

**SCHOOL BASED FACTORS INFLUENCING HEAD TEACHERS'
INSTRUCTIONAL SUPERVISION PRACTICES IN PUBLIC
SECONDARY SCHOOLS IN KIAMBU COUNTY, KENYA.**

Ndung`u Lucy Wanjiru

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for the Degree of Master of Education in Educational Administration**

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DECLARATION

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

Ndung'u Lucy Wanjiru (Sr.)

E55/78611/2012

This research project has been submitted for examination with our approval as University Supervisors

Dr. Daisy Matula

Lecturer,

Department of Educational Administration and Planning

University of Nairobi

Dr. Jeremiah .M. Kalai

Senior Lecturer,

Department of Educational Administration and Planning

University of Nairobi

DEDICATION

This work is dedicated to Missionary Benedictine Sisters, Nairobi Priory for their unstinted support and encouragement throughout the study period.

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ABBREVIATIONS AND ACCRONYMS

| | |
|--------|---|
| ANOVA | Analysis of Variance |
| BOM | Board of Management |
| DEO | District Education Office |
| FPE | Free Primary Education |
| FSE | Free Secondary Education |
| MOEST | Ministry of Education Science and Technology |
| QASO | Quality Assurance and Standards Officer |
| SPSS | Statistical Package for Social Sciences |
| UNESCO | United Nations Educational, Scientific and cultural Organization |

ABSTRACT

The purpose of the study was to investigate school based factors influencing head teachers' instructional supervision practices in public secondary schools in Thika East District, Kiambu County, Kenya. The objectives of the study were: to determine the extent to which school workload, staffing levels, teachers' attitude towards supervision and professional experience influences head teachers' instructional supervision practices. The study was based on social theory of supervision by John Dawson, (1926). Descriptive survey design was used to carry out the study. The target population was all 20 public secondary schools in Thika East District. The sample consisted of 188 respondents and was made up of 20 head teachers, 87 female teachers and 81 male teachers. Census was used to sample head teachers, purposive sampling was used to sample the schools while stratified proportionate sampling was used to sample the teachers. The data were collected using two sets of questionnaires for head teachers and teachers and were analyzed using descriptive statistics and inferential statistics. ANOVA was used to analyze research question one while T-tests were used to analyze research question two, three and four of this study. The findings were summarized and presented using mean, percentages, frequency distribution tables and graphs. The study established no statistically significant difference between school workload and head teachers' instructional supervision practices the obtained P-value was 0.36 ($P>0.05$). The study also established no statistical significant difference between staffing levels and head teachers' instructional supervision practices. The obtained P-value was 0.25 ($P>0.05$). Further, the study established no statistical significant difference between teachers' attitude towards supervision and head teachers' instructional supervision practices. The obtained P value was 0.53 ($P>0.05$). Lastly, the study established no statistically significant variations between head teachers' professional experience and head teachers' instructional supervision practices. The obtained P value was 0.98 ($P>0.05$). This study therefore, concludes that: head teachers' school workload, staffing levels in schools, teachers' attitude towards supervision and head teachers' professional experience seem not to influence head teachers' instructional supervision practices. There could be other factors in play. Based on the sample size the study recommended that, it may be necessary to carry out a similar study with a larger sample size to determine the reasons for the inconsistencies in the findings with previous studies. The study also recommended that head teachers embrace delegation of tasks to other members of staff. The study also recommended that teachers be more sensitized through seminars and workshops on the benefits of instructional supervision in the teaching and learning process. Lastly, the study recommended that Ministry of Education, Science and Technology to ensure that training in school management requisite is adhered to before appointment to headship positions in schools in addition to professional experience and academic qualifications.

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

Education is the primary agent of transformation towards sustainable individual, socio-economic growth and development of the society. It increases people's capacities to transform their visions for the society into reality by imparting skills, knowledge and attitudes that bequeath the communities more productive members (Fitzgerald, 2011). Great emphasis should, therefore, be put on improving the conditions which surround the learning and growth of students and teachers.

According to Matt and Matt (2010) the capacity of education to effectively impact positively on the consumers can only be actualized by the quality and standards upon which the beneficiaries access it. Many jurisdictions in the world have recognized the essence of having good follow up programmes in terms of ensuring apt delivery of good education programmes. This has been by way of regulation and building the capacity of the teachers with the aim of improving the conditions which surround the learning and growth of students and teachers. Instructional supervision has therefore, been employed as a tool to assure quality and standards upholding in many countries. The main function of instructional supervision is to offer opportunities for schools to be effective as well as to

to increase the professional development of teachers as means of effectively managing the teaching and learning process (Kutsyuruba, 2003; Arong & Ogbadu, 2010).

In the United States of America (USA), emphasis has been placed on the employment of peer tutoring by the school administrators and managers in the wake of dispensing and undertaking their instructional supervisory roles. This has seen to it that the standards of education in the USA are upheld and the capacity of the teachers to be effective in undertaking the teaching programmes is maintained (Webb, Metha & Jordan 2010). The instructional supervisory medium has served the education fraternity in the Unites States of America well and has assured consistency in the wake of actualization of programmes without eroding the envisaged quality. The practice of instructional supervision by head teachers is deeply ingrained in the basic education programmes in Europe.

A survey carried out by the World Bank in the year 2011 in England, Finland, the Netherlands and New Zealand found out that the head teachers have been allocated duties by the jurisdictions to undertake specific supervisory roles over the teachers (World Bank, 2011). The head teachers are tasked with supervision and evaluation of the teachers under their charge. The head teachers have the privilege of appointing experienced teachers to help them mentor and supervise the newly posted and inexperienced teachers. The head teachers are

specifically tasked with assessing the teacher performance against the pupil progress. This has had the net effect of assuring the schools of the capacity of pupils posting good grades at the end of the basic education programmes.

In France, schools' supervision and inspection continue to fulfill their tasks with an authoritarian approach (Glickman & Gordon, 1990). There is a highly structured form of instructions and a very centralized system of supervision. This structures enable the Minister for Education to tell on any day exactly where each teacher is in the syllabus coverage anywhere in the country.

In Asian countries, varying countries have different supervision programmes duly undertaken by the head teachers. In Pakistan, the effective participation in basic education programmes by the residents is heavily enshrined in their cultural and social economic practices. The participation is driven by values committed to Islamic truth and ethos geared towards realization of economic and technological development (Mushar, 2011). On the other hand though, this exposes the head teachers to a lot of interference in the realization of their mandates. This is because it gives the local communities a lot of leeway giving rise to political interference by local leaders. This demoralizes head teachers to a point whereby they seldom supervise the teachers effectively. It in turn affects the pupil academic performance negatively owing to the neglected function of supervision.

In Malaysia, the leadership and behavior practices of a head teacher are an integral basis for consideration before appointment into the position. The country has a stringent programme which forces the head teachers to undergo regular training and skills appraisal on the leadership and behaviour management. They are always supposed to act as good role models to the teachers and a high premium is attached to the position (Slarhabi, 2011). This is a key attribute which has forced the head teachers to be adept and keen to the performance of the instructional supervisory roles to the optimum as a yardstick of their output. This has greatly enabled many of the basic education providing primary schools to excel and have the pupils posting good grades occasioned by the sustained leadership exhibited by the head teachers.

In Africa, inspection dates back to the introduction of western education to the continent. Though many countries have through the years ensured access to education and provision of basic infrastructure to assure the pupils teaching and learning in the schools, the function of supervision to ensure access to quality education programs are neglected. This has had negative effects mainly attributed to poor academic performance by the pupils who are consumers of the programs (Naido, 2005)

According to Alimi, Olatunji, Akifolarin & Ayandonja, (2012) instruction of supervision in Nigeria began as a process of external inspection. Supervisors were inexperienced in the act of supervision. They had little or no formal training of

ethics, concept and practice of supervision. Until the government took control of secondary schools in 1967, schools supervision was left in the hands of missionaries

In Ethiopia, the supervisory services began to be carried out since 1941. There has been constant shift of its names “Inspection” and “Supervision”. In order to effectively and efficiently achieve the intended objectives of educational supervision, there are two approaches of organization of supervision: the out-of-school (external) supervision and school-based (in-school) supervision. The out of school supervision is carried out by external supervisors at federal, regional and lower levels, whereas the school based supervision is done by the school principals, department heads and senior teachers (Alemayehu, 2008).

In Tanzania the management of education and vocational training is through the Ministry of Education and Vocational Training. The responsibility of Ministry of Education and Vocational Training is to supervise, manage and inspect schools, plans and coordinate all educational matters. The effectiveness of the head teacher in supervision aims at raising the teachers’ level of commitment and time on task. The head teacher is expected to have high levels of transparency and accountability in dealing with teachers. (Tanzania, Ministry of Education and Vocational Training, 2005).

According to Sifuna (1990), the beginning of instructional supervision in Kenya can be traced back in the colonial period. This was after the passing of the first education ordinance in 1924 through the recommendation of the Phelps-Stokes commission. The ordinance required all school be registered and open to inspection by director of education. As in many other developing countries, Kenya considered education to be the priority in its development agenda. Since independence 12th Dec, 1963, the independent government reviewed through commissions reviewed all aspects of education system and came up with a new system which accommodated the aspirations of Kenyans as well as initiating several modernization programmes (Republic of Kenya (1976), (1981), (1988), (1999). The reports placed emphasis on the need to ensure quality education programmes by way of having effective systems of monitoring and evaluating the academic programmes (Okumbe, 1998).

According to Okumbe (1998), instructional supervision in Kenyan schools is one of the roles of head teachers who are directly concerned with performing routine duties such as teaching, supervising preps and providing instructional leadership in the school. They are strategically placed to perform these tasks because they operate from the school by virtue of their assignment. One basic instructional practice is classroom visitation. This should happen whether the teacher is undertaking instruction process or students are engaged in individual studies (Republic of Kenya, 2009). According to Fischer (2011), classroom visits may

include informal walk through and formal class observation. A walk through is an observation interlude lasting a minute or two which provides a quick look at teachers performances and environmental factors in the classroom. A formal visit on the other hand is announced and it lasts more than ten minutes. During such visits the teachers' practices are observed and documented.

Checking teachers' professional records is another important instructional supervision activity asserts (Watene, 2011). This includes: schemes of work and lesson plans, records of work and mark books, progress records, class attendance register, and students' report forms. According to Afolabi & Loto (2008), the aim of checking the professional records is to assess the teachers' level of preparedness and efforts in gathering information relevant to the lesson. The appropriateness of the teaching and learning resources and evaluation techniques and the content covered in different subjects. Gachoya (2008) in a study observed that 70 percent of instructional supervisors assessed and advised teachers on proper preparation and keeping of professional records. The same study found out that teachers prepare and structure their lessons better when instruction in schools is regularly supervised.

According to Kamindo (2008), head teachers should hold conference with teachers before and after a formal classroom observation. A preconference enables the head teacher obtain as much information about the upcoming observation as possible. The pre-observation discussion helps to develop a rapport

between the teacher and the supervisor which enables the head teacher to give feedback and guidance on the observed classroom teaching (Olembo, Wanga, & Wanga, 1992). A study by Blaise and Blaise (2000) states that post observation conference involves giving feedback, making purposeful and non-threatening suggestions, modeling, using inquiry and soliciting advice and opinions.

While performing their instructional supervision, however, certain factors may influence head teachers' effectiveness militating against effective instructional supervision. A study carried out by UNESCO (2006) indicates that instructional supervision practices faces numerous challenges. With the increase in the number of students as a result of free primary school education and later on free secondary education there has been increased workload of head teachers. The head teachers are supervisors as well as teachers and this constitutes their workload. Studies carried out by (Kamindo, 2008) and Sang (2009) agree with the study by UNESCO (2006) stating that instructional supervision related problems for head teachers have been both turbulent and rapid. The head teachers have myriads responsibilities: class teaching, overall leadership of the school, seeing parents, procuring teaching and learning resources, attending many meetings and as financial managers and controllers they are responsible for preparations of the estimates for recurrent and development expenditures for the approval by the Board of Management (BOM).

The inability of the education administrators to recruit, deploy and even to implement planned deployment has serious consequences in instructional supervision practices in schools. A survey carried out in Ghana revealed that of 262 newly trained teachers posted to four rural schools 115 failed to arrive at the schools to take up their teaching posts. This widespread failure to accept rural posts undermines the rational posting system (Hedges, 2000) and contributes to a lack of conviction among administrators that significant progress can be made in addressing patterns of unbalanced deployment (Gottelman–Duret & Hagan,1998).

A research study by Ministry of Education, Kenya (2006) identified understaffing, untrained personnel, lack of commitment and positive approach as some of the problems that are related to supervision of instructions. Nyatuka (2002) in a study concurs stating that many schools are understaffed. The study points out that the shortage of teachers continues to hamper the provision of quality education in schools. Lack of teacher's or inadequate teachers means that translation of curriculum objectives into instructional activities in schools settings lacks implementers.

Critical to the success of instructional supervision in schools is the attitude that teachers hold towards instructional supervision practices. According to Mbiti (2007), employees of an organization must possess the right attitude and skills to enable them to get the work done efficiently. The study further observes that work efficiency comprises skills and proper attitude for this has a significant impact on

the quality of implementation of the guidance given (Olivia,1976). Teachers' acceptance and interaction with instructional practices such as the technique, methods, models or processes used by the head teacher provide a catalyst for engaging in instructional supervision activities. A study carried out in America by Kramer, Blake & Rexach (2005), reveal that the teachers in high performing secondary schools view supervision as a friendly exercise while those in low performing school look at supervision especially head teacher observing as they teach as witch hunt. Adikinyi (2007), and Marwanga (2004), agree stating that teachers have a negative attitude towards supervision hence any guidance given is not taken seriously. The studies further reveal that teachers perceive supervisors as lacking in instructional supervision skills therefore, instead of guiding and counselling them as fellow collaborators head teachers are unsympathetic and assume the role of policing.

Head teachers' work experience is another critical factor in supervision of instructions as it improves employee performance (Kirui, 2012). Lack of or limited professional training and experience could thus explain some of the deficiencies in the management practices of some school administrators. Head teachers are considered instructional leaders in their school programme and thus should be more experienced than the teachers they supervise (Mwiria, 1995). The length of service is important because it exposes the head teachers to the practice

of professionalism. This enables them have a better understanding of instructional supervision process and practice (Eshiwani, 1993).

Mgbodille (1996), in a study carried out in Nigeria concurs with Eshiwani (1993) stating that the experience a head teacher has as a teacher and as instructional leader exposes them to professional expectations, administration policies and guidelines. This enhances and impacts significantly on their performance of instructional supervision activities. Studies by Rottenberg and Berlinger (1990) and Muriithi (2012) observes that head teachers' experience contributes to their effectiveness and is important before promotion to the post of head teacher since one's performance can be determined before one is entrusted with more responsibilities. The studies further revealed that teachers with three years of experience tend to be less effective than more experienced ones. Mwiria (1995) in a study in Eritrea noted that limited teaching and administrative experience contributed to management deficiencies in those with less than five years of administrative experience. However, in contrast, a study by Wawira (2012) found that head teachers' administrative experience does not influence their performance in instructional supervisory roles.

Despite the efforts and interventions by government agencies in the education sector to offer quality education through training of head teachers in management, Thika East district has been posting poor results in Kenya certificate of secondary school education in the last four years 2010 – 2013. This is in comparison to the

neighboring Thika West District which is in the same ecological zone and has more or less equal resources in terms of staffing and infrastructure. This is indicated in Table 1.1 below

Table 1.1 KCSE Mean score, Thika East District, (2010-2014)

| KCSE MEAN SCORE | | | | |
|------------------------|------|------|------|------|
| District | 2010 | 2011 | 2012 | 2013 |
| Thika East District | 4.13 | 3.97 | 3.90 | 3.80 |
| Thika West District | 4.94 | 4.92 | 4.68 | 4.74 |

Source: DEO's office, Thika East District, Thika West District

Instructional supervision is the ‘glue’ of a successful school, observes Glickman, (1998). This is because the myriads elements of instructional effectiveness are moulded into successful school actions manifested in high quality instruction that results in strong levels of students’ achievement. Therefore, without a strong, effective and adequate staffed progress of supervision, good performance in a school is unlikely to result, since the control and maintenance of educational standards depends on the frequency, quality of supervision and guidance by the school supervisor (Gordon, 2007).

Poor performance in KCSE limits students’ chances of joining institutions of higher learning and opportunity for job placement (Nyamwamu, 2010). Therefore, this state of affairs calls for urgent measures to address instructional supervision issues in the school set ups. For quality education to exist there must be adequate

techniques of supervision since proper supervision of instruction facilitates the achievement of goals and objectives of education (Adikinyi, 2007). It is for this reason that this study sought to explore the school based factors influencing instructional supervision in public secondary schools in Thika East district.

1.2 Statement of the problem

The ultimate goal of secondary school education is to develop the individual mental capacity and character for higher education for useful living within the society. Effective supervision and inspection is thus vital if the government is to achieve this goal. However, since the introduction of free primary education and later free secondary education there have been rapid expansion and change in the education system. As such quality control of education has been an issue of great concern in public secondary schools. This Ayot and Briggs (2000) in a study attributes to in effective supervision of instruction by head teachers in secondary schools.

The dismal performance in Thika East District could be an indicator that schools in the District have a challenge in instructional supervision. Sifuna (1974) proposed that poor school performance is attributed to lack of adequate and close supervision of teachers. Research studies by Gachoya,(2008) in Nyeri,Gakure, (2013) in Gatanga, Mavindu, (2013) in Transmara and Abas (2014), in Tana North revealed that instructional supervision strongly impacted on teaching and learning process and consequently on students' performance. The studies

however, did not investigate school based factors that influence head teachers' instructional supervision practices. Though studies have been carried out in the field of supervision in many parts of Kenya, there is scanty information on the school based factors influencing head teachers' instructional supervision practices. Hence, the current researcher is asking could poor performance in public secondary schools in Thika East district be as a result of school based factors influencing head teachers' instructional supervision practices?

1.3 Purpose of the study

The purpose of the study was to investigate school based factors influencing head teachers' instructional supervision practices in public secondary schools in Thika East district, Kiambu County, Kenya.

1.4 Objectives of the study

The objectives of the study will be:

- i) To determine the extent to which school workload influences head teachers' instructional supervision practices in public secondary schools in Kiambu, County.
- ii) To establish the influence of staffing levels on head teachers' instructional supervision practices in public secondary schools in Kiambu, county.

- iii) To determine the extent to which teachers' attitude towards supervision influences head teachers' instructional supervision practices in public secondary schools in Kiambu, county.
- iv) To establish the influence of head teachers' professional experience on instructional supervision practices in public secondary schools in Kiambu, County .

1.5 Research questions

The research questions of the study were:

- i) To what extent does the workload influence head teachers' instructional supervision practices in public secondary schools in Kiambu. county?
- ii) How do the staffing levels influence head teachers' instructional supervision practices in public secondary schools in Kiambu, county?
- iii) To what extent do the teachers' attitude towards supervision influence head teachers' instructional supervision practices in public secondary schools in Kiambu, County?
- iv) How does head teachers' professional experience influence head teachers' instructional supervision practices in public secondary schools in Kiambu, County?

1.6 Significance of the study

It is hoped that the findings of this research study will be useful to District Education Officer (DEO) in establishing the status of instructional supervision in

public secondary schools in Thika East District, Kiambu County. The findings may also be of importance to the Quality Assurance and Standards Officers to address supervisory challenges in the instructional supervision process. The findings may also assist principals identify challenges that they face as instructional leaders and find ways of solving those problems in an effort to improve teaching and learning in their schools. The findings may also be useful to teachers aspiring to head schools in the future to acquire skills and knowledge in instructional supervision so as to understand their supervisory role and carry it out effectively.

The recommendations of the study may be useful in policy formulation on the requirement of the appointment of principals. Lastly, the findings may be useful to future researchers undertaking similar or related studies. This is because it will contribute to the body of knowledge in the field of instructional supervision.

1.7 Limitations of the study

The availability of the respondents due to busy schedule was a challenge since some could see it as a disturbance. This required the researcher to previsit the institutions to familiarize prior to the actual dates of data collection. It was not possible to control the attitude of the respondents because they could have provided socially acceptable answers. To reduce this, the researcher assured the respondents of confidentiality of their identity.

1.8 Delimitations of the study

The researcher carried out the study in Thika East District, Kiambu County focusing on school based factors influencing head teachers instructional supervision practices in public secondary schools. The study only used the school heads and teachers as the respondents.

1.9 Assumptions of the study

The researcher assumed that:

Head teachers' knew their instructional supervisory roles. Teachers had an understanding of the roles of the head teachers as instructional supervisors in their schools.

1.10 Definitions of significant terms

The following are definitions of significant terms in the study:

Attitude of teachers refers to views, opinions and feelings held by the teachers on the role of principals in instructional supervision

Classroom observation refers to the actual classroom visit done by a head teacher when pupils are receiving instructions from a teacher

Head teacher refers to the person appointed by the teachers' service commission to head a secondary school

Influence refers to the power the head teacher has that affect teachers' behaviour in classroom instruction programme, for instance having teachers' prepare and present their professional records for scrutiny.

Institutional factors refer to the conditions within an institution that may influence the supervision of instruction practices.

Instructional supervision refers to the practice of head teachers to improve the teachers' classroom performance. It entails visiting classroom teaching, providing teaching and learning resources and guidance needed.

Instructional supervisor refers to the person appointed by the teachers' service commission to a leadership position in assisting teachers in improvement of instruction such as a head teacher

Public secondary school refers to a secondary school established and sustained by public funds

Staffing levels refers to the adequacy or inadequacy of human capital to be utilized in an organization to meet its set objectives

Professional records refers to official documents that a teacher must have to carry out teaching such as schemes of work, lesson plans,

Workload refers to the amount of work that a head teacher is expected to do in a school for example, seeing parents, assessing students' and teachers' records, keeping school financial records.

1.11 Organization of the study

The study is organized into five chapters. Chapter one consists of the background to the study, the statement of the problem and the purpose of the study, research objectives and research questions, significance of the study, limitations and delimitations of the study, basic assumptions of the study and definitions of significant terms. Chapter two contains the survey of related literature and general overview of instructional supervision and instructional supervision practices, influence of head teachers' workload on supervision practices, influence of staffing levels on head teachers' instructional supervision practices, influence of teachers' attitude towards supervision and the influence of the head teachers' experience on instructional supervision practices. The summary of the reviewed literature, theoretical and conceptual framework. Chapter three contains the research methodology pointing out the research design and target population, sample size and sampling procedures, research instruments, validity and reliability of the research instruments, data collection procedures and data analysis technique. Chapter four contains the details of data collection and data organization, analysis and presentation. Chapter five contains the summary of the findings, conclusion and recommendations.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

Literature review is divided into sections. It discusses the general concept of instructional supervision and school based factors that influence head teachers' instructional supervision practices. The theoretical and conceptual framework will end the discussion in this chapter.

2.2 General concept of instructional supervision

There are various definitions of supervision as stated by different authors. However, all agree that instructional supervision has always been geared towards maintaining and seeing to it that the effectiveness of the teachers in the wake of discharging their duties is enhanced. Acheson (1987) defines supervision as the ability to perceive desirable objectives in school and to help others contribute to the vision and act in accordance with the process of bringing about improvement of instruction by working with people who are working with pupils. Lucio and McNeil (1976) indicate that it is the ability to perceive desirable objectives in school and to help others contribute to the vision and act in accordance with it.

Instructional supervision unlike other forms of supervision is school based and therefore an internal process (Glickman, 1985). It draws its data from actual teaching events and involves face to face interactions between the supervisor and

the teacher in the analysis of teaching behavior activity for instructional improvement Goldhammer, Anderson & Krajewski (1980). According to Acheson & Gall (1980), instructional supervision unlike inspection is interactive, democratic and teacher centered. It is a supportive and a friendly encounter where the supervisor and the supervisee engage in dialogue and consultation with the aim of counseling the teachers while helping them to improve. It is mainly concerned with helping teachers reflect their practices to learn more about what they do and why, and to develop professionally. It should be done continually and planned or requested for by the teachers (Sergiovanni & Starrat, 2007). Edho (2009) shares the above view stating that instructional supervision should be interactive by nature. The parties plan the process collaboratively. This way it creates rapport and hence both the supervisor and the teacher have ownership of the entire process. It is non evaluative in nature but rather it is aimed at strengthening professional relationship between the teacher and the supervisor.

According to Okumbe (1998), instructional supervision is that dimension of educational administration which is concerned with improving instructional effectiveness. This definition thus indicates that instructional supervision has particular pertinence for the expectations of teaching and learning. All those activities which are undertaken to help teachers maintain and improve their effectiveness in the classroom characterize instructional supervision. The

importance of instructional supervision can, therefore, not be overstated and head teachers should seek to be more effective when engaging in it.

2.3 Head teachers' instructional supervision practices

The head teachers are charged with the responsibility of supervising the teachers in their respective schools and seeing to it that they carry out their duties effectively (Fitzgerald, 2011). Hence, instructional leadership should be directed to several areas including scheduling of teaching and learning activities, adherence to curriculum requirements and ability of teaching staff, supplying of teaching and learning materials and equipment, and formulation of rules and regulations governing students' and teachers' conduct to ensure instructional competence by facilitating teachers' professional and academic growth (Dull, 1981). Other instructional supervision practices include:

2.3.1 Class room visitation

Classroom observation focuses on the individual empowerment of the teachers. This is because they play a great role in encouraging the teachers to focus on learning and delivery of knowledge to the students' as opposed to the situation of handing out assignments and undertaking classroom duties in a mechanical manner. This is attributed to the fact that they are conscious to the reality that their delivery in class is being monitored in the wake of classroom observation practices by the school managers (Duflo, 2007, Nyamwamu, 2010) revealed that Kenyan situation mirrors the challenge of classroom observation

practices on the part of head teachers in the wake of undertaking their supervision in their respective schools. The studies reveal that head teachers never at all observe teachers in class. Inadequate time and too many responsibilities of managing the school make them unable to visit classes. Buregeya (2011) in a study agrees with Duflo, (2007) and Nyamwamu (2010) stating that head teachers do some informal class room visits. They slightly do general and informal supervision at the expense of formal class visits with the aim of collecting data on the teachers' classroom behavior.

The inability of head teachers to visit classes or carry out meaningful classroom visits asserts Wellington (2008) makes them fail to learn what is being done in the classroom. They are also not in touch with the methods being used, the attitudes and reactions of pupils and other factors that affect the teaching and learning process in their schools.

2.3.2 Holding pre-observation and post-observation conferences

Engagement in pre-observation conferences, the actual observation and post observation conferences with the school managers aids developing a working relationship and mentoring of the teachers (Hyman, 2009). This facilitates improvement of the quality of teacher instruction and it is a predominant factor in aiding the pupils to benefit from the improved capacities by teachers. Chapman (2001) in study carried out in Nigeria observed that head teachers should organize post supervision conferences where issues of supervision

could be deliberated. Such conferences enable teachers to discuss problematic areas with the supervisor. This encourages teachers to be keen on their work and mistakes detected in the course of supervision are corrected.

2.3.3 Checking teachers' professional documents

Professional documents preparation and teacher certification is key to all practicing teachers in the federal states of the United States of America (Wilson, 2010). The federal agencies in the respective states always liaise with the schools to ensure that teachers have prepared all the requisite documents expected of them during the school sessions before certifying them to teach. According to MoEST (2006), the head teachers must check the teaching standards in reference to schemes of work, lesson plans, records of work covered, ensure duty attendance by teachers and class attendance by students by keeping their respective registers.

Daresh and Playko (1992) in a research study carried out in Boston and Chapman (2001) opine that supervision in the areas of checking teachers' records had a positive impact and improvement was realized in academic performance of pupils. The studies further states that teachers prepare and structure their lessons better when instruction in the school is regularly supervised. The supervisor should thus ensure that teachers adhere to the syllabus in terms of scope, depth and the learner's intellectual level and also the appropriateness of learning resources. Gachoya (2008) in a study carried out in Nyeri district observed that

70 percent of instructional supervisors assessed and advised teachers on proper preparation and keeping of professional records. However, Abdi Noor, 2012 in a study in Isiolo County found out that there was inability by head teachers to ensure adequate preparation of professional documents and irregular visits by the quality assurance officers. This led to declining academic performance standards in the county.

2.3.4 Checking Students' note books

Internal assessment of pupils' notebooks by head teachers in public schools in Naivasha Central was found out to be a factor affecting students' performance in national examination (Kimani, 2013). The researcher established that the head teachers were greatly incapacitated on the aspect of notebooks assessments. They were overwhelmed by the sheer numbers of students in their schools. This made them to fail to have time to effectively assess students' notebooks and neglect the critical supervisory functions. The study attributed the neglect to diminished quality of the notes provided to the pupils by teachers.

2.3.5 Organizing staff development programs

Instructional supervisor should plan and deliver effective staff development programs (Acheson & Gall (1987). This entails arranging courses and workshops for teachers. The courses should be relevant and specific to areas found wanting by the supervisor and the individual teacher. This will enhance professional

growth and ensure improved student teaching (Fischer (2011). In Italy, some schools suspend classes to conduct in-service teacher development initiative. The teachers are exempted five days in a year to attend professional development activities. In Romania teachers are granted one- day per week for professional development while lifelong learning is emphasized in China while in Sri-Lanka, study opportunities, training workshops and in twelve services are provided. In Philippines, school based training programme are offered (Machio, 2014).

2.4 Workload and head teachers’ instructional supervision practices

Head teachers are considered leaders, supervisors, administrators, managers and inspectors of schools. They are therefore, “teacher of teachers” and the frontline mirror in the school plan of action (Diapola & Hoy, 2008). Studies have shown that these responsibilities pose challenges to the head teachers in their day to day management and administrative duties of which supervision of instruction is among.

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 (Morris, 1975). It also brings confusion regarding their job specification as most opt to either concentrate on one of the two tasks; teaching or administrative work.

Flath (1989) carried out a study that revealed that a typical principal performs an enormous number of tasks every day and only 11 percent relates to instructional leadership. Berlin (1988) on the other hand argues that if schools are to progress the principal cannot allow daily duties to interfere with the leadership role in curricula. Therefore, every head teacher needs an inbuilt supervision system to provide the cohesion and direction necessary to achieve the purpose of the educational institution.

Studies by Kamindo (2008), Mzee (2011) and Mavindu (2013) agree that head teachers are challenged at all levels as a result of too many administrative duties at the school level. They observe that principals in secondary schools have myriad of roles including class teaching, overall leadership of the schools under the direction of the Board of Governors (BOM), seeing parents, procuring teaching and learning materials, attending many meetings, workshops and seminars, and as the accounting officers they are responsible for the preparation of the estimates for recurrent and development expenditure for the approval by the BOM. This according to the studies influences the head teachers' effectiveness in instructional supervision especially in observing teachers as they teach, giving feedback after observation and checking teaching aids used by teachers.

Ogunu (2005) in a study in Nigeria cited lack of time as a challenge to effective and meaningful school supervision by head teachers. He observed that secondary school heads are so weighed down by routine administrative burden that they

hardly find time to visit the classrooms and observe how the teachers are teaching. Further, Morris (1975) laments that head teachers are a jack of all trades and as such have limited time to supervise teachers at work.

The studies highlight that head teacher's workload is a hindrance to meaningful and effective instructional supervision in schools. To address this, head teachers should empower teachers to be self-reflective with the supervisor acting as guide rather than overseer (Glickman, 2007). An assessment on head teachers' workload and its influence on head teachers' instructional supervision practices has not been conducted in public secondary schools in Thika East district. This study seeks to determine the extent to which workload influences instructional supervision practices in public secondary schools in Thika East district.

2.5 Staffing levels and head teachers' instructional supervision practices

Human resource is the most valuable asset in a school organization. Glanz (2000), in a study asserts when considering staff capacity both competence and the number of staff needed to deliver services to the client is important. The challenge of inadequate staffing levels in the public secondary schools forcing the head teachers to attend classroom lessons at the expense of undertaking classroom observation is enormous. Currently teachers in Kenya are recruited and deployed on demand driven policy (TSC, 2002). Teachers are recruited and deployed as the vacancies arise and at the same time the financial ability to cater for the recruitment and deployment. Hence, it implies that there

can be vacancies unfilled due to lack of finances. This may translate to negative effects on quality of education since the head teachers may not be able to carry out instructional supervision for lack of adequate number of teachers.

Ministry of Education, Kenya (2006) research identified understaffing, untrained personnel, lack of commitment and positive approach, irregular inspection and inadequate follow up of inspectional visits and services as some of the problems that are related to supervision of instructions in schools. This was confirmed by a study carried out by Adikinyi (2007) that revealed QUASO are few in number compared to the number of schools thus they rarely visits schools unless a school has a problem. As a result of this shortage instructional supervision is a sole responsibility of the head teachers.

A study carried out by Nyandiko (2008) agrees stating that head teachers are experiencing staff shortages which hinder realization of curriculum demands. Low level of staffing compelled head teachers to take more lessons in expense of carrying out effective instructional supervision practices for instance, classroom visitation among others. He further observed that in Kenya, there exists an unbalanced distribution of teachers with most teachers preferring working in urban, peri-urban and high potential areas.

A study by Abdille (2012) in public secondary schools in Mandera East district found out that the function of classroom observation is still neglected even in the

event of having adequate staffing levels. It thus negates the essence of according the responsibility of instructional supervision to head teachers. The study argues, that the head teachers should empower and delegate instructional supervisory roles to subject panels, departmental heads and senior teachers. This will go a long way to ensure that instructional supervision activities are carried out effectively.

To address the problem of teacher shortages, UNESCO (2000) recommended putting in place adequate staffing norms at all levels to maximize use of teachers. The Ugandan government has introduced staff development, peer tutoring, reflective teaching approaches and hiring of contract teachers. In Kenya, similarly, the MOE (2004) introduced alternative teaching approaches such as multi- grade teaching, multi- shift sessions, and contract teaching and conservation replacement of teachers as stop gap measures.

The current researcher seeks to establish whether staffing levels in schools is a factor that influences head teachers' instructional supervision practices in Thika East district.

2.6 Teachers' attitude towards supervision and head teachers' instructional supervision practices

The way teachers perceive supervision in schools and classrooms is an important factor that determines the outcomes of supervision process observes Olivia (1976). Teachers differ in their preferences and choices of supervisory approaches

(Beach & Reinhartz, 2000). Though there are some teachers who would like to work alone without additional support, there are other teachers who would appreciate comments about their teaching from their colleagues, supervisors, or school administrators (Augustyn, 2001). Mzure (1999) in a study revealed that the perception of teachers towards head teachers' administration practices is influenced by internal and external factors. Internal factors refers to characteristics of the perceivers' learning needs acquired through past experiences, self-concept and personality. Head teachers' supervisory activities are internal in a school environment.

According to a study by Smyth (1991), the cause of resistance to supervisory practices by most teachers is the hierarchical and exploitative form of teacher evaluation introduced by some types of supervision. Haileselassie (1997) agrees with Smyth (1991) stating that many teachers in Ethiopia resent or even fear being supervised because of the history of supervision which has always been biased towards evaluation and inspection.

Studies carried out by Adikinyi (2007), Gacoya (2008), and Marwanga (2004), also observe that teachers have a negative attitude towards supervision hence any guidance given is not taken seriously. This is in agreement with Figueroa (2004) who notes 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) and Yunus (2010) agree stating 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

Muriithi (2012) however is of different opinion. The study observes that majority of teachers have positive attitude towards instructional supervision. They do not mind presenting their records of work for scrutiny by the head teacher and this encourages the head teacher to offer instructional guidance and counselling as needed.

The findings point to the fact teachers' attitude is crucial to instructional supervision. When teachers and supervisors perceive supervision differently there is bound to be friction and suspicion but when both perceive it positively then there is cooperation, objectivity, and mutual agreement on decisions made (Sergiovanni & Sarrat, 2002).

2.7 Head teachers' professional experience and instructional supervision

Practices

The quality of school leadership plays a vital role in the effectiveness of the entire educational institution. Head teachers' experiences both professional and administrative are therefore, key. A research study by the Association of

Chartered Certified Accountants shows that employers are now laying emphasis on international work experience when recruiting accountants since it is an important tool for business growth (Global Work Experience, 2013). According to Olembo et al (1992) head teachers are expected to possess superior knowledge, skills and attitudes acquired through training and experiences to enable them discharge their instructional duties effectively. This is because the length of service exposes them to practices of the profession (Eshiwani (1993). Mgbodille (1996) in a study carried out in Nigeria, Nyamwamu (2010), Nyandiko, 2008 & Kirui, 2012 in studies done in Kenya share the same opinion that the length of experience a head teacher has in instructional leadership exposes them to professional expectations, administration policies and guidelines. Hence they have a positive influence on implementation of curriculum change, institutional performance and instructional supervision practices.

Mwiria (1995) carried out a study on the constraints and challenges to effective primary school management in Eriteria. The study was descriptive and comparative in nature and involved teachers, school directors, pupils, parents' committee members, local leaders and school supervisors. He used questionnaires and interview schedules for data collection. In this study, majority of school directors 23 (92%) were male and only 2 (8%) were female. He noted that lack of or limited teaching and administrative experience resulted to management deficiencies in those with less than five years of administrative

experience in this study. The government of Kenya recognizes this to be the case thus in Kenya the appointment of school heads by Teachers service commission (TSC) has for long been based on experience of teachers. The more number of years one has taught, the higher the chance of promotion to the principal level. An individual has to have served as senior teacher and deputy head teacher for a period of not less than five years. (TSC, head teachers' manual, 2002).

A study carried out by Amato (2011) observes that management and exposure is needed to enable principals monitor the implementation of curricula and ensure increase in teacher capabilities, upgrade their conceptual knowledge and teaching skills. Aduda, (2009), Rottenberg & Aduka (1990) in studies carried out in America agree with the above study stating that exposure in management enables the head teachers give the teachers support in their work so as to facilitate better performance in teachers pedagogical practices and students' learning outcomes in school settings. The studies also assert that teacher experience and effectiveness consistently show that those with fewer than three years of experience tend to be less effective. Expert teachers are much more sensitive to student needs and individual differences, they are more skilled at engaging and motivating students and they have a wider range of instructional strategies addressing learners' needs (Grossman, 1990).

A study by Wawira (2012) however, established that administrative experience does not significantly influence instructional supervision practices in public

primary schools. This contrasts with a study done by Xueming Luo at the University of Texas. The researcher found that the longer a CEO serves the more the firm employee dynamics improve. But an extended term strengthens customer ties only for a time, after which the relationship weakens and the company's performance diminishes. Wawira (2011) observed that head teachers' job and teaching experiences influence teachers' perception towards head teachers' instructional supervision practices. This means that such teachers are readily willing to accept instructional guidance from experienced head teachers. This kind of study has not been carried out in public secondary schools in Thika East District. This study, therefore sought to determine whether head teachers' professional experience influences their instructional supervision practices.

2.8 Summary of the reviewed literature

Various studies that have been reviewed clearly shows that instructional supervision is a developmental and supportive process with main focus on improvement of pedagogy. The studies also show that different researchers indeed agree that certain factors influence head teachers' instructional supervision practices. Both Flath (1989) and Ogunu (2000), note that head teachers' are so weighed down by routine administrative burden that they hardly find time to visit the classrooms. They recommend more delegation of duties to deputies, senior teachers and heads of department. However, according to a study by Wawira

(2012) there is no significant relationship between workload and head teachers' instructional supervision practices.

On staffing levels Nyandiko (2008) notes significant influence on head teachers' instructional supervision practices. Low level of staffing compel head teachers to take more lessons at the expense of carrying out effective instructional supervision practices: However, according to Abdille (2012) staffing levels have no influence on instructional supervision practices. The study recommends delegation of instructional supervision tasks to heads of departments and senior teachers. On teachers' attitude towards supervision, Smyth (1987), Haileselassie (1997), Adikinyi (2007) note that teachers' resist and resent instructional supervision and so any guidance given is not taken seriously. A study by Muriithi (2012) however is of different opinion noting that majority of teachers have positive attitude towards instructional supervision and this encourages the head teacher to offer instructional guidance and counselling as needed.

According to Aduda (2009); Rottenberg (1990) and Mwiria (1995), head teachers' professional experience has significant influence on school management including instructional supervision. Rottenberg & Berling (1990) and Mwiria (1995) observe that management deficiencies in less experienced head teachers. The current study sought to investigate whether workload, staffing levels, teachers' attitude towards instructional supervision and professional

experience has significant influence on head teachers' instructional practices in public secondary schools in Thika East District.

2.9 Theoretical framework

This study was based on the social theory of supervision by John Dawson (1926) According to the theory supervision has three functions: administrative, educational and supportive. The administrative function entails the promotion and maintenance of good standards of work. The primary goal of this function is to ensure that there is adherence of policy and procedure.

Educational function involves the educational development of each individual member of staff. This is to be done in a manner calculated to evoke them fully to realize their possibilities of usefulness. The primary goal of educational supervision is to dispel ignorance and upgrade knowledge, skill and change in attitude and values through staff development programmes.

Supportive function entails the maintenance of harmonious working relationships and the cultivation of morale of the group. It is thus concerned with worker morale and job satisfaction. Workers should be helped to deal with job related stress which can seriously affect their work and lead to less satisfactory service to clients.

Social theory of supervision however, has some limitations. Smith, (1996) asserts that the way in which the three functions of supervision are portrayed tends

towards seeing supervisees in deficit. That is they are lacking in certain ways and it is therefore, the job of the supervisor to help them put things right. Therefore, the supervisors are likely to slip into acting on, or upon behalf of, the supervisees

Despite the above mentioned limitation, the theory was considered appropriate for this study because it seeks to ensure that employees work within a safe framework for practice and maintain trust and professional standards, by exploring options within the supervision session. The theory also promotes the development of the supervisees' skills and knowledge within the area of clinical practice and the boundaries of their own professional organization.

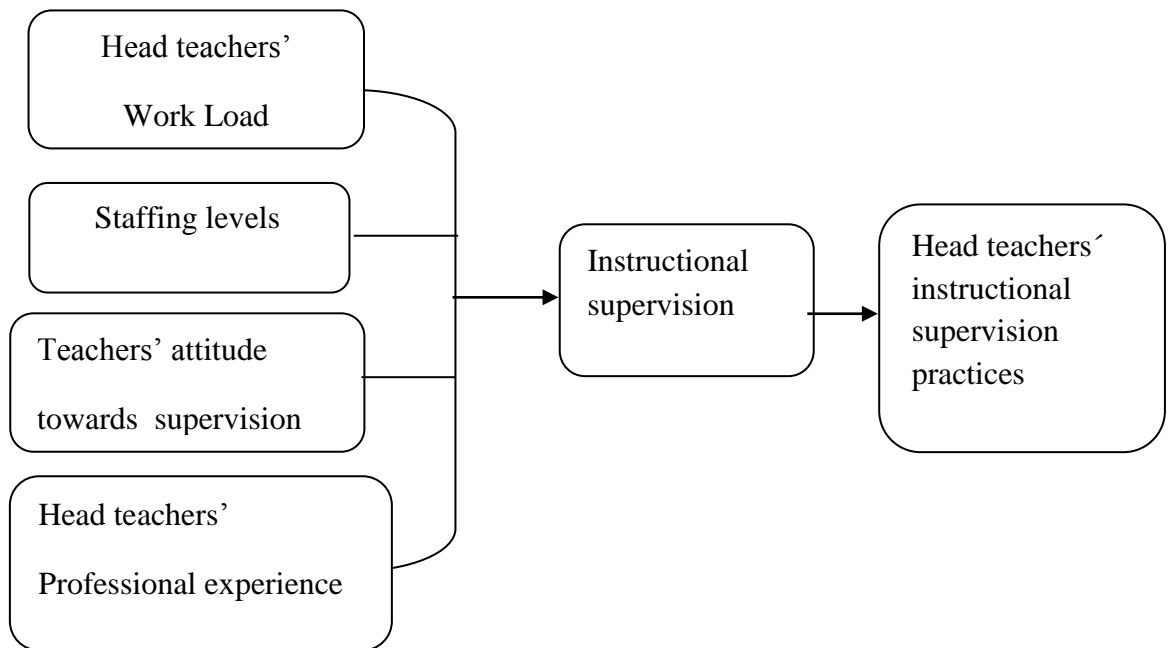
In the context of this study head teacher is an administrator, manager and a supervisor charged with the responsibility of overseeing all that goes on in the school that is to monitor and improve the work of others. This involves, conducive working environment for teachers and students, providing teaching and learning resources, arranging in-service training for teachers, checking the teachers' professional records, student's notebooks and disciplining staff and students. This supervisory activities and practices set the bench mark, the direction, the tone of the school, the climate for teaching and learning and the level of professionalism. The then means that if the head teachers fail in all carrying out all these activities they fail as supervisors and as managers.

2.10 Conceptual framework

The study was conceptualized as shown in the diagram below:

Figure 2.1 Conceptual framework

School based factors



In this study the researcher conceptualized that if there are adequate number of teachers in schools, head teachers cannot be overloaded with responsibilities, if the teachers have positive attitude towards supervision, and the head teachers are highly experienced, instruction supervision work will become easy and the school easy to coordinate, manage and lead and consequently enhance head teachers instructional supervision practices.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter contained the research design and details of the target population, sample size, and sampling procedures, research instruments, instruments' reliability and validity, data collection and data analysis techniques.

3.2 Research design

A research design is a plan showing how the problem of investigation will be solved (Orodho, 2004). Descriptive survey design was used in this study. The design was considered suitable because it would enable the researcher to collect information about the attitudes, opinions and habits of the respondents in order to establish the current situation (Orodho, 2004). The researcher administered questionnaires to the secondary school head teachers and the teachers to establish school based factors influencing instructional supervision practices in public secondary schools, Thika East district.

3.3 Target population

A population is defined as a complete set of individual, cases or objects with the some common observable characteristics (Mugenda & Mugenda, 2003). The target population of this study was drawn from 20 public secondary schools in Thika East District, Kiambu County. It comprised a total of 20 head teachers and

216 teachers out of whom 101 were male and 115 were female teachers (DEO, office Thika East District, 2014).

3.4 Sample size and sampling procedure

Sampling is the process of selecting a number of individuals for a study in such a way that individuals selected represents the larger group from which they are selected hence representing the characteristics found in the entire group (Orodho, 2003). The study used census method for school head teachers since they were homogenous, while purposive sampling method was used to sample the schools and stratified proportionate sampling technique to sample the teachers since they were not homogenous.

According to Kothari (2004), stratified proportionate sampling is considered appropriate because the sizes of the samples from different strata are kept proportionate to the size of the strata. The teachers were segmented into two strata namely male and female. According to Marshall (1993), men and women differ in what they value. Women value interdependence, cooperation, receptivity, and synthesizing. Men on the other hand value, assertion, control, competition, focused perception, and activity. These differences determine how they view head teachers' instructional supervision practices.

The rationale for sample size by Norman and Fraenkel (2001) recommends a sample of 20 percent as adequate though the larger the better. According to

Mugenda and Mugenda (2003), the more heterogeneous the sample is, the bigger the sample required to capture the variations within the population. The researcher opted to take 80 percent of teachers.

Table 3.1 Target population

| Target population | N | Percent | Sample size |
|--------------------------|------------|----------------|--------------------|
| Head teachers | 20 | 100% | 20 |
| Males teachers | 101 | 80% | 81 |
| Females teachers | 115 | 80% | 92 |
| Total | 236 | 86.6 | 193 |

3.5 Research instruments

The researcher used two sets of questionnaires for head teachers and teachers. Questionnaires were considered suitable for this study because they could enable the researcher obtain in depth information from the respondents, permit the use of standardized questions and have a uniform procedure. They also require less time, are less expensive and permits collection of data from a wide population (Orodho & Kombo, 2003). The questionnaires were divided into two parts. Part one dealt with the background information: age, gender, academic qualifications and experience. Part two elicited information about different aspects of instructional supervision.

3.6 Validity of the instruments

According to Best and Kahn (2004), validity of a test is the measure of how well a test measures what it is supposed to measure. 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. According to Mugenda and Mugenda (2003), the usual procedure in assessing content validity of a measure is to seek experts or professional advice in that particular field. In order to ascertain content validity, the supervisors in the school of education, Department of Educational Administration and Planning, University of Nairobi, were consulted to validate the instruments. Their comments were taken into account in revising the instrument so as to collect valid data.

3.7 Reliability of the data instruments

Kombo and Tromp (2006) define reliability as a measure of how consistent the results from a test are. An instrument is reliable when it can measure a variable accurately and consistently and obtain the same results under the same conditions over a period of time. To test the reliability of the instrument, test retest technique was used. This involved the administration of the same instrument twice to the same group of respondents. The retest was done after a lapse of one week. The scores from both testing periods were correlated to determine the reliability. Pearson's Product Moment correlation coefficient formula was used.

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

Where N=number of respondents

X= scores of test one

Y= scores of test two

The coefficient was 0.93 and therefore the instruments were deemed fit, reliable and used for the study. If the coefficient is 0.7 and above then, the instrument is deemed reliable and can be used for the research (Best & Kahn, 1988).

3.8 Data collection procedures

A letter was obtained from the Department of Educational Administration and Planning to enable the researcher seek a research permit from the National commission of Science, Technology and innovation. The researcher contacted the County Commissioner and Kiambu County director of Education for a consent letter addressed to Sub County Education Officer who then gave an authority letter addressed to relevant head teachers and teachers of the schools of interest in the study. The researcher clarified to the respondents the intention of the study. The questionnaires were administered and collected immediately after they had been filled in. Confidentiality was assured to the respondents.

3.9 Data analysis techniques

Mugenda and Mugenda (2003) point out that editing, classification and tabulation are the process of bringing out order, structure and meaning of the mass information collected. Data to be collected was coded and keyed in the computer for analysis. Descriptive statistics was used to analyze demographic information of head teachers and teachers. Graphs, charts, frequency distributions and percentages, were used to present the findings. Inferential statistics: ANOVA and T-Test were used to analyze quantitative data on the school based factors that influence instructional supervision.

Data that were collected on the influence of head teachers' workload and on influence of professional experience on head teachers' instructional supervision practices and were analyzed using Analysis of variance (ANOVA) to determine whether there was any statistically significant difference between school workload and head teachers' instructional supervision practices respectively. According to Mutai (2000), ANOVA is one of the most useful statistical procedures for analyzing data. It compares the sample means for different groups. The responses on workload were categorized into: very demanding, demanding, fairly demanding and not demanding.

Data that were collected on staffing levels, teachers' attitudes and professional experience was analyzed using T-tests to compare the means.

According to Mugenda and Mugenda (2003), a T-test is used to test whether there are any statistically significant differences between two means derived from two samples. The responses on staffing levels were categorized in two: adequacy and inadequacy of staff while those on teachers attitude towards supervision were categorized as: positive and negative. Lastly professional experience of head teachers was categorized in two: below twenty years and above twenty years.

CHAPTER FOUR

DATA ANALYSIS, INTERPRETATION AND DISCUSSION

4.1 Introduction

This chapter presents the analysis, interpretation and discussion of the collected data. Data analysis was aimed at addressing the purpose of the study which was to investigate school based factors influencing head teachers' instructional supervision practices in public secondary schools in Thika East District. Table 4.1 presents the questionnaire return rate

4.2 Questionnaire return rate

Two sets of questionnaire were used to collect data from 20 head teachers and 173 teachers. Table 4.1 presents questionnaire return rate.

Table 4.1 Questionnaire return rate

| Head teachers | | | | Teachers | | | |
|-----------------------|-----------------|-----------|------------|-----------------------|-----------------|-------------|--|
| Questionnaires | | | | Questionnaires | | | |
| Administered | Received | | | Administered | Received | | |
| | F | % | | F | % | | |
| Males | 7 | 7 | 100 | 81 | 81 | 100 | |
| Females | 13 | 13 | 100 | 92 | 87 | 95 | |
| Total | 20 | 20 | 100 | 173 | 168 | 97.5 | |

Table 4.1 above shows that a 100 percent response rate was obtained from the head teachers and male teachers and 95 percent from female teachers. According to Kothari (2004) a return rate of 60 percent and above is acceptable. This was attributed to the fact that the participants were informed well in advance of the purpose of the study. The researcher administered the instruments in person and collected them immediately.

4.3 Demographic information of the respondents

The study sought to explore the demographic information of the respondents. This was to help the researcher understand the personal characteristics of the head teachers and teachers as their background could influence instructional supervision practices. Background information on gender, age, academic qualifications, and experience of principals and teachers were analyzed and the results presented in frequency tables, charts and graphs.

4.3.1 Distribution of respondents by gender

This study analyzed gender representation of the respondents. This was to enable the researcher identify the number of head teachers and teachers by gender in the District. Lowe (2011) observes that men and women principals differ in leadership behaviours. Women engage in transformational leadership behaviours and therefore, seek collaboration and motivating others while men engage in transactional leadership behaviours which involve a series of exchanges based on rewards and punishment. This therefore, implies that single gender being

dominant in an area can influence the carrying out of instructional supervision practices. Findings on gender were presented in Figure 4.1.

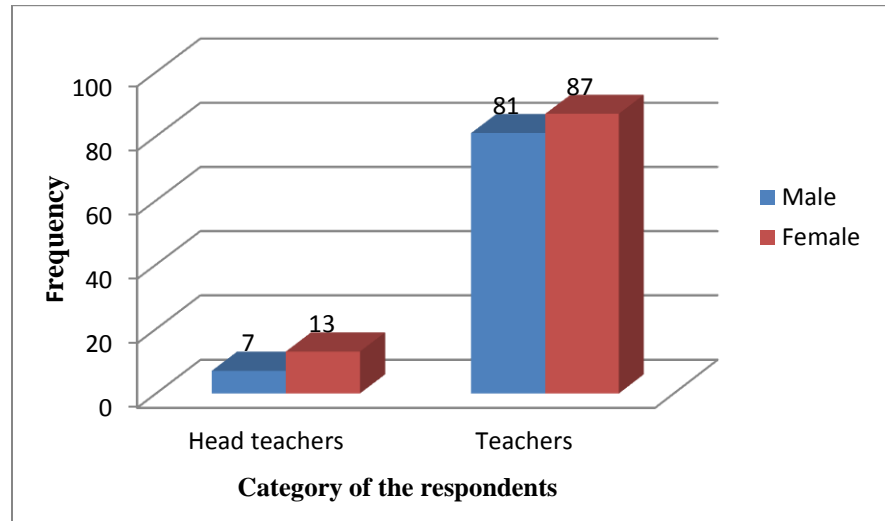


Figure 4.1 Distribution of the respondents by gender

Figure 4.1 focuses on the gender of the respondents. The findings indicate that majority of teachers bestowed with the responsibility of leadership in the secondary schools in the District were women. This could probably be as a result of the proximity of the secondary schools to town where a high concentration of public servants and business people bring along their wives who are coincidentally teachers. MoEST, Kenya (2002) policy on gender mainstreaming requires a 30% representation. It was therefore, noted that the government policy on gender mainstreaming has been implemented in the District. This implies that the responses represent views of both genders.

4.3.2 Distribution of respondents by age

This study established the respondents' age distribution. This was to determine whether the respondents were mature and with adequate teaching experience to provide analytical opinion on instructional supervision practices. Reyes (1990) argue that age and experience usually bring about self-confidence, self-esteem and high level of responsibility hence influencing overall job satisfaction and commitment of teachers to their job. The findings were as shown in Figure 4.2

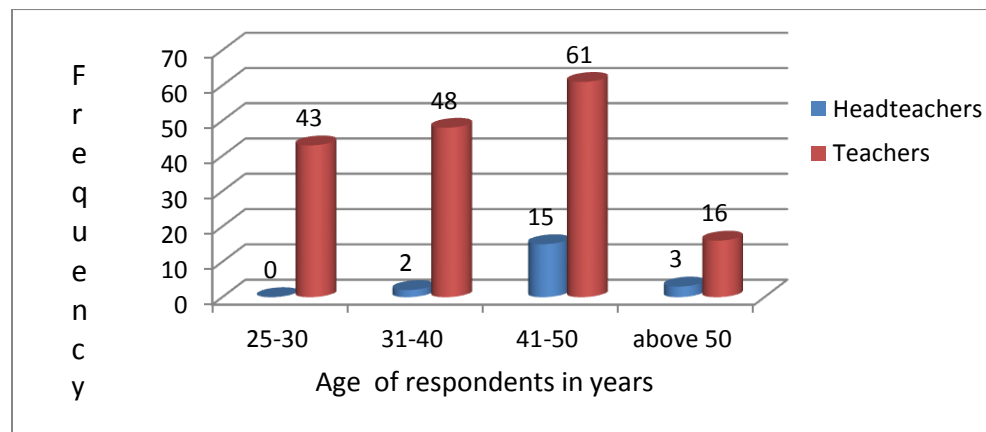


Figure 4.2 Distribution of the respondents by age

Figure 4.2 deals with the distribution of the respondents by age. The findings indicate that majority of the head teachers were in the age bracket of 41-50. These results suggest that age was a likely factor that was put into account when appointing head teachers after they have gained enough teaching experience. The findings imply that the schools in the District were headed by older, mature and energetic head teachers who can handle instructional supervision in schools. Based on Reyes (1990) observation majority of head teachers are likely to be committed to administration tasks of which instructional supervision is among.

The figure further reveals that the age of teachers was fairly spread in all range from 25 to 50 years. It is clear that they are young, energetic and with capacity of being creative therefore giving adequate moral support to the head teachers as they carry out instructional supervision practices.

4.3.3 Distribution of respondents by level of professional qualification

The study sought to establish the academic qualifications of the respondents. The purpose of this information was to find out if the head teachers and teachers in the District had attained the relevant academic levels expected to equip them with adequate knowledge on academic matters and instructional supervision practices. Fajoyomi, (2007) argue that success of any educational enterprise depends largely on availability of professional teachers. The findings are as shown in Figure 4.3.

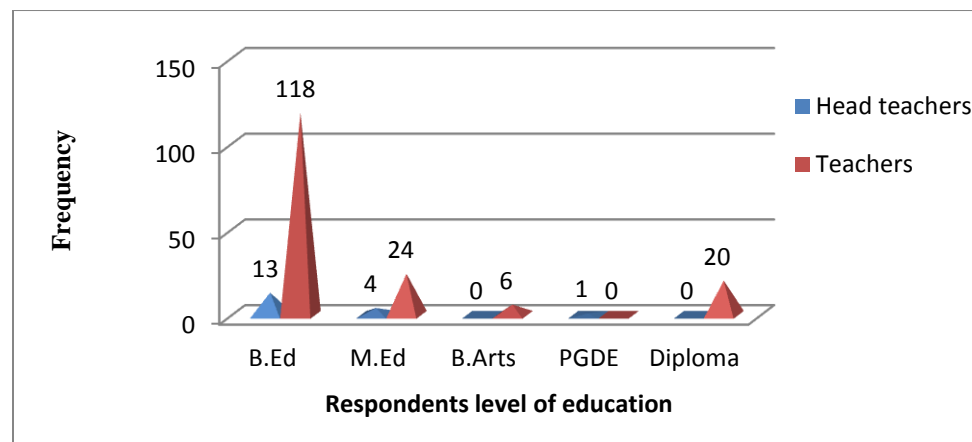


Figure 4.3 Distribution of the respondents by professional qualifications

Figure 4.3 focuses on distribution of respondents by professional qualification. The figure shows varied academic qualifications for head teachers and teachers.

Majority of head teachers and teachers were first degree holders. According to MoEST, (2002) secondary schools teachers should be Degree holders in education or at least a Diploma in education. The findings could probably be due to the fact that academic level was a factor for progression into leadership. The findings indicate that all the head teachers in the District have the minimum qualifications necessary for translating and implementing the Ministry's guidelines and policies key among them being instructional supervision.

The findings are in agreement with the Republic of Kenya, 1988 Report on Presidential Working Party on Education and Manpower Training for next Decade and Beyond and the Totally Integrated and Quality Education and Training (Republic of Kenya, 1999) which recommends appointment of educational personnel with appropriate qualifications for administrators.

The statistics also imply that all the teachers in the District have the requisite training required by the Ministry of Education in the teaching profession and are therefore expected to understand the instructional supervision process. The findings agree with Fajoyomi, (2007) who observes that more knowledgeable and widely trained teacher performs better than less knowledgeable and less trained teachers.

4.3.4 Distribution of teachers by teaching experience

The aim of seeking information on teaching experience was to determine if the respondents were exposed to activities of instructional supervision long enough to enable them appreciate instructional supervision practices and to be able to replicate such activities when they become head teachers. The findings were as shown in Table 4.2

Table 4.2 Distribution of teachers by teaching experience

| Teaching | | Teachers | |
|-------------------|------------------|-----------------|--|
| Experience | Frequency | Percent | |
| 1 - 5 years | 47 | 28 | |
| 6 -10 years | 34 | 20 | |
| 11-15 years | 18 | 11 | |
| 16 - 20 years | 32 | 19 | |
| 21-25 years | 21 | 13 | |
| Above 25 years | 16 | 9 | |
| Total | 168 | 100 | |

The data in Table 4.2 indicates that the respondents had gained experience of varying periods in their teaching careers with majority of teachers having taught

for more than more than ten years. The findings imply that the respondents had been exposed to instructional supervision practices long enough to enable them appreciate its contribution to teaching and learning process. This is in agreement with Grossman (1990) who notes that expert teachers are much more sensitive to student needs and individual differences and can call upon a wider repertoire of instructional strategies for addressing students' needs.

4.3.5 Administrative experience of the head teachers

The aim of seeking information on administrative experience of head teachers was to establish how long the respondents had been in the school management and if they were exposed to the activities of instructional supervision in their long enough to enable them carry out their roles as instructional leaders. Ruggai and Agih (2008) observe that there is a high relationship between administrative experience of head teachers and job performance. This is because experience expands with the length of service. Findings on administrative experience of the head teachers were as shown in Table 4.3

Table 4.3 Distribution of head teachers by administrative experience

| Head teachers | | |
|----------------------|------------------|----------------|
| Duration | Frequency | Percent |
| 1-5 years | 8 | 40 |
| 6-10 years | 7 | 35 |
| 11-15 years | 4 | 20 |
| 16 – 20 years | 1 | 5 |
| Total | 20 | 100 |

Table 4.3 shows the presence of varying time span in terms of administrative experience with majority below ten years. This could probably be due to different times of appointment to the headship position. This was a good premise for the study in that the varied experience facilitated different insights with regard to the head teachers’ instructional supervisory practices over the different periods. The fact that majority of head teachers had ten years of experience and below imply that head teachers were still establishing themselves in leadership and needed more exposure. This finding agree with MoEST, (2006) who observes that management and exposure is needed to enable principals monitor the implementation of curriculum and ensure increase in teachers’ capabilities, give them support to facilitate better performance in teachers’ pedagogical practices.

4.3.6 Head teachers and teachers' length of service in current school

The aim of seeking information on length of service in the current school was to establish if the respondents were in a position to give more factual information about head teachers' instructional supervision practices in their respective schools. Teachers' longevity is critical to the implementation and success of educational programmes of which instructional supervision is among. Longevity brings about staff commitment and loyalty to the school. Findings on respondents' length of service in the current school were as shown in Table 4.4

Table 4.4 Distribution of respondents by length of stay in current stations.

| Length of stay in years | Head teachers | | Teacher | |
|----------------------------|---------------|------------|------------|------------|
| | Frequency | Percent | Frequency | Percent |
| 1-3 | 5 | 25 | 50 | 30 |
| 4-6 | 8 | 40 | 64 | 38 |
| 7-9 | 5 | 25 | 34 | 20 |
| 10-12 | 2 | 10 | 4 | 2 |
| 13-15 | - | - | 7 | 4 |
| Above 15 | - | - | 9 | 6 |
| Total | 20 | 100 | 168 | 100 |

Data in Table 4.4 reveals that majority of head teachers and teachers had served in their current stations for a period above four years. This confirms that they understood the institutional management and instructional supervision issues that existed in their respective schools since they had been there long enough.

4.4 Workload and head teachers' instructional supervision practices

The first objective of this study was to establish the extent to which school workload influences head teachers' instructional supervision practices. Workload focused on administrative duties that they execute on regular basis. They were required to indicate the intensity of these administrative activities using a scale of 1-4: very demanding (VD)-4, demanding (D)-3, fairly demanding (FD)-2, and not demanding (ND)-1. The findings are presented in Table 4.5.

Table 4.5 Head teachers and teachers responses on workload and instructional supervision practices

| Head teachers' Workload | Head teachers | | | | Teachers | | | |
|--|---------------|----------|-----------|-----------|-----------|----------|-----------|-----------|
| | VD F % | D F % | FD F % | ND F % | VD F % | D F % | FD F % | ND F % |
| Teaching duties | 11 55 | 5 25 | 2 10 | 2 10 | 51 30 | 39 24 | 42 25 | 36 21 |
| Outsourcing teachers | 8 40 | 7 35 | 3 15 | 2 10 | 70 42 | 49 29 | 25 15 | 23 13 |
| Dealing with parents | 6 30 | 9 5 | 4 20 | 1 5 | 28 17 | 35 21 | 48 28 | 57 34 |
| Disciplining students | 6 30 | 8 40 | 4 20 | 2 10 | 53 32 | 55 33 | 37 22 | 23 13 |
| Supervising maintenance repair of school facility | 4 20 | 10 50 | 4 20 | 2 10 | 34 20 | 54 32 | 55 33 | 24 14 |
| Keeping school financial records | 4 20 | 10 50 | 4 20 | 2 10 | 34 20 | 54 32 | 55 33 | 24 14 |
| Purchasing teaching and learning resources | 5 25 | 5 25 | 4 20 | 6 30 | 48 29 | 43 25 | 49 29 | 27 16 |
| Keeping store records and inventory | 2 10 | 7 35 | 10 50 | 1 5 | 31 18 | 42 25 | 54 32 | 40 24 |
| Resolving conflicts among teachers | 2 10 | 6 30 | 7 35 | 5 35 | 20 12 | 31 18 | 49 29 | 67 40 |
| Participating in community activities | - | 8 40 | 7 35 | 5 25 | 20 12 | 24 14 | 66 39 | 57 34 |
| Introducing new teachers to other members of staff | 2 10 | 3 15 | 6 30 | 9 45 | 39 23 | 46 27 | 53 32 | 29 17 |
| Chairing staff and committee meetings | - | - | 2 10 | 18 90 | 21 13 | 22 13 | 32 19 | 93 55 |

The findings in Table 4.5 indicate that teaching duties were ranked by majority of head teachers as the most demanding activity. The MoEST, Kenya (2002) puts a curriculum based establishment of school heads' teaching load depending on the size of the school. The reasons why head teachers find teaching duties overwhelming could probably be due to their handling of other administrative duties alongside teaching work. It could also be as a result of head teachers not been adequately exposed to effective time management patterns which led to an ad hoc operation making them feel overwhelmed by their duties. It could also probably be due to shortage of teachers in schools which forces head teachers to teach more lessons than outlined by the government. The findings therefore, imply that teaching duties impact negatively on head teachers' instructional supervision practices. The findings are in agreement with Buckley (2004), Kiamba (2011) who observed that teaching load significantly influenced head teachers ability to observe teachers in class, give feedback after classroom observation and checking the teaching aids used by teachers as a result of understaffing in schools.

Table 4.5 further reveals that majority of head teachers found chairing staff, committee meetings and participating in community activities as the least demanding activities. This could probably be due to the fact these activities did not take place regularly and whenever they took place they were scheduled for well in advance. This could also be attributed to head teachers' ability to delegate

these activities to other members of staff. This implies that head teachers regarded these duties as usual activities which did not impinge on instructional supervision practices. The findings are in agreement with Jerop (2013) who observed that head teachers found chairing of staff meetings and participating in community activities less time consuming activities. This could have been because due to the fact that they took place occasionally and whenever they did the head teachers were informed in advance.

4.4.1 Cross tabulation between workload and frequency of instructional supervision practices

The purpose of cross tabulation was to compare the different intensity of head teachers' school workload with the frequency of their engaging in instructional supervision practices. The relationship would help to determine the influence the head teachers' school workload and their frequency of carrying out instructional supervision practices. Responses on very demanding and demanding were merged and also the responses on always and often. The findings are as shown in Table 4.6

Table 4.6 Cross tabulation between workload and frequency of instructional supervision practices

| Instructional supervision practices | Intensity of head teachers' workload | Frequency of instructional supervision practices | | | Total |
|---|--------------------------------------|--|--------|-------|-------|
| | | Often | Rarely | Never | |
| Providing teaching and learning resources | Demanding | 11 | 1 | - | 12 |
| | Fairly demanding | 4 | 1 | - | 5 |
| | Not demanding | 2 | 1 | - | 3 |
| Checking teachers Professional records | Demanding | 11 | 1 | - | 12 |
| | Fairly demanding | 5 | - | - | 5 |
| | Not demanding | 1 | 2 | - | 3 |
| Checking teachers' attendant registers | Demanding | 11 | - | 1 | 12 |
| | Fairly demanding | 4 | 1 | - | 5 |
| | Not demanding | 2 | - | - | 3 |
| Checking teachers' work records | Demanding | 9 | 3 | - | 12 |
| | Fairly demanding | 4 | 1 | - | 5 |
| | Not demanding | 2 | 1 | - | 3 |
| Visiting classes when lessons are in progress | Demanding | 7 | 4 | 1 | 12 |
| | Fairly demanding | 4 | 1 | - | 5 |
| | Not demanding | 3 | - | - | 3 |
| Holding post Observation Conferences | Demanding | 6 | 5 | 1 | 12 |
| | Fairly demanding | 3 | 2 | - | 5 |
| | Not demanding | 1 | 1 | 1 | 3 |
| Organizing teachers' in-service programs | Demanding | 5 | 6 | 1 | 12 |
| | Fairly demanding | 2 | 2 | 1 | 5 |
| | Not demanding | 2 | - | 1 | 3 |

N = 20

Statistics in Table 4.6 reveals that majority of head teachers carry out most of the instructional supervision practices effectively regardless of the intensity of their school workload. This could probably be due the fact that they have well laid out structures of delegation in place which see them only being involved in the co-ordination of resources, reviewing progress reports, and meeting with different

teams at critical junctures. In order to mitigate head teachers' workload, MoEST, Kenya (2012), recommends the formation of subject panels, task forces, who together with deputies and heads of department can perform instructional supervision practices.

The findings could also have been due to the fact that head teachers provided socially acceptable answers to give an impression that they were committed to provision of instructional supervision leadership in schools. The findings therefore, suggest that school workload seems not to hinder effective and meaningful instructional supervision practices. This is in agreement with Macharia, (2012) whose study found no significant relationship between head teachers' workload and performance of instructional supervision activities.

The findings however, disagree with Ogunu (2005) who observed that head teachers' in secondary schools are so weighed down by routine administrative burden that they hardly find time to carry instructional supervision. The reasons for the differences could have been that head teachers have in the course of time embraced delegation. It could also be that head teachers' have adopted better time management patterns.

Table 4.6 further reveals that organizing in-service programs for teachers was ineffectively carried out by all head teachers. This could be an indicator that other factors besides school workload were in play. This could probably be due to lack

of financial resources to fund the programs. It could also probably be due to the laxity of quality assurance and standards officers in the District to plan for the staff development programs. TSC Act (2012) requires that teachers attend staff development programs - seminars, workshops every three years. The findings, therefore, imply that TSC guidelines on staff development programs have not been effectively implemented by most head teachers in the District. This implies that teachers have little opportunities extend their professional competence and also satisfy their professional needs.

4.4.2 ANOVA results on the influence of school workload and head teachers instructional supervision practices

To determine whether there was any statistically significant variations between school work load and head teachers’ instructional supervision practices, analysis of variance (ANOVA) was conducted. The ANOVA statistics are presented in Table 4.7

Table 4.7 ANOVA results on workload and instructional supervision practices

| Source of variation | DF | Sum of Squares | Mean Square | F ratio | Significance level |
|----------------------------|-----------|-----------------------|--------------------|----------------|---------------------------|
| Workload | 3 | 35.44 | 11.812 | 1.09 | .3644 |
| Error | 40 | 433.47 | 10.83 | | |
| Total | | 468.91 | 22.649 | | |

Table 4.7 clearly shows that there was no statistically significant difference between workload and head teachers' instructional supervision practices $P > 0.05$ with $F(3,40) = 1.09 = P > 0.05$. The findings therefore, imply that head teachers' school workload seems not to influence head teachers' instructional supervision practices. This could probably be due to the ability and willingness of the head teachers to delegate some tasks to other members of staff which gave them time to carry out meaningful instructional supervision practices. The findings could also probably be due to the fact that head teachers have been exposed to effective time management patterns which enable them to prioritize different tasks. The study findings agree with Macharia (2012) who established that head teachers' workload does not significantly influence instructional supervision because they have embraced delegation.

4.4.3 Frequency of the head teachers' Instructional supervision practices

This focused on a number of instructional supervision practices that head teachers carry out on regular basis. The findings would enable the researcher determine the influence of school workload on head teachers' instructional supervision practices. Nyamwamu (2010) observes that the frequency with which an instructional activity is carried out can determine its effectiveness such that if the activity is done always or often, then we can say it is effectively done and the opposite is true. The findings are as shown in Table 4.8

Table 4.8 Frequency of head teachers' instructional supervision practices

| Instructional Supervision practices | Head teachers | | | | | | | Teachers | | | | | | | | | | |
|---|---|----|--------|----|--------|----|--------|----------|----------------|--------|----|--------|----|--------|----|--------|----|------------|
| | Frequency of instructional supervision activities | | | | | | | | | | | | | | | | | |
| | A F | % | O F | % | R F | % | N F | % | \bar{X} | A F | % | O F | % | R F | % | N F | % | \bar{X} |
| Providing teaching and learning resources | 9 | 45 | 8 | 40 | 3 | 15 | - | | 3.3 | 77 | 46 | 48 | 29 | 34 | 18 | 9 | 5 | 3.1 |
| Checking Teachers attendant registers | 9 | 45 | 8 | 40 | 1 | 5 | 2 | 10 | 3.2 | 89 | 53 | 56 | 33 | 16 | 10 | 7 | 3 | 3.4 |
| Checking teachers' work records | 9 | 45 | 6 | 30 | 5 | 25 | - | | 3.2 | 57 | 34 | 66 | 39 | 27 | 16 | 18 | 16 | 2.9 |
| Assessing teachers' professional documents | 6 | 30 | 11 | 55 | 3 | 15 | - | | 3.2 | 71 | 43 | 66 | 39 | 22 | 13 | 9 | 2 | 3.2 |
| Visiting classes when lessons are in progress | 1 | 5 | 13 | 65 | 5 | 15 | 1 | 5 | 3.0 | 13 | 8 | 48 | 29 | 56 | 33 | 52 | 29 | 2.1 |
| Holding post observation conferences | 2 | 10 | 8 | 40 | 8 | 40 | 2 | 10 | 2.5 | 27 | 16 | 42 | 25 | 66 | 39 | 33 | 20 | 2.4 |
| Organizing teachers' in-service programs | 2 | 10 | 7 | 35 | 8 | 40 | 3 | 15 | 2.4 | 33 | 8 | 66 | 39 | 39 | 23 | 50 | 29 | 2.7 |
| N = 20 | | | | | | | | | N = 168 | | | | | | | | | |

Table 4.8 indicates that some aspects of practices instructional supervision were effectively carried out by majority of head teachers. MoEST (2005), policy on quality assurance in schools requires that head teachers carry out different

instructional supervision activities regularly. Table 4.10 shows that provision of teaching and learning resources was given priority by majority of head teachers. Education Act, Kenya (2013), mandates head teachers to perform the function of materials provision to their respective schools to enhance curriculum delivery. The findings could be attributed to effective utilizations of financial resources allocated to schools by the government for acquisition of teaching and learning resources. The findings are in agreement with Abas (2014) who observed that head teachers provided teaching and learning resources to facilitate curriculum delivery.

Table 4.8 indicates that majority of head teachers give priority to checking teachers' attendant registers, teachers' work records and professional documents. This is in agreement with MoEST (2005) requisite that head teachers check the teaching standards with reference to schemes of work, lesson notes, records of work done and pupils' exercise books once a week. This could be attributed to the value that head teachers have attached to these practices in relation to effective teaching and learning process. This is an indicator that head teachers do the recommended follow up on curriculum implementation during the course of the term and provide necessary guidance and support to the teachers. The findings also imply that head teachers were in touch with what happened in the school in relation to teachers' presence or absence from duty. The findings agree with a study by Gachoya (2008) who observed that 70 percent of instructional

supervisors in Nyeri District assessed and advised teachers in proper preparations and keeping of professional records.

Table 4.8 also reveals that majority of head teachers do not give priority to planning of professional development programs for teachers and this was affirmed by majority of teachers. TSC Act (2012) recommends that every registered teacher should undertake career progression and professional development programmes every three years due to demand of the new curricular and methods of teaching. This could probably be due to lack or limited financial resources needed to finance the programs. The findings imply that majority of the teachers may not be able to identify problem areas, suggest alternatives, develop a plan and improve personal and organizational growth notes which may have adverse effects on teaching and learning process. The findings are in agreement with a study by Rapondo (2010) who found out that many schools in Kenya do not prioritize staff development programs for only 26.8 % offer school based teachers' in service programs.

4.5 Staffing levels and head teachers' instructional supervision practices

The second objective of the study set to establish whether staffing levels influence head teachers' instructional supervision practices in public secondary schools in Thika East District. Staffing levels focused on factual information on the number of streams, the current number of teachers and the number of teachers a school is supposed to have. The respondents were also asked to rate in a scale of 1-5 their

level of agreement on different statements intended to elicit their perceptions on staffing and head teachers' instructional supervision practices. The findings on levels of understaffing in schools were as shown in Table 4.9

Table 4.9 Head teachers and teachers responses on levels of understaffing in schools

| Levels of understaffing | Head teachers | | Teachers | |
|--------------------------------|----------------------|------------|-----------------|------------|
| | F | % | F | % |
| 1-2 teachers | 7 | 35 | 45 | 27 |
| 3-4 teachers | 5 | 25 | 60 | 36 |
| 5-6 teachers | 1 | 5 | 30 | 18 |
| 7- 8 teachers | 1 | 5 | 13 | 7 |
| Above 9 | - | - | - | - |
| None | 6 | 30 | 20 | 12 |
| Total | 20 | 100 | 168 | 100 |

Table 4.9 shows that majority of head teachers indicate that schools do not have the required number of teachers and this confirmed by majority of teachers. The staff shortage in majority of schools as indicated in Table 4.9 could be attributed to the inability of the government to employ adequate number of teachers. The

findings imply that staffing shortfalls in the schools force head teachers to undertake more teaching duties than outlined by the government and as a result the head teachers are left with little or no time at all to adequately carryout instructional supervision practices. The findings are in agreement with Rotich (2014) who observed that schools are understaffed and as a result the quality of teaching and learning is low since head teachers rarely engage in meaningful instructional supervision practices.

4.5.1 Head teachers and teachers' responses on staffing levels and instructional supervision practices

The aim of seeking this information was to establish teachers' perception on staffing levels and head teachers' instructional supervision practices. The findings were to assist the researcher to further determine the influence of staffing levels on head teachers' instructional supervision practices. The findings were as shown in Table 4.10

Table 4.10 Head teachers' and teachers responses on staffing levels and instructional supervision practices

| Statements | Head teachers | | | | | Teachers | | | | | | | | | | | | | | |
|---|---------------|-----|-----|-----|-----|----------|-----|-----|-----|-----|--------------|----|----|----|----|----|----|----|----|----|
| | SA | A | NC | D | SD | SA | A | NC | D | SD | | | | | | | | | | |
| | F % | F % | F % | F % | F % | F % | F % | F % | F % | F % | | | | | | | | | | |
| Understaffing in your school makes it difficult for head teachers to delegate tasks | 6 | 30 | 7 | 35 | 1 | 5 | 6 | 30 | 1 | 35 | 33 | 19 | 37 | 22 | 19 | 11 | 41 | 26 | 37 | 22 |
| Understaffing in your school leaves head teacher little time to carry out instructional supervision | 5 | 25 | 7 | 35 | - | | 7 | 35 | 1 | 5 | 34 | 20 | 50 | 28 | 16 | 10 | 36 | 21 | 36 | 21 |
| Adequate staffing in your school gives head teacher time for instructional supervision | 4 | 20 | 2 | 10 | - | | 7 | 35 | 7 | 35 | 34 | 20 | 23 | 14 | 16 | 10 | 61 | 36 | 34 | 20 |
| Your school has required number of teachers per subject | 4 | 20 | 2 | 10 | - | | 5 | 15 | 9 | 45 | 8 | 5 | 32 | 19 | 11 | 7 | 90 | 53 | 27 | 16 |
| Overstaffing in your school makes instructional supervision easy | 3 | 15 | 7 | 35 | - | | 3 | 15 | 7 | 35 | 51 | 30 | 26 | 17 | 7 | 4 | 36 | 21 | 45 | 28 |
| Understaffing makes head teachers' assign teachers subjects outside area of specialization | 3 | 15 | 2 | 10 | - | | 7 | 35 | 8 | 40 | 6 | 4 | 5 | 3 | 13 | 8 | 60 | 35 | 84 | 50 |
| N=20 | | | | | | | | | | | N=168 | | | | | | | | | |

Table 4.10 reveals that most of the head teachers agreed that understaffing hinders delegation of duties. MoEST (2005) recommends the formation taskforces and

subject panels who together with the deputy and heads of departments can carry out supervision of instructions. The findings could probably be due to the fact that the few teachers in the schools were already overstretched with teaching duties and could not handle other tasks. The findings could also be due to head teachers' inability to trust the capabilities of the teachers. The findings hence imply that there are no opportunities to mitigate the adverse effects of head teachers' workload by giving duties to other teachers who may have less workload. The findings agree with Nyandiko (2008) who observes that head teachers are experiencing staff shortages which hinder realization of curriculum demands which include carrying out of effective instructional supervision practices

Table 4.10 also reveals that few head teachers agreed that they assign teachers subjects outside area of specialization. This could probably be attributed to understaffing which leaves head teachers with no option but to distribute teaching load in a manner that best suits a particular situation. It could also be attributed to the fact that schools' Board of Management are unable to employ professional qualified teachers who are unemployed as a way of filling in the gap.

4.5.2 Cross tabulation between staffing levels and frequency of head teachers' instructional supervision practices

This purpose of the cross tabulation was to compare different staffing levels in schools and frequency of head teachers' instructional supervision practices in

those schools. This was to determine the relationship between staffing levels in schools and head teachers instructional supervision practices. Responses on strongly agree, agree were interpreted as adequate while strongly disagree, disagree and not certain were interpreted as inadequate. The findings were as shown in Table 4.11

Table 4.11 Cross tabulation between staffing levels and frequency of instructional supervision practices

| Instructional supervision activity | Staffing levels in schools | Frequency of instructional Supervision practices | | | Total |
|---|----------------------------|--|--------|-------|-------|
| | | Often | Rarely | Never | |
| Providing teaching and learning resources | Adequate staffing | 8 | - | - | 8 |
| | Inadequate staffing | 9 | 3 | - | 12 |
| Checking teachers attendant registers | Adequate staffing | 8 | - | - | 8 |
| | Inadequate staffing | 9 | - | 3 | 12 |
| Assessing teachers' professional records | Adequate staffing | 8 | - | - | 8 |
| | Inadequate staffing | 9 | 3 | - | 12 |
| Checking teachers work record | Adequate staffing | 8 | - | - | 8 |
| | Inadequate staffing | 7 | 5 | - | 12 |
| Visiting classes when lesson in progress | Adequate | 8 | - | - | 8 |
| | Inadequate staffing | 6 | 5 | 1 | 12 |
| Hold post observations conferences | Adequate staffing | 8 | - | - | 8 |
| | Inadequate staffing | 2 | 8 | 2 | 12 |
| Organizing Teachers' inservice programs | Adequate staffing | 5 | 2 | 1 | 8 |
| | Inadequate staffing | 4 | 6 | 2 | 12 |

N=20

The findings in Table 4.11 indicate that majority of head teachers with inadequate staffing only carried out some aspects of instructional supervision practices effectively. This could be attributed to the fact that going through these activities

was easier and quicker as opposed to analyzing syllabus coverage and holding post observation conferences. This could be attributed to the fact that head teachers could not delegate tasks to other teachers who are already overstretched. This finding agrees with M'ibiri (2014) who found out that head teachers' concentrated on some aspects of instructional supervisions due to time constraints and understaffing in schools. This implies that staffing levels are critical to effective and meaningful instructional supervision in schools.

4.5.3 T-test results of staffing levels and head teachers' instructional supervision practices

To determine the extent to which staffing levels influence head teachers' instructional supervision practices in the District a T-test was conducted. The responses on strongly agree and agree were interpreted as adequate while strongly disagree, disagree and not certain were interpreted as inadequate. Welch T-test was calculated because an assumption was made that the variances for adequate and inadequate were unequal. T-test results were as shown in the table 4.12

Table 4.12 T-test results of staffing levels and instructional supervision practices

| Head teachers | | | | | | | | | | | |
|------------------------|----------|-----------|-------------------|----------|-----------|------------------------------------|--------------|--|----------|-----------|------------|
| Adequate | | | Inadequate | | | 95 % CI for Mean difference | | | | | |
| Staffing levels | M | SD | n | M | SD | n | | | t | df | sig |
| | 4.33 | 1.9 | 8 | 5.42 | 2.57 | 12 | 3.016, 0.849 | | 1.17 | 20.36 | .25 |

* P > 0.05

Statistical results on Table 4.12 shows that head teachers who indicated that schools had inadequate teaching staff indicated greater average levels compared to those who indicated that schools had adequate staffing levels. However, T-test results indicated that there was no statistically significant difference between head teachers who indicated that the staffing levels were adequate and those who indicated that staffing levels were inadequate, since level of significance obtained was 0.25 (P>0.05). These findings hence indicate that staffing levels may not influence head teachers' instructional supervision practices in Thika East District. This could probably be due to delegation of tasks to the teachers in the schools. It could also be due to the fact that had schools employed BOM teachers who made up for the shortfalls. These findings are in agreement with Abdille (2012) who observed that, staffing levels do not influence instructional supervision practices. Head teachers need only to empower the teachers and delegate instructional

supervisory roles to departmental heads and senior teachers who only need to report to the head teacher.

4.6 Teachers' attitude towards supervision and head teachers' instructional supervision practices

The third objective of the study sought to establish the extent to which teachers' attitude towards supervision influences head teachers instructional supervision practices. To achieve this, respondents were asked several questions to elicit data on teachers' perception towards supervision developed using a Likert scale. They were to indicate their level of agreement on different statements using a scale of 1-5: Strongly Agree = 5, Agree = 4, Undecided = 3, Disagree =2 and Strongly Disagree = 1. The findings were as shown in Table 4.13

Table 4.13 Head teachers' and teachers' responses on teachers' attitudes towards supervision and head teachers' instructional supervision practices

| Statement | Head teachers | | | | | Teachers | | | | | | | | | | | | | | |
|--|---------------|----------|-----------|----------|-----------|-----------|----------|-----------|----------|-----------|--------------|----|----|----|----|----|----|----|----|----|
| | SA F % | A F % | NC F % | D F % | SD F % | SA F % | A F % | NC F % | D F % | SD F % | | | | | | | | | | |
| Teachers readily hand in professional documents for checking | 4 | 20 | 12 | 60 | 1 | 5 | 2 | 10 | 1 | 5 | 47 | 28 | 67 | 39 | 16 | 10 | 18 | 11 | 20 | 12 |
| Instructional supervision improves relationship with head teacher | 3 | 15 | 9 | 45 | 3 | 15 | 3 | 15 | 2 | 10 | 28 | 17 | 46 | 27 | 38 | 22 | 32 | 19 | 23 | 14 |
| Teachers value class visitations | 3 | 15 | 5 | 25 | 1 | 5 | 9 | 45 | 2 | 10 | 21 | 13 | 18 | 11 | 39 | 23 | 39 | 23 | 51 | 30 |
| Teachers are comfortable with instructional supervision | 3 | 15 | 3 | 15 | 4 | 20 | 7 | 35 | 3 | 15 | 55 | 33 | 60 | 36 | 10 | 6 | 21 | 12 | 22 | 13 |
| Teachers appreciate post observation Conference | 2 | 10 | 7 | 35 | 2 | 10 | 8 | 40 | 1 | 5 | 30 | 18 | 44 | 26 | 30 | 22 | 41 | 24 | 23 | 14 |
| Teachers like instructional supervision because it leads to their professional development | - | - | - | - | - | - | - | - | - | - | 22 | 13 | 38 | 23 | 31 | 18 | 47 | 28 | 30 | 18 |
| N=20 | | | | | | | | | | | N=168 | | | | | | | | | |

Findings on Table 4.13 show that majority of head teachers agreed that teachers readily hand in professional records for checking. This was affirmed by a notable percentage of teachers. This could probably be because of authority and legitimacy that teachers associate the head and also because of valuable guidance and support that teachers receive from their instructional leaders. This is an indication that teachers regard their instructional supervisors as colleagues who wants to help and guide them. These findings are in agreement with Muriithi (2012) who noted that majority of teachers do not mind presenting their professional records for scrutiny by the head teacher. They welcome constructive criticism from the supervisor as it helps them to improve on their teaching methods.

Table 4.13 also reveals that a significant percentage of head teachers agreed that teachers appreciate instructional supervision because it improves relationship with the head teachers. This view was supported by majority of teachers. This could be attributed to mutual trust between head teachers and teachers. This concurs with (Hyman, 2009) who argued that engagement in pre-observation conferences, the actual observation and post observation conferences with the school managers aids developing a working relationship and mentoring of the teachers. The findings however disagree with M'ibiri (2014) who found that head teachers in Laikipia East District stated that relationships with 53% of their teachers had been strained by their instructional supervision practices.

Table 4.13 further shows that few of teachers agreed that instructional they appreciate instructional supervision for it leads to staff development. This could probably be attributed to the fact that in-service programs offered do not address their professional needs discussed in the post observation conferences with the head teachers. This is an indication that teachers in the District do not link the contribution of instructional supervision to their professional development hence they do not appreciate it. The findings agree with Rapondo (2010) who established that teachers do not appreciate in-service programs because they have little input into selection and design of the course content organized for in-service training programmes.

4.6.1 Cross tabulation between teachers' attitude towards supervision and frequency instructional supervision practices

The cross tabulation aimed at comparing head teachers' perception of teachers' attitude towards supervision with the frequency in which head teachers' carry out instructional supervisory practices. This was to determine whether teachers' attitude towards supervision influences head teachers' instructional supervision practices. The findings are as shown in Table 4.14

Table 4.14 Cross tabulation between teachers attitude towards supervision and head teachers' instructional supervision practices

| Instructional supervision practices | Teachers' attitude towards supervision | Frequency of Instructional supervision | | | Total |
|---|--|--|--------|-------|-------|
| | | Often | Rarely | Never | |
| Providing teaching and learning resources | Positive | 11 | 2 | - | 13 |
| | Negative | 6 | 1 | - | 7 |
| Checking teachers Attendant registers | Positive | 11 | 2 | - | 13 |
| | Negative | 6 | 1 | - | 7 |
| Checking teachers work records | Positive | 9 | 4 | - | 13 |
| | Negative | 6 | 1 | - | 7 |
| Checking teachers' professional documents | Positive | 11 | 2 | - | 13 |
| | Negative | 6 | 1 | - | 7 |
| Visiting classes When lessons are in progress | Positive | 10 | 3 | - | 13 |
| | Negative | 4 | 2 | 1 | 7 |
| Holding post Observation conferences | Positive | 6 | 6 | 1 | 13 |
| | Negative | 3 | 3 | 1 | 7 |
| Organizing teacher in-service programs | Positive | 6 | 6 | 1 | 13 |
| | Negative | 3 | 2 | 2 | 7 |

N=20

Table 4.14 reveals that head teachers carried out most aspects of instructional supervision practices effectively despite what the teachers' attitude towards supervision are. This could be attributed to the value that the head teachers' attach to instructional supervision practices and their contribution to good teacher performance. The findings could also be attributed to head teachers' ability to

handle teachers' with different perceptions on supervision as a result of long years of professional experience. The findings therefore, imply that teachers' attitude towards supervision seem not to influence head teachers' performance of instructional supervision practices. The findings disagree with Hussein (2004) who observed that teachers' perception towards head teacher will influence the performance of the head teachers in leadership of which instructional supervision is among.

4.6.2 T-Test results on teachers' attitude towards supervision and head teachers' instructional supervision practices

To determine the extent to which teachers' attitude towards supervision influences head teachers' instructional supervision practices a T-test was conducted. Responses on strongly agree and agree were interpreted positively while responses on strongly disagree, disagree and not certain were interpreted negatively. The findings are as shown in Table 4.15

Table 4.15 T-test results on teachers' attitude towards supervision and head teachers' instructional supervision practices

| Positive | | | Negative | | | 95 % CI for Mean difference | | | | |
|--------------------|-----|------|----------|-----|-----|-----------------------------|-------------|-------|-------|------|
| Teachers' attitude | M | SD | n | M | SD | n | t | df | sig | |
| Teachers' attitude | 5.5 | 3.68 | 13 | 3.0 | 2.4 | 7 | 0.037,5.037 | 2.076 | 17.23 | .053 |

* P > 0.05

Table 4.15 indicates that majority of head teachers with a mean of 5.5 indicated that teachers were positive towards instructional supervision practices. However, when a T-test was conducted the results showed no statistically significant difference between the means of the two groups for the P-value obtained was 0.53 ($P > 0.05$) greater than 0.05 significance level.

The findings therefore, indicate that teachers' attitude towards head teachers' instructional supervision practices seem not to influence head teachers' instructional supervision practices in public secondary schools in Thika East District. This could probably be due to the fact that head teachers have grown in appreciating the contribution of instructional supervision practices on teaching and learning process and therefore they do not let teachers' perception influence their frequency of performance of these tasks. This disagrees with Marwanga (2004) and Adikinyi (2007) who indicated that teachers' negative attitude towards supervision poses a challenge to head teachers' frequency of instructional supervision in schools.

4.7 Head teachers' professional experience and head teachers' instructional supervision practices

The fourth objective of the study sought to investigate the influence of head teachers' professional experience on instructional supervision practices. Professional experience focused on prior positions held before appointment to headship and the number of years in teaching profession. Respondents were also

required to show their level of agreement on different statements using a Likert scale of 1-5. Strongly agree – 5, Agree – 4, not certain – 3, Disagree – 2, strongly disagree - 1

4.7.1 Head teachers’ professional experience presentation

The aim of seeking information on professional experience of head teachers’ was to determine if the respondents were exposed to instructional supervision practices long enough to enable them to appreciate and handle instructional supervision practices. Findings were as shown in Table 4.16

Table 4.16 Distribution of head teachers' professional experience and instructional supervision practices

| Professional experience in years | Head teachers | |
|---|----------------------|----------------|
| | Frequency | Percent |
| 1-10 years | 0 | 0 |
| 10 - 20 years | 7 | 35 |
| Above 20 years | 13 | 65 |
| Total | 20 | 100 |

Table 4.16 clearly shows that majority of head teachers had professional experience of above twenty years. This could probably be due to the fact that

appointment to head ship is after one has taught for more than five years (MoEST, 2002). This was an indication of informed personnel which had benefited from adequate exposure to the evolving trends over time making them more conscious of the reality of the education system and therefore, in a position to use their learning capability to manage the schools and perform instructional supervision in a professional manner.

The findings suggest that professional experience is a factor in career progression. The findings are in agreement with The finding disagrees of Karakose (2008) who observed that years of service and experience were two factors of principal cultural leadership behaviours which had positive influence in the overall school management of which instructional supervision is among.

4.7.2 Head teachers' prior leadership position

The purpose of seeking this information was to find out whether the head teachers had acquired experience in internal curriculum supervision at the school level before appointment to headship. Mbogdille (1996) observes that experience a head teacher has as a teacher and instructional leader exposes one to professional expectations, administration polices and guidelines.

Table 4.17 Head teachers' prior leadership position and instructional supervision

| Prior positions | Head teachers | | Teachers | |
|-----------------|---------------|------------|------------|------------|
| | F | % | F | % |
| Deputy/H.O.D | 10 | 50 | 11 | 7 |
| Deputy | 9 | 45 | 125 | 74 |
| Senior teachers | 1 | 5 | 3 | 2 |
| Total | 20 | 100 | 168 | 100 |

Findings in Table 4.17 show that majority of head teachers were deputy head teachers and heads of department before appointment to headship. MoEST, Kenya (2002) requires head teachers to have served as deputy head teachers or as senior teachers for at least five years before appointment to headship. The findings are an indicator that head teachers in the District had acquired experience in internal curriculum supervision at the school level before appointment to headship.

The findings are in agreement with Aduda (2009), Nyandiko, 2008 & Kirui, 2012 who observed that head teachers' experiences as deputies and heads of departments have a positive influence on implementation of curriculum change and instructional supervision practices. This exposure also helps head teachers

give support to teachers in their work, facilitates better performance in teachers pedagogical practices and students learning outcomes in school settings.

4.7.3 Head teachers' and teachers' responses on professional experience and instructional supervision practices

The aim of seeking this information was to determine whether professional experience had exposed head teachers to different instructional supervision practices. Eshiwani,(1993) observes, the length of service exposes head teacher to practice of professionalism. They acquire a better understanding of instructional supervision process and practice. The findings were as shown in Table 4.18

Table 4.18 Head teachers and teachers' responses on head teachers' professional experience and instructional supervision practices

| Statement | Head teachers | | | | | Teachers | | | | | \bar{X} |
|---|---------------|----------|-----------|----------|------------|-----------|----------|-----------|----------|-----------|----------------|
| | SA F % | A F % | NC F % | D F % | \bar{X} | SA F % | A F % | NC F % | D F % | SD F % | |
| Assessing teachers professional documents and advising accordingly | 8 40 | 10 50 | - | 2 10 | 4.4 | 53 31 | 38 23 | 7 4 | 30 19 | 40 24 | 3.0 |
| Providing conducive working environment | 7 35 | 12 60 | 1 5 | - | 4.3 | 50 28 | 32 19 | 13 8 | 35 21 | 38 23 | 3.1 |
| Giving appropriate and timely feedback to teachers after lesson observation | 7 35 | 12 60 | 1 5 | - | 4.3 | 45 27 | 35 21 | 15 9 | 20 12 | 53 32 | 3.0 |
| Giving right solutions to common instructional problems | 6 30 | 13 65 | - | 1 5 | 4.3 | 55 33 | 36 21 | 10 6 | 50 30 | 17 10 | 3.2 |
| Providing appropriate teaching and learning resources | 6 30 | 13 65 | - | 1 5 | 4.3 | 55 33 | 30 18 | 12 7 | 35 21 | 36 21 | 3.2 |
| Organize relevant in-service programs for teachers | 4 20 | 12 60 | 3 15 | 1 5 | 4.1 | 50 30 | 30 18 | 10 5 | 40 24 | 38 23 | 3.0 |
| N = 20 | | | | | | | | | | | N = 168 |

Findings in Table 4.18 above reveals that majority of head teachers agreed that professional experience has prepared them for carrying out different instructional supervision activities effectively. Majority of head teachers indicated that professional experience has equipped them for assessing teacher' professional records and giving advice accordingly. This could be attributed to the exposure majority of the head teachers had in internal curriculum supervision when they served as either deputies or heads of department before appointment to headship position as indicated in Table 4.16. The findings are in agreement with Aduda (2009) who observes that deputy head teachers are exposed to instructional supervision practices for they are the nerve centers around which all learning and teaching process revolves. The finding disagrees of Karakose (2008) who observed that years of service and experience were two factors of principal cultural leadership behaviours and these had positive influence in the overall school management.

4.7.4 Cross tabulation between professional experience and frequency of instructional supervision practices

This purpose of cross tabulation was to compare the frequency of instructional supervision practices with different professional experiences of the head teachers. This was to further establish the influence of professional experience on instructional supervision practices. The findings were as shown in Table 4.19

Table 4.19 Cross tabulation between head teachers' professional experience and instructional supervision practices

| Instructional supervision activities | Professional experience | Frequency of instructional supervision practices | | | Total |
|---|-------------------------|--|--------|-------|-------|
| | | Often | Rarely | Never | |
| Providing teaching and Learning resources | Below 20 years | 6 | 1 | - | 7 |
| | Above 20 years | 11 | 2 | - | 13 |
| Checking Teachers attendant register | Below 20 years | 6 | 1 | - | 7 |
| | Above 20 years | 12 | 1 | - | 13 |
| Assessing teachers' professional records | Below 20 years | 5 | 2 | - | 7 |
| | Above 20 years | 12 | 1 | - | 13 |
| Checking teachers Work records | Below 20 years | 4 | 3 | - | 7 |
| | Above 20 years | 11 | 2 | - | 13 |
| Visiting classes when lessons are in progress | Below 20 years | 3 | 3 | 1 | 7 |
| | Above 20 years | 11 | 2 | - | 13 |
| Holding post observation conference | Below 20 years | 4 | 2 | 1 | 7 |
| | Above 20 years | 7 | 6 | 1 | 13 |
| Organizing teachers' in-service programs | Below 20 years | 3 | 3 | 1 | 7 |
| | Above 20 years | 6 | 5 | 2 | 13 |

N = 20

Table 4.19 shows that majority of head teachers in the above twenty years of professional experience category carried out the instructional supervision practices effectively. This could be attributed to the skill and competence gained through long years of teaching experience and internal curriculum supervision. The findings imply that professional experiences create confidence and effectiveness in the carrying out of instructional supervisory activities. The

findings agree with Mbodille (1996) who observes that the length of experience a head teacher has in instructional leadership exposes them to professional expectations hence they become a positive influence on implementation of curriculum.

Table 4.19 also shows that only few head teachers in both categories of professional experience prioritized staff development programs. This could probably be due to the fact that only few head teachers could avail resources needed for staff development programs. The findings therefore imply that professional experience of the head teacher may not be the only factor influencing the planning of staff development programs.

4.7.5 T-test results on head teachers' professional experience and instructional supervision practices

To establish whether there was any statistically significant difference between professional experience and instructional supervision practices, analysis of variance was conducted and the results were as shown in table 4.20

Table 4.20 T-test results of head teachers' professional experience and instructional supervision practices

| Head teachers | | | | | | | | | | | |
|-------------------------|----------------|-----|---|----------------|-----|----|-----------------------------|--------|------|-----|------|
| Professional experience | Below 20 years | | | Above 20 years | | | 95 % CI for Mean difference | | t | df | sig |
| | M | SD | n | M | SD | n | | | | | |
| | 1.76 | .86 | 7 | 3.62 | .78 | 13 | 6.486 | 23.907 | 1.86 | 198 | .098 |

*** P > 0.05**

The T-test statistical analysis in Table 4.20 indicates that there is no statistical significance difference between professional experience and instructional supervision practices. The P-value obtained was 0.98 ($P > 0.05$) which is greater than 0.05 level of significance. The findings therefore imply that professional experience may not influence instructional supervision practices in public secondary schools in Thika East District. The findings could probably be attributed to other factors which may include skills and training in management. The findings could also probably be due to the ability of the head teachers to collaborate, competence in communicating and motivating the teachers. This finding agrees with Macharia (2012) who found out that professional experience does not influence head teachers performance of instructional supervision activities.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter gives a summary, conclusion and recommendations drawn from the findings. The purpose of the study so was to establish the school based factors influencing head teachers' instructional supervision practices in public secondary schools in Thika East District.

5.2 Summary of the study

The study sought to investigate school based factors influencing head teachers' instructional supervision practices in public secondary schools in Thika East District. The researcher developed four research objectives from which research questions were drawn to be answered by the study. Related literature to instructional supervision was reviewed. A theoretical and conceptual framework was provided.

The study used descriptive survey design. The sample was selected through purposive sampling for the schools, census for the head teachers and stratified proportionate sampling for the teachers. Respondents included head teachers and teachers. All twenty head teachers from public secondary schools and a sample of 168 teachers of whom 81 were male and 92 were female participated in the study.

193 questionnaires were administered and 188 were received back. Average response rate of 98 percent was obtained which was deemed adequate for the data analysis.

Quantitative data were analyzed using frequencies, percentages, charts, organized tables, and graphs. ANOVA was conducted to determine whether there was any statistically significance difference between school workload, professional experience, and head teachers' instructional supervision. T-test was conducted to determine whether there was any significant difference between staffing levels, teachers' attitude towards supervision, head teachers' professional experience and head teachers' instructional supervision practices. Qualitative data were organized into themes that came out in the research questions and were analyzed using descriptive narratives. The following were the findings of the study:

5.3 Discussion of the findings

The first objective of the study sought to determine the extent to which school workload influences head teachers' instructional supervision practices. Varied responses were obtained from head teachers about the intensity of different administrative tasks. However, ANOVA analysis established that there was no statistically significant difference between school workload and head teachers' instructional supervision practices in public secondary schools in Thika East District the level of significance was 0.3644 with $F(3,40)=1.09=P>0.05$

The second objective sought to establish whether staffing levels influence head teachers instructional supervision practices in Thika East District. The study revealed that majority of head teachers indicated that schools were not adequately staffed. However, T-test results however, established that there was no statistically significant difference between the staffing levels in schools and head teacher' instructional supervision practices. The P-value obtained was 0.25 ($P>0.05$)

The third objective investigated the extent to which the attitude of teachers towards supervision influences head teachers' instructional supervision practices. Majority of head teachers indicated that teachers were positive attitude towards supervision. However, T-test results indicated that there was no statistically significant difference between teachers' attitudes towards supervision and head teachers' instructional supervision in public secondary schools in Thika East District. The P-value obtained was 0.053 ($P>0.05$).

The fourth objective sought to establish the influence of professional experience on head teachers' instructional supervision practices. Majority of head teachers indicated that professional experience is important for instructional supervision practices. However, T-test statistical results indicated that there was no statistically significant difference between professional experience and head teachers' instructional supervision practices in public secondary schools in Thika East District. The P-value obtained was 0.98 ($P>0.05$)

5.4 Conclusions

The study drew the following conclusions based on the objectives of the study:

- i) From the data obtained school workload may not influence head teachers' instructional supervision practices in public secondary schools in Thika East District. There could be other factors for instance, head teachers' ability to delegate and effective time management patterns.
- ii) Staffing levels though critical to the success of implementation of the curricular in schools may not influence head teachers' instructional supervision practices in public secondary schools in Thika East District. There could be other factors in play for instance, head teachers' ability to trust and delegate tasks to other members of staff.
- iii) Though teachers have mixed reactions and perceptions towards instructional supervision activities. Teachers' attitudes towards supervision may not influence head teachers' instructional supervision practices in public secondary schools in Thika East District. There could be other factors in play for instance, head teachers' ability to handle teachers' with different perception towards supervision.
- iv) Professional experience though important in administrative leadership may not influence head teachers instructional supervision practices in public secondary schools in Thika East District. There could be other

factors in play for instance, head teachers' training and skills in school management, head teachers' ability and competence to communicate, to collaborate and motivate teachers.

5.5 Recommendations

The study made the following recommendations:

- i) Head teachers to embrace delegation of duties to ensure that they have adequate time to carry out meaningful instructional supervision practices
- ii) Directorate of quality assurance and standards to team up with Kenya Education Management Institute to organize workshops and seminars to sensitize the teachers on the benefits of instructional supervision to their career development. This might be one way of addressing teachers' negative attitude towards instructional supervision practices in schools.
- iii) The Ministry of Education Science and Technology to ensure that training in school management a requisite is adhered to before one is promoted to headship position in addition to professional experience and qualification requisite.

5.6 Suggestions for further research

The study recommends the following areas for further research

- i) Based on the sample size it would be necessary to carry out a similar study in a location with a larger sample size to establish the reasons behind the inconsistencies in the findings with other research studies.
- ii) The study can be replicated in other Districts in Kiambu County

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APPENDICES

Appendix I: Letter of introduction

Missionary Benedictine Sisters

P.O Box 24233,

Karen, Nairobi

Head teacher

P.O Box

Kenya

Dear Sir/Madam,

REF: PERMISSION TO COLLECT DATA

I am a post graduate student of University of Nairobi. Your school has been selected to take part in the study. I kindly request your authority to gather the required information from you and a few of your teachers through questionnaires regarding school based factors influencing instructional supervision practices in your school. The questionnaires are specially meant for this study and the respondents' identity will be treated with utmost confidentiality.

Your assistance and support on this matter will be highly appreciated.

Yours Faithfully

Ndung'u Lucy Wanjiru (Sr.)

E55/78611/2012

Appendix II: Head teachers' questionnaire

University of Nairobi

P.O Box30197

Nairobi

This questionnaire aims at getting your opinion on the school based factors that influence instructional supervision. Do not write your name as your identity will remain confidential. Please, be free to give your opinion in the responses. Answer all the questions by indicating your choice by a () where appropriate or fill in the blank spaces. You may tick as many reasons as possible.

Section A: Demographic information

1. What is your gender? Male () Female ()
2. Which is your age bracket? 25-30 years () 31- 40 years ()
41-50 years () Above 50 years ()
3. What is your highest academic qualification? Masters in Education ()
Bachelor of Education () Bachelor of Art () Diploma ()
4. How long have you been in headship position? _____ years
5. How long have you been a head teacher in this school? _____ years

Section B: Information on Instructional supervision

7. Information on influence of head teachers' workload on instructional supervision practices

The following statements indicate head teachers workload. How would you rate the demands of the following tasks. Use the following key:

Very Demanding (VD) – 4, Demanding (D) -3, Fairly Demanding (FD) – 2 Not Demanding (ND) – 1

| Statement | 4 | 3 | 2 | 1 |
|--|---|---|---|---|
| i)Teaching duties | | | | |
| ii) Introducing new teachers to other members of staff | | | | |
| iii) Disciplining students | | | | |
| iv)Outsourcing teachers | | | | |
| v)Resolving conflicts among teachers | | | | |
| vi)Chairing staff meetings | | | | |
| vii) Dealing with parents and community | | | | |
| viii)Participating in community activities | | | | |
| ix) Keeping stores records and inventory | | | | |
| x) Keeping school financial records | | | | |
| xi)Supervising the maintenance and repair of school facilities | | | | |
| xii)Purchasing required teaching and learning materials | | | | |

7b) To what extent does your workload influence instructional supervision practices in your school? Very low extent () Low extent ()
 moderate extent () Great extent () Fairly great extent ()

7c) Use a tick (✓) to indicate how often you carry out the following instructional supervision tasks in your school. Use the following key

Always (A) - 4, Often (O) - 3, Rarely (R) - 2, Never (N) - 1

| Statement | 3 | 4 | 2 | 1 |
|--|---|---|---|---|
| i) Visiting classes when lessons are in progress | | | | |
| ii) Assessing teachers' professional records | | | | |
| iii) Checking teachers attendant registers | | | | |
| iv) Check the teachers' work record | | | | |
| v) Holding post observation conference with teachers | | | | |
| vi) Providing adequate teaching and learning resources | | | | |
| vii) Organizing in-service programs for teachers | | | | |

8. Information on influence of staffing level on head teachers' supervision practices

8a) How many streams does your school have? _____

8b) How many teachers does your school have? _____

8c) How many teachers is the school supposed to have? _____

8d) How does the staffing level of your school influence your instructional supervision practices? _____

8d) Please indicate with a tick (✓) to what extent you agree or disagree with the statements. Use the following Key : 5- Strongly agree, 4-Agree, 3-Not certain, 2-Disagree, 1- Strongly Disagree

| Statement | 5 | 4 | 3 | 2 | 1 |
|---|---|---|---|---|---|
| i) The school has the number of teachers required per subject | | | | | |
| ii) Adequate staffing gives enough time for instructional supervision | | | | | |
| iii) Understaffing makes instructional supervision easier | | | | | |
| iv) Overstaffing makes checking of professional records difficult | | | | | |
| v) Understaffing makes it difficult for head teacher to delegate duties | | | | | |
| vi) Due to understaffing teachers are assigned to teach what they did not specialize in | | | | | |

9) Information on Influence of teachers' attitude towards instructional supervision.

9 a) In your opinion what are your teachers' attitude towards your instructional Supervision practices? _____

9b) Please explain your answer _____

9c) How do the teachers' attitude towards instructional supervision influence your instructional supervision practices? _____

9d) To what extent do your teachers' attitude towards supervision influence your instructional supervision practices?

Very low extent () Low extent () moderate extent ()

Great extent () Fairly great extent ()

9e) Please indicate with a tick (✓) to what extent you agree or disagree with the statements. Use the following Key : 5- Strongly agree, 4-Agree, 3-Not certain, 2- Disagree, 1- Strongly Disagree

| Statements: | 5 | 4 | 3 | 2 | 1 |
|---|---|---|---|---|---|
| i) Teachers value head teacher's classroom visitations as they teach | | | | | |
| ii) Teachers appreciate instructional supervision because it improves relationship with the head teachers | | | | | |
| iii) Teachers readily hand in professional records for checking | | | | | |
| iv) Teachers appreciate post observation conference with the head teacher | | | | | |
| v) Teachers are comfortable with instructional supervision practices | | | | | |
| vi) Teachers appreciate supervision because it helps develop relevant staff development programmes | | | | | |

10. Information on influence of head teacher's professional experience on instructional supervision practices

10 a) Indicate with a tick(✓)) how long you have been in teaching profession

1-10 years () 11-20 years above twenty years ()

10 b) What position of leadership did you hold before appointment to headship?

i) _____ ii) _____ iii) _____

10 c) Does prior exposure to leadership position equip head teachers for instructional supervisory roles? Yes () No ()

10 d) Please provide an explanation for your answer _____

10 e) In your opinion how does your professional experience influence your instructional supervision practices. _____

10 f) Please indicate with a tick (✓) to what extent you agree or disagree with the statements. Use the following Key : 5- Strongly agree, 4-Agree, 3-Not certain, 2-Disagree, 1- Strongly Disagree

| Statement | 5 | 4 | 3 | 2 | 1 |
|---|----------|----------|----------|----------|----------|
| Professional experience equips head teachers for: | | | | | |
| i) Assessing teachers' professional records and giving advise accordingly | | | | | |
| ii) Creating conducive working environment | | | | | |
| iii) Giving appropriate and timely feedback to teachers after class observation | | | | | |
| iv) Providing right solutions to common instructional problems | | | | | |
| v) Providing appropriate teaching and learning resources | | | | | |
| vi) Planning for school teachers' in-service programs | | | | | |

THANK YOU VERY MUCH FOR YOUR COOPERATION

Section B: Information on instructional supervision

6. Information on influence of workload on head teachers’ supervision practices

The following statements indicate head teachers workload. How would you rate the demands of the following tasks carried out by the head teacher. Use the following key: Very demanding (VD) – 4, Demanding (D) -3, Fairly demanding (FD) – 2 Not demanding (ND) – 1

| Statement | 4 | 3 | 2 | 1 |
|---|----------|----------|----------|----------|
| i)Teaching duties | | | | |
| ii) Introducing new teachers to other members of staff | | | | |
| iii) Disciplining students | | | | |
| iv)Outsourcing teachers | | | | |
| v)Resolving conflicts among teachers | | | | |
| vi)Chairing staff and committee meetings | | | | |
| vii) Dealing with parents and community | | | | |
| viii)Participating in community activities | | | | |
| ix) Keeping stores records and inventory | | | | |
| x) Keeping school financial records | | | | |
| xii)Supervising the maintenance and repair of school facilities | | | | |
| xiii)Purchasing required teaching and learning materials | | | | |

7c) Use a tick (√) to indicate how often you carry out the following instructional supervision tasks in your school. Use the following key: Always (A) -4, Often (O)- 3, Rarely (R)) - 2, Never (N)- 1

| Statement | 4 | 3 | 2 | 1 |
|--|---|---|---|---|
| i) Visiting classes when lessons are in progress | | | | |
| ii) Assessing teachers' professional records | | | | |
| iii) Checking teachers attendant registers | | | | |
| iv) Check the teachers' work record | | | | |
| v) Holding post observation conference with teachers | | | | |
| vi) Providing adequate teaching and learning resources | | | | |
| vii) Organizing in-service programs for teachers | | | | |

8. Information on influence of staffing level on head teachers' supervision practices

8a) How many streams does your school have? _____

8b) How many teachers does your school have? _____

8c) How many teachers is the school supposed to have? _____

8d) How does staffing level in your school influence your instructional supervision practices? _____

8e) Please indicate with a tick (√) to what extent you agree or disagree with the statements. Use the following Key : 5- Strongly agree, 4-Agree, 3-Not certain, 2- Disagree, 1- Strongly Disagree

| Statement | 5 | 4 | 3 | 2 | 1 |
|--|---|---|---|---|---|
| i)The school has the number of teachers required per subject | | | | | |
| ii) Adequate staffing gives enough time for instructional supervision | | | | | |
| iii) Understaffing leaves head teacher little time for supervision | | | | | |
| iv) overstaffing in my school makes instructional supervision easier | | | | | |
| v)Understaffing makes for delegation of duties difficult | | | | | |
| vi)Due to understaffing teachers are assigned teaching outside areas of specialization | | | | | |

9. Information on Influence of teachers' attitude towards supervision on head teacher' instructional supervision practices.

Please indicate with a tick (√) to what extent you agree or disagree with the statements. Use the following Key: 5- Strongly agree, 4-Agree, 3-Not certain, 2- Disagree, 1- Strongly Disagree

| Statements: | 5 | 4 | 3 | 2 | 1 |
|---|---|---|---|---|---|
| i) Teachers value head teacher's classroom visitations as they teach | | | | | |
| ii) Instructional supervision improves relationship with your head teacher | | | | | |
| iii) Teachers readily hand in professional records for checking | | | | | |
| iv) Teachers appreciate post observation conference with the head teacher | | | | | |
| v) I am comfortable with head teacher's instructional supervision practices | | | | | |
| vi) Supervision helps develop good staff development programmes | | | | | |

9b) To what extent do teachers' attitude towards instructional supervision influence head teachers' instructional supervision practices?

Very low extent () Low extent () moderate extent ()

Fairly great extent () Great extent ()

10. Information on influence of head teacher's experience on instructional supervision practices

10 a) What position of leadership did your head teacher hold before appointment for headship? i) _____ ii) _____ iii) _____

10 b) In your opinion does professional experience influence head teachers'

instructional supervision practices. Yes () No ()

10 c) Information on Influence of teachers' attitude towards supervision on head teacher' instructional supervision practices.

Please indicate with a tick (√) to what extent you agree or disagree with the statements. Use the following Key: 5- Strongly agree, 4-Agree, 3-Not certain

| Statement | 5 | 4 | 3 | 2 | 1 |
|---|---|---|---|---|---|
| Professional experience has equipped me for: | | | | | |
| i) Assessing teachers' professional records and giving advise accordingly | | | | | |
| ii) Creating conducive working environment | | | | | |
| iii) Giving appropriate and timely feedback to teachers after class observation | | | | | |
| iv) Providing right solutions to common instructional problems | | | | | |
| v) Providing appropriate teaching and learning resources | | | | | |
| vi) Planning for relevant' in-service programs | | | | | |

THANK YOU VERY MUCH FOR YOUR COOPERATION

Appendix IV: Research authorization



NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

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

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

Ref: No.

Date:

6th January, 2015

NACOSTI/P/14/3412/4446

Lucy Wanjiru Ndungu
University of Nairobi
P.O. Box 30197-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on "*School based factors influencing headteachers instructional supervision practices in public secondary schools in Thika East District, Kiambu County, Kenya.*" I am pleased to inform you that you have been authorized to undertake research in **Kiambu County** for a period ending **28th February, 2015.**

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

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


SAID HUSSEIN
FOR: SECRETARY/CEO

Copy to:

The County Commissioner
Kiambu County.

The County Director of Education
Kiambu County.



National Commission for Science, Technology and Innovation is ISO 9001:2008 Certified

Appendix V: 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
NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

RESEARCH CLEARANCE PERMIT

Serial No. A 3955

CONDITIONS: see back page

THIS IS TO CERTIFY THAT:

MISS. LUCY WANJIRU NDUNGU
of UNIVERSITY OF NAIROBI, 24233-502
Nairobi, has been permitted to conduct
research in Kiambu County
on the topic: SCHOOL BASED FACTORS
INFLUENCING HEADTEACHERS
INSTRUCTIONAL SUPERVISION
PRACTICES IN PUBLIC SECONDARY
SCHOOLS IN THIKA EAST DISTRICT,
KIAMBU COUNTY, KENYA.

for the period ending:
28th February, 2015.

Applicant's Signature

Full Secretary
National Commission for Science, Technology and Innovation

