

**HEADTEACHER'S CHARACTERISTICS INFLUENCING
INSTRUCTIONAL SUPERVISION IN PUBLIC PRIMARY
SCHOOLS IN RUIRU SUB-COUNTY, KIAMBU COUNTY,
KENYA.**

Rachael .W. Irungu

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award of Degree of Master of Education in Educational Administration.**

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DECLARATION

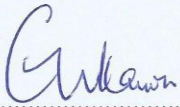
This research project is my original work and has not been presented for award of a degree in any other University.



Rachael .W. Irungu

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

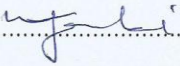


Mr. Edward Kanori

Lecturer

Department of Educational Administration and Planning

University of Nairobi.



Dr. Mercy Mugambi

Lecturer

Department of Educational Administration and Planning

University of Nairobi

DEDICATION

I dedicate this research project to my husband Humphrey, our children Betty, Martin and Geoffrey.

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I am grateful to the almighty God for the provision of resources and the good health that has enabled me complete this work. I wish to acknowledge with appreciation the assistance of those without whom the work would not have been completed. I am deeply indebted to all lecturers at the department of Educational Administration and Planning University of Nairobi under the leadership of Dr. Grace Nyaga.

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LIST OF ABBREVIATIONS AND ACRONYMS

ATS	Approved Teacher Status
INSET	In Service Training
KAPE	Kenya African Preliminary Examination
KEMI	Kenya Education Management Institute
KJSE	Kenya Junior Secondary Examination.
MoEST	Ministry of Education Science and Technology
PRISM	Primary School Management
QASO	Quality Assurance and Standards Officer
SbTD	School based Teacher Development
SEP	School Empowerment Program
SMASE	Strengthening Mathematics and Science Education.
SPRED	Strengthening Primary Education

ABSTRACT

The purpose of the study was to establish head teachers' characteristics influencing instructional supervision in public primary schools in Ruiru Sub County of Kiambu County. Specifically the study aimed at determining the extent to which head teacher's in service training influence instructional supervision; to establish the extent to which the head teacher's academic qualifications influence instructional supervision; to find out the extent to which head teacher's administrative experience influence instructional supervision, and to find out whether head teachers' gender influence instructional supervision in public primary schools in Ruiru sub county. The study employed descriptive survey design. The target population consisted of thirty public primary schools, thirty head teachers and six hundred teachers. The sample size consisted of nine head teachers and one hundred and eighty teachers from nine public schools. Simple random sampling technique was used to select the schools and the teachers while the head teachers of the sample schools were picked purposively. The study adopted the Path Goal Theory that states that a leader's behavior is contingent to the satisfaction, motivation, and performance of his or her subordinates. The research instrument were own constructed questionnaires that were administered to the head teachers and the teachers. Data was analyzed using descriptive statistic in form of frequency tables, percentages and charts. The study established that head teachers' in service training, academic qualifications, and administrative experience influence instructional supervision. The study also established that, head teacher's gender had no influence on instructional supervision. The study recommended that due to the importance of instructional supervision curriculum developers should incorporate the aspect of instructional supervision in pre service teachers' training syllabus. KEMI and the MoEST should organize more in service and refreshers courses focusing on instructional supervision to all administrators. The policy makers should stipulate the minimum number of years that the teacher should teach before getting head ship positions. The study concluded that most of the head teachers had high academic and professional qualifications which were important in instructional supervision. On the other hand majority of the head teachers had attended various in-service training courses which were related to instructional supervision. The study recommended more research to be carried out in Ruiru Sub County in order to find out other factors which may influence instructional supervision in public primary schools.

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

Education is a human right as stated by the United Nations Declaration on Human Rights of 1948. It is globally recognized as key to any country's development. Quality is the heart of education since it influences what students learn, how well they learn and what benefits they draw from their education, (Education for All Global monitoring Report, 2005). It is through supervision of instructions that the quality of education is enhanced.

The history of supervision as a formal activity exercised by educational administrators within a system of school did not begin until the formation of common schools in the late 1830s. During the half of the nineteenth century population growth in the major cities of the United States necessitated the formation of city school system. While superintendents initially inspected schools the multiplication of schools later made this an impossible task for them and the job was delegated to the school principal.

Olembo, Wanga and Karagu, (1992) view instructional supervision as all activities by which educational administrators may express as leadership in the improvement of teaching and learning such as observation of classroom instructions, conducting of teacher's meetings of group and individual conferences. Instructional supervision also involve checking the teachers'

classroom work, assessing their overall performance based on pupils' academic achievements, provision of current instructional materials and organizing in-service courses for the teachers.

While performing instructional supervision, certain factor may influence head teachers' effectiveness. One such factor is in-service training. The purpose of training and development is to change or enhance skills, knowledge and attitudes of employees (Rino, 2009). Sullivan and Glanz (2000) on their part believe that the supervisor's continued attendance at in-service training helps him/her to be able to provide useful advice, assistance and support to teachers and thereby develop the trust that teachers have in him/her.

De Grauwe (2001) noted that in Botswana and Zimbabwe formal induction training programs existed, but not all newly appointed supervisors had the opportunity to attend. He observed that the in-service training courses which took place in the two African countries were not integrated within the overall capacity-building program and did not sufficiently focus on supervision issues. As noted by Oliva and Pawlas (2004) pre-service training never prepare head teachers fully for realities of a headship. Rous' (2004) study of public primary schools in the US state of Kentucky revealed that although the supervisors in her study were knowledgeable they neglected the teachers most of the time.

Another factor that could influence head teachers' instructional supervision is the level of academic qualification. A few years ago in Kenya students were eligible

to join Teachers' training colleges with low academic qualifications such as KAPE, KJSE and other low grades. Such teachers have always been promoted to be head teachers and others becoming external supervisors. Fresh graduates today are joining learning institutions and by virtue of having high academic qualifications they are given headship positions automatically becoming internal instructional supervisors. The researcher therefore seeks to find out whether the academic qualifications of the head teacher have influence on instructional supervision in public primary schools in Ruiru Sub County

Studies in Egypt, Indonesia, and Paraguay have found out that a principal's teaching experience and instructional leadership training (number of courses taken) are related to higher student achievement. In reviewing years of teaching as a requisite to supervisory position, Carron and De Grauwe (1997) found that in Spain a teacher was expected to have teaching experience of three to seven years, nine years in Italy and twenty years in Venezuela. Emphasizing on the need for experience, De Grauwe, (2001) argues that appointing young teachers fresh from the universities and providing them with specific training for the supervision positions could be detrimental because they may lack classroom experience. According to Kirui (2012), head teachers' administrative experience is a critical factor in instructional supervision as it improves employees' performance. According to Mwiria (1995) limited teaching and administrative experience contributed to management deficiencies in those head teachers with less than five years of administrative experience. Contrary to Mwiria's findings, Macharia

(2012) in her study on head teachers' characteristics influencing supervision in Kasarani District found out that head teachers' administrative experience had no influence on instructional supervision. It is against this backdrop that the researcher wishes to find out whether head teacher's administrative experience has influence in instructional supervision in Ruiru Sub County.

Gender is also a factor that could have influence on instructional supervision. Gender identification factor has a tremendous influence on behavior, perceptions and effectiveness. One example is in communication. Tannen (1990) states that men and women communicate differently and that they listen for different information. The woman participant is listening for feelings and the man for the facts. Women in education focus on instructional issue or a matter concerning the pupil, while man looks at it administratively. Women head teachers are more likely to influence teachers to use more desirable teaching methods. Getskow (1996) asserts that women are more interested in transforming people's self-interest into organizational goals by encouraging feeling of self-worth, active participation and sharing of power and information. The researcher therefore wishes to find out whether head teacher's gender has influence on instructional supervision in public primary schools in Ruiru Sub County.

In Kenya, the Ministry of Education has set up Quality Assurance and Standards Department to ensure provision of quality education. To enhance their effectiveness at local levels the quality Assurance and Standards Officers have

been provided with motorcycles and financial allocations to finance their operations, (MoEST,2005) .They are supposed to monitor and give quarterly and annual returns on the schools operations to the Ministry of Education. They are supposed to get some of the information from the head teachers and also from their own observations. Head teachers and their deputies in Ruiru Sub County have attended many in- service courses and workshops in the recent past. The most notable ones includes, Strengthening Mathematics and Science in primary Education (SEMASE) project, School based Teacher Development (SbTD) among others. Kenya Education Management Institute which is the capacity building agency of the Ministry of Education, Science and Technology has the major function of strengthening the managerial capacity of educational personnel among them the head teachers. In the recent years there has been on-going nationwide training for both secondary and primary schools head teachers and their deputies. All these initiatives are geared towards enhancing the school managers' administrative and managerial skills. However there has been a decline in the supervision of instructions in public schools in Ruiru Sub County.

1.2 Statement of the problem.

Despite the effort and resources from the government to strengthen the managerial capacity of head teachers and their deputies there has been laxity among the head teachers in the supervision of instructions. Records from Quality assurance and standards Officer in Kiambu County reveals that, in their routine

work they at times find teachers who have no professional records. Those who have them might not have been stamped by the head teacher a sign that he or she has checked them. Other schools have been reported as having inadequate physical facilities. From the same report many schools have been reported as having irregularities in lesson attendance, marking of pupils books and attendance registers. It is worth noting that all these schools have head teachers who are expected to supervise instructions in their institutions and give necessary guidance to the teachers and to the pupils. From the annual assessment report the majorities of the head teachers are not adequately carrying out supervision and if they do very little is being done to correct some of the irregularities in their schools. From the reviewed literature it is evident that a lot of studies have been done on external supervision and very little on internal supervision in Ruiru Sub County. This study therefore investigates the head teachers' characteristics influencing instructional supervision in public primary schools in Ruiru Sub County. The Kiambu County Quality assessment report has been summarized in Table 1.1.

Table 1:1 Kiambu County Quality Assessment Report:**2011-2014**

		2011	2012	2013	2014
Juja sub county	Schools visited	22	26	21	29
	Head teachers did not carry out supervision	9	7	6	9
	Teachers had no lesson plans and schemes of work	8	4	7	2
Ruiru sub county	Schools visited	29	25	24	27
	Head teachers did not carry out supervision	19	17	14	18
	Teachers had no lesson plans and schemes of work	14	16	11	12
Gatundu s. sub county	Schools visited	29	26	24	26
	Head teachers did not carry out supervisions	9	6	6	9
	Teachers had no lesson plans and schemes of work	6	4	6	5
Thika sub county	Schools visited	28	24	27	22
	Head teachers did not carry out supervisions	4	7	6	9
	Teachers had no lesson plans and schemes of work	3	5	8	7

Source: Thika Education office

1.3 The purpose of the study

The purpose of this study was to investigate on the head teachers' characteristics influencing instructional supervision in public primary schools in Ruiru Sub-County Kiambu County.

1.4 Research objectives

1. To determine the extent to which head teacher's in service training influence instructional supervisions in public primary school in Ruiru sub county
2. To establish the extent to which the head teacher's academic qualifications influence instructional supervision in public primary schools in Ruiru sub-county.
3. To find out the extent to which head teacher's administrative experience influence instructional supervision in public primary school in Ruiru Sub County.
4. To establish the extent to which head teachers' gender influence instructional supervision in public primary schools in Ruiru sub county.

1.5 Research questions

The study was based on the following questions:

1. To what extent does head teachers' in-service training influence instructional supervision in public primary schools in Ruiru Sub County?
2. To what extent does the head teachers' academic qualification influence instructional supervision in public primary schools in Ruiru sub county?
3. To what extent does the head teacher' administrative experience influence instructional supervision public primary schools in Ruiru Sub County?
4. To what extent does the head teacher' gender influence instructional supervision in public primary schools Ruiru sub-county?

1.6 Significance of the study

The findings of this study may be of importance to the head teachers who are internal supervisors. They may give insight into the factors that influence supervision of instructions thus enhancing their supervisory knowledge and skills. The knowledge from the study might help the education policy makers in streamlining instructional supervision in our schools enhancing teaching and learning. It is further hoped that the information from the research findings and

recommendations shall be used by other researchers as a basis for further research. It may contribute to the already available literature serving as a reference for other research in relation to instructional supervision.

1.7 Limitations

Respondents in the study were reluctant in providing information but the researcher assured them that the information provided was to be used for research purposes only and that their identity was not to be disclosed.

1.8 Delimitations

Orodho, (2005) defines delimitations as the boundaries of the area of study. Though there are many factors that may influence instructional supervision in public primary schools in Ruiru Sub-County, the researcher was interested with the head teachers' characteristics only. The study targeted the head teachers and the teachers from the sampled public primary schools in Ruiru Sub-County of Kiambu County.

1.9 Assumptions of the study

The study was based on the following assumptions:

- i) That all public primary schools are relatively homogeneous because they are all supported by the government in terms curriculum support materials and provision of teachers.

- ii) That the head teachers carry out instructional supervision in their schools and that they had similar pre-service training.

1.10 Definition of significant terms

The following is the definition of significant terms as they were used in the study

Head teacher refers to a trained teacher employed and appointed by the Teachers' Service Commission to perform all administrative and supervisory roles in a school.

In-service Education and Training (INSET) refers to all the planned activities on the job carried to promote the growth of teachers and make them more efficient. The purpose of in-service education is to provide teachers with experience which will enable them work together and grow professionally in areas of common core.

Instructional supervision refers to the process of assisting teachers in improving their skills by checking their professional records, having classroom visits, holding conferences and providing learning resources.

Pre-service refers to the training given before one commences the job.

1.11 Organization of the study

This study comprises of five chapters. The first chapter which is the introduction consists of the background to the study, statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study,

limitations and the delimitations of the study, basic assumptions of the study and the definition of significant terms as they were used in the study. Chapter two is the literature review and contains introduction, literature related to the study objectives, theoretical and the conceptual frameworks. Chapter three is on the research methodology. It consists of the introduction, research design, target population, sample size and sampling procedure, research instruments, validity and reliability of instruments, data collection procedure and data analysis techniques. Chapter four comprises of data analysis, presentation, interpretation and discussions. Chapter five is a summary of the study, conclusions and recommendations. It also suggests possible areas for conducting future studies.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

Literature review involves systematic identification of location and analysis of documents containing information related to the problem under investigation. The researcher reviewed the literature under the following sub headings. Definition of instructional supervision and its purpose, instructional supervisory activities in primary schools, head teachers' in service training and instructional supervision, head teachers' academic qualification and instructional supervision, head teachers' administrative experience and instructional supervision, head teachers' gender and instructional supervision ,summary of literature review and research gaps.

2.2 Definition of instructional supervision and its purpose.

Drake and Roe, (2003), defined instructional supervision as the process through which the principal attempts to work with the teachers and other staff members cooperatively to improve teaching and learning in the schools. According to Wanzare (2012), instructional supervision embraces all activities that are directed specifically towards establishment, maintenance, and improvement of teaching and learning process in schools. Hoy and Forsyth (1986) contend that the purpose of the supervision of instruction is not to judge the competencies of teachers nor is it to control them but rather to work cooperatively with them.

Gordon (2005), Sergiovanni and Starrat (2002) asserts that supervisory functions are so important in helping schools contribute effectively to rigorous and authentic learning. The most recent concept of instructional supervision is clinical supervision. According to Goldhammer (1980) as cited by Okumbe (1998), clinical supervision is that phase of instructional supervision which draws its data from first hand observation of actual teaching events and involves face to face (and other associated interactions) between the supervisor and the teacher in the analysis of teaching behaviors and activities for instructional improvement. All those activities which are undertaken to help maintain and improve teachers' effectiveness in the classroom characterize instructional supervision.

2.3 Instructional supervisory activities in primary schools

According to Ozigi (1983), the following are administrative tasks that the supervisor must perform in educational instruction, curriculum instruction, pupil personnel, School community relations, staff personnel, physical facilities and financial management. In curriculum and instruction the main supervisory activities include determining the goals and purposes, designing and developing courses, organizing learning activities, promoting changes and improvements in curriculum and instruction. In pupil personnel the supervisory activities are administering admission of classes, maintaining pupils' records, reporting pupils' progress, guidance and counseling and maintaining pupils' discipline. For school community relations the activities are planning the amount and nature of school community contact, explaining the school to the community and coordinating

school activities with those of other agencies to avoid conflict, and supervising and evaluating the effectiveness of the community contact and project, Olemba et al (1992). On staff personnel management the activities are establishing training and certification guidelines, recruitment and selecting staff, induction of new staff, in-servicing and maintaining good staff relations.

In financial management, the activities are determining needs and measure of acquiring the needs, acquiring financial resources, establishing policies for distributing funds. It also includes preparing and managing budgets and use of funds, implementing measures and inventory policies for financial evaluation. Supervisory activities in the physical facilities include determining space needs, providing required needs, relating available space and facilities to need, operating and maintaining facilities, providing supporting services and materials e.g health, transport. All these activities are carried out in the school by the head teacher who is the instructional leader.

2.4 Head teachers' in service training and instructional supervision

Okumbe (1998) portrays training and development as provision of skills to junior and senior cadres of employees so as to enable them to perform their duties effectively on given tasks. Training ensures systematic development of knowledge, skills and attitudes required by employees to perform their tasks effectively and to the employers' expectation.

In Kenya there is no particular formal training for instructional supervision. Chan and Kleiner (2000) observed that, most of the head teachers (supervisors) in Kenya are former teachers who are supposed to have excelled in their teaching. The assumption is since they were good teachers, then they are going to be good supervisors. This may not necessarily be the case especially when no supervisory training is given. Researchers conceptualize effective supervision not as an end result or product, but rather as a collection of knowledge and skills that supervisors possess. Gordon and Ross-Gordon (2004) posit that effective supervision requires well trained personnel with knowledge, interpersonal skills, and technical skills that are prepared to provide the necessary and appropriate guidance and support to the teaching staff

Harris, (1985) Mosher & Purpel, (1972) concurs with Gordon that instructional supervision is about improvement of teaching and learning and that a supervisor must possess skills to analyze teaching and learning styles and in addition have curriculum and teaching expertise. Based on the analysis of text books, research reports and practitioners' views on supervision Pajak (1990) identifies the knowledge, skills and attitudes that instructional supervisor should possess. These are relevant knowledge in communication, human relations, group relations and conflict resolutions. In addition listening, speaking writing, creating opportunity for professional dialogue are skills that the supervisors should have.

In a study conducted in Ghana by Oduro (2008), about 75percent of the respondents (heads) reported that they received little or no training in leadership and therefore used trial and error techniques to address challenges they encountered in instructional leadership role. According to Kirui (2012), the majority of primary school head teachers lack management skills, teaching and financial skills to head public institutions.

2.5 Head teachers' academic qualification and instructional supervision

Head teachers with high academic qualifications are believed to be better supervisors. Carter and Klotz (1990) view universities as institutions that could be of great service to the learning needs of head teachers by offering degrees in educational administration and curricula to include a common core of knowledge and skills that all educational administrators must have, including a sound understanding of teaching and learning theory. De Grauwe (2001) in his study on four African countries found out that both qualifications and experience of the head teacher seemed important in the selection of the supervisors, but at primary level, most of the experienced head teachers did not have strong academic background because they entered teaching profession along time in the past when qualification requirements were low. In Kenya Primary Teacher Education training is a two year certificate course. Upto 2004 the entry grade to Teachers Training College was a minimum of grade D+ at O level, a very low grade by standards. According to policy the teacher is expected to be competent to teach

the all subjects. Head teachers also are expected to combine the teaching with the administrative tasks. According to Okoro (2004), education personnel with higher qualifications display more confidence in their work place. In addition they are more accessible to quality information, and adapt to changing occupational conditions than their counterpart with lower qualifications who are usually more indisposed and ill equipped in adapting to modern change. Obonyo (1984) indicated that contrary to popular belief that school administration is a matter of common sense and experience in the field, this is far from the truth. The study found out that in actual situations administration of schools requires that head teacher's qualifications be taken into account before assigning them with leadership roles. The scholars tend to agree with the fact that high academic qualification is critical in instructional supervision and it is against this backdrop that the researcher seeks to establish the extent to which academic qualifications influence instructional supervision in public primary schools in Ruiru Sub County.

2.6 Head teachers' administrative experience and instructional supervision

Free on line dictionary defines experience as 'a process of doing and seeing things and of having things happen to you, skills or knowledge that you get by doing something, the length of time that you have spent doing something'. According to De Grauwe (2001) head teachers in many countries are promoted on the basis of seniority and experience whereby, they automatically become the instructional

supervisors at the school level. In some developing countries, most primary school teachers do not possess higher qualifications in the form of degrees and diplomas but they occupy supervisory positions on the basis of seniority and long service. It would be proper for supervisors to possess higher qualifications and longer years of teaching experience than the teachers they supervise. Such supervisors would have sufficient knowledge and experience in both content and pedagogy to be able to confidently assist, guide and support their teachers. Ochieng (1984), in highlighting the reasons why head teachers fail blamed the failure of some beginning head teachers on the lack of vital experience and qualifications. According to Olembo, Wanga and Karagu (1992) administrative experience offers head teachers superior knowledge, skills and attitudes that would enable them discharge their instructional duties effectively. According to Mwiria (1995) limited teaching and administrative experience contributed to management deficiencies in those with less than five years of administrative experience. Bore,(2012) in his study ‘influence of institutional and individual factors on head teachers’ instructional supervision practices in public primary schools in Njoro district’ found out that head teachers administrative experience influence instructional supervision. Rotich (2014) in his study on factors influencing head teachers’ instructional supervision practices in public primary schools in Longisa Division found out that head teachers’ administrative experience had influence on instructional supervision. The above scholars seems to agree concur that administrative experience influence instructional supervision.

and it is against this backdrop that the researcher intends to carry out this study and find out whether head teachers' administrative experience has influence in instructional supervision in public primary schools in Ruiru sub county.

2.7 Head teachers' gender and instructional supervision

Oxford dictionary defines the word gender as the state of being male or female (typically used with reference to social and cultural differences rather than the biological ones). According to Porat (1991) good school administration is more attuned to feminine than masculine modes of leaders' behavior. Female attributes of nurturing, being sensitive, empathetic, and intuitive, compromising, caring, cooperative and accommodative are increasingly associated with effective administration. Women embrace relationships, sharing and process but men focus on completing tasks, achieving goals, hoarding information and winning (Chliwniak 1997). In the instructional leadership women spend more years as principals and teachers and have more degrees than men. They emphasize the importance of curriculum and instruction in their work, (Tallerico & Burstyn, 1996). According to Ryder (1994) women head teachers are likely to interact with their staff and spend more time in classrooms or with teachers discussing the academic and curricular areas of instruction. Omondi (2006) carried out a study on the role performance of female teachers in public primary schools in Bondo district. She found out that female head teachers (71.3 percent) performed well in supervision including checking of professional documents and

instruction than their male counterparts. In motivating teaching staff (62.5 percent) were rated very well in maintaining good staff relations. However Macharia (2012) in her study on head teachers' characteristics influencing instructional supervision in public primary schools in Kasarani found out that head teachers' gender had no influence on instructional supervision. This study therefore sought to find out if gender has influence in instructional supervision in public primary schools in Ruiru Sub County.

2.8 Summary of literature review and research

From the reviewed literature it is true to say that supervision of instruction contributes to rigorous and authentic learning. Segiovanni and Starrat (2002) Mosher and Purpel (1972), Harris (1985) Ross-Gordon (2004) agree that the supervisor of instructions must possess knowledge and skills in order to work effectively. Oduro (2008) and Kiplagat (2012) in their studies found out that majority of the respondents in their studies received little or no training before and even after getting headship positions and that this had influence on instructional supervision. It is on this basis that the researcher wanted to find out whether the head teachers' in service training influence instructional supervision in public primary schools in Ruiru Sub County.

Carte and Klotz (1990) advocated for head teacher with degrees in educational administration. Okoro (2004) asserts that head teacher with high academic qualifications is more confident in executing his or her roles. Head teachers

administrative experience cannot be overlooked in instructional supervision. Ochieng (1984) asserts that head teachers fail for lack of vital experience. Olemba (1992) concurs with Ochieng and asserts that experienced head teachers possess superior knowledge which is very vital in instructional leadership. In contrast Macharia (2012) found out that head teachers' administrative experience had no significant influence in instructional supervision. It is against this backdrop that the researcher carried out a study in Ruiru to establish whether administrative experience influences instructional supervision in public primary schools in Ruiru Sub County. On gender factor scholars in the reviewed literature attributes female administrators with good administration especially in instructional leadership due to their female attributes. In contrast scholars like Macharia (2012) found no gender influence on instructional supervision. It is on this basis that the researcher intends to carry out a study in order to establish whether head teachers' gender has influence on instructional supervision in public primary schools in Ruiru Sub County.

2.9 Theoretical Frame work of the study

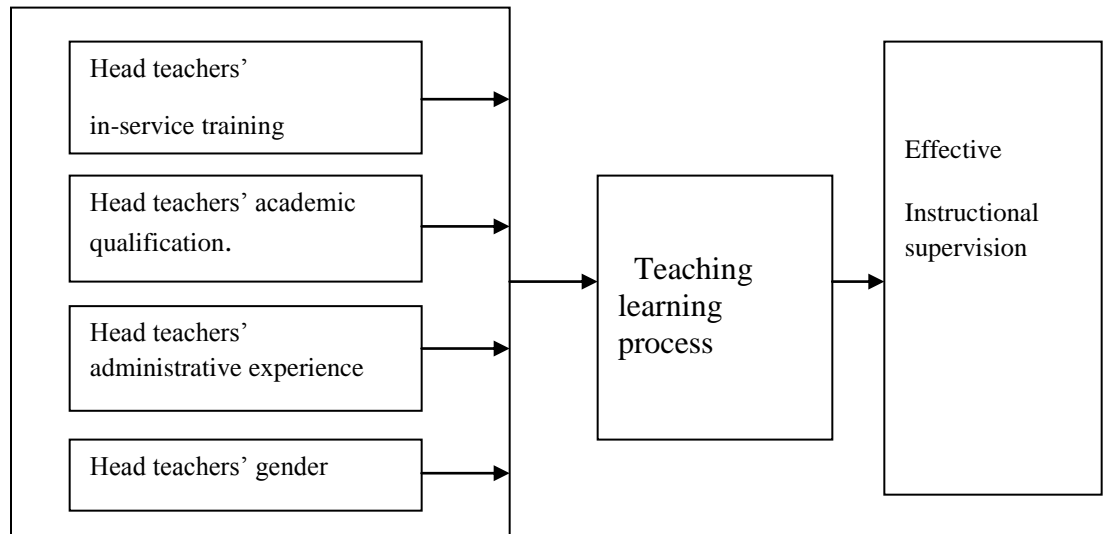
This study was guided by the Path Goal Theory which was developed in 1971 by Robert House. This theory has its roots in expectancy theory. It states that a leaders' behavior is contingent to the satisfaction, motivation and performance of his or her subordinates. It also postulates that a leader engages in behaviors that complement subordinates and compensates for deficiencies. This theory is both a

contingency and a transactional leadership theory. It is about leaders taking a leading role and the others following. It's about leaders helping their followers achieve the set goals, clarifying issues and removing barriers on the way. This theory explains that the head teacher as the school's internal supervisor has a very crucial role in guiding the teachers in the teaching learning process. His or her success will be portrayed in the teaching learning process since he is in charge of instructional supervision at school. However this theory has shortcoming in that it places a leader above any other person. It diminishes the spirit of team work, consultations and democracy which are very important pillars in instructional supervision.

2.10 Conceptual Framework

According to Orodho (2005) conceptual framework is form of representation whereby, a researcher represents the relationship between variables in the study and depicts them diagrammatically.

Figure 2.1 Conceptual framework of the head teachers' factors influencing instructional supervisory practices in public primary schools in Ruiru sub county, Kiambu County.



The study was conceptualized based on the variables used in the study. It shall conceptualize that head teachers' instructional supervision is influenced by various factors such as head teachers' in service training, academic qualifications, administrative experience and gender. All these are independent variables. Instructional supervision is the dependent variable. Effective instructional supervision manifests in the teaching learning process. Teachers' pedagogical skills are enhanced since the fundamental principle of instructional supervision is improvement of teaching and learning in schools.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter discussed the research methodology used in this study and provided a general framework for the research. It presented the research design, target population, sample size and sampling procedures, description of research instruments, validity and reliability of instruments, data collection procedures and data analysis techniques.

3.2 Research design

This study used descriptive survey to establish the head teachers' characteristics influencing instructional supervision in public primary schools in Ruiru Sub County. According to Gay (1992), descriptive survey research design is a method used to investigate educational issues and to determine and report the way things are and were. It was the most appropriate design in obtaining information that best describe the existing phenomenon through asking questions in order to know more about peoples' attitudes, perceptions and behaviors

3.3 Target population

Borg (1996) defines target population as all members of real or hypothetical sets of subjects, people, events to which a researcher wishes to generalize the results of the study. According to Orodho (2005), target population is a set of elements

that the researcher focuses upon and to which the results obtained by testing the sample should be generalized .For this study the target population constituted of all the thirty public primary schools in Ruiru sub county with a population of 30 head teachers 600 teachers .

3.4 Sample size and sampling procedures

According to Mugenda and Mugenda (2003), a sample size is a small portion of the target population, while sampling is a research technique that is used in selecting a given number of subjects from the target population as a representative of that population. Mugenda and Mugenda (2003) recommend 10percent to 30percent of the target population as an adequate sample for a study. The researcher took 30percent and the sample size was 9 head teachers 180 teachers from 9 public primary schools in Ruiru Sub County. The researcher employed simple random sampling technique to select 9 schools. Simple random sampling is a technique in which each and every item of the population has an equal chance of being included in the sample. In applying this technique the researcher obtained the names of all public primary schools in Ruiru Sub County and wrote them on identical slips of papers. The slips of papers were folded and mixed in a container. A blindfold selection was made with replacement before another unit was selected. This was done repeatedly until all 9 schools were selected. The same technique was used to select 20 teachers from each sampled school. The nine head teachers of the nine sampled schools were purposively picked.

3.5 Research instruments

The study used questionnaires for the head teachers and the teachers. According to Kombo and Tromp (2006), a questionnaire is a research instrument that gathers data over a large sample. It can reach a large number of subjects who are able to read and write independently. It is preferred as it allows anonymity of respondents and uniformity of questions. Section A of both head teachers' and teachers' questionnaires were used to collect personal information of the respondents. Section B had questions related to instructional supervision involving relevant questions to each category of the respondents. The questionnaires used in the study had both closed and open-ended questions. Open ended questions allow greater depth of response.

3.6 Validity of research instruments

Validity is the extent to which research results can be accurately interpreted and generalized to other populations. It is the extent to which research instruments measure what they are intended to measure Oso & Onen, (2011).The researcher determined the validity of the questionnaires through the supervisors' expertise and advice. This was done by presenting the items in the questionnaires to the supervisor for assessment of the relevance of the contents to be used in the instrument. The supervisors' suggestions, comments and recommendations were used to improve the final questionnaires. The pilot study was conducted in one school, about 10percent of the sample size as recommended by Mugenda and

Mugenda (2003) was used. The school was not sampled in the main study. The number of respondents was therefore 3 (one head teacher and 2 teachers). The researcher arrived at content validity through the results and the comments of the pilot study. Items that failed to measure the variables they were intended to measure were modified and others discarded.

3.7 Reliability of research instruments

Reliability is the ability of a research instrument to measure characteristics of interest over time. It is the degree to which a research instrument yields consistent results or data after repeated trials. If a researcher administers a test to a subject twice and gets the same scores on the second administration as the first test, then there is reliability of the instrument Mugenda and Mugenda, (2003) The test-retest reliability method was used to establish the extent to which the content of the instruments was consistent in eliciting the same response every time the instrument was administered. This involved administering the same instrument twice to the same group of subject with a time lapse between the first and the second test. The reliability coefficient between two scores was calculated using the Pearson product-moment correlation formula as illustrated.

$$r = \frac{\Sigma xy - \frac{\Sigma x \Sigma y}{N}}{\left(\left[N \Sigma x^2 - \frac{(\Sigma x)^2}{N} \right] \left[N \Sigma y^2 - \frac{(\Sigma y)^2}{N} \right] \right)^{1/2}}$$

Where N=No. of values or elements

X=first score

Y=second score.

The researcher computed the reliability coefficient for the questionnaires. Mugenda and Mugenda (2003) assert that coefficient of 0.8 or more implies that there is a high degree of the reliability of data. The coefficient was 0.92 for the head teachers and 0.87 for the teachers and was therefore deemed fit, reliable and used for the study.

3.8 Data collection procedures

Data collection procedure refers to gathering of specific information aimed at providing or refuting some facts. Kombo and Tromp, (2006). Prior to the commencement of data collection, the researcher was cleared by the Department of Educational administration and Planning in the University of Nairobi. A research permit was obtained from the National Commission for Science, Technology and Innovation. A copy of the permit and an introductory letter was presented to the County Director of Education and then to Ruiru Sub County Education Office. The researcher visited the sampled schools informing the head teachers of the study and the administration of the questionnaires. Thereafter the questionnaires were administered and collected at agreed time and date.

3.9 Data Analysis techniques

After the collection of data the researcher cross examined the questionnaires to ascertain the return rate, completeness and clarity. Data was analyzed both quantitatively and qualitatively based on the study objectives. Quantitative analysis was applied to close ended questions that provided the respondents with alternative responses from which to choose from. Descriptive statistics was used to summarize quantitative data. Analysis involved editing the questionnaires, tabulating and coding the responses. Data was processed using Statistical Package for Social Sciences computer program. Frequency distribution tables and percentages were computed and tabulated. Qualitative data was processed by first categorizing and discussing the responses for each item according to the themes. The data was edited, coded and reported using descriptive narratives of views, experiences and the opinions of the respondents. Descriptive statistics was used to analyze the coded responses.

3.10 Ethical considerations

The researcher sought permission from the head teachers of the sampled schools whereby she was able to establish good rapport with the respondents. The researcher asked the respondents to willingly and honestly fill the questionnaires. They were assured that the data that was to be collected was to be used for the purposes of the research and that they were not required to write down their names on the questionnaires.

CHAPTER FOUR

DATA ANALYSIS, INTERPRETATION AND DISCUSSIONS

4.1 Introduction

This chapter presents the data analysis, interpretation and discussions. Data analysis was aimed at addressing the purpose of the study which was to establish the head teachers' characteristics influencing instructional supervision in public primary schools in Ruiru sub county, Kiambu County. It starts with questionnaire response rate, demographic data of the respondents, while the other sections are based on the research objectives. Data is then presented in form of the frequency tables and figures where applicable. The presentation is based on data from head teachers' and teachers' questionnaires.

4.2 Questionnaires return rate

The researcher gave nine questionnaires to nine head teachers and one hundred and eighty questionnaires to the sampled teachers. The Table 4.1 shows how the questionnaires were distributed and returned.

Table 4.1: Questionnaires return rate

Categories	Distributed	Returned	Percent
Head teachers	9	9	100
Teachers	180	165	91.7
Total	189	174	92.1

Table 4.1 shows that all the nine sampled head teachers filled and returned the questionnaires. This represents 100 percent return rate. Only 165 questionnaires were returned from the 180 questionnaires that were dispatched to the sampled teachers. This was 91.7 percent return rate. According to Mugenda and Mugenda (1999) a 50 percent response rate is adequate, 60 percent is good and above 70 percent is rated as very good. This implied that 100 percent and 91.7 percent were rated as very good and was an indication that there was high level of cooperation from the respondents. This return rate was also considered good in providing the required information for the purpose of the data analysis.

4.3 Demographic information of the respondents

In order to find out head teacher's characteristics influencing instructional supervision in public primary schools in Ruiru Sub county the study began by interrogating the demographic information of the head teachers and the teachers

in respective of their gender, age, experience, academic and professional qualifications and school.

4.3.1 Gender of the teachers

The teachers were asked to indicate their gender and the findings are summarized in Table 4.2

Table 4.2: Distribution of teachers by gender

Gender	Frequency	Percent
Male	32	19.4
Female	133	80.6
Total	165	100

Table 4.2 shows that majority of the teachers (80.6 percent) were female while only 19.4 percent were male. This suggested that teaching in Ruiru sub county is a female dominated career.

4.3.2 Distribution of respondents by age

The respondents were asked to indicate their age. Table 4.3 shows the findings of the respondents' age distribution.

Table 4.3 Distribution of head teachers by their age.

Age bracket	Frequency	Percent
Above 45 years	6	66.7
35-44 years	2	22.2
25-34 years	1	11.1
Total	9	100

Table 4.3 shows that the majority (66.7 percent) of the head teachers were aged 45 years and above. This data revealed that age is a factor that may be considered when giving out leadership positions. Table 4.4 shows the age distribution of the teachers.

Table 4.4. Distribution of teachers by their age

Age brackets	Frequency	Percentage
Above 45 years	45	27.3
34-44 years	84	50.9
25-34 years	36	21.8
Total	165	100

Data from Table 4.4 shows that majority of the respondents are in the age bracket of 34-44 years which is represented by 50.9 percent. This means that teaching career in Ruiru sub county is dominated by a youthful human resource.

4.3.4 Academic qualifications of the respondents

The teachers were asked to indicate their highest academic qualifications and the results are as shown in Table 4.5

Table 4.5 Academic qualifications of the teachers

Category	F	%
PI- Certificate	41	24.8
Diploma	44	26.7
B.Ed	67	40.6
Masters	13	7.9
Total	165	100

Table 4.5 reveals 24.8 percent of the teachers are P1 certificate holders. P1 certificate is the minimum qualification requirement for teaching in primary schools. It also shows that 40.6 percent of the teachers are B.Ed holders and 7.9 percent have Masters Degrees. This means that there is professional growth

among the teachers and that public primary schools in Ruiru sub county have qualified teachers who are able to give correct and accurate data for the purpose of this study. This is in line with De Grauwe (2001) who posit that both qualifications and experience of Head teacher are important in selection of the supervisors.

4.3.5 Professional qualifications of the respondents

The respondents were asked to indicate their professional qualifications and the findings are as shown in Table 4.6

Table 4.6 Professional qualifications of the respondents

Categories	Head teachers		Teachers	
	Frequency	Percent	Frequency	Percent
PI	-	-	41	24.8
Certificate				
ATSIV	4	44.5	19	11.5
ATS III	2	22.2	15	9.1
ATS II	-	-	23	13.9
ATS I	1	11.1	21	12.8
Graduate	2	22.2	46	27.9
Total	9	100	165	100

Table 4.6 shows that none of the head teachers is a P1 certificate holder but they have excelled professional since 44.5 percent of them are ATS IV and 22.2 percent of them are graduates. On the other hand 24.8 percent of the teachers are P1 certificate holders while 27.9 percent are graduates. This implies that many teachers have pursued higher education than the head teachers. In relation to

instructional supervision the head teachers may be reluctant and may not have confidence to supervise officers who are more qualified than themselves. Though most of the head teachers have pursued higher education the policy requires a minimum of PI certificate and an experience of not less than five years for one to be appointed in the headship position.

4.3. 6. Teaching experience of the respondents

The respondents were asked to indicate the years they have been in the teaching career. The results are as shown in Table 4.7

Table 4.7 Teaching experience of the respondents

Teaching experience	Head teachers		Teachers	
	F	percent	F	percent
Less than 5 years	-	-	10	6.1
5-10 years	-	-	26	15.8
10-15years	2	22.2	31	18.7
15 -20 years	2	22.2	50	30.3
20-25 years	2	22.2	27	16.4
Over 25 years	3	33.4	21	12.7
Total	9	100	165	100

Table 4.7 shows that 33.4 percent of the head teachers have teaching experience of over 25 years. The rest of the head teachers (66.6 percent) were found in the bracket of 10-25. None of the head teacher was found to be having less than ten years of teaching experience. This implies that there are minimum numbers of years that one is required to teach before applying for headship. An experienced head teacher is able to carry out instructional supervision in their learning institutions.

Most of the teachers were found in the bracket of 15-20 years of experience and this was represented by 30.3 percent. Those with experience of less than 5 years accounted for 6.1 percent. Those found to be having experience of over 25 years were 12.7 percent. However 6.1 percent of the teachers were found to be in the bracket of less than 5 years which necessitates head teacher's instructional supervision. The wealth of experience for the head teachers and the teachers is very crucial when responding to question regarding instructional supervision.

4.3.7 Position held in school

The respondents were asked to indicate the position that they hold in school. Some of them may be involved in the supervision since the head teacher can delegate supervision functions to them especially the deputy.

Table 4.8 Distribution of teachers by position held in school.

Teacher status	Frequency	Percent
Deputy head teacher	9	5.4
Senior teacher	11	6.7
Subject panel head	26	15.8
Subject teacher	119	72.1
Total	165	100

The data from Table 4.8 shows that 5.4 percent of the respondents were deputy head teachers, 6.7 percent were senior teachers, and subject panel heads accounted for 15.8 percent while the majority (72.1 percent) of the respondents were the subject teachers. The high number of the teachers will give enough data since instructional supervision mostly focuses on them.

4.4 Head teachers' characteristics influencing instructional supervision

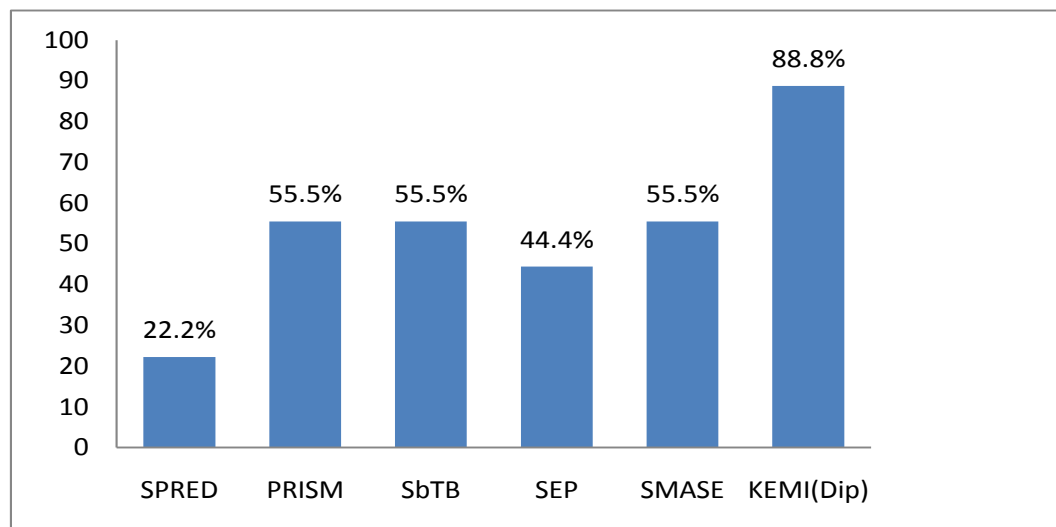
Supervision of instructions in public primary schools can be influenced by head teachers' characteristics as cited in the literature review. These characteristics can be head teachers' in service training, academic qualifications, administrative experience and gender. This study aimed at establishing head teachers' characteristics influencing instructional supervision in public primary schools in

Ruiru Sub county, Kiambu .The data was obtained through own constructed questionnaires which were completed by the head teachers and the teachers sampled for the study. The collected data was organized and analyzed using descriptive statistics supported by Tables and Figures.

4.4.1 Head teachers' in-service training and instructional supervision

Research question number one sought to establish the extent to which head teachers' in service training influence instructional supervision in public primary schools in Ruiru Sub County. The respondents (head teachers) were asked to indicate the in-service courses that they have attended. The results are as shown in Fig. 4.1

Figure 4.1 In- service courses attended by the head teachers



Data from Fig 4.1 shows that majority of the head teachers have attended some of the in service courses organized and sponsored by the Ministry of Education. KEMI diploma was attended by 88.8 percent of the respondents followed by PRISM, SbTD, SMASE each with a representation of 55.5 percent. SPRED had the least number of attendants accounting for 22.2 percent of the head teachers. It is evident that majority of the head teachers have attended a variety of in service courses that have been there and hence they should be able to carry out instructional supervision in their schools. This is in line with what Gordon & Ross-Gordon (2004) posit that effective supervision requires well trained personnel with knowledge, interpersonal skills, and technical skills that are prepared to provide the necessary and appropriate guidance and support to the teaching staff. The respondents were further asked to indicate the extent to which they agree that 'head teachers' in service training influence instructional supervision' and the results were as shown in Table 4.9

Table 4.9 Respondents’ responses on the extent to which they agree that head teachers’ in service training influence instructional supervision.

Categories	Head teachers		Teachers	
	Frequency	Percent	Frequency	Percent
Strongly agree	6	66.7	107	64.8
Agree	2	22.2	32	19.4
Disagree	1	11.1	16	9.7
Undecided	-	-	10	6.1
Total	9	100	165	100

The results from Table 4.9 shows that majority of the respondents strongly agreed that head teachers’ in service training influence instructional supervision. This was represented by 66.7 percent of the head teachers and only 11.1 percent of the head teachers disagreed that head teachers’ in service training had influence on instructional supervision. Majority (64.8 percent) of the teachers strongly agreed that head teachers’ in service training influence instructional supervision. Oduro (2008) found out that about 75 percent of his respondents (head teachers) reported that they received little or no training in leadership and therefore used trial and error techniques to address challenges they encountered in instructional leadership role. Head teachers in Ruiru Sub County may not therefore use trial and error methods to address instructional supervision challenges since most of them have attended a variety of in service courses. The respondents were further asked to

indicate whether head teachers' in service training influence supervision of professional documents and the results were as indicated in Table 4.10

Table 4.10 Teachers' responses on checking of professional records by the head teacher and instructional supervision

	SA- Strongly agree		A -Agree		SD –strongly disagree		D-Disagree	
	SA		A		SD		D	
Professional document	F	%	F	%	F	%	F	%
Schemes of work	93	56.4	40	24.2	14	8.5	18	10.9
Lesson plans	70	42.4	50	30.3	20	12.1	25	15.2
Lesson notes	80	48.5	55	33.3	17	10.3	13	7.9
Record of work covered	93	56.4	45	27.3	11	6.6	16	9.7
Class registers	99	60.0	39	23.6	18	10.9	9	5.5

N=165

Table 4.10 shows that 56.4 percent of the teachers strongly agreed that head teachers' in service training influence the checking of the schemes of work while another 56.4 percent and 60 percent strongly agreed that head teachers in service training has influence on the checking of record of work covered and class registers. About the lesson plans and lesson notes only 42.4 percent and 48.5

percent respectively indicated that they strongly agreed that the checking was influenced by head teachers' in service training. These findings concurs with Wanzare (2012) who asserts that instructional supervision embraces all activities that are directed specifically towards establishment, maintenance, and improvement of teaching and learning process in schools. This therefore implies that head teachers who have been well in serviced will carry out instructional supervision in their schools.

4.4.2 Head teachers' academic qualifications and instructional supervision

The second research question sought to establish the extent to which head teachers' academic qualifications influence instructional supervision. To achieve these head teachers were asked to indicate their academic qualifications and the results are as shown in Table 4.11

Table 4.11 Head teachers' academic qualifications

Categories	Frequency	Percent
P1	-	-
Diploma	6	66.7
B.Ed	1	11.1
Masters	2	22.2
Total	9	100

The results from Table 4.11 show that 66.7 percent of the teachers are diploma holders. None of the head teachers is in the level of the P1 which is the minimum entry qualifications in the teaching career. Those with Bachelors in education and Masters are 11.1 percent and 22.2 percent respectively. This implies that most (33.3 percent) of the head teachers in Ruiru sub county have attended institutions of higher learning which according to Carter and Klotz (1990) universities are institutions that could be of great service to the needs of the teachers by offering degrees in educational administration and curricula to include a common core of knowledge and skills that all educational administrators must have, including a sound understanding of teaching and learning theory. The head teachers in Ruiru Sub County are therefore expected to be good instructional supervisors. The

respondents were further asked to indicate the extent to which they thought that head teachers' academic qualification influence instructional supervision and the responses are as shown in Table 4.12

Table 4.12 Respondents' responses on level of agreement that 'head teachers' academic qualifications influence instructional supervision'

Responses	Head teachers		Teachers	
	F	percent	F	percent
Strongly agree	6	66.7	85	51.5
Agree	3	33.3	44	26.7
Disagree	-	-	23	13.9
Undecided	-	-	13	7.9
Total	9	100	165	100

Table 4.12 shows that majority (66.7 percent) of the head teachers strongly agreed that their academic qualifications influence instructional supervision. Only 33.3 percent agreed on the same. None of the head teachers disputed neither was undecided on this. On the same majority of the teachers (51.5 percent) strongly agreed that head teachers academic qualifications had influence on instructional supervision. This was in agreement with Okoro (2004) who cited that personnel with higher qualifications display more confidence in their work place and are

more accessible to quality information and adapt to changing occupational conditions. The respondents were further asked to indicate their level of agreement on the aspect of academic qualifications in respect to supervision of instructions and their responses are summarized in Table 4.13

Table 4.13 Head teachers’ responses on the aspect of academic qualifications and instructional supervision.

1. Strongly agree 2. Agree 3.Strongly disagree

Aspects of academic qualifications	Key	F	%
Head teachers with high academic qualifications are better supervisors.	1	8	88.9
	2	1	11.1
	3	-	-
Head teachers with high academic qualifications display more confidence when supervising instructions.	1	8	88.9
	2	1	11.1
	3	-	-
Head teachers with low academic qualifications are usually ill equipped in adapting to modern change.	1	7	77.8
	2	1	11.1
	3	1	11.1

Results from Table 4.13 indicates that majority of the head teachers (88.9 percent) strongly agreed that head teachers with high academic qualifications are better supervisors. These findings are in agreement with Obonyo (1984) who indicated ‘that contrary to a popular belief that school administration is a matter of common

sense and experience in the field his study found out that in actual situations administration of schools requires that head teachers' qualifications be taken into account before assigning them leadership roles'. The findings further indicate that majority (88.9 percent) of the respondents strongly agreed that supervisors with higher academic qualifications display more confidence when supervising instructions and this may imply that head teachers who are less qualified than their teachers may be reluctant to supervise them. Majority (77.8 percent) of the respondents further concurred with the statement that head teachers with low academic qualifications are usually ill equipped in adapting to modern change. The findings are in agreement with Okoro (2004) who found out that supervisors with higher academic qualifications are more accessible to quality information.

4.4.3 Head teachers' administrative experience and instructional supervision

The third objective sought to establish the extent to which head teachers' administrative experience influence instructional supervision. To achieve this, the respondents (head teachers) were required to indicate the number of years they have been in the administrative positions and the results are as shown on Table 4.14

Table 4.14 Head teachers' administrative experience

Administrative experience	Frequency	Percent
Less the 5 years	-	-
5-10 years	1	11.1
10-15 years	1	11.1
15-20 years	4	44.5
20-25 years	2	22.2
Over 25 years	1	11.1
Total	9	100

Table 4.14 shows that most of the head teachers (44.5 percent) have served in administrative positions for more than fifteen years. This implies that the head teachers in Ruiru sub county have a wealth of administrative experience and are therefore expected to carry out instructional supervision in their institutions. Ochieng (1984) in highlighting why head teachers fail blamed the failure of some beginning head teachers on lack of vital administrative experience. According to Olembo, Wanga and Karagu (1992) administrative experience offers head

teachers superior knowledge, skills and attitudes that would enable them discharge their instructional duties effectively. The respondents were further required indicate the extent to which they thought that head teachers' administrative experience influence instructional supervision and the results are as shown on Table 4.15

Table 4.15 Respondents responses on the level of agreement that 'head teachers' administrative experience influence instructional supervision'

Response	Head teachers		Teachers	
	Frequency	Percent	Frequency	Percent
Strongly agree	7	77.8	148	89.7
Agree	2	22.2	12	7.3
Disagree	-	-	5	3
Total	9	100	165	100

The results from Table 4.15 indicate that majority of the respondents strongly agreed that head teachers' administrative experience influence instructional supervision in public primary schools in Ruiru Sub county. These were represented by 77.8 percent of the head teachers and 89.7 percent of the teachers. These findings concurs with Rotich (2012) who found out that head teachers'

administrative experience has influence in instructional supervision in public primary schools in Longisa Division. According to Olembo, Wanga and Karagu (1992), administrative experience offers head teachers superior knowledge skills and attitudes that would enable them discharge their instructional duties effectively. Mwiria (1995) as well said that limited teaching and administrative experience contributed to management deficiencies in those with less than five years of administrative experience.

4.4.4 Head teachers’ gender and instructional supervision

The fourth objective of the study was to determine the extent to which head teachers’ gender influences instructional supervision. To achieve this, the respondents were required to indicate their gender and the results are as shown in Table 4.16

Table 4.16 Distribution of head teachers by gender

Head teacher		
Gender	Frequency	Percent
Male	4	44.4
Female	5	55.6
Total	9	100

Table 4.16 shows that headship positions in public primary schools in Ruiru Sub County are dominated by female since the majority of the head teachers are female who have 55.6 percent representation. The respondents were further asked to indicate the extent to which they thought that head teachers' gender had influence on instructional supervision and the findings are as in Tables 4.18

Table 4.17 Respondents' responses on the level of agreement that 'head teachers' gender influence instructional supervision'

Responses	Head teachers		Teachers	
	Frequency	Percent	Frequency	Percent
Strongly agree	-	-	6	3.6
Agree	1	11.1	11	6.7
Disagree	8	88.9	148	89.7
Total	9	100	165	100

The results from Table 4.17 indicate that majority of the respondents disagreed that head teachers' gender influence instructional supervision. These were 88.9 percent of the head teachers and 89.7 percent of the teachers. These findings were in agreement with Macharia, (2012) who found out that head teachers' gender had no influence on instructional supervision. Those who agreed were 11.1 percent of the head teachers and 6.7 percent of the teachers. Only 3.6 percent of

the teachers strongly agreed that head teachers' gender has influence on instructional supervision. The respondents were also required to indicate the extent to which they think aspects of head teachers' gender influence implementation of instructional supervision activities and the results are shown on Table 4.18

Table 4.18 Respondents' responses on level of agreement on influence of gender on implementation of instructional supervision activities.

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

	1	2	3	4
<hr/>				
Instructional supervision activities				
<hr/>				
Introducing new teachers	-	3.6%	96.4 %	-
Consulting teachers before assigning them duties	25%	10.5%	64.5%	-
Checking professional records	10%	20%	66%	4%
Motivating staff and maintaining good staff relations	20%	13%	60%	7%
Placing teachers in the classes they enjoy teaching	13%	9.7%	71%	6.3%
Involving teachers in identifying and solving problems.	14%	20%	66%	-
Involving teachers in parents/community relations	10%	30%	50%	10%
Involving teachers in organizing important school	5%	35%	60%	-
<hr/>				
N= 165				

Results from Table 4.18 shows that a majority of the respondents strongly disagreed that head teachers' gender has influence on the implementation of supervisory activities. The majority of the teachers (96.4 percent) strongly disagreed that head teacher's gender influence how they introduce new teachers. On placing teachers in the classes they enjoy teaching the majority of the teachers (71 percent) strongly disagreed that head teachers gender had any influence on it. These findings are contrary to Porat (1991) who view good school administration as more attuned to feminine than masculine modes of leaders' behavior. The findings also are contrary to Omondi (2006) whose study on the role performance of female head teachers in public primary schools in Bondo District found out that 71.3 percent of female head teachers performed well in checking of professional documents. This is because 66 percent of the respondents indicated that they strongly disagreed that head teachers gender influence the checking of the professional records. Again Omondi (2006) found out that 62.5 percent of the female head teachers were rated very well in maintaining good staff relations. The findings of this study established that majority of the respondents (60 percent) strongly disagreed that motivating teachers and establishment of good staff relations has nothing to do with the head teachers' gender .The respondents were further asked to indicate on areas to improve on as far as supervision is concerned and the findings are summarized in Table 4.19.

Table 4.19 Respondents’ suggestions on areas to be given more attention in instructional supervision.

Areas to be addressed	Head teachers		Teachers	
	F	%	F	%
Motivation of teachers	-	-	95	57.8
In service courses	5	55.6	14	8.4
Teachers’ workload	-	-	16	9.7
Physical facilities	-	-	20	12.1
Need for external inspection	3	33.3	15	9.0
Others	1	11.1	5	3.0
Total	9	100	165	100

Results from Table 4.19 indicates that majority (55.6) of the head teachers indicated that they needed more in service courses so as to enhance their instructional supervision skills. They also reported that external supervisors should frequently visit the schools and carry out supervisions. This was indicated by 33.3 percent of the head teachers. The Table also indicates that majority (57.8 percent) of the teachers reported that teachers’ strategies to motivate teachers should be put in place. Those who indicated that teachers need more in service

and refresher courses were represented by 8.4 percent. The sentiment were in line with Kamunge report of 1988 that saw the need for teachers to be given adequate in ser vice training on the curriculum they taught and appropriate teaching methods as a way of improving quality of education. The teachers indicated that they were handling very many pupils in a class especially after introduction of Free Primary Education and hence the situation should be addressed if effective teaching/ learning was to take place. This was reported by 9.7 percent of the teachers. On physical facilities 12.1 percent of the teachers reported that there was dire need to expand classrooms and improve sanitation thus providing conducive teaching/ learning environment. This should be in line with Kamunge report of 1988 which recommended that parents and communities should support the School in providing physical infrastructure and other materials needed.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary of the study, conclusions, recommendations and suggestions for further research based on the data analysis.

5.2 Summary of the study

The aim of the study was to establish head teachers' characteristics influencing instructional supervision in public primary schools in Ruiru Sub County of Kiambu County. The researcher developed four research questions to be answered by the study. They were, 'To determine the extent to which head teachers' in service training influence instructional supervision in public primary schools in Ruiru sub county, to establish the extent to which head teachers' academic qualifications influence instructional supervision, to find out the extent to which head teachers' administrative experience influence instructional supervision and to establish the extent to which head teachers' gender influence instructional supervision in public primary schools in Ruiru sub county, Kiambu county.

The sample size consisted of nine head teachers and one hundred and eighty teachers. The researcher used descriptive survey design, simple random sampling for schools and teachers was used and the head teachers of the sampled schools were purposively picked. The study used two sets of questionnaires one for the head teacher and another for teachers. On reliability head teachers questionnaires

had a coefficient of 0.92 and 0.87 for the teachers' questionnaires. The findings obtained are presented in forms of frequency tables, percentages, and charts.

The research report had four objectives. The first objective of the study sought to determine the extent to which head teachers' in service training influences instructional supervision in public primary schools in Ruiru sub county, Kiambu county. The study findings are that INSETs for the head teachers are of paramount importance as far as instructional supervision is concerned. The majority of the respondents (head teachers) with a representation of 77.8 percent strongly agreed that head teachers in service training influence instructional supervision while 89.7 percent of the teachers also had the same sentiments.

The second objective of the study sought to establish the extent to which the head teachers' academic qualifications influence instructional supervision in public primary schools in Ruiru sub county Kiambu County. The study established that head teachers' academic qualifications influence instructional supervision since majority of the respondents 66.7 percent (head teachers) and 51.5 percent of the teachers strongly agreed that head teachers academic qualifications influence instructional supervision in public primary schools in Ruiru sub county.

The third objective sought to establish the extent to which head teachers' administrative experience influences instructional supervision. From the findings of the study majority of the respondents strongly agreed that head teachers administrative experience influences instructional supervision. This accounted for

the 77.8 percent of the head teachers and 89.7 percent of the teachers. The study established that head teachers' administrative experience is critical in supervision of instructions. The study findings are in agreement with Bore (2012) and Rotich (2014) who found out that head teachers' administrative experience influences instructional supervision.

The fourth objective of the study sought to establish the extent to which head teachers' gender influence instructional supervision in public primary schools in Ruiru sub county Kiambu County. The study established that head teachers' gender has no influence on instructional supervision since the majority of the respondents strongly disagreed. These were represented by 88.9 percent of the head teachers and 89.7 percent of the teachers.

The respondents were asked to suggest on how to improve instructional supervision in Ruiru Sub County. Majority of the head teachers indicated that QASO who are the external supervisors should make regular visits to the schools. They also indicated that more in service courses focusing on instructional supervision should be organized for them. Majority of the teachers indicated that teachers' motivation should be looked into. They also indicated that more in service and refreshers courses should be organized for the teachers.

5.3 Conclusions

The study focused on head teachers' characteristics influencing instructional supervision in public primary schools in Ruiru Sub County. The study concluded that most of the head teachers have high academic and professional qualifications. Head teachers in this area have attended a variety of in service courses which are related to instructional supervision.

Head teachers' administrative experience is vital in supervision of instructions and the study has revealed that majority of the head teachers have more than ten years in administrative positions. Head teachers' gender was found to have no influence on instructional supervision. Suggestions from the respondents on areas to improve in instructional supervision revealed that most of the teachers needed teachers' motivation to be addressed. Among other things the respondents indicated that their work load was very heavy and that external supervisors should visit schools regularly.

5.4 Recommendations of the study

Given the importance of instructional supervision curriculum developers should incorporate the aspect of instructional supervision in pre service teachers' training syllabus for all trainees to prepare them for future headship positions.

- i. The ministry of education should regularly organize in service and refresher courses for those who are in administrative positions.

- ii. The Teachers' Service Commission should consider academic qualifications when appointing head teachers. They should be encouraged to pursue higher education so as to avoid situations where teachers are more academically qualified than their head teachers.
- iii. The policy makers should put the minimum number of years that one should work before being given leadership position.

5.4 Suggestion for further study

- i) More research should be carried out in Ruiru Sub County in order to find out other factors such as institutional factors influencing instructional supervision in public primary schools other than the head teachers' characteristics.
- ii) Further research could be done to find out training needs in curriculum supervision to those in administration such as head teachers, deputies and senior teachers.
- iii) Research in head teachers' characteristics influencing instructional supervision should be carried out in private primary schools in Ruiru Sub County.

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APPENDICES

Appendix i: Letter of introduction to the respondents

University of Nairobi

Department of Educational Administration
and Planning.

P.O Box 92 Kikuyu, Nairobi.

Date.....

The Head teacher

.....Primary school.

P.O Box.....

Ruiru

Dear Sir/Madam

I am a student at the University of Nairobi currently pursuing a Masters degree in education. As part of assessment I am required to carry out a research on “**head teacher’s characteristics influencing instructional supervision in Ruiru Sub County, Kiambu County**”.

The purpose of this letter is to kindly request you to allow me to carry out the study in your school. All the information given shall strictly be used for the purpose of this study only and your identity will remain confidential.

Yours Faithfully

Rachael W. Irungu.

Appendix ii: questionnaire for head teachers

This questionnaire is designed to gather information on Head teacher's characteristics influencing instructional supervision in Ruiru Sub County, Kiambu County.

The information that you will give will be used for the purpose of this study only. Please respond to all items.

Please tick [√...] where applicable

Section A

1. What is your gender? Male [] Female []

2. Which is your age bracket? 25-34 year [] 35-44 years [] above 45 years []

3. What is your highest academic qualification?

M.Ed [] B.Ed [] A level [] O level [] KCSE [] KAPE [] KJSE []

4. What is the level of your professional qualification?

Graduate [] ATS I [] ATS II [] ATS III [] ATS IV [] PI []

5. What is your teaching experience?

Less than 5yrs [] 5-10yrs [] 10-15yrs [] 15-20yrs []

20-25yrs [] over 25 yrs []

6. For how many years have you served as a head teacher?

1-5 years [] 6-10 yrs [] 11-15 yrs [] 16-20yrs [] over 25 years []

Section B

7. Which of these in service courses have you attended?

i) SPRED1 [] PRISM [] SbTD [] SEP [] SMASE [] Diploma

KEMI []

ii) Please indicate on a scale of 1-4 below the extent to which you think head teachers' in service training influence instructional supervision in public primary schools.

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

8. Indicate the extent to which you agree with the statement that head teachers' in-service training influences the checking of these professional documents.

SA-Strongly agree A-Agree SD-Strongly disagree D-Disagree

i.) Schemes of work--

ii) Lesson notes---

ii) Lesson plan--

iv) Record of work covered

v) Class registers

9. Please indicate on a scale of 1-5 the extent to which you think aspects of head teachers' academic qualifications influence instructional supervision.

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

10. Show your level of agreement on the aspect of head teachers' academic qualifications in respect to instructional supervision.

1. Strongly agree 2. Agree 3. Strongly disagree

Aspects of academic qualifications	1	2	3
Head teachers with high academic qualifications are better supervisors.			
Head teachers with high academic qualifications display more confidence when supervising instructions.			
Head teachers with low academic qualifications are usually ill equipped in adapting to modern change.			

11. Indicate the extent to which you think that head teachers' administrative experience influence instructional supervision.

1-Strongly agree 2-Agree 3- Disagree

12. Please indicate your level of agreement with the statement that head teachers' gender influence instructional supervision.

1. Strongly agree 2.Agree 3 Disagree

13. Give suggestions on how school supervision in Ruiru Sub County can be improved.

.....

.....

Appendix iii: Questionnaire for the teachers

This questionnaire is designed to gather information on head teachers' characteristics influencing instructional supervision in public primary schools in Ruiru Sub county Kiambu County. The information that you will give will be used for the purpose of this study only

Please tick [√] where applicable

Section A

1 .What is your gender? Male [] Female []

2. Which is your age bracket? 25-34 years [] 35-44 years []

3. What is your highest academic qualification?

M.Ed [] B.Ed [] A level [] O level [] K.C.S.E []

4. What is the level of your professional qualification?

Graduate [] ATS I [] ATS II [] ATS III [] ATS IV [] PI []

5. For how many years have you served as a teacher? 1-5yrs []

6-10 yrs [] 11-15 yrs [] 16-20yrs [] over 20 years []

6. What position do you hold in school?

Deputy H/t [] Senior teacher [] Subject panel head [] Subject teacher []

Section B

7. Please indicate on the scale of 1-4 the extent to which you think head teachers in service training influence instructional supervision.

1. Strongly agree 2 Agree 3 Disagree 4 Undecided

8. Indicate the extent to which you agree with the statement that head teachers’ in service training influence the checking of these professional documents.

SA-Strongly agree A-Agree SD -Strongly disagree D-Disagree

	SA	A	SD	D
Schemes of work				
Lesson plan				
Lesson notes				
Record of work covered				
Class registers				

9. Please indicate on a scale of 1-5 below the extent to which you think aspect of head teachers’ academic qualifications influence instructional supervision in public primary schools.

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

10. Indicate the extent to which you think the aspects of head teachers' administrative experience influence instructional supervision.

1-Strongly agree 2-Agree 3-Strongly disagree 4-Disagree

11. Please indicate on a scale of 1-3 your level of agreement with the statement that 'head teachers' gender influence instructional supervision.

1. Strongly agree 2.Agree 3.Disagree

12. Please indicate on a scale of 1-3 your level of agreement with the statement that 'head teachers' gender influence the implementation of these instructional supervision activities.

1. Strongly agree 2. Agree 3. Strongly disagree 4. Disagree

	1	2	3	4
Introducing new teachers to the members of staff				
Consulting teachers before assigning them duties.				
Checking of professional records				
Motivating staff and maintaining good staff relations.				
Placing teachers in class and subjects they enjoy teaching.				
Involving teachers in defining and solving the teaching Problems				
Identifying problem areas in curriculum with help of subject panels.				
Involving teachers in parents /community relations.				
Involving teachers in organizing important school functions.				

13 Please list down the areas you think the head teacher needs to give more attention to when supervising instructions.

.....

.....

Appendix iv: Letter of authorization from Ministry of Education



**MINISTRY OF EDUCATION SCIENCE & TECHNOLOGY
State Department of Education**

Telephone: Kiambu (office) 020-2044686
FAX NO. 020-2090948
Email: directoreducationkiambu@yahoo.com
When replying please quote

COUNTY DIRECTOR OF EDUCATION
KIAMBU COUNTY
P. O. Box 2300
KIAMBU

KBU/CDE/HR/4/Vol. I/(124)

30th JUNE, 2015

RACHEAL WANJIRU IRUNGU
UNIVERSITY OF NAIROBI
P.O BOX 30197-00100
NAIROBI

RESEARCH AUTHORIZATION

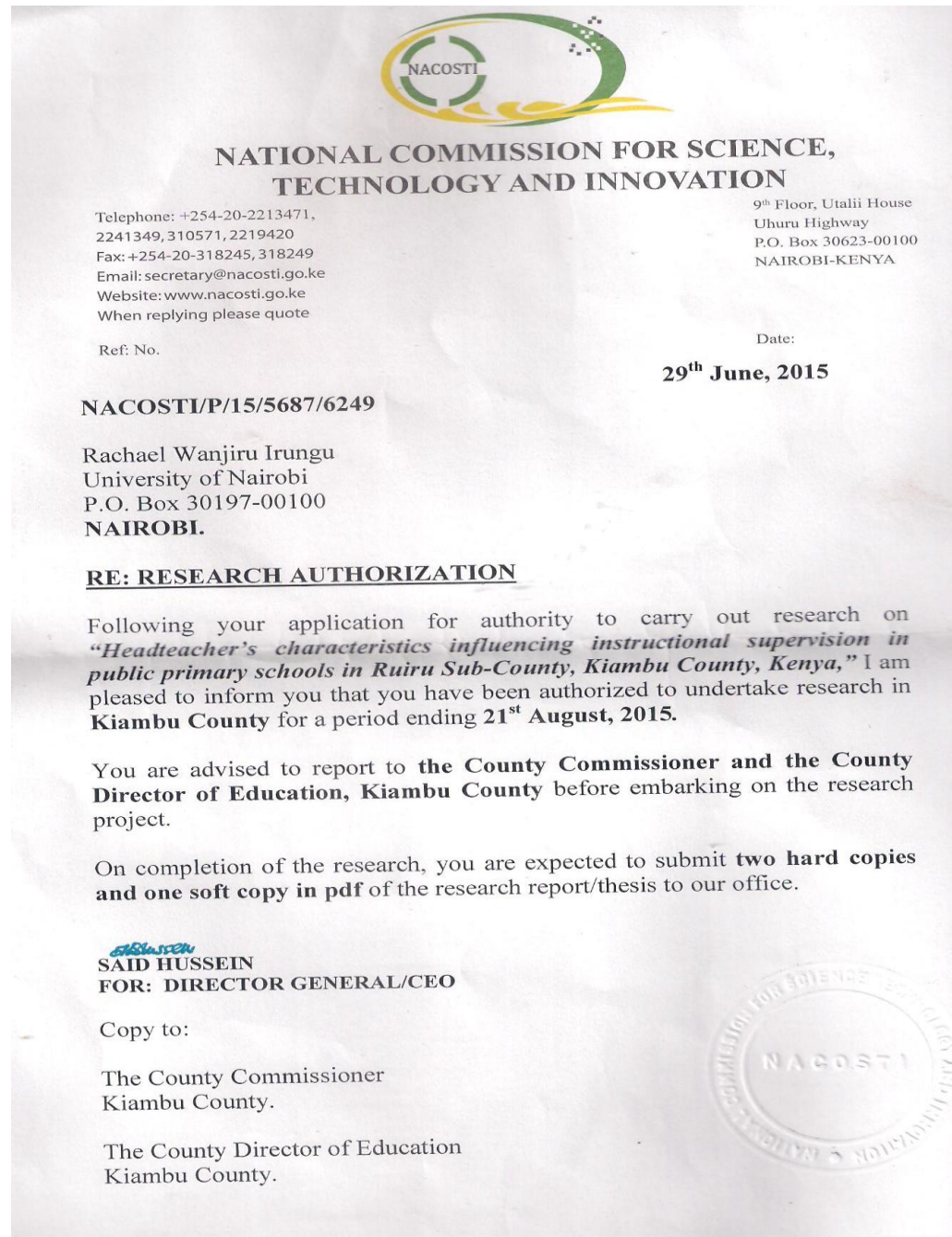
Reference is made to the National Commission for Science Technology and Innovation letter Ref. No. NACOSTI/P/15/ 5687/6249 dated 29th June 2015.

This is to inform you that the above named has been authorized to carry out research on *"Headteachers characteristics influencing instruction supervision in public primary schools in Ruiru sub-county, kiambu county,"* for a period ending 21st August, 2015.

Wish you success.

BONIFACE N. GITAU
FOR COUNTY DIRECTOR OF EDUCATION
KIAMBU COUNTY


Appendix v: Letter of Authorization From NACOSTI



Appendix vi: Research permit

THIS IS TO CERTIFY THAT:
MS. RACHAEL WANJIRU IRUNGU
of UNIVERSITY OF NAIROBI, 5-626
Githurai, has been permitted to conduct
research in Kiambu County
on the topic: HEADTEACHER'S
CHARACTERISTICS INFLUENCING
INSTRUCTIONAL SUPERVISION IN
PUBLIC PRIMARY SCHOOLS IN RUIRU
SUB-COUNTY, KIAMBU COUNTY, KENYA.
for the period ending:
21st August, 2015

Permit No : NACOSTI/P/15/5687/6249
Date Of Issue : 29th June, 2015
Fee Received : Ksh 1,000




.....
Applicant's Signature

.....
Director General
National Commission for Science, Technology and Innovation

CONDITIONS

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

REPUBLIC OF KENYA



National Commission for Science, Technology and Innovation

RESEARCH CLEARANCE PERMIT

Serial No. A 5521

CONDITIONS: see back page