

**INFLUENCE OF HEADTEACHERS' INSTRUCTIONAL SUPERVISION
PRACTICES ON TEACHERS' JOB PERFORMANCE IN PUBLIC PRIMARY
SCHOOLS IN LANG'ATA SUB COUNTY, NAIROBI KENYA**

Aseka Melisa TongolaWabuko

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DECLARATION

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

Aseka Melisa Tongola Wabuko

E55/67132/2013

This research project has been presented for examination with our approval as the university supervisors.

Dr. Ursulla Okoth

Senior Lecturer

Department of Educational Administration and Planning

University of Nairobi

Dr. Lucy Njagi

Lecturer

Department of Educational Administration and Planning

University of Nairobi

DEDICATION

I thank the Almighty God for enabling me to go against odds and accomplish this task. I dedicate this work to my very supportive and understanding husband John Aseka Msee, our daughter Dr. Patience N. Aseka and our son Shadrack O. Aseka. This report is in memory of my late father Mr. Henry Wamukobole.

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LIST OF ABBREVIATIONS AND ACRONYMS

DQASO	Directorate of Quality Assurance and Standard
QASO	Quality Assurance and Standards Officer
FPE	Free Primary Education
KCPE	Kenya Certificate of Primary Education
KEMI	Kenya Educational Management Institute
UNESCO	United Nations Educational Scientific and Cultural Organization
UPE	Universal Primary Education
EFA	Education for All
MOE	Ministry of Education
DEO	District Education Officer

ABSTRACT

The purpose of this study was to investigate the influence of the headteacher's instructional supervision practices on teachers' job performance in public primary schools in Lang'ata Sub County in Nairobi County. Specifically the study sought to assess whether the head teachers' classroom observation influenced teachers job performance in public primary schools in Lang'ata Sub County; to determine the extent to which the headteachers' provision of instructional resources influence teachers' job performance in public primary schools in Lang'ata sub- county; to establish whether the headteachers' checking of teachers professional records influence teachers' job performance in public primary schools in Lang'ata sub- county and lastly to establish the extent to which teachers' professional development by the headteacher influence teachers' job performance in public primary school in Lang'ata Sub County. This study employed a descriptive survey design. The sample comprised of 12 headteacher and 96 teachers. Data was collected using two types of questionnaires which were distributed to the head teachers and the teachers respectively and an interview scheduled to the teachers. The collected data were analyzed quantitatively using frequencies and percentages. Questionnaire return rate for head teachers was 100 percent and for the teachers was 93.75 percent. The study revealed that 67.6% of teachers' job performance was attributed to combination of the independent factors that related to head teachers' instructional supervision practices (Classroom observation, provision of instructional resources, checking teachers' professional records, teachers' professional development and reward motivation. Further results showed that a one percent (1%) change in classroom observation practice will lead to 0.488% variation in teachers' job performance; also a one percent (1%) change in provision of instructional resources practice will lead to 0.269% variation in teachers' job performance. Further, a one percent (1%) change in checking teachers' professional records will lead to 0.384% variation in teachers' job performance and lastly a one percent (1%) change in provision of instructional resources will lead to 0.221% variation in teachers' job performance. The study concluded that headteachers who consistently conduct lesson observation and held model teaching sessions with teachers, significantly influenced teacher performance and hence students' performance. Headteachers' frequency of checking teachers' records of work gave the headteachers the opportunity to have a foresight of teachers' delivery and pupils' needs for early intervention through in-service or otherwise, thus it significantly influence both teachers and pupils performance in public primary schools. Allowing and encouraging teachers to go for further studies by the head teacher impact teachers' job performance. The study recommended that the Ministry of Education emphasizes on the regular monitoring of professional documents by the headteachers including schemes of work, lesson plans, lesson notes and class registers and that the headteachers should proceed with focused instructional supervision by conducting classroom visitation, observation and checking of teachers' professional records in order to enhance pupils' academic performance. Further research would be necessary to identify whether teachers' attitude towards headteacher's role in instructional supervision would be the reasons behind the increasing average performance of schools in KCPE in Lang'ata Sub-County since this study ruled out the headteacher supervisory practices as the possible course of the below average performance.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Education is not only a human right but also an agent of transformation towards individuals' societal development. In cognizance of this, there has been deliberate global commitment among states not only to avail education to citizens but also a quality education (UNESCO, 2010-2011). In both developed and developing countries, policy makers have shifted their attention from expansion issues to quality issues in education.

The effect of globalization on education today has called for survival measures of education world over, and all organizations consciously strive for sustainable development. Armstrong (2009) states that this survival can only be achieved through work supervision as a strategy to organizational survival. Supervision is "the administrative oil that lubricates the management engine" (Okumbe, 2007:182). Teachers play a pivotal role in achieving quality education of any state. Teacher's job performance refers to the accomplishment of given duties by a teacher at a particular period in the school system to achieve stipulated goals (Obidale, 1999). Such duties are timely syllabus coverage, school and class regular and punctual attendance, setting examinations, classroom management among others. The nature of quality instructional supervision within a school is presumed to have effects on the expertise, practice and teachers' job performance and by extension ultimately on student academic achievement.

The head teacher is the agent of supervision in a school on behalf of the Quality Assurance and Standards Directorate, (Okumbe, 2007). It is therefore incumbent upon him/her to ensure proper translation of education policies and objectives into a programme within a school. Over the years, the head teachers' teaching and clerical duties have been reduced and an increased emphasis placed on supervisory roles in the school. The head teacher has the responsibility to influence the teachers in their job performance by employing several practices. The practices involve checking the teachers' records and pupils' work; provide instructional materials, right motivation and enough stimulation for the staff and pupils to enhance teachers' job performance and pupil achievement. He/she should be a team player. Bakhda (2004) states that, a discrete head teacher employs small groups to investigate new ideas and strategies and use large groups to make decisions. The head teacher is to analyze staff professional development needs and address them by running school based INSET programmes. Research by Tanner (1994) points out that, "schools that use most of consultancy in their curriculum improvement efforts are the most effective." Consultation includes intervisitation, class visits, lesson demonstrations and constructive help for teachers within a school system and through networks of schools and engaging in collective problem solving.

In the Western countries, there is evidence of instructional supervision by principals. In the United States of America (U.S.A), head teachers take their responsibility of school management and instructional supervision seriously by

visiting and doing class observation frequently (Archibong, 2008). Class observation is deemed as a communication tool where head teachers share various issues affecting teaching and learning in a particular classroom. Teacher supervision also acts as appraisal tool where teachers reflect on highlighted issues.

Studies in Turkish private schools found out that the principal would decide to undertake impromptu visits to classrooms without informing the teachers (Ayse Bas, 2002). Studies done by Bouchamma and Kalule (2013) found out that supervision guarantees teachers' awareness of the duties entrusted to them and update them of their teaching practices. Supervision of teachers helps in supporting the teachers in their efforts that help the supervised teacher to learn from their errors and move forward in their career.

Studies done on the nature of instructional supervision carried out in schools in three Asian countries - India, Malaysia and Thailand found out that there existed a 'cold war' between the teachers and the supervisors, and supervision was used as a means to control and exert power. For many teachers, supervision is a meaningless exercise that has little value other than completion of the required evaluation form. Historically, supervision is rooted in bureaucratic inspection-type, this attitude is changing but very slowly. In many countries, teachers feel demoralized by supervision (Sharma, Marohani & Binti Baba, 2011). In a study by Newstrom and Bittel (2002), 70% of the teachers who participated in their study in Botswana acknowledged that there was feedback after supervision. They recommended that

there was need for planned classroom visits in consultation with teachers. In Tanzania, the head teacher is expected to have high levels of transparency and accountability in supervising teachers. (Tanzania Ministry of Education and Vocational Training, 2005). In Uganda's education system, regular pedagogical support for teachers by their principals is limited (World Bank, 2005).

In Kenya, the Directorate of Quality Assurance and Standards has on various occasions come under sharp criticisms over the declining performance in K.C.P.E. Several reports have blamed pupils' poor academic performance on poor job performance by teachers. According to Uwezo report (2010-2011) Class 8 pupils could not read Class 2 level story, 10 out of 100 teachers were found to be absent from school on a given day. This revelation was shocking and casted aspersions on teacher supervision practices in schools.

Studies done by Nairobi City County task force reported lack of quality education in public primary schools (2014). This was blamed on teacher's laxity on their job; citing rampant absenteeism among teachers, lateness to school and class as some teachers commute from far due to high house allowance in town. The report also cited lack of teacher supervision by head teachers who have many responsibilities that keep them out of school on many occasions.

According to a study carried out in Kilifi district, on influence of head teachers instructional supervision practices on pupil's performance in Kenya Certificate of Primary Education, by Mwasindo, (2012), checking teachers' records of work had

no influence on teachers' job performance. This is because there is a tendency to prepare teachers' records in arrears for the head teacher to see not for aiding in teaching. Kimosop (2002) carried out a research on the role of head teachers' instructional supervision and reported that many head teachers have no time to check teachers' records. Nyagaya (2015) study on factors influencing teacher level of job satisfaction in public primary schools in Kayole reported poor perception of head teachers' supervision by the teachers.

According to the Nairobi city county Taskforce report (2014), Lang'ata Sub County is one of the sub counties that need much attention due to poor academic performance. The sub county has been deteriorating in quality of education which has been blamed on poor job performance by teachers. According to the D.E.O Lang'ata Sub County some of the teachers show a lot of laxity in professional duties. There is need to undertake a study to establish whether there is influence of headteachers instructional supervision practices on teachers' job performance.

Table 1.1

K.C.P.E performances in Lang’ata Sub County school 2013 – 2015

School Code	2013	2014	2015
P1	295.3	301.22	299.61
P2	282.4	285.15	295.15
P3	279.4	256.8	269.95
P4	270.2	258.19	269.57
P5	267.8	252.54	268.86
P6	252.8	257.15	268.3
P7	240.1	247.7	247.7
P8	266.8	246.68	269.81
P9	242.8	245.45	259.16
P10	244.6	237.76	237.75
P11	253.8	240	234.48
P12	239.5	230.96	232.39
P13	209.6	224.55	215.45
P14	214.1	225.33	208.64

Source: Nairobi City County, Education Department (2016)

Table 1.1 shows K.C.P.E performance of Lang’ata sub county public primary schools in 2013-2015. From the above figure, most schools in Lang’ata Sub County performed poorly in the last three years 2013-2014-2015 consecutively. In some cases less than a half of the school attained an average mean score of 250 in

K.C.P.E. Consequently there is need to investigate the head teachers' supervisory practices and their influence on teachers' performance which may be the cause for this poor academic performance. There is a gap between the policy intention in teacher supervision and implementation in Lang'ata Sub County hence the need for this study.

1.2 Statement of the Problem

The Kenya government recognizes the importance of instructional supervision in enhancing quality education. Since 2003, the government has made concerted effort to improve school supervision to mitigate the falling standards of education, due to free primary education (FPE). The government revamped Quality Assurance and Standards to a directorate and increased its mandate in supervision. There was intensified professional development of QASO and headteachers through seminars and workshops (MOE, 2009). Through the MOE, the Kenya Education Management Institute (KEMI) sponsored all school headteachers for a Diploma in Education Management to address the issue of teacher capacity.

In spite of these efforts, there is public clamour for effective supervision in schools. There are reports of poor pupil learning outcomes as observed by the Cabinet Secretary of Education while releasing 2015 K.C.P.E results. He noted that there was need for effective supervision in schools, noting that in some counties, teacher absenteeism stood at 70%. Uwezo reports (2010-2011) revealed that poor performance of pupils is due to the rampant teacher absenteeism, and lack of

accountability of teachers. According to the D.E.O, Lang'ata Sub County, there is deterioration of education quality, mainly in public schools. This is characterized by poor K.C.P.E results; (see table 1.1) teacher lateness, absenteeism and indiscipline among learners (Nairobi City County Task force Report, 2014). For the last three years, almost half of the schools have been scoring below average of 250 marks (table 1.1). This is an indication that there is some laxity among teachers. Supervision of instruction plays a vital role in steering teachers to perform. It is against this backdrop that the study was undertaken to establish the influence of head teachers' instructional supervision practices on teachers' job performance in public primary schools in Lang'ata Sub County.

1.3 Purpose of the Study

The purpose of this study was to investigate the influence of the headteacher's instructional supervision practices on teachers' job performance in public primary schools in Lang'ata Sub County in Nairobi County.

1.4 Research Objectives

The research was guided by the following objectives

- i. To assess whether classroom observation by the headteachers influenced teachers' job performance in public primary schools in Lang'ata Sub County

- ii. To determine the extent to which provision of instructional resources by the headteachers influence teachers' job performance in public primary schools in Lang'ata sub- county
- iii. To establish whether checking of teachers' professional records by the headteachers influence teachers' job performance in public primary schools in Lang'ata sub- county
- iv. To establish the extent to which teachers' professional development by the headteacher influence teachers' job performance in public primary school in Lang'ata Sub County.
- v. To establish whether motivational reward for task accomplishment by the headteacher has influence on teachers' job performance in public primary schools in Lang'ata Sub- County

1.5 Research Questions

The following questions guided the research objectives

- i. How does the headteachers' classroom observation influence teachers' job performance in public primary schools in Lang'ata sub- County?
- ii. To what extent does the headteachers' provision of instructional material influence teachers' job performance in public primary schools in Lang'ata Sub County?
- iii. To what extent does the headteachers' checking of teachers' professional records influence teachers' job performance in public primary schools in Lang'ata sub- County?

- iv. How does the headteachers' professional development of teachers influence their job performance in public primary schools in Lang'ata sub- County?
- v. To what extent does the headteachers motivational reward for task accomplishment influence teacher's job performance in public primary schools in Lang'ata sub- County?

1.6 Significance of the Study

The findings may be used by the ministry of education and teachers service commission to guide in future policy formulation and provide necessary supervisory guidelines in schools. The study may assist parties involved in school supervision like QASOs and headteachers to address the gaps identified. The findings of the research would help re-examine the way instructional supervision is carried out to make it more appreciated by teachers. It may pave way for other interested educational researchers to investigate further issues of teacher supervision in other parts of the country and globe.

1.7 Limitations to the Study

The researcher encountered some resistance from the headteachers to fill in the questionnaires due to fear of victimization by QASOs. Some teachers trivialized or just gave the ideal responses, instead of the real situation in the school because of poor perception of research. However, the researcher tried to advise them to be

sincere. Their responses were not considered in isolation of those of the headteachers.

1.8 Delimitations of the Study

The study confined itself to headteachers' instructional supervision practices, although there were other factors that influence teachers' job performance so as to have ample time to delve in this area without superficial coverage. The research was done on sampled teachers and headteachers. The study did not involve QASOs, parents and other stakeholders or else it would have been too wide; other issues could be tackled later as individual study topics. The study used qualitative approach in data collection and stratified sampling to help in balanced comparison of all schools in Lang'ata Sub County. The researcher chose Lang'ata although there are eight sub- counties in Nairobi since it has been under sharp criticisms from stakeholders and scrutiny by the quality assurance and standards officers for declining education standards shown by K.C.P.E results.

1.9 Basic Assumptions of the Study

This study assume the following:

- i. That headteachers were trained and were aware of their role in instructional supervision to achieve high quality of education in their schools.
- ii. That teachers were aware of the instructional supervision practices carried out by the headteacher to enable the teaching and learning process to be achieved in schools.

1.10 Definition of Significant Terms

Significant terms and contextual definition of selected terms of concern used in the study are as follows;

Classroom observation refers to time when a head teacher or deputy head teacher visit a teacher in classes during instruction to evaluate the teachers pedagogical skills and advice him/her.

Instructional material refers to textbooks, exercise books and all resources that assist teachers in instructional practice

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

Teacher development refers to activities and efforts that contribute to personal and professional growth of a teacher

Teacher professional records these are prepared and written documents that enable the teacher to deliver instruction effectively e.g schemes of work lesson notes and lesson plans

Teachers' job performance refers to the duties performed by a teacher at particular period in a school system to achieve the school's goals.

1.11 Organization of the Study

The study is organized into five chapters. The first chapter comprised of the background to the study, statement of the problem, the purpose of the study, specific objectives of the study, research questions, significance of the study, limitations and delimitation of the study, basic assumptions of the study and the definition of significant terms. The second chapter contained literature review. Introduction, previous studies related to headteachers' instructional supervisory practices and teachers' job performance, theoretical framework, conceptual framework and summary of literature review.

Chapter three comprises of research methodology which included; research design, target population, sample size and sampling techniques, research instruments, piloting test, validity and reliability of the instruments, data collection data collection procedures and ethical considerations. Chapter four consisted of data analysis, presentation and analysis of the findings. Chapter five provided summary of the study, conclusions, recommendations and suggestions for further studies.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

The literature review comprise of empirical studies on instructional supervision under the following sub- headings; the influence of the headteacher's reward motivational practices on teachers' job performance, headteacher's class room visits and their influence on teachers' job performance, provision of teaching and learning resources and influences on teachers' job performance, checking of teachers' professional records and influence on teachers job performance. The headteachers' teacher development and influence on teachers' job performance. The section also covers summary of literature review, theoretical framework conceptual framework and summary of literature review.

2.2 Overview of Teachers' Job Performance

According to Griffin (1993), performance refers to an act of accomplishing or executing a given task. In a school context, teachers' job performance is the duties performed by a teacher at a particular period in the school system in achieving the school's goals. (Obidale, 1999). These duties involve timely syllabus coverage, correct pedagogical skills, school and class regular and punctual attendance. Teachers' job performance is highly connected to student outcomes as the end product in education (Okumbe 2007). Hence when addressing quality issues in

education, the teacher quality and job performance need to improve appropriately. It is therefore necessary to consider teacher job performance determinants such as the headteachers' instructional supervision.

In education context supervision implies an instructional leadership role, in which the supervisor diagnosis teacher performance needs and then guides, directs, assists, suggests, supports and consults with the teacher. Zepeda (2006) states that supervision's purpose is to promote growth development, interaction, fault –free problem solving and a commitment to build capacity in teachers. Pierce and Rowell (2005) view supervision as an ongoing process aimed at supporting, enhancing an individual's acquisition of motivation, autonomy, self-awareness and skills necessary to effectively perform a job at hand. Effective supervision should result in growth and learning by the teacher and student (Hunsaker and Hunsaker, 2009). In quality instructional supervision program the following conditions contribute to teachers' job performance:

- i. That supervision is a participatory process with an ongoing dialogue between headteachers and teachers to find improved methods for instruction delivery.
- ii. Supervision encourages a wide range of instructional techniques and diversity in teaching methods which take into account the unique talents and capabilities of teachers.

- iii. Headteachers support improvement of instruction by observing teachers, giving suggestions, coaching or demonstrating teaching skills or alternative teaching methods.
- iv. Headteachers provide instructional materials that enhance instructional delivering in and out of classroom. Methods and practices of instructional supervision have varied since the inception of formal supervisory models, its intents and purposes have primarily remained same to help improve teachers' instructional performance.

2.3 Headteachers' Classroom Observation and Teachers' Job Performance

Research points out that schools that make most use of consultants in their curriculum improvement efforts are the most effective. Consultancy includes interclass visitation, lesson study and constructive help for teachers. This can be done through school system and through a network of schools that engage in collective problem solving (Tanner and Tanner, 1980). Over the years the headteachers teaching load and clerical duties have been reduced to allow them more time for supervisory roles. Yet it has been found out that teachers do not support the principal's presence in the class without knowing the subject matter. Most of the principals are known to spend most of their time sitting in the office – doing administrative tasks hence they have no classroom touch (Hart and Bredeson, 1996). Teachers capitalize on the headteachers weaknesses like this. A study done by Mwinyipembe and Orodho (2014), revealed that teachers plan good

records just to show the headteachers, yet they teach using text books, using prefects to write notes on the chalk board and even send work to be done by pupils while they were either in or out of school running their personal errands.

Classroom visits is one of the most common forms of teachers evaluation. They involve live observation of a teacher and analyzing his/ her class practices, their pedagogical skills, their personality and student – teacher interactions in the lesson (Panigrahi 2012). The formal technique involves face to face contact between the supervisor and the teacher. Followed by post classroom observation conference analysis to help the teacher to improve and give feedback. Goldhammer (2003), called this Clinical supervision. The supervisor can also employ an informal class visit where the headteacher walks into a classroom and sees how instruction is going on. It provides a quick look at the teachers' performance and environmental factors in the classroom. This may last about 30 minutes during which teachers' practices are observed and documented for further discussion.

A study conducted by Simpkins and Friesen (1970) showed that teachers perceive themselves as involved in decision making only in the area of classroom management. Goldhammer (1993) advocated for self-supervision and suggested that supervision should increase teachers' willingness to supervise themselves and their colleagues. Zepeda, Wood and O'Hair (1969) in Sharma et al (2011) concurred and coined the term "auto supervision".

Njoka (1985) and Ndambuki (1986) emphasized the new desire by teachers to shift from being overpowered by administrative decisions and confined to classroom to being more involved in collegial instructional supervision and general organizational decisions. If supervisors would spend more of their time and energy in classroom supervision followed by a helpful conference, teachers would appreciate supervision, be friendlier, and even participate in auto supervision. This will avoid a blame game where class visits are just a paper filling exercise that has no impact on teachers' job performance. Ngunjiri (2012) actually blamed poor performance of pupils in public schools to 'arm chair' headteachers who are not in touch with what goes on in classrooms.

2.4 Headteachers' Role in Provision of Instructional Resources and Teachers' Job Performance

For the officially designed curriculum to be fully implemented, schools must have adequate resource materials such as textbooks, exercise books, teaching aids and stationery. It is the duty of a school head teachers to lead the process of drawing up the budget and prioritizing instructional resources. For the teachers to perform their job well it is incumbent upon the headteacher to avail necessary equipment and teaching material required promptly (Ngaroga, 2006). For quality education to be achieved, there is need to not only avail but to ensure that indeed the teachers are making good use of the availed instruction materials. When well utilized, the resources reduce the length of time required for instructional since learners are able

to do self-study along classroom instruction. Instructional materials such as tapes, films, slides appeal to many senses that make learning process interesting. The adequate teachers' instructional performance depends on the availability and usage of these materials (Osakwe, 2016). According to findings by Otunga, Serem and Kindiki (2008). Lack of resources is a problem bedevelling most public school in Africa; sometimes the headteachers are in a dilemma how to satisfy the needs in the schools.

A study by Kiamba (2011) revealed that most of the physical facilities recorded greater frequency of being inadequate or lacking all together. Headteachers' interviewed cited insufficient funding for instructional material and lack of storage facilities for textbooks. It is a general view by the public that education standards in public schools are falling due problems such as inadequate and sustainable teaching and learning materials (Gok, 2010). Teaching and learning materials are basic tools for a teacher and their availability is crucial in attainment of quality education.

2.5 Headteachers' Checking of Teachers' Professional Records and Teachers' Job Performance

The ministry of education clearly states the duties of the headteachers in the headteachers' manual (2000). Among supervisory duties, the headteacher must check the teaching standards by reference to teachers' professional records

(Eshiwani, 1993). In his study, Eshiwani identified some of the factors that determine performance of primary schools included teacher preparation and pupils' homework.

Musungu and Nasongo (2008) carried out a study in Vihiga sub- County in Kenya; they were investigating instructional role of headteachers in academic achievement in Kenya certificate of secondary education. In their findings, high percentage of principals in high performing schools checked lesson plans, schemes of work, teacher attendance and class registers regularly. During records observation the headteacher must be objective, maintain confidentiality and provide feedback to the teacher (Hunsaker and Hunsaker, 2009; Armstrong, 2003). Many studies have revealed that most headteachers focused more on professional records than the real practical work being done by teachers. It therefore remains effort in futility. According to Mwinyipembe and Orodho (2014), a teacher interviewed in their study commented thus... “QASO impending visit disrupts our peace in school. I am forced to prepare so many unnecessary documents such as lesson plans, lesson notes, schemes of work and teaching aids, which I do teach without...”

This finding was in consonance with Kiamba's (2011), findings that, most teachers prepare professional records in haste on the verge of external supervision that they hardly refer to soon after the visit. This implies that there is a general laxity in school internal supervision which needs to be strengthened in many public schools.

Teachers interviewed by Mwinyipembe and Orodho (2014) confirmed that at the beginning of the term headteachers deliver a harangue on the importance of preparing and using professional records and accomplishing the non-academic roles in readiness for QASO who may visit the school any time. This means that teachers and headteachers misunderstand the aim of making professional records. Instead they prepare them for external supervisors and if they never come then soon the teachers give up the preparations. This was in conformity with Kiamba's (2011), findings that headteachers being the immediate school supervisors carried out very limited instructional supervision and instead concentrate on physical development projects. Headteachers and teachers work of supervision, and assisting pupils to do their work should be considered as a moral obligation warranting self-driven effort (Sergiovanni and Starrat, 2007).

Principals need to delegate checking of some records to panels but instead they also wait for external supervisors. Teachers made tests for pupils lack content validity. Mwinyipembe and Orodho (2014) study found that in some schools students were yet to get feedback of the first and only continuous test they sat for at the end of the term. A study done in Nyeri Sub County revealed that 70% of instructional supervisors counter assessed and advised teachers on proper preparation and keeping professional records which translated to good pupils performance (Ngunjiri 2012). The researcher needs to establish the situation in Lang'ata Sub County.

2.6 Professional Development of Teachers' by the Headteacher and Teachers'

Job Performance

Staff development programmes encompasses activities, efforts and aims of the school that contribute to personal and professional growth of individual employee so that they can optimize their performance. UNESCO (2010- 2011), recognized the importance of staff development in education and is committed to support countries in sub-Saharan Africa to promote career development, welfare and social status of teachers. This will translate to creating conducive work climate for effective teacher job performance. It is the duty of the headteachers to acquire, develop and retain best teachers in their schools, supervision has a function of helping teachers to develop professional knowledge and competence and remain abreast with professional advances.

A study by Nzambi (2012) found out that headteachers' promote teachers' professional development by using supervision and colleagues to train teachers on instructional practices. Other methods include allowing and encouraging teachers to undertake private studies, using external sources such as college courses, district level workshops and consultants. Sergiovanni and Starrat (2007) describe instructional supervision as opportunities provided to teachers for developing their capacities towards contributing for students' academic performance. Building strong team of teacher leaders is one of the important roles of the headteacher. The principals who support teacher development cultivates capacity for leadership who

in turn promote leadership among many teachers. Kalule and Bochamma (2013), states that, to improve student achievement teachers must improve their instructional practices. As professionals involved in a constantly evolving decision making context within their practices, teachers must pursue professional development activities throughout their career to develop their expertise (Brodeur, 2005).

There is a body of evidence of the growing advocacy for teachers to engage in continuous professional development in the efforts to maintain the level of their professionalism. Professional development for teachers is important to ensure the sustainability and growth of teaching profession Cardino (2005). This claim reinforces Boyle, While and Boyle (2004) assertion that “the continual deepening of knowledge and skills is an integral part of the professional development of any professional working in any profession” (p. 46).

Eshiwani (1993) advised that, because improvement of education depends on the improvement of teacher competency; there is need for systematic upgrading and training programs for teachers through in-service training. An instructional supervisor should therefore plan for his/her teachers to attend in-service courses, conferences and seminars. Dean (1991) defines the term 'profession' as “an occupation which requires long training involving theory as background to practice, has its own code of behaviour and has high degree of autonomy” (p. 5). The

definition emphasises the significance of learning the theories of teaching to inform teachers' teaching practice. This definition of the term 'profession' also implies that for teaching to be considered as a profession, it is mandatory that teachers are offered continuous learning opportunities that expose them to the theories of education to develop their practice. Hence, professional development for teachers needs to be strongly grounded to the theory. Goodson (1997) supports this statement by explaining that "at its best, theory works back to informed and improved practice" (p.30). He also cautions that separation of the theoretical knowledge from practice will affect the idea of teaching as a profession, which "is based on a set of research expertise and theoretical bodies of knowledge" (Goodson, 1997, p. 32).

The strength of teachers' professional development that embodied the theories of teaching and learning is evident in the Best Evidence Synthesis (BES). Timperley, Wilson, Barrar and Fung (2007) report that from the six studies on teachers' professional learning examined in the Best Evidence Synthesis (BES), the three studies of teacher professional learning that recorded the lower outcomes for its learners are the ones identified as having the least emphasis on theories. This finding further supports the argument that theory oriented approach is essential to teachers' professional development for it to have some impact on teaching practice. In addition to having a strong focus on the theory aspect of professional development, the definition of the term 'profession' as offered by Dean (1991) also

implies that for teaching to be considered as a profession and teachers as professional, it is fundamental for the teachers to continuously experience professional development throughout their career. This is further explained by Kwakman (2003) who says: Keeping up is a core responsibility of professionals, as the professional knowledge base underlying professional work does rely on the input of new information since it is subject to continuous improvement. The main aim of reading is keeping up to date with new insights and developments influencing the professional field such as new subject matter, new teaching methods and manuals, new pedagogical approaches, but also new societal developments which have an impact on education and teaching in general (p. 153). Blasé and Blasé (1998) provided a list of strategies and principals used to promote professional development that increased teachers' use of reflectively informed behaviours such as; emphasizing the study of collaboration among teachers, developing coaching relationship and applying principles of adult learning to staff development.

However, continuous learning opportunities for teachers to enrich and refine their professional knowledge and practice is often undermined by the lack of time, money, and appropriate structures (Bredeson 2002). Hargreaves (2000) for example has established the link between professional development and teacher professionalism by looking at the different phases of teachers' professionalism. He asserts that the idea of 'professionalism' refers to the quality of teaching and the

conduct, demeanour and the standards that guide it. In addition, Hargreaves (2000) argues that the idea of teacher professionalism has evolved in the past years due to the changes that are constantly taking place in the world's education system. He further elaborates that there has been four historical phases of teacher professionalism identified over the years; the pre-professional age, the age of autonomous professional, the age of collegial professional and finally, the post-professional or post modern.

During the phase of the 'professional autonomy', the nature of teaching is often described as working in isolation. It is common during that phase of time for teachers to work alone in their classroom with minimal interaction with their colleagues (Hargreaves, 2000). Hence, their professional development experiences come in the form of workshops and courses that are delivered away from the classroom and school by outside experts, and received by teachers as individuals. However, these teachers are not able to integrate what they have learned into their practice when they return to their workplaces as they do not understand or receive support to apply the new knowledge and skills in their classrooms (Little, 1993 as cited in Hargreaves, 2000). For this reason, "many teachers are starting to turn more to each other for professional learning, for a sense of direction, and for mutual support" (p.162). Consequently, this has caused the shift in the nature of teaching from working alone in the isolation of their classroom to working in collaboration with their colleagues. This collegial relationship also changed the form of teachers'

professional development. Instead of having offsite workshop for individual teachers, recent professional development programmes are designed to be more collaborative in nature. Building strong team of teacher leaders is one of the important role of the headteachers. The principals who support teacher development cultivate capacity for leadership among many teachers (Zepeda 2003).

2.7 Reward Motivation and Influence on Teachers' Job Performance

According to Okumbe (2007), motivation is a process that starts with a physiological or psychological deficiency or need that activates behaviour that is aimed at a goal. Motivation is necessary in a workforce to create conditions in which workers are willing to work with zeal, initiative, interest, enthusiasm, sense of responsibility, discipline and pride to archive organizational goals. Motivation is a Latin word “Morere” meaning to “move” .Head teachers have a supervisory role to energize teachers to perform optimally.

According to Hertzberg, hygiene factors such as salary, working conditions job security and rewards do not motivate staff nor sustain performance. However Maslow's hierarchy of needs thereof states that these hygiene factors:- physiological safety and love needs under which rewards fall, must first be satisfied for one to be satisfied by higher order needs (Okumbe, 2007) Primary School teachers have to be understood to determine the level of their needs. Okumbe

(2007) opines that, success of any motivational effort depends on the extent to which the individual employee's needs for whom it is intended are met.

Nyakundi (2012) revealed that rewards and recognition keep teachers committed to their jobs. This concurred with an earlier study in Vihiga secondary schools by Musungu, Achoka, Kasandi and Nasongo, (2008) which observed that 100% of headteachers in high performing schools used rewards to motivate their teachers. This meant that reward played a significant role in motivational strategy to improve and maintain academic performance of in Vihiga District. The rewards included giving teachers free break time tea and lunch, money for quality grades in their subjects, and trips to various places. Other non-monetary rewards includes verbal praises letters of appreciation, presentation of gifts and promotions. Mbiti (1974) states that an administration where the employees cannot hope to receive a word of commendation or sympathy from their superiors at a time of need is inhuman.

In order to be motivated to perform such duties, schools should provide meals to teachers, for this will ensure they stay in schools to have long contact hours with learners for maximum academic gains, Jesmiah (2011). Reporting from a study conducted in Narok South, focusing on the influence of meals on sustained school attendance, Tonje (2009) observed that, as much as meals positively influenced pupils to regularly attend schools, teachers were equally benefiting from the feeding program.

According to Kageha (2004) most headteachers motivate their staff through provision of free meals such as breakfast, tea- break, lunch and supper through the generous sponsorship of Parents Teachers Association (PTA). This is noted to have given teachers time to teach extra lessons and give personal attention to students when they are motivated. It is critical to note that, whereas most institutions focus more on aspects of remunerations for workers, any disregard on providing meals to workers may reverse the gains of remunerations, (Tawa, 2008).

More often people tend to remember household rewards, Adagal (2011), notes that rewards should be varied to satisfy both the immediate needs and long impression of the workers. Rewards are powerful sources of motivation of most people, irrespective of age or social status. Some of the rewards given in school to promote commitment of workers are utensils, lamps, television sets, furniture, certificates, blankets and trophies. Whatever reinforcement (extrinsic) teachers are given should enhance teachers' job commitment. Good work done by any employee should always be acknowledged through provision of rewards. This can be done by giving teachers trophies during prize giving days, a letter of appreciation or are given a bonus where appropriate (Cole, 2002). The physical hygienic factors in the working environment are very important. In schools, they include good toilet, subsidized meals, comfortable furniture, television sets and newspapers (Adair, 2009).

Therefore provision of such rewards for examples, comfortable furniture and television set as part of teachers' rewards may boost the morale of teachers to perform the job. The school management can motivate teachers by giving a letter of appreciation for a job well done, organizing for the end of the year party, give trophies for the teacher of the year during prize giving days as well as allowing social welfare which cater for the members of staff (Okumbe, 1998). Griffins (2005) explored that the performance of an individual is determined by three factors i.e. motivation, work environment and ability to work. Poorly designed work timings, unsuitable authorities, lack of appreciation, lack of opportunity for decision-making, demotivates teachers and impacts negatively on their job performance.

2.8 Summary of Literature Review

In the literature review, the researcher observed concept of teachers' job performance, other studies on headteachers' instructional practices and their findings. Some of the practices discussed are headteachers' classroom observation, provision of instructional material, checking of teachers' professional records, teacher development by the headteachers and motivational rewards' influence on teachers' job performance. Most of the researchers like Musungu and Nasongo, (2008), Kiamba's (2011), Mwinyipembe and Orodho, (2014) among others concurred that there is laxity in school supervision and there is need for improvement.

This study discussed the concept of instructional supervision, headteachers' practices in instructional supervision and professional documents in instructional supervision. Reviewed literature indicated that only when instructional supervision is carefully carried out can success be assured. Kimosop (2002), concurs with this assertion that the school head is the most important and influential individual in a school. According to Muoka (2007) and Mwasindo (2012) head teachers as school administrators must be concerned with the quality of instruction supervision as well as the students' achievements. Halliday (2005), refers to this form of supervision as offering 'pedagogical support'.

Nyamwamu (2010), concurs with this when she says that the primary problem in administrative supervision is the quality of the supervisee's practice in respect to professional standards. Nyamwamu (2010), carried out a study on instructional supervision in relation to curriculum implementation. The findings revealed that principals play a key role in instructional implementation, staff development and school culture. However, the study focused on curriculum implementation which is limited to the teacher. The current study looks into instructional supervision practices in relation to teachers' job performance which influences pupils' performance. Kimosop (2002) carried out a study on the role of the head teacher on instructional supervision. He noted that instructional supervision practices were low especially in classroom observation because head teachers are burdened with other administrative duties leaving them with little time for instructional

supervision. The study recommended in-service for headteachers in carrying out instructional supervision. However the study was carried out in Baringo with a sample size of 6 schools .The current study is based in Lang’ata sub county with a larger sample size of 12 schools.

2.9 Theoretical Framework

The study is based on interconnected model of professional growth by Clarke & Hollingsworth (2002). The theory postulates that education supervision is a continuous process that is aimed at teacher professional growth. It suggests that the change in a teacher who is supervised occurs in recurring cycles. This comprises; the mediating process of reflection and enaction within four distinct domains that encompass the teachers’ world; the domain of practice, personal domain, domain of consequence and external domain. Teachers’ professional growth is through multiple growth pathways between these four domains. The model identifies teacher professional growth as inevitable and a continuous process of learning, that includes the mediating process of reflection and enaction as the mechanisms by which change in one domain leads to change in another.

External domain includes supervisors, fellow teachers and publications that are the initiators of professional development. The practice domain refers to the in-class experimentation where the teacher retains and re-uses effective practice and eliminates those that do not lead to student achievement. Personal domain

expresses the change in the teacher's knowledge beliefs and attitude. The change occurs because of the value they associate with new teaching strategies. The last domain of consequence refers to the salient outcomes of the teacher value system after supervision, thus, the ability of the teachers to adjust after supervision. It is therefore the duty of the headteacher to effect teacher professional development by using appropriate supervisory practices that teachers appreciate and value that can lead to positive change of behaviour.

2.10 Conceptual Framework

The head teachers' instructional practices are the independent variable; while teachers' job performance indicators are the dependent variable.

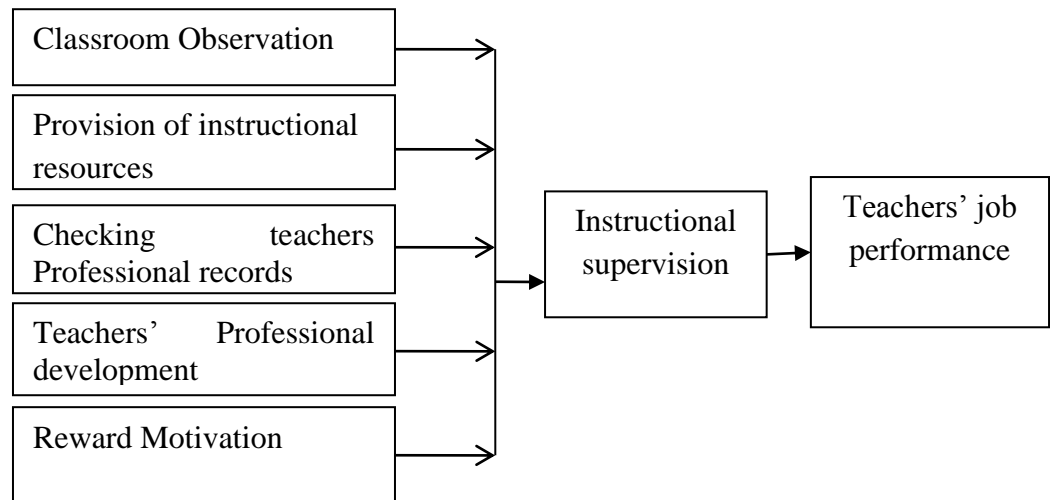


Figure 2.1: Influence of the head teacher's instructional supervision practices on teachers' job performance

Figure 2.1 shows the study's conceptual framework that comprises of independent variable thus headteachers' instructional practices (Classroom observation, provision of instructional material, checking teachers' professional records of work, teachers' professional development and reward motivation). This variable is affected through instructional supervision process which leads to the dependent variable – teachers' job performance. Some of the indicators being regular school attendance, timely syllabus coverage, proper pedagogical skills, usage of prepared records and pupils performance at K.C.P.E.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter highlights the research design, target population, sample size and sampling procedures, research instruments, instrument validity and instrument reliability, data collection procedures and data analysis techniques that were employed in the study.

3.2 Research Design

The study utilized descriptive survey design which according to Kelinger, (1964: 393) “.... is that branch of social scientific investigations which studies large and small populations or universe by selecting and studying samples chosen from the population to discover the relative incidence, distribution and interrelations. The implication was that it was not possible to reach the entire population hence the need for choosing a representative sample. This study employed this design to establish the opinions and knowledge about the influence of headteachers’ instructional supervisory practices on teachers’ job performance in public primary schools in Lang’ata Sub County, Nairobi.

3.3 Target Population

The study focused on the 14 public primary schools in Lang'ata Sub County, with a population of 14 headteachers and 346 teachers. Total target population was 360.

3.4 Sample Size and Sampling Procedures

Stratified and simple random sampling were employed. Stratified sampling enabled the representation by the two marked subgroups in the population (Kothari, 2004). The two groups are of the schools that perform above average and the ones that perform below average in K.C.P.E. Using the table of random numbers, 6 primary schools of each group were picked and all headteachers of sampled schools which was more than 30% of the total population. According to Borg and Gall (1989) the smaller the target population the higher the sample. The sample of 30% of teachers divided by 12 schools is 8 teachers per school. Total sampling was 96 teachers plus 12 headteachers which was 108 total sample.

3.5 Research Instruments

The instruments for data collection in this study were the questionnaires and interview guides for teachers. Questionnaires are suitable since they can be used to reach a large sample that are within reach and can co-operate within a short time (Orodho, 2004). The teachers can be reached and they can express their feelings and attitudes in writing. While the interview was used for follow up. The two instruments were used in this study for the purpose of triangulation and data cross –

checking. According to Mugenda and Mugenda (1999) interview guides provide respondents with an opportunity to express themselves freely without limitation. Responses from the interviews were recorded under headings emerging from the interview guides of the interviewees. It is hoped that this would give deeper insights into the supervision practices and their influence on teachers' job performance that can be manifested through K.C.P.E performance of the schools.

3.6 Validity of the Instruments

According to Orodho (2004) content validity is concerned with establishing whether an instrument measures what was intended to measure. To ascertain content and face validity, the questionnaires and in-depth interview schedules were presented to the panel of lecturers in the department of educational administration and planning of the University of Nairobi who are authorities in the area of educational administration. The contents and impressions of the instrument were improved based on the panel's advice and comments. The questionnaire and interview schedule items were modified to relate to the relevant research questions.

3.7 Reliability of the 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 condition over a period of time. To test reliability of the instrument test retest technique was used. This test retest method involved administering the same instrument

(questionnaire) twice to the same group of respondents. The retest was done after a time lapse of one week. The scores from both testing periods were correlated to determine their reliability using Pearson's Product Moment correlation co-efficient.

$$r = \frac{\sum xy - \frac{\sum x \sum y}{N}}{\sqrt{\left(\sum X^2 - \frac{(\sum x)^2}{N}\right) \left(\sum y^2 - \frac{(\sum y)^2}{N}\right)}}$$

Where N = Number of respondents

X = Scores from test one

Y = Scores from test two

A correlation coefficient, which may range from -1.00 to +1.00, shows the size and direction of a relationship between two sets of scores. A coefficient of 0.7 was considered adequate (Best & Kahn, (2006).

3.8 Data Collection Procedure

After being cleared by the supervisors an introductory letter was obtained from the school of postgraduate studies to help the researcher to get a permit from the National Council for Science, Technology and Innovation. A copy of the letter and the permit were presented to the District Education Officer (DEO) Lang'ata sub-County. An introductory letter to the schools was then obtained. The researcher booked appointments with the headteachers and visited the schools to administer the questionnaires and later held interviews. The respondents were assured of strict

confidentiality as indicated in the questionnaires. The completed questionnaires were collected the same day they were administered.

3.9 Data Analysis Procedures

According to Kelinger (1964), data analysis is categorizing, ordering, manipulating and summarizing of data to get answers to research questions. Data in the research instruments were edited after collection, to identify and minimize errors. Coding was done by assigning numerals so that the responses could be put into limited number of categories. The quantitative data was analyzed using descriptive statistics formulae provided by the statistical packages for social science 21 windows. The analyzed results were tabulated appropriately using graphs, charts, and frequency distribution and sample percentages to illustrate the responses to the questionnaires. Responses to open ended questions were recorded to determine the frequencies of each response (Gall, Borg and Gall, 1996).

3.10 Ethical Considerations

The researcher sought consent of the participants by requesting them kindly without coercion. The researcher protected copyright of other researchers and avoided plagiarism by acknowledging through citation and quotation of any inclusion of other people's work. The respondents' right of privacy was observed by coding the questionnaires instead of using names. The research employed a humane approach during the interview to avoid embarrassment, psychological humiliation or harassment of the respondents.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction

This chapter presents data analysis, interpretation and presentation of the findings of the study. The study investigated the influence of the head teachers' instructional supervision practices on teachers' job performance in public primary schools in Langata sub-county. Demographic information collected from the respondents and data on overview of teachers' job performance forms part one of this chapter. The rest of the chapter is organized along the study objectives. It starts with how classroom observation by headteachers influence teachers' job performance, to what extent the provision of instructional material influence teachers' job performance, also to what extent checking of teachers' professional records by the headteachers influence teachers' job performance and how teachers' professional development by the headteachers influence teacher's job performance. Finally, the chapter also looks at the headteachers' motivational reward for task accomplishment by the teachers, and to what extent it influences teachers' job performance in public primary schools in Lang'ata sub-county.

4.2 Questionnaire Return Rate

The researcher targeted 12 public primary school head teachers, 96 teachers; therefore, 108 questionnaires were administered. All 12 questionnaires from head teachers (100%) were returned and 90 questionnaires for teachers (93.75%) were

returned, hence a total of 102 (94.4%) of questionnaires were returned. A response of 50% is considered adequate. Therefore, the response rate of 93.75% was considered satisfactory for the purpose of the study.

This good response rate was attributed to the inter alia where participants were informed well in advance of the purpose of the study. The researcher administered the instruments in person and collected them immediately.

Table 4.1

Response Rate

Population	Distributed questionnaires	Questionnaires Returned	Response Rate
Headteachers	12	12	100%
Teachers	96	90	93.8%
Total	108	102	94.4%

The return rate in the Table 4.1 of 94.4% is high; this is attributed to the questionnaire administration procedure, where the researcher administered the questionnaires and waited to collect them the same day. According to Mugenda and Mugenda (1999), a 70% response rate is very good. Therefore, this response was not only adequate but very good.

4.3 Respondents' Demographic Information

The research sought to establish the respondents' personal data that comprised of gender, age, academic qualifications and teaching experience. The researcher included the gender to establish extent to which each of the gender influences supervision and job performance of primary school teachers. The findings are presented as shown below.

4.3.1 Respondents' Age

Age is a factor that has been observed to affect the job performance of teachers. Hence the older the headteacher the more likely experienced and effective they are in the implementation of duties. The researcher sought to know the age of the respondents and presented the findings as in Table 4.2.

Table 4.2
Age of Respondents

Age in years	Headteachers		Teachers	
	Frequency	%	Frequency	%
21 – 25	0	0.0	2	2.2
26 -30	0	0.0	2	2.2
31 -35	0	0.0	18	20.0
36 -40	0	0.0	13	14.4
41 -45	4	33.3	21	23.3
46 – above	8	66.7	34	37.8
Total	12	100.0	90	100.0

Table 4.2 shows 33.3% of the headteachers were 41 – 45 years and 66.7% were 46 years and above respectively. On a different note, 37.8% of teachers were aged 46 years and above, while 23.3% were aged between 41 – 45 years. This study concludes that majority of head teachers (66.7%) and teachers (61.1%) were aged above 41 years and therefore likely to be more skilled and experienced in performing their tasks.

4.3.2 Respondents' Gender

The researcher sought to identify respondents' gender. Their responses were as shown in Table 4.3.

Table 4.3
Respondents' Gender

Gender	Head teachers		Teachers	
	Frequency	%	Frequency	%
Female	8	66.7	72	80.0
Male	4	33.3	18	20.0
Total	12	100.0	90	100.0

Table 4.3 shows that, 66.7% of the headteachers were female while male headteachers were 33.3%. The female teachers were 80.0% while 20.0% were male. This was an indication that school headship at public primary schools in Lang'ata Sub - county is female dominated and there are more female teachers than male teachers.

4.3.3 Highest Academic Qualifications

The researcher sought to find out the respondents academic qualification and presented the respondents' responses in Table 4.4.

Table 4.4
Highest Academic Qualifications

Education level	Headteachers		Teachers	
	Frequency	%	Frequency	%
Masters degree	2.4	20	0	0
B. Ed degree	3.996	33.3	37	41.1
Diploma in education	5.604	46.7	38	42.2
P1 certificate	0	0	15	16.7
Total	12	100.0	90	100.0

Table 4.4 shows that the highest proportion of the head teachers (46%.7) are holders of diploma certificates. This was clear indication that majority of the headteachers in Langata Sub – County are yet to enroll for further studies and only 20.0 percent had masters' degree. Teachers' academic qualification was high since most of the teachers indicated that they were B.Ed and Diploma holders (41.1 % and 42.2% respectively).

Head teachers' administrative role is essential in the school, therefore there is need for head teachers to have higher academic qualification more than the teachers to enhance effective leadership for essential provision of quality education.

4.3.4 Years of Service

The study sought to establish the respondents years of service. The results are as shown in table 4.5.

Table 4.5
Years of Service

No. of years	Head teachers		Teachers	
	Frequency	%	Frequency	%
1 – 5 years	5	41.7	9	10
6– 10 years	5	41.7	13	14.4
11– 15 years	2	16.7	30	33.3
Over 16 years	0	0.0	38	42.2
Total	12	100.0	90	100.0

Table 4.5 reveals that 41.7% of the headteachers had been in the teaching profession for a period ranging from 1 -5 years and 6 – 10 years respectively. Only 16.7% of the headteachers indicated 11 – 15 years. On a different note, 42.2% of the teachers indicated they had taught for over 16 years, 33.3% indicated 11 – 15 years. This was an indication that more teachers had been in the teaching profession for a very long time as compared to many headteachers in their respective schools. Additionally, the headteachers years of service is deemed enough to establish and exercise instructional role since they have adequately familiarized with the school environment.

4.4 Overview of Teachers' Job Performance

Performance of teachers has been accepted as a multidimensional construct since it measures a variety of different aspects of teaching such as; subject mastery, effective communication, lesson preparation and presentation (Onyeachu, 1996). This study sought teachers' opinion regarding job performance. The responses were captured through a Likert scale ranging from SD –“strongly disagree” with a score of 1 point to upper end of the scale as SA – “Strongly agree” with score of 5 points. Table 4.6 shows the findings of the captured information.

Table 4.6
Teachers' job performance

		SD	D	U	A	SA	Mea n	Std Dev
I always achieve targets in appraisal forms	F	17	17	28	37	3	3.92	0.122
	%	16.7	16.7	27.5	36.3	2.9		
I cover the syllabus on time	F	7	21	32	17	25	3.31	0.132
	%	6.9	20.6	31.4	16.7	24.5		
I am punctual in school and class attendance	F	6	29	21	28	18	3.29	0.111
	%	5.9	28.4	20.6	27.5	17.6		
In the last 3 years my school KCPE mean score was above 250	F	1	2	31	45	23	3.85	0.012
	%	0.0	2.0	30.4	44.1	22.5		

N = 102

In order to investigate teachers' job performance, the teachers were asked whether they always achieve targets in appraisal forms, a simple majority of the teachers (36.3%) agreed. As to whether the teachers covered the syllabus on time 24.5% strongly agreed while 20.6% strongly disagreed. On a different note, 28.4% disagreed about being punctual in school and class attendance. Regarding last 3 years KCPE performance, 44.1% agreed that in the last 3 years their school KCPE mean score was above 250.

All the measures of performance scored are means ranging between 3.92 and 3.85 thus emphasizing the variations in extent to which teachers perform their duties. Looking at the mean, the study infers that teachers achieve targets in appraisal forms ($M = 3.92$; $SD = 0.122$) almost half of schools attain a mean score of 250 marks in KCPE ($M = 3.85$; $SD = 0.012$). These findings imply that pupil's performance can be attributed to teachers' commitment and improvement in their job performance as noted by Chen and Luo (2002) that teachers' commitment to their work leads to improved pupils achievements.

4.5 Head teachers' Classroom Observation and Teachers Job Performance

Lesson observation is an important aspect of instructional supervision since it provides an opportunity for head teacher to assess the instructional strategies of teachers and to better provide the necessary assistance and support which can ultimately improve teachers' performance (Acheson & Gall, 1980). Head teachers' classroom visits indicate the frequency of teacher and class observation which is

important for establishing whether learning takes place. The responses were captured via Likerts scale ranging from 1 –“strongly disagree” with a score of SD point to upper end of the scale as SA – “Strongly agree” with score of 5 points. Table 4.7 shows the findings of the captured information.

Table 4.7
Classroom Observation and Teachers’ Job Performance

Respondents’ Opinion	SD	D	U	A	SA	Mean	Std dev
The head teacher make informal visits in class during teaching	f 14	54	10	13	11	2.53	0.132
	% 13.7	53	9.8	12.7	10.8		
The head teacher does not observe teachers in class and gives a feedback	f 5	55	14	20	8	4.40	0.112
	% 4.9	53.9	13.7	19.7	7.8		
After classroom observation we discuss the results with the head teacher	f 7	5	12	74	4	3.62	0.213
	% 6.9	4.9	11.8	60.5	3.9		
The teachers in the school observe one another in class	f 0	23	67	5	5	4.04	0.001
	% 0.0	22.5	65.7	4.9	4.9		

N = 102

In order to investigate the influence of Head teachers’ instructional supervision practices on teachers’ job performance, the teachers were asked whether the head

teacher made informal visits in class during teaching, most of the teachers (53%) disagreed with the statement. As to whether the head teacher observed teachers in class and gave a feedback 53.9% agreed while 4.9 strongly disagreed. On a different note, majority (60.5%) cited that after classroom observation they discuss the results with the head teacher. Further, 22.5% disagreed that the teachers in the school observed one another in class.

All the instructional supervision practices scored generally high means of above 3.62, thus emphasis is to a great extent for each of the practices. This shows that instructional supervision practices within classroom observation are to a large extent followed by Head teachers in primary schools in Lang'ata Sub –County in Kenya. Looking at the mean, the study infers that the most important variables which impact on the influence of head teachers' frequent classroom observations on teachers job performance include “The head teacher observes teachers in class and gives a feedback” (M = 4.40; SD = 0.112), “The teachers in the school observe one another in class” (M = 4.04; SD = 0.001) and “The head teacher makes informal visits in class during teaching” (M = 2.53; SD = 0.132).

The results are in agreement with those of Blasé & Blasé (1998) who established that visiting classroom is a supervision strategy that positively influences teachers' performance. Classroom observation is one of the most common forms of teacher evaluation and is an instructional supervision strategy that enhances teacher job performance. The results differ with Kiamba (2011) who found out that

headteachers never assessed teachers while teaching. Conclusion is that maybe there should be more follow up sessions after the classroom observation.

Panigrahi (2012) states that, classroom observation enables headteachers to get informed of what is taking place in classrooms, assess whether sound instruction is being delivered and to share and discuss with teachers accordingly. Headteachers use classroom observation as a communication tool to solve various issues affecting learning in particular classrooms. From the feedback obtained in the classroom visits, teachers are provided with input to reflect on various issues highlighted as well as are acknowledged for work well done. Classroom observation help head teachers to learn and act on students discipline, know the teaching learning aids used in classrooms and confirm teachers mark student's assignment and continuous assessment regularly. These practices influence and positively impact on teachers' performance. Head teachers give feedback to teachers individually in both the office and instructing them on what should be done or meeting teachers in post-observational conferences.

Further, the study sought to find out the number of times the headteachers observed the teachers. Both the headteachers and teachers as shown in table 4.8 gave the responses:

Table 4.8

Classroom Observation Interval

Interval	Headteachers	%	Teachers	%
	Frequency		Frequency	
Once a week	7	53	23	25
Twice a week	3	27	11	13
Thrice a week	2	20	6	6
None	0	0	50	56
Total	12	100.0	90	100.0

There is statistically significant influence of observing teachers by headteachers as they carry out instruction at 100%. This finding supports the observation by Kitavi (2005), that the instructional supervisor can only assess teacher's potential for excellence through watching the teacher present a lesson which he /she has prepared. Afolabi and Loto (2008) also concurs that during the classroom observation, the principal records what the teacher and students say and therefore mitigate the challenges that are likely to affect performance, in good time.

4.6 Provision of Instructional Resources and Teachers' Job Performance

Instructional materials refer to textbooks, exercise books and all resources that assist teachers in instructional practice. The study sought to investigate the influence of the provision of instructional resources on teachers' job performance. The teachers were asked their opinion on how the provision of instructional

resources influenced their job performance. The results were presented on Table 4.9.

Table 4.9

Provision of Instructional Resources and Teachers' job performance

Respondents' Opinion		SD	D	U	A	SA	Mean	Std Dev
My head teacher ensures there are enough text books for instructional practice	F	8	15	19	19	41	3.68	0.212
	%	7.8	14.7	18.6	18.6	40.2		
Most teachers in the school use teaching aids	F	14	11	15	42	20	4.1	1.091
	%	13.7	10.8	14.7	41.2	19.6		
The head teacher ensures good storage and maintenance of text books for instructional practice	F	3	11	14	55	19	4.7	0.111
	%	2.9	10.8	13.7	53.9	18.6		

N = 102

The results in Table 4.9 reveal that head teachers are actively involved in the provision of instructional resources in order to improve teachers' performance. A simple majority of the teachers (40.2%) revealed that the head teacher ensures there are enough text books for instructional practice, 41.2% of the teachers were in agreement that the teachers in the school use teaching aids. Most of the teachers

(53.9%) revealed that head teachers ensured good storage and maintenance of text books for instructional practice.

All the instructional supervision practices related to the provision of instructional resources scored generally high means of above 4.0, thus emphasis is to a great extent for each of the activities. This shows that the instructional supervision practices are to a large extent observed by Head teachers in primary schools in Lang'ata Sub County. Looking at the means, the study conclude that the most important variables which impact on the influence of provision of instructional resources on teachers' job performance include "The head teacher ensures good storage and maintenance of text books for instructional practice" ($M = 4.7$; $SD = 0.111$) and the statement "Most teachers in the school use teaching aids for instructional practice" ($M = 4.1$; $SD = 1.091$).

These results agree with Archibong (2012) concern that quality in teaching and learning results from interplay among a broad range of success factors. These include leadership, facilities such as classrooms, libraries, staff offices, teaching facilities, staff remuneration, school budget, and adequate, qualified and motivated personnel. Head teachers may therefore impact positively on teachers' job performance by helping teachers acquire necessary resources to support teaching. The results are also supported by Heck, Larsen, and Marcoulides (1990) who found that Head teachers influence teachers' performance through helping teachers acquire necessary resources to support instruction.

4.7 Checking Professional Records and Teachers' Job Performance

Checking of teachers' professional records ensures teachers' preparedness to deliver in the classroom. To investigate the influence of checking records by head teachers on teachers' performance, the questionnaire was administered to investigate the teachers' responses on the degree of emphasis given to various activities related to checking of records. The responses were captured via Likerts scale ranging from SD –“strongly disagree” with a score of 1 point to upper end of the scale as SA – “Strongly agree” with score of 5 points. Table 4.10 shows the findings of the captured information.

Table 4.10
Checking Records and Teachers' Job Performance

		SD	D	U	A	SA	Mean	Std dev
My schemes of work are checked regularly	F	4	12	10	35	40	3.94	0.112
	%	3.9	11.8	9.8	34.3	39.2		
The head teacher checks teachers' lesson plans weekly	F	10	9	19	21	43	3.56	0.102
	%	9.8	8.8	18.6	20.6	42.2		
My class register is always marked and checked	F	6	13	6	57	20	3.97	0.113
	%	5.9	12.7	5.9	55.9	19.6		
Monitors the preparation of time table	F	4	8	14	37	39	3.71	0.145
	%	3.9	7.8	13.7	36.3	38.2		

N = 102

This question sought to investigate head teachers checking of records. These activities registered high means ranging between 3.68 and 3.97, showing that emphasis is to a great extent for most of the practices. This shows that instructional supervision practices within checking records are to a large extent observed by Head teachers in primary schools in Lang'ata Sub – County in Kenya. The most important variables which impact on teachers' job performance include: "My class register is always marked and checked" ($M = 3.97$; $SD = 0.113$) and "My schemes of work are checked regularly" ($M = 3.94$; $SD = 0.112$). The results from head teachers' interview guides show that head teachers regarded monitoring the preparation of school timetable and evaluating teacher's lesson plan as important.

The results are in congruence with Southworth (2002) that head teachers evaluate teacher's lesson plan and monitor the preparation of school timetable. Nevertheless, the results do not support his findings on head teachers' checking on preparation of timetable. According to Kanjure (2013), the school timetable is important as it ensures that all learning activities are allocated adequate time which ultimately influences the successful coverage of the curricular.

Checking of lesson plans informs on whether all concepts within the subject areas have been captured and gives the head teacher the opportunity to provide feedback to the headteacher concerned who in turn adjusts accordingly. Checking teachers' lesson plans weekly also enables the head teacher to intervene where subjects have not been adequately covered or acknowledge the teachers who have met the targets.

It can be inferred that some head teachers in public primary schools in Lang'ata Sub- County have not been checking all the records and not conducting all these activities in order to improve teachers' job performance.

4.8 Teachers' Professional Development and Teachers' Job Performance

According to Sparks (2003), effective professional development deepens participants' understanding, transform beliefs and assumptions, and create a stream of continuous actions that change habits and affect practice. Several authors (Dean, 1991; Guskey, 2000) for example, describe teachers' professional development as a process which is aimed primarily at promoting learning and development of teachers' professional knowledge, skills and attitudes.

To investigate the influence of teachers' professional development on teachers' performance, the questionnaires were administered to investigate the teachers' responses on the degree of emphasis given to various activities related to teachers' professional development. The responses were captured via Likerts scale ranging from SD –“strongly disagree” with a score of 1 point to upper end of the scale as SA – “Strongly agree” with score of 5 points. Table 4.10 shows the findings of the captured information.

Table 4.11**Professional Development on Teachers' Job Performance**

		SD	D	U	A	SA	Mean	Std Dev
We are allowed and encouraged to go for further studies by the head teacher	F	9	15	7	18	53	3.97	0.991
	%	8.8	14.7	6.9	17.6	52		
Most teachers do not go for further studies	F	9	17	20	30	26	3.39	0.321
	%	8.8	16.7	19.6	29.4	25.5		
The head teacher holds inset meetings and lesson studies	F	9	17	20	30	26	3.53	0.111
	%	8.8	16.7	19.6	29.4	25.5		
We get congratulatory letters when we perform well in class	F	11	8	12	49	22	3.69	0.109
	%	10.8	7.8	11.8	48	21.6		

N = 102

From Table 4.10, most of the teachers (52%) strongly agreed that they are allowed and encouraged to go for further studies by the head teacher. Twenty nine percent agreed that most teachers do not go for further studies.

From the findings the study infers that allowing and encouraging teachers to go for further studies by the head teacher impact teachers' job performance to a great extent (M = 3.97; SD = 0.991). Further, the study showed that many teachers further their studies. These results agree with a study by Nzambi (2012) who found out that headteachers promote teachers' professional development by using

supervision and colleagues to train teachers on instructional practices. Other methods include allowing and encouraging teachers to undertake private studies, using external sources such as college courses, district level workshops and consultants.

4.9 Reward for Task Accomplishment and Teachers' Job Performance

In the past, rewards generally referred to pay and for many years, rewards programs were viewed primarily as a necessary evil to attract and retain competent employees. Attitudes towards rewards programs, and awareness of their strategic value, are now changing. Increasingly, school headteachers are also realizing that a properly designed and executed total rewards strategy can be a powerful driver of teachers' performance (Owen 2003).

To investigate the influence of head teachers' reward for task accomplishment on teachers' job performance, the questionnaire was administered to investigate the teachers' responses on the degree of emphasis given to various activities related to reward for task accomplishment. The responses were captured via Likerts scale ranging from SD –“strongly disagree” with a score of 1 point to upper end of the scale as SA – “Strongly agree” with score of 5 points. Table 4.10 shows the findings of the captured information.

Table 4.12**Reward for Task Accomplishment and Teachers' Job Performance**

Respondents' Opinion		SD	D	U	A	SA	Mean	Std dev
The school provides us with free break time tea	F	3	9	10	23	56	4.10	0.141
	%	3.7	8.8	9.8	22.7	54.9		
We sometimes are taken out for lunch and trips by the school	F	5	20	44	25	8	3.10	1.019
	%	4.9	19.6	43.7	24.9	7.8		
We get congratulatory letters or cash for exemplary performance	F	7	5	74	12	4	2.59	0.116
	%	6.9	4.9	60.5	11.8	3.9		
Supervision stimulates us not intimidate or fault find	F	0	7	67	5	23	2.04	0.921
	%	0.0	6.9	65.7	4.9	22.5		

This question sought to investigate head teachers' reward for task accomplishment and teachers' job performance. From Table 4.12 headteachers' reward for task accomplishment practices registered different means ranging between 2.59 and 4.10, showing varying extents to which they were practiced. The study therefore deduces that the most important variables which impact on teachers' job performance include: "The school provides us with free break time tea" (M = 4.10;

SD = 0.141) and “We sometimes are taken out for lunch and trips by the school” (M = 3.10; SD = 1.019). These results agree with the study done by Kageha (2007), on motivation practices among headteachers and found that most headteachers’ motivated their staff through provision of better housing at subsidized rates, providing meals such breakfast, tea breaks, lunch and supper through the generous contribution of the sponsorship of parent teachers association. This has been noted to have given teachers time to teach extra lessons and give personal attention to the students. The report also said that teachers were also motivated by being given gifts and presents (household goods, certificate of merits) which enhanced job performance.

4.9.2 Influence of Motivation Reward for Task Accomplishment and Teachers’ Job Performance

To answer the research question on how headteachers’ recognition of teachers work done motivates teachers job performance, headteachers were asked to indicate; always, sometimes or rarely on whether the school appreciated teachers who performed well and the teachers were asked to rate the extent to which head teachers appreciation of their work motivates them in carrying out their duties by indicating very happy or happy with job when head teachers appreciate their work ,and very unhappy or unhappy with job when not appreciated at all. The results of the findings are presented in Figure 4.1 and 4.2 respectively.

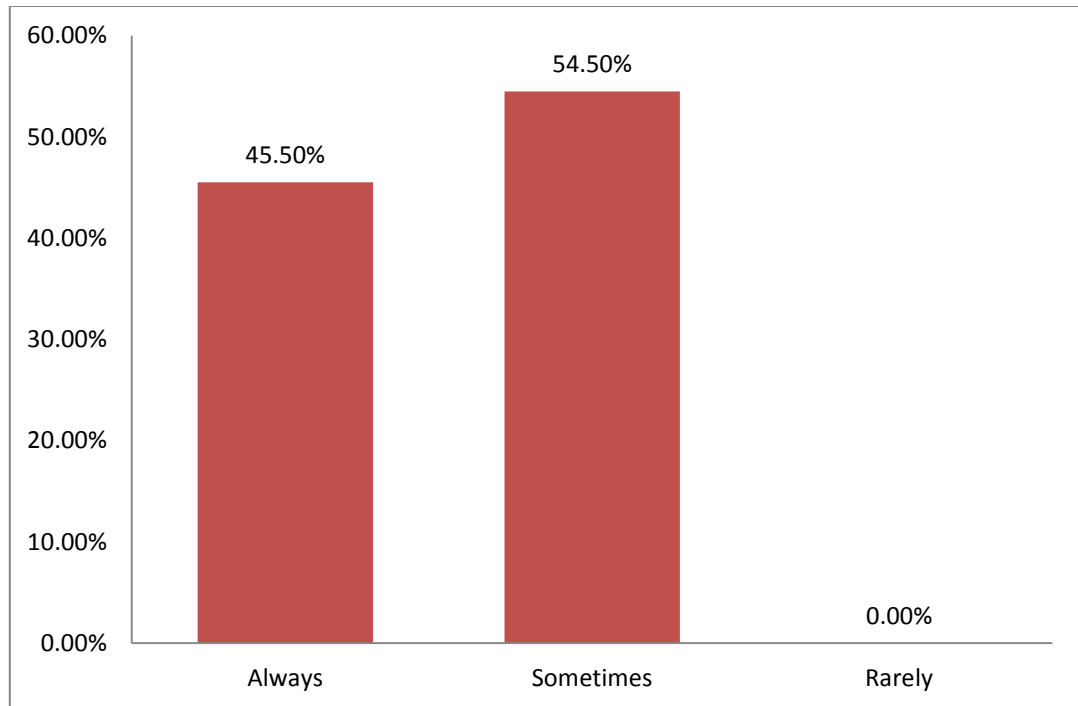


Figure 4.1: Influence of Motivational Reward on Teachers’ Job Performance

Finding indicated that majority (54.5%) of the head teachers sometimes appreciated teachers who perform well. This finding indicate that majority of the head teachers appreciated their teachers for their work. Stency (2002) noted that recognition and feedback for a good job makes teachers feel appreciated and acknowledged. The teacher’s responses on how their job performance was appreciated are presented in the Figure 4.2

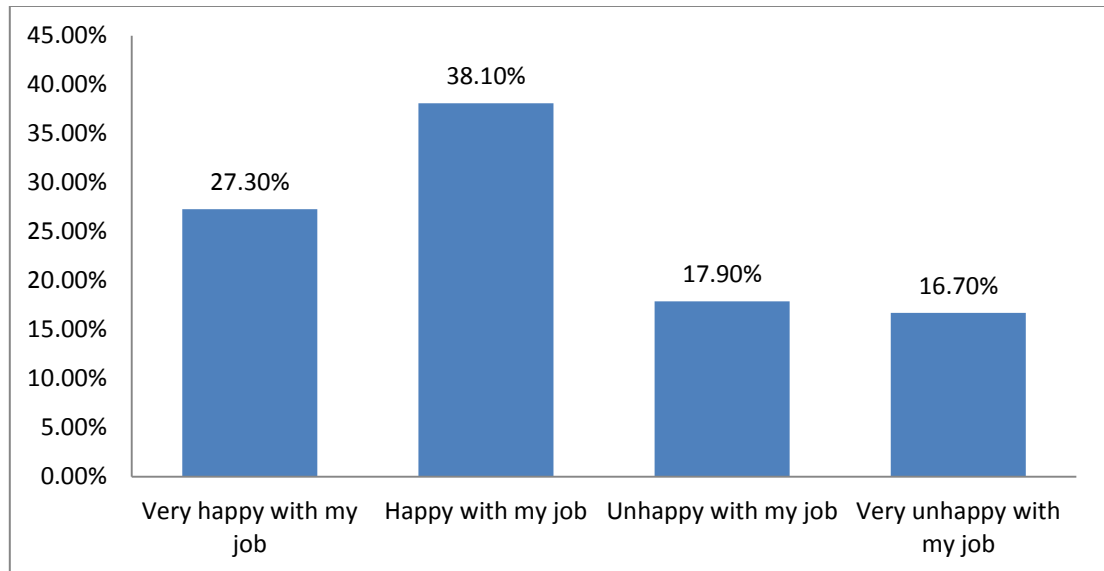


Figure 4.2: Influence of Motivational Reward on Teachers' Job Performance

From the findings in Figure 4.2, majority (65.4%) of the teachers confirmed that they are happy or very happy with job. These findings indicates that majority of the teachers were happy with their job since the head teachers appreciated their work well done. These findings are in line with Masengo (2010), who found that teachers were happy by the way their job performance was acknowledged. In her study teachers revealed that they were given tokens, verbal praise and thanking teachers in staff meetings. This motivated teachers in their job thus improved performance among the learners.

4.10 Inferential Analysis on Headteachers' Instructional Supervision Practices and Teachers' Job Performance

In addition, the researcher conducted a multiple regression analysis so as to determine Influence of the head teacher's instructional supervision practices on

teachers' job performance. The researcher applied the statistical package for social sciences (SPSS) to code, enter and compute the measurements of the multiple regressions for the study.

Table 4. 13
Regression Model Summary

Model	R	R Square	Adjusted Square	R Std. Error of the Estimate
1	.851(a)	.724	.676	.77048

a Predictors: (Constant), Classroom observation, provision of instructional resources, checking teachers professional records and teachers' professional development

Coefficient of determination explains the extent to which changes in the dependent variable can be explained by the change in the independent variables or the percentage of variation in the dependent variable (teachers' job performance) that is explained by all the independent variables (Classroom Observation, Provision of instructional resources, Checking teachers Professional records and Teachers' Professional development).

The correlation and the coefficient of determination of the dependent variables when all independent variables are combined can also be measured and tested as in Table 4.13. From the findings 67.6% of teachers' job performance is attributed to combination of the independent factors that relate to head teachers' instructional supervision practices (Classroom observation, provision of instructional resources,

checking teachers' professional records and teachers' professional development) investigated in this study. A further 32.4% of competitiveness is attributed to other instructional supervision practices related factors not investigated in this study.

Table 4. 14
Analysis of Variance

	Sum of Squares	df	Mean Square	F	Sig.
Regression	35.775	5	8.944	15.066	.044(a)
Residual	13.654	96	.594		
Total	49.429	101			

The significance value is .044 which is less than 0.05 thus the model is statistically significant in predicting independent variables (Classroom observation, provision of instructional resources, checking teachers professional records, and teachers' professional development) this shows that the overall model was significant.

Coefficient of Determination of Headteachers' Instructional Supervision Practices and Teachers' Job Performance

The study conducted a multiple regression analysis and from the above regression model, holding (Classroom observation, provision of instructional resources, checking teachers professional records and teachers' professional development) constant at zero, the Teachers' job performance will be 1.147. A one percent (1%) change in classroom observation practice will lead to 0.488% variation in teachers'

job performance; also a one percent (1%) change in provision of instructional resources practice will lead to 0.269% variation in teachers' job performance. Further, a one percent (1%) change in checking teachers' professional records will lead to 0.384% variation in teachers' job performance and lastly a one percent (1%) change in provision of instructional resources will lead to 0.221% variation in teachers' job performance. This shows that there is a positive relationship between (classroom observation, provision of instructional resources, checking teachers' professional records and teachers' professional development) and teachers' job performance.

Table 4. 15
Regression Analysis Results

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	1.147	3.93		2.915	.000
Classroom Observation	.488	.221	.663	1.908	.001
Provision of instructional resources	.384	.106	.397	3.608	.001
Checking teachers Professional records	.221	.115	.192	1.917	.003
Teachers' Professional development	.269	.135	.387	1.991	.003
Motivation Reward	.219	.104	.226	2.111	.013

a Dependent Variable: Teachers' job performance

The Unstandardized beta coefficients column in Table 4.15 below were used to obtain the overall equation as suggested in the conceptual framework. When these beta coefficients are substituted in the equation, the model becomes:

$$Y = 1.147 + 0.488X_1 + 0.384 X_2 + 0.221 X_3 + 0.269X_4 + \varepsilon \text{ where}$$

Y = Teachers' job performance, X1 = Classroom observation, X2 = Provision of instructional resources, X3 = Checking teachers professional records, and X4 = Teachers' Professional development

The results also show the unique contribution to the explaining of the independent variable. The standardized coefficients assess the contribution of each independent variable towards the prediction of the dependent variable, since they have been converted in the same scale to show comparison.

The result indicates that classroom observation had the highest percentage of 66.3% has the largest influence on teachers' job performance. The second most important variable was provision of instructional resources with a beta of 39.7%. The third most important variable was teachers' professional development with a beta of 38.7%. The least important predictor of these five variables is reward motivation with a beta of 19.2%. The t-test statistic shows that all the B coefficients of classroom observation, provision of instructional resources, checking teachers professional records and teachers' professional development were significant.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary, conclusions, and recommendations of the study based on the research objectives. The study focused on the influence of the headteacher's instructional supervision practices on teachers' job performance in public primary schools in Lang'ata Sub County in Nairobi County.

5.2 Summary of the Study

The purpose of this study was to investigate the influence of the headteacher's instructional supervision practices on teachers' job performance in public primary schools in Lang'ata Sub County in Nairobi County. Five research objectives were developed. The first objective was to assess whether the head teachers' classroom observation influenced teachers job performance in public primary schools in Lang'ata Sub County; the second objective was to determine the extent to which the headteachers' provision of instructional resources influence teachers' job performance in public primary schools in Lang'ata sub- county; the third objective was to establish whether the headteachers' checking of teachers professional records influence teachers' job performance in public primary schools in Lang'ata sub- county, the fourth objective was to establish the extent to which teachers' professional development by the headteacher influence teachers' job performance

in public primary school in Lang'ata Sub County. The last objective was to establish whether the headteachers' reward for task accomplishment influenced teachers' job performance in public primary schools in Lang'ata Sub- County

The study was based on interconnected model of professional growth by Clarke & Hollingsworth (2002). The theory postulates that education supervision is a continuous process that is aimed at teacher professional growth. It suggests that the change in a teacher who is supervised occurs in recurring cycles. This comprises; the mediating process of reflection and enaction within four distinct domains that encompass the teachers' world; the domain of practice, personal domain, domain of consequence and external domain. Teachers' professional growth is through multiple growth pathways between these four domains.

This study employed a descriptive survey design. The sample comprised of 12 headteacher and 96 teachers. Data was collected using two types of questionnaires which were distributed to the head teachers and the teachers respectively. Data were analyzed quantitatively by use of frequencies and percentages.

The findings of the study were based on the following:

On the objective which is to assess whether the head teachers' classroom observation influenced teachers job performance in public primary schools in Lang'ata Sub County, the study revealed that a one percent (1%) change in classroom observation practice led to 0.488% variation in teachers' job performance at 95% level of significance ($p \text{ value} > 0.05$). Also the study showed that the head teachers did not make informal visits in class during teaching, also the teachers disagreed that the head teacher observed teachers in class and gave feedback. Further, majority of the teachers agreed that the teachers in the school observed one another in class.

On the extent to which the headteachers' provision of instructional resources influence teachers' job performance in public primary schools in Lang'ata sub-County. The study revealed that a one percent (1%) change in headteachers' provision of instructional resources led to 0.384% variation in teachers' job performance at 95% level of significance ($p \text{ value} > 0.05$). it was also revealed that head teachers are actively involved in the provision of instructional resources in order to improve teachers' performance. Also a simple majority of the teachers revealed that the head teacher ensures there are enough text books. As to whether the teachers in the schools use teaching aids, the teachers were in agreement with the opinion. Most of the teachers revealed that head teachers ensured good storage and maintenance of text books.

Regarding the headteachers' checking of teachers professional records influence on teachers' job performance in public primary schools in Lang'ata sub- County. The study showed that a one percent (1%) change in headteachers' checking of teachers professional records led to 0.221% variation in teachers' job performance at 95% level of significance ($p > 0.05$). The result further showed that schemes of work are checked regularly; the head teacher check teachers' lesson plans weekly, marks and check class register always and monitors the preparation of time table. Some of the teachers agreed that the head teacher evaluates teachers' lesson plans.

On the influence of headteachers motivational reward for task accomplishment influence on teacher's job performance in public primary schools in Lang'ata sub- County, the study showed that a one percent (1%) change in headteachers' motivational reward for task accomplishment led to 0.219% variation in teachers' job performance at 95% level of significance ($p > 0.05$). Also headteachers' reward for task accomplishment practices registered different means showing varying extents to which they are practiced. The study therefore deduced that the most important variables which impact on teachers' job performance included provision of free break time tea, lunch and trips by the school.

5.3 Conclusions

In terms of conducting teaching observation, the study concluded that headteachers who consistently conduct lesson observation and held model teaching sessions with teachers, significantly influenced teacher performance and hence students' performance. The study concludes that the headteachers' frequency of checking teachers' records of work gave the headteachers the opportunity to have a foresight of teachers' delivery and pupils' needs for early intervention through in-service or otherwise, thus it significantly influences both teachers and pupils performance in public primary schools. The study concludes that allowing and encouraging teachers to go for further studies by the head teacher impacts positively on teachers' job performance. Lastly, it was found out that rewarding teachers on their achievement motivates them, and hence impacts positively on their performance.

5.4 Recommendations

Based on the findings of this research, the study recommends that:

1. The Ministry of Education emphasizes on the regular monitoring of professional documents by the headteachers including schemes of work, lesson plans, lesson notes and class registers.
2. Headteachers should proceed with focused instructional supervision by conducting classroom observation and checking of teachers' professional records in order to keep abreast with the happenings in the classroom. This

process should be well organized and planned to ensure it does not inflict fear or demoralize teachers in their instructional implementation.

3. The Ministry of Education should reinforce supervision-based training, refresher courses, seminars and workshops for headteachers countrywide to update them on the latest practices in instructional supervision.

5.5 Suggestions for further research

Based on the findings of this research, the study recommends that:

1. Further research would be necessary to identify whether teachers' attitude towards headteacher's role in instructional supervision would be the reasons behind the increasing average performance of schools in KCPE in Lang'ata Sub-County since this study ruled out the headteacher supervisory practices as the possible course of the performance.
2. More comprehensive studies should be undertaken to include a larger population in order to ascertain or not whether the problem transcends other Sub-Counties.
3. Other interested researchers should investigate other general supervisory practices that may influence teachers' job performance in public primary schools in Lang'ata sub-county.

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APPENDICES

APPENDIX I: LETTER OF INTRODUCTION

University of Nairobi
Department of Educational Administration and planning
P.O. Box 92
Kikuyu

To the Headteacher
_____Primary School

Dear Sir/Madam

RE: PERMISSION TO UNDERTAKE RESEARCH

I am a post graduate student at the school of Education, University of Nairobi. I intend to carry out a research in public schools in Lang'ata Sub County. My topic is **The Influence of the Headteachers Instructional Supervisory Practice on Teachers' Job Performance in Public Schools in Lang'ata Sub County, Nairobi.**

The purpose of this letter is to request you to respond to the attached questionnaire. The information you give will be treated in strict confidence and at no time will your name or that of your school be referred to directly. The information will be used for academic purposes only.

Thank you in advance for your time and cooperation.

Yours Faithfully

Mrs. Melisa Aseka

University of Nairobi

APPENDIX II: TEACHERS'INTERVIEW SCHEDULE

You are invited to participate in a study on how teachers' job performance relates to supervision by headteachers. You are eligible participant as a teacher. The interview may take about 20 minutes of your time.

1. How often does your head teacher talk to you about instructional supervision and its importance in teaching and learning?
2. Do you feel that you benefit professionally through supervision carried out by your head teacher? If yes, why. *If no, why do you think so?*
3. How many times are you supervised in terms of Classroom observation []
Once a week, [] Twice a week, [] None, [] Thrice a week
4. What strategies do you think your headteacher uses to motivate you to perform better on your job?
5. How does your head teacher help you to develop professionally i.e
facilitating your further studies
workshop, seminars
lesson study in school.
6. Do you believe supervisors helps you do better in your job. (Why)?

APPENDIX III: HEADTEACHERS' QUESTIONNAIRE

The information in this questionnaire is strictly for academic purpose and will be treated in confidence. Please do not indicate your name.

Section A: Demographic Information

1. What is your age bracket (tick)

- | | | | |
|----------------|--------------------------|---------------|--------------------------|
| Below 25 years | <input type="checkbox"/> | 25 – 30 years | <input type="checkbox"/> |
| 31 – 35 years | <input type="checkbox"/> | 36 – 40 years | <input type="checkbox"/> |
| 41- 45 years | <input type="checkbox"/> | 46 – 50 years | <input type="checkbox"/> |
| Over 50 years | <input type="checkbox"/> | | |

2. Indicate your sex (tick)

- | | | | |
|------|--------------------------|--------|--------------------------|
| Male | <input type="checkbox"/> | Female | <input type="checkbox"/> |
|------|--------------------------|--------|--------------------------|

3. Indicate your present academic qualification (tick)

- | | | | |
|----------------|--------------------------|---------------------------|--------------------------|
| P ₁ | <input type="checkbox"/> | S _{II} , Dip Edu | <input type="checkbox"/> |
| B. ED | <input type="checkbox"/> | M.ED | <input type="checkbox"/> |

Other specify_____

Part B: Head teacher Supervisory Practices

4. The statements listed below relate to supervisory practices by headteacher. Please tick the one that best describes your opinion on your headteacher’s supervisory practices. Use a scale where S.A = Strongly Agree; A = Agree; U = Undecided; D = Disagree and lastly S.D = Strongly disagree

	SA	A	U	D	SD
Teachers’ job performance					
I always achieve targets in appraisal forms					
I cover the syllabus on time					
I am punctual in school and class attendance					
In the last 3 years my school KCPE mean score was above 250					
Class room observation					
The head teacher makes informal visits in class during teaching					
The head teacher observes teachers in class and gives a feedback					
After classroom observation we discuss the results with the head teacher					
The teachers in the school observe one another in class					

Provision of instructional resources					
My head teacher ensures there are enough text books					
Most teachers in the school use teaching aids					
The head teacher ensures good storage and maintenance of text books					
Checking teachers' professional records					
My schemes of work are checked regularly					
The head teacher checks teachers' lesson plans weekly					
My class register is always marked and checked					
I teach using textbooks in class					
Teachers' Professional Development					
We are allowed and encouraged to go for further studies by the head teacher					
Most teachers do not go for further studies					
The head teacher holds inset meetings and lesson studies					
We get congratulatory letters when we perform well in class					
Reward Motivation					
The school provides us with free break time tea					
We sometimes are taken out for lunch and trips by the school					

We get congratulatory letters or cash for exemplary performance					
Supervision stimulates us not intimidate or fault find					

THANK YOU FOR YOUR COOPERATION

APPENDIX IV: TEACHERS' QUESTIONNAIRE

The information in this questionnaire is strictly for academic purpose and will be treated in confidence. Please do not indicate your name.

Section A: Demographic Information

5. What is your age bracket (tick)

- | | | | |
|----------------|--------------------------|---------------|--------------------------|
| Below 25 years | <input type="checkbox"/> | 25 – 30 years | <input type="checkbox"/> |
| 31 – 35 years | <input type="checkbox"/> | 36 – 40 years | <input type="checkbox"/> |
| 41- 45 years | <input type="checkbox"/> | 46 – 50 years | <input type="checkbox"/> |
| Over 50 years | <input type="checkbox"/> | | |

6. Indicate your sex (tick)

- | | | | |
|------|--------------------------|--------|--------------------------|
| Male | <input type="checkbox"/> | Female | <input type="checkbox"/> |
|------|--------------------------|--------|--------------------------|

7. Indicate your present academic qualification (tick)

- | | | | |
|----------------|--------------------------|---------------------------|--------------------------|
| P ₁ | <input type="checkbox"/> | S _{II} , Dip Edu | <input type="checkbox"/> |
| B. ED | <input type="checkbox"/> | M.ED | <input type="checkbox"/> |

Other specify_____

Part B: Head teacher Supervisory Practices

8. The statements listed below relate to supervisory practices by headteacher. Please tick the one that best describes your opinion on your headteacher’s supervisory practices. Use a scale where S.A = Strongly Agree; A = Agree; U = Undecided; D = Disagree and lastly S.D = Strongly disagree

	SA	A	U	D	SD
Teachers’ job performance					
I always achieve targets in appraisal forms					
I cover the syllabus on time					
I am punctual in school and class attendance					
In the last 3 years my school KCPE mean score was above 250					
Class room observation					
The head teacher makes informal visits in class during teaching					
The head teacher observes teachers in class and gives a feedback					
After classroom observation we discuss the results with the head teacher					
The teachers in the school observe one another in class					

Provision of instructional resources					
My head teacher ensures there are enough text books					
Most teachers in the school use teaching aids					
The head teacher ensures good storage and maintenance of text books					
Checking teachers' professional records					
My schemes of work are checked regularly					
The head teacher checks teachers' lesson plans weekly					
My class register is always marked and checked					
I teach using textbooks in class					
Teachers' Professional Development					
We are allowed and encouraged to go for further studies by the head teacher					
Most teachers do not go for further studies					
The head teacher holds inset meetings and lesson studies					
We get congratulatory letters when we perform well in class					
Reward Motivation					
The school provides us with free break time tea					
We sometimes are taken out for lunch and trips by the					

school					
We get congratulatory letters or cash for exemplary performance					
Supervision stimulates us not intimidate or fault find					

THANK YOU FOR YOUR COOPERATION

APPENDIX V: UNIVERSITY AUTHORIZATION LETTER



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

Telegram: "CEES"
Telephone: 020-2701902
dept-edadmin@uonbi.ac.ke

P.O. BOX 30197
OR P.O. BOX 92 -00902
KIKUYU

June 13, 2016

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


TO WHOM IT MAY CONCERN

Dear Sir/Madam,

RE: ASEKA MELISA TONGOLA WABUKO – REG NO. E55/67132/2013

This is to confirm **Aseka Melisa Tongola Wabuko** is a Master of Education student in the department of Educational Administration and Planning of the University of Nairobi. She is currently working on her research proposal entitled "*Influence of Headteachers' Instructional Supervision Practices on Teachers' Job Performance in Public Primary Schools in Lang'ata Sub County, Nairobi Kenya*".

Any assistance accorded to her will be highly appreciated


DR. JEREMIAH M. KALAI
CHAIRMAN
DEPARTMENT OF EDUCATIONAL ADMINISTRATION AND PLANNING

(A circular official stamp is visible behind the signature, containing the text 'UNIVERSITY OF NAIROBI', 'COLLEGE OF EDUCATION AND EXTERNAL STUDIES', 'SCHOOL OF EDUCATION', 'DEPARTMENT OF EDUCATIONAL ADMINISTRATION AND PLANNING', and the date '13 JUN 2016').

APPENDIX VI: LETTER OF AUTHORIZATION (NACOSTI)



NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471,
2241349, 3310571, 2219420
Fax: +254-20-318245, 318249
Email: dg@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:

NACOSTI/P/16/75120/12089

28th June, 2016

Aseka Melisa Tongola
University of Nairobi
P.O. Box 30197-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *“Influence of headteachers’ instructional supervision practices on teachers’ job performance in public primary schools in Lang’ata Sub County, Nairobi Kenya,”* I am pleased to inform you that you have been authorized to undertake research in **Nairobi County** for the period ending **27th June, 2017.**

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

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

**GODFREY P. KALERWA MBA, MKM
FOR: DIRECTOR-GENERAL/CEO**

Copy to:

The County Commissioner
Nairobi County.

The County Director of Education
Nairobi County.

