.....

Appendix III: Questionnaire for teachers

The objective of this questionnaire is to collect data on *establish the institutional factors that affect instructional supervision among head teachers*. Kindly read the items carefully and provide a response that best represents your opinion. To provide confidentiality, do not indicate your name on the questionnaire. The questionnaire has several sections. Please answer accordingly with a tick in the provided gaps.

Section A: Background information

1. What is your gender?

Male [] Female []

2. How old are you?

21 – 30 years [] 31 – 40 years [] 41 – 50 years [] Over 50 years []

3. What is your highest level of education?

PI [] ATS [] College diploma [] Bachelors' degree [] Postgraduate degree []

4. How long have you served as a teacher?

Less than 1 year [] 1 – 5 years [] 6 – 10 years [] 11 – 20 years []

Over 20 years []

Section B: Head teachers' teaching workload

5. How would you rate the headteachers workload in your school?

Very high [] High [] Average [] Low [] Very low []

6. To what extent would you rate the influence head teachers workload has on their instructional supervision

To a large extent [] Uncertain [] To a small extent []

Section C: Staffing

7. How would you rate the number of teachers in your school?

Very high [] High [] Average [] Low [] Very low []

8. To what extent would you rate the influence number of teachers has on the headteachers' instructional supervision practice

To a large extent [] Uncertain [] To a small extent []

Section D: Reports from QASO

9. How would you rate the supervision provided by quality assurance and standards officers in your school?

Very high [] High [] Average [] Low [] Very low []

10. To what extent would you rate the influence liaison with quality assurance and standards officers has on the head teachers instructional supervision practice

To a large extent [] Uncertain [] To a small extent []

Section E: Attitudes

Kindly indicate with (√) the extent to which you agree or disagree with the statements below.

KEY: 1= Strongly Disagree 2= Disagree 3=Uncertain 4= Agree 5= Strongly Agree

		1	2	3	4	5
i.	The head teacher carries out supervision fairly					
ii.	Personal relations interfere with the head teachers' instructional supervision					
iii.	QASOs carry out better supervision than the the head teacher					
iv.	Supervision mainly looks at the negatives and not good work of teachers					

11. What measures can be taken to improve head teachers instructional supervision?

.....

.....

.....

Appendix IV: Interview schedule for quality assurance and standards officers

The purpose of this interview is to collect data on *establish the institutional factors influencing head teacher's instructional supervision practices*. Please answer the questions to the best of your knowledge.

1. How would you describe the practice of instructional supervision among head teachers in public primary schools?
2. What influence does the head teachers workload have on the instructional supervision among head teachers in public primary schools?
3. What influence does the number of teachers in a school have on the instructional supervision among head teachers in public primary schools?
4. How does liaising with quality assurance and standards officers influence the instructional supervision among head teachers in public primary schools?
5. What influence do teachers' attitudes have on the instructional supervision among head teachers in public primary schools?
6. What measures should be taken to improve instructional supervision among head teachers in public primary schools?

Appendix V: University authorization letter



**UNIVERSITY OF NAIROBI
COLLEGE OF EDUCATION AND EXTERNAL STUDIES
SCHOOL OF EDUCATION
DEPARTMENT OF EDUCATIONAL ADMINISTRATION AND PLANNING**

Telegram: "CEES"
Telephone: 020-2701902

P.O BOX 30197
OR P.O BOX 92
KIKUYU

2nd October, 2014

OUR REF: UON/CEES/SOE/A&P/1/4

TO WHOM IT MAY CONCERN

Dear Sir/Madam,

RE: M'IBIRI SAMSON M'MBURUGU - REG NO. E55/72083/2011

This is to certify that **M'ibiri Samson M'mburugu** is our Master of Education student in the department of Educational Administration and Planning of the University of Nairobi. He is currently doing his research on "*Institutional Factors Influencing Headteachers' Instructional Supervision Practices in Public Primary Schools in Laikipia East District - Kenya*".

Any assistance accorded to him will be highly appreciated.

for  2/10/2014
**DR. GRACE NYAGAH
CHAIRMAN**



DEPARTMENT OF EDUCATIONAL ADMINISTRATION AND PLANNING

Appendix VI: Letter of Authorization (NACOSTI)



NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

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

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

Ref: No.

Date:

28th October, 2014

NACOSTI/P/14/4410/3921

Samson M'Mburugu M'ibiri
University of Nairobi
P.O. Box 30197-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on "*Institutional factors influencing head teachers instructional supervision practices in public primary schools in Laikipia East District - Kenya,*" I am pleased to inform you that you have been authorized to undertake research in **Laikipia County** for a period ending **15th November, 2014**.

You are advised to report to **the County Commissioner and the County Director of Education, Laikipia County** before embarking on the research project.

On completion of the research, you are expected to submit **two hard copies and one soft copy in pdf** of the research report/thesis to our office.


DR. S. K. LANGAT, OGW
FOR: SECRETARY/CEO

Copy to:

The County Commissioner
The County Director of Education
Laikipia County.

Appendix VII: Research permit

CONDITIONS

- 1. You must report to the County Commissioner and the County Education Officer of the area before embarking on your research. Failure to do that may lead to the cancellation of your permit.**
- 2. Government Officers will not be interviewed without prior appointment.**
- 3. No questionnaire will be used unless it has been approved.**
- 4. Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries.**
- 5. You are required to submit at least two(2) hard copies and one(1) soft copy of your final report.**
- 6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice.**

REPUBLIC OF KENYA

NACOSTI

National Commission for Science, Technology and Innovation

RESEARCH CLEARANCE PERMIT

Serial No. A 2760

CONDITIONS: see back page

THIS IS TO CERTIFY THAT:

MR. SAMSON M' MBURUGU M' IBIRI
of UNIVERSITY OF NAIROBI, 0-10400
nanyuki, has been permitted to conduct
research in Lajkipia County

on the topic: INSTITUTIONAL FACTORS
INFLUENCING HEADTEACHERS
INSTRUCTIONAL SUPERVISION
PRACTICES IN PUBLIC PRIMARY
SCHOOLS IN LAIKIPIA EAST DISTRICT -
KENYA.

for the period ending:
15th November, 2014

Permit No : NACOSTI/P/14/4410/3921
Date Of Issue : 28th October, 2014
Fee Received : Ksh 1,000

Applicant's Signature

Secretary
National Commission for Science, Technology & Innovation