

**INFLUENCE OF INSTITUTIONAL FACTORS ON HEAD TEACHERS'  
INSTRUCTIONAL SUPERVISION PRACTICES IN PUBLIC PRIMARY  
SCHOOLS IN NJORO SUB-COUNTY, KENYA**

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## **DECLARATION**

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

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## **DEDICATION**

This project is dedicated to my husband John Muchiri, daughter Sheila Wanjiku and son Lincoln Ngugi.

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## **ABBREVIATIONS AND ACRONYMS**

|               |  |
|---------------|--|
| <b>ANOVA</b>  | Analysis of Variance   |
| <b>DQAS</b>   | Directorate of Quality Assurance and Standards                   |
| <b>INSET</b>  | In-service Training  |
| <b>KCPE</b>   | Kenya Certificate of Primary Education                           |
| <b>KEMI</b>   | Kenya Education Management Institute                             |
| <b>MoE</b>    | Ministry of Education  |
| <b>MoEST</b>  | Ministry of Education, Science and Technology                    |
| <b>QASO</b>   | Quality Assurance and Standards Officer                          |
| <b>UNESCO</b> | United Nations Educational, Scientific and Cultural Organization |

## ABSTRACT

The purpose of this study was to investigate institutional factors influencing head teachers' instructional supervision practices in public primary schools in Njoro Sub-County, Kenya. Specifically, the study aimed to establish the extent to which head teachers' teaching workload, school staffing, teachers' attitude and head teachers' administrative experience influence head teachers' instructional supervision practices. The study was guided by human motivation theory. The study adopted a descriptive survey design. The study targeted 47 head teachers and 416 teachers in public primary schools of Njoro Sub-County. Census and stratified random sampling techniques were used to come up with a sample of 20 head teachers, and 125 teachers. Questionnaires were used to collect data from head teachers and teachers. Descriptive methods such as frequency distribution and percentages were used to organize quantitative data. The results from the data analysis were presented using tables of frequencies and percentages. The major findings from the study revealed that; instructional supervision was fair with some head teachers carrying out the practice and some not doing instructional supervision. On the effect of head teachers' workload on instructional supervision, the study findings revealed that sometimes they had too much work that they could not manage to carry out instructional supervision role. On the effect of staffing on instructional supervision, majority (90%) of head teachers and teachers (85%) disagreed that the low number of teachers makes their instructional supervision role easier. The findings concur with the second objective that school staffing influences head teachers' instructional supervision practices in Njoro Sub-County. On the influence of teachers' attitude of supervision on the head teachers' instructional supervision, majority (69%) of the head teachers indicated that some teachers view their instructional supervision as a fault finding mission. In addition, majority (53%) of the head teachers' relationships with some of my teachers have been strained due to my instructional supervision role. Majority (50%) of the teachers agreed that personal relations interfere with the head teachers' instructional supervision. In addition, 49% of the teachers indicated that Supervision mainly looks at the negatives and not good work of teachers. The researcher recommends that: Head teachers workload should be reduced to enable him/her focus on their administrative duties. This can be achieved by employing more teachers to take lessons. Support staff such as head teachers' secretary and bursar would relieve the head teacher of some of the duties. The school administration in collaboration with the TSC and the Ministry of Education should be offered with regular administrative training to ensure that they are well acquitted with their responsibilities as administrators and supervisors. The study suggested that future studies can look at private schools to compare the findings.

# **CHAPTER ONE**

## **INTRODUCTION**

### **1.1 Background to the Study**

Education plays an indispensable role as a catalyst that highly influences the economic fortunes and the development of any nation (Awuah, 2015). Schools have been hailed to be the most active, suitable and central places where formal education can be accessed and sustained. Ghickman, Gordo & Gordo, (2007) state that to achieve high standards of education in a country, the utmost aim of schools therefore, should be to improve the quality of teaching and learning. According to Sergiovanni and Starratt (2012), quality of education can only be achieved through an effective supervision in the schools' instructional capacity which should improve teaching and also enhance students' performance. The teacher plays an important role as an instructor in promoting curriculum and instruction cannot therefore be under estimated (Kutsyuruba, 2013).

Ileri, (2011) state that institutions oversight requires laymen who included the clergy, school wardens, trustees, selections and citizens committees handled supervision. According to Afolabi & Loto (2008) instructional supervision practices originated from the earlier American education system in which schooling was in the hands of local authorities. Ileri further asserts that supervision aimed at management of schools and the fulfillment of the curricular needs rather than the improvement of teaching and learning process in schools. Autocratic relationship

between supervisors and teachers began to wane giving way to the period of cooperative effort between 1937 and 1959 (Kutsyuruba, 2013).

In African countries, inspection epochs back to the introduction of western education to the continent. In Nigeria for example, instructional supervisor originated as an external inspection process. Supervisors were inexperienced in the act of supervision (Alimi, Olatunji, Akifolarian & Ayondonja, 2012). School supervision was in the hands of missionaries until the day the government took control of schools in 1967 (Alimi et al., 2012). In Uganda, the Education Act of 1970 gave inspectors legitimate powers to visit a school at any time. The school head would be informed of the inspectors intended visit and its purpose. According to Mubarak (2000), inspection started by the recommendation of the Phelps Stokes Commission of 1924 which established the Department of Education in 1925. The department had the responsibility of developing the syllabus and supervised how it was being implemented in schools.

In Kenya, educational supervision dates back to the colonial period after the Educational Ordinance of 1924 which required all schools to be registered and opened to inspection by the Education Director (Issa, 2012). Nyamwamu (2010) states that modern inspectorate in independent Kenya was started through recommendation by the Kenya Educational Council of 1964. It has however, gone through a series of changes to what it is today. The Ministry of Education in 2000 put up the Directorate of Quality Assurance and Standards, and the school

inspectors are today referred to as Quality Assurance and Standards Officers. Quality education may be judged by examining various aspects. One such aspect is expected outcomes. In Kenya, expected outcomes of primary education are measured by Kenya Certificate of Primary Education Examinations. According to Ireri (2011), instructional supervision in Kenyan schools is one of the roles of the head teachers who are directly concerned with performing routine duties such as teaching, supervising preps and providing instructional leadership in schools.

Classroom visitation is among the major of the instructional practices. According to Ngunjiri (2012) effective instructional supervision results in student getting high grades while ineffective supervision leads to laxity of both teachers and pupils. Gachoya (2008) observed that the supervisors who made classroom visits were able to have an insight into the actual state of infrastructure and this would influence performance. This implies that if class visits are intensified, students would keep alert and study and this would influence their final grades.

According to Kamindo (2008) head teachers should hold conferences with teachers before and after a formal classroom visitation. The quality of schools in a nation, therefore, depends on the high standards of training given to teachers. Checking teacher's professional records is yet another instructional supervisory function. Professional records include schemes of work, lesson plans, class attendance register and student report forms (Watene, 2011). Afolabi and Loto (2008), asserts that checking professional records aim at assessing the teachers level of



preparedness and efforts in gathering information relevant to the lesson, appropriateness of the teaching and learning resources and evaluation techniques and the content covered. Students learn what is directly related to how and what teachers teach which highly depends on the skills and the knowledge they have gained through continuous learning and practice (Olembo, Wanga & Karagu, 1992). Post observation conference on the other hand aim at giving feedback and non-threatening suggestion, modeling using inquiry and soliciting advice and opinions (Blasé & Blasé 2004; Glanz, Shulman & Sullivan, 2006; Zepeda, 2007).

While conducting instructional supervision some factors may hinder head teachers' effectiveness militating against effective supervision. Studies by Mzee (2011), Abdille (2012) and Mavindu (2013) agree that work load seem to affect head teachers' instructional supervision as a result of too many administrative duties. They further observed that the head teachers have myriads responsibilities such as; teaching, overall leadership of the school, attending to parents, procuring teaching and learning resources, chairing meetings, and financial management hence they lack adequate time for instructional supervision.

Another factor to the success of instructional supervision in school is the attitude that teachers hold towards instructional supervision. According to Mbiti (2007), employees of an organization must possess the right attitude and skills to enable them to get the work done efficiently. Teacher's attitude towards supervision is of paramount importance because supervision plays a vital role in the improvement of

academic performance by ensuring that quality education is provided (Wanjohi, 2005). Adikinyi (2007) and Marwanga (2004) concur that teachers have, however, a negative attitude towards supervision hence any guidance given is not taken seriously. They further reveal that teachers perceive supervisors as lacking in instructional supervision skills therefore instead of guiding and counseling them as fellow collaborators head teachers are unsympathetic and assume the role of policing.

Headteachers work experience is also a critical factor in supervision of instruction (Kirui, 2012). Lack of or limited professional experience could thus explain some of the deficiencies in the management practices of some school administration (Kirui, 2012). Mwiria (1995) noted that limited teaching and administrative experience contributed to management deficiencies in those with less than five years of administrative experience. Inadequate capacity to provide effective school supervision always hampers provision of quality education.

Generally, pupils' performance at KCPE is used to measure the effectiveness of the headteachers' leadership ability (Wanjohi, 2005). Several reports come up trying to appreciate the head teachers with good results and criticize those with poor results citing the ability of the heads of the school instructional supervision (MoE, 2006). A report by the Njoro Sub-County Quality Assurance and Standard Officer shows that performance at KCPE in Njoro Sub County has been poor for the last four years. In this regard, this study assessed the institutional factors influencing

head teachers instructional supervision practices in public primary schools in Njoro Sub County, Kenya. Table 1.1 shows the performance registered by the eight sub-Counties in Nakuru County between 2013 and 2016.

**Table 1.1: Nakuru County KCPE Mean Score between 2013 and 2016**

| <b>Sub-county</b> | <b>2013</b> | <b>2014</b> | <b>2015</b> | <b>2016</b> |
|-------------------|-------------|-------------|-------------|-------------|
| Nakuru town       | 250.99      | 252.29      | 256.72      | 258.33      |
| Naivasha          | 247.33      | 251.21      | 248.04      | 249.74      |
| Nakuru North      | 247.02      | 246.32      | 245.99      | 247.58      |
| Gilgil            | 244.33      | 239.32      | 241.4       | 242.48      |
| Rungai            | 249.99      | 222.29      | 243.42      | 233.35      |
| Molo              | 234.99      | 237.82      | 238.32      | 239.51      |
| Kuresoi           | 231.86      | 229.89      | 236.81      | 241.90      |
| Njoro             | 220.33      | 219.3       | 201.42      | 199.2       |

Source: County Education office Nakuru report (2017)

Information presented in Table 1.1 shows that majority of the primary schools in Nakuru County have reported below average performance in their KCPE results for the last five years. Pupils' performance is the overall measure of effectiveness in the educational outcomes (Kamindo, 2008). Moreover, Njoro Sub-County has reported the poorest mean score of the eight sub-counties within Nakuru County from 2013 to date. Therefore, this formed a research gap that the current study

sought to establish whether head teachers' instructional supervisory practices contribute to the poor performance.

## **1.2 Statement of the Problem**

Effective instructional supervision is vital for the government is to achieve its objective of providing quality basic education that is relevant to millennium and sustainable development goals. The Kenyan government has made numerous efforts to enhance the quality of education. Efforts have been made to rationalize work load, provision of both physical and human resources, numerous in-service training, and workshops and seminars on supervision have also been offered to head teachers (MoEST, 2005). Despite these efforts, KCPE results in Njoro sub-county have been below average for the last four years as compared to the other sub counties within Nakuru County (Table 1.1). For schools to realize their goals headteachers are mandated to ensure that they supervise teaching and learning process in their schools. The various supervision practices are perceived by majority of the headteachers and teachers to consume a lot of their time alongside their other institutional duties. This study therefore aimed at investigating institutional factors influencing the head teachers' instructional supervision in public primary schools in Njoro Sub-county.

### **1.3 Purpose of the Study**

The purpose of this study was to investigate institutional factors influencing head teachers' instructional supervision practices in public primary schools in Njoro Sub-County, Kenya.

### **1.4 Objectives of the Study**

This study was guided by the following objectives:

- i. To determine the extent to which head teachers' work load influences their instructional supervision practices in public primary schools in Njoro Sub County.
- ii. To establish the influence of school staffing on headteachers' instructional supervision practices in public primary schools in Njoro Sub County.
- iii. To determine the extent to which teachers' attitude towards supervision influence head teachers' instructional supervision practices in public primary schools in Njoro Sub County.
- iv. To establish the influence of head teachers' administrative experience on their instructional supervision practices in public primary schools in Njoro Sub County, Kenya.

## **1.5 Research Questions**

This study answered the following research questions:

- i. To what extent does head teachers' work load influence their instructional supervision practice in public primary schools in Njoro Sub County, Kenya?
- ii. To what extent does the level of school staffing influence head teachers' instructional supervision practices in public primary school in Njoro Sub County, Kenya?
- iii. To what extent does teachers' attitude influence head teachers' instructional supervision practices in public primary schools in Njoro Sub County, Kenya?
- iv. How does head teachers' administrative experience influence their instructional supervision practices in public primary school in Njoro Sub County, Kenya?

## **1.6 Significance of the Study**

It is hoped that the findings of this study will be useful to Ministry of Education in establishing the factors affecting instructional supervision in public primary schools. The findings may also be of importance to the Quality Assurance and Standards Officers to address supervisory challenges in the instructional supervision process. The findings may also assist head teachers find solutions to challenges that they face as instructional leaders in an effort to improve in their schools. The recommendation of the study may be useful in policy formulation on

instructional supervision by the ministry of education. Lastly, the findings may be useful to future researchers undertaking similar or related studies.

### **1.7 Limitations of the Study**

In this research, the respondents tended to give answers that were subjective with a view of making them appear socially acceptable. However, the researcher encouraged the respondents to provide honest objective responses. It was also difficult to control the attitudes of the respondents hence the need to encourage frank responses with an assurance that responses were treated with outmost confidentiality for the purpose of the study. Some teachers declined to participating in the study in fear that giving answers may implicate the head teacher, the researcher therefore, sought consent and informed respondents that the findings was only used for academic purposes.

### **1.8 Delimitations of the Study**

The study was limited to Njoro Sub County, Nakuru County Kenya due to vastness of the county and the problem is more experienced in Njoro Sub County. The study was concerned with public primary schools only. Private primary schools and other learning institutions in the sub county were not studied because the instructional supervision practices used could be different from public primary schools. This study was restricted to the institutional factors influencing head teachers' instructional supervision practices due to the different administrative roles they

carryout in schools. Data was collected from head teachers and teachers of selected primary schools to get a more detailed finding concerning the study.

### **1.9 Assumptions of the Study**

The study made the following assumptions

- (i) That, other institutional responsibilities hinder the frequency of headteachers carrying out instructional supervision practices.
- (ii) That, teachers have an attitude towards head teachers' instructional supervision practices.

### **1.10 Definition of Significant Terms**

The following are definition of significant terms used in the study.

**Attitude of teachers** refer to views, opinions and feelings held by the teachers on the role of head teachers in instructional supervision.

**Factors** refer to aspects that influence head teachers to conduct instructional supervision.

**Head teachers administrative experience** refers to the length of stay the head teacher has been serving in that capacity.

**Inspection** refers to headteachers checking pupils' books, teachers record of work covered, schemes of work, sitting in class among other instructional supervision practices.



**Institutional factors** refer to school based aspects that affects headteachers' effectiveness in carrying out instructional supervision.

**Instructional supervision** refers to the process of assisting teachers in improving their instructions and skills through actual classroom visits, provision of feedback and provision of adequate facilities and resources.

**Level of training** refers to head teachers' professional qualifications.

**Professional documents** refer to official documents that a teacher must have. These include records of work covered, schemes of work, lesson plans, progress record and teaching notes.

**Pupils' performance** refers to KCPE results that is used to reflect the school's educational outcome.

**Supervision** refers to the dimension of education administration which is between a sub-ordinate and super ordinate and provides a common understanding between them.

**Work load** refers to head teachers overall administrative tasks such as teaching, supervision and financial management.

### **1.11 Organization of the Study**

The study is organized into five chapters. Chapter one comprises introduction, background to the study, statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, assumptions of the study, definition of significant terms and organization of the study. Chapter two presents a review of related literature on the factors influencing head teacher' instructional supervision. It is presented under the following subheadings concept of instructional supervision, head teachers work load, school staffing, head teachers' administrative experience, teachers' attitude towards supervision, the summary of the reviewed literature, theoretic and conceptual framework. Chapter three focuses on research methodology which includes the research design, target population, sample size and sampling technique, research instrument, validity and reliability of the research instrument, data collection procedure and data analysis techniques. Chapter four represents findings of data analysis and interpretation from the study. Chapter five focuses on the summary, conclusion and recommendations of the study and suggestions for further studies.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

This chapter provides a review of the related literature and is divided into the following sub topics; the concept of instructional supervision, work load and head teachers' instructional supervision, level of training and head teachers' instructional supervision, teachers attitude towards supervision and head teachers instructional supervision, head teachers' administrative experience and instructional supervision, summary of literature review, theoretical and conceptual frame work.

#### **2.2 The Concept of Instructional Supervision**

Supervision can be divided into general and instructional supervision (Ireru, 2011). General supervision entails supervisory activities taking place outside the classroom. Those activities include the writing and revision of curricular preparation of units and materials of instruction, the development of processes and instruments for reporting to parents (Okumbe, 1999).

Instructional supervision on the other hand, is an act of administration, curriculum work, instruction, human relations, management and the leadership role. It is an act of education administration concerned with improving instructional effectiveness (Okumbe, 2007). Glickmann, Gordon, and Gordon (2007) define instructional supervision as the process through which the head teacher attempts to work with teachers and other staff members cooperatively to improve teaching and learning

in the school. This definition implies that by design, supervision of instruction is a developmental process through which head teachers can reinforce teaching practices that improve students learning.

### **2.3 Headteachers' Workload and Instructional Supervision**

Head teachers, who are regarded as agents of supervision on behalf of the inspectorate at the school level, have many supervisory and administrative duties therefore having limited time to carry out supervisory duties (Okumbe, 1998). Head teachers are considered leaders, supervisors, administrators, managers and inspectors of school (Okumbe, 1998). Studies by Abdille (2012), Mavindu (2013), and Mzee (2011), found that work load was seen to affect head teachers' instructional supervision as a result of too many administrative duties. They further observed that head teachers have myriad responsibilities such as teaching, overall leadership in the school, attending to parents, procuring teaching and learning materials and attending many meetings. When overworked, they tend to lose morale, motivation and easily get fatigued and hence inadequate performance of their duties.

According to a study by Issa (2012), teaching loads of head teacher influence the effectiveness of the head teachers' instructional supervision. These findings support those of Kimeu (2010) and Ogamba (2011) which revealed that majority of the teachers feel that the leadership responsibilities increase their work load. Issa (2012) observed that secondary school heads are so weighed down by routine

administration such that they hardly find time to visit the classroom and observe teachers as they teach. However, according to Wawira (2011) there is no significant relationship between work load and head teachers' instructional supervision.

UNESCO (2006) found that increase in the number of students as a result of free primary and free day secondary education led to increased work load of head teachers and this affected head teacher's effectiveness in instructional supervision. Mugo (2006) indicates in his study that the main challenge related to introduction of free primary education is that public primary schools registered increased enrolment while school resources in materials, physical and human resources were not expanded to cope with increased enrollment.

Ministry of Education Kenya (2011) report identified understaffing untrained personnel, lack of commitment and a positive approach, as some of the problems relating to supervision of institution in schools. This was confirmed by a study carried out by Kamindo (2008) who suggested that instructional supervisors are challenged at all levels as a result of staff shortage and too many administrative duties out of school level. Therefore, the current study sought to establish the institutional factors that influence head teachers' instructional supervision.

## **2.4 School Staffing and Instructional Supervision**

According to Onyango (2008) human resource is the most important resource in a school organization. He adds that teachers comprise the most important staff in the school. Human resources are the most valuable assets of any organization. Glanz, (2000) in his findings observed that, when considering staff capacity, both competence and the number of staff needed to deliver services to the client is important. Pupil/student-teacher ratio refers to the number of learners enrolled in a given headteachers' workload divided by the number of teachers in the system (Williams, 1979).

Pupil/Student-teacher ratio is a significant measure of quality in education. This is because, in a system where the ratio is high learners may lack personal attention from the teacher while the less academic learners are likely to lag behind. Consequently, learners' progress through the curriculum may be hindered, a factor that may lead to dismal performance in the exit examination (Nkinyangi, 2003). In a low pupil/student-teacher ratio learning environment, learners are more likely to get more one-on-one time with the teacher (Katunzi & Ndalichako, 2004).

Moreover, teachers may get to know the individual students' better, thereby enhancing teacher's capacity to identify areas where the student may be in need of assistance. In the final analysis, learners get more value out of their education. These observations lend support to the view that other factors held constant (e.g., learners' family background, material inputs, and so on), teacher factor is the most

powerful determinant of learners' academic achievement. UNESCO (2006) findings indicated that, with increased number of students as a result of Free Primary Education as from 2003, teacher pupil ratio is high leading to increased work load for teachers and this affects head teachers' effectiveness in instructional supervision.

According to Mutua (2008) the training and quality of personnel do not guarantee improved supervisory practices unless such are accompanied by a total commitment, dedication and change of attitude by both inspectors and teachers towards each other. The researcher opines that the pupil/student ratio is very high in many public primary schools in Kenya including Laikipia East district. This has been partly worsened by the Free Primary Education programme which has not been matched with employment of more teachers. When there are many students, the teacher cannot execute his or her duties as expected. This also makes the instructional supervision work of head teachers difficult as they have to oversee a large number of students therefore leaving little time for supervision.

## **2.5 Teachers' Attitude and Headteachers' Instructional Supervision**

Although the terms assessment, ranking, evaluation, and appraisal are all used together to describe supervisors' role of paramount importance to supervision is teacher's perception towards supervision (Wanjohi, 2005). If teachers who are the direct beneficiaries of instructional supervision have a negative attitude towards the practice, the whole process will not yield the desired results (Wanjohi, 2005). Some

teachers view supervision as a tool used by administrators to control and intimidate them. This notion makes teachers feel unsafe and threatened when they experience any form of instructional supervision (Olembo, 2012). Long-term objective of supervision is to develop teachers professionally towards a point where the teachers, coached by supervisors, can take complete charge of instructional enhancement.

Studies carried out by Adikinyi (2007) and Gachoya (2008) observed that teachers have a negative attitude towards supervision hence any guidance given is not taken seriously. This is in agreement with Wanjohi (2005) who notes that most inspectors are accused of being autocratic and authoritarian, always insisting on maintenance and observance of departmental rules. They focus on fault finding instead of advising and encouraging teachers.

Kinayi (2010) however, revealed that the teachers had a positive perception towards supervision. Mabiru (2008) further covered attitudes of teachers toward primary head teachers administrative behaviours in Kirinyaga sub county. The study revealed that female teachers generally displayed more positive attitudes towards head teachers' instructional supervision than their male counterparts. The study by Mabiru showed that 73.82% of the respondents displayed negative attitudes towards the head teachers' instructional supervision.



Mabiru also found that there was no difference in attitude towards instructional supervision among teachers of different teaching experience. Professionally qualified teachers showed more favorable attitude towards head teacher's supervision than the less professionally qualified.

Murithii (2012) concurs with Kinayi (2010) and Mabiru (2008) that majority of teachers have positive attitude towards instructional supervision and this encouraged the head teachers to offer instructional guidance and counseling as needed. While teachers and supervisors perceive supervision differently ineffective instruction supervision is likely to occur but if there is cooperation, objectivity and mutual agreement on decisions made, then effective instructional supervision takes place (Sergiovanni & Sarvat, 2002).

## **2.6 Headteachers' Administrative Experience and Instructional Supervision**

According to Olembo et al., (1992) principals are expected to possess superior knowledge, skills and attitudes acquired through training and experiences to enable them discharge their instructional duties effectively. Nyamwamu (2010) and Amuto (2010) and Kirui (2012) in studies in Kenya concurs with Olembo that management and exposure is needed to enable principals monitor the implementation of curricular and ensure increase in teachers' capacities, their conceptual knowledge and teaching skills.

Mwiria (1995) in his study in Eritrea on the constraints and challenges to effective primary school management found out that limited teaching and administrative experience had a great deal to do with administrative deficiencies observed in those with less than five years of administrative experience. Wawira (2011) observed that head teachers job and teaching experience influenced teachers' perceptions towards head teachers' instructional supervision. It is therefore asserts that experienced head teachers are likely to have easier time while carrying out their supervisory duties as compared to inexperienced ones. Gootman and Gebeloff (2009) concur that principals who had rich experience in their position either as the principal or the assistant were in position to solve various issues within their schools as to enhance the overall performance of the school.

## **2.7 Summary of the Literature Review**

The first part of the literature review attempts to bring out different meanings of supervision as defined by different scholars. Generally, researchers concur that instructional supervision is that phase of s school administration that improves instruction through direct assistance to teachers, group development, professional development, and curriculum development and action research. The various studies that have been carried out by different researchers agree that certain factors influence how head teachers carry out supervision in their schools. Nyamwamu (2010) and Mzee (2011) noted that head teachers are challenged at all levels as a result of too many administrative duties at the school level hence in effective instructional supervision. Their studies recommend delegation of instructional

supervision tasks to heads of departments and senior teachers. However, according to a study by Wawira (2012) there is no significant relationship between work load and head teachers' instructional supervision.

On teachers' attitude towards supervision, Wanjohi (2005), Adikikinyi (2007), gachoya (2008) note that teachers have a negative attitude towards supervision hence any guidance given is not taken seriously. Studies by Mabiru (2008), Kinayi (2010) and Murithii (2012) however, are of different opinion noting that majority of teachers have positive attitudes towards instructional supervision. Mwiria (1995) and Kirui (2012) in their studies observed that head teachers teaching and administrative experience has significance influence on school management in instructional supervision. This study sought to investigate whether head teachers work load, level of training, teachers attitude towards instructional supervision and head teachers administrative experience has significant influence on head teachers' instructional supervision in Njoro sub county, Kenya.

## **2.8 Theoretical Framework**

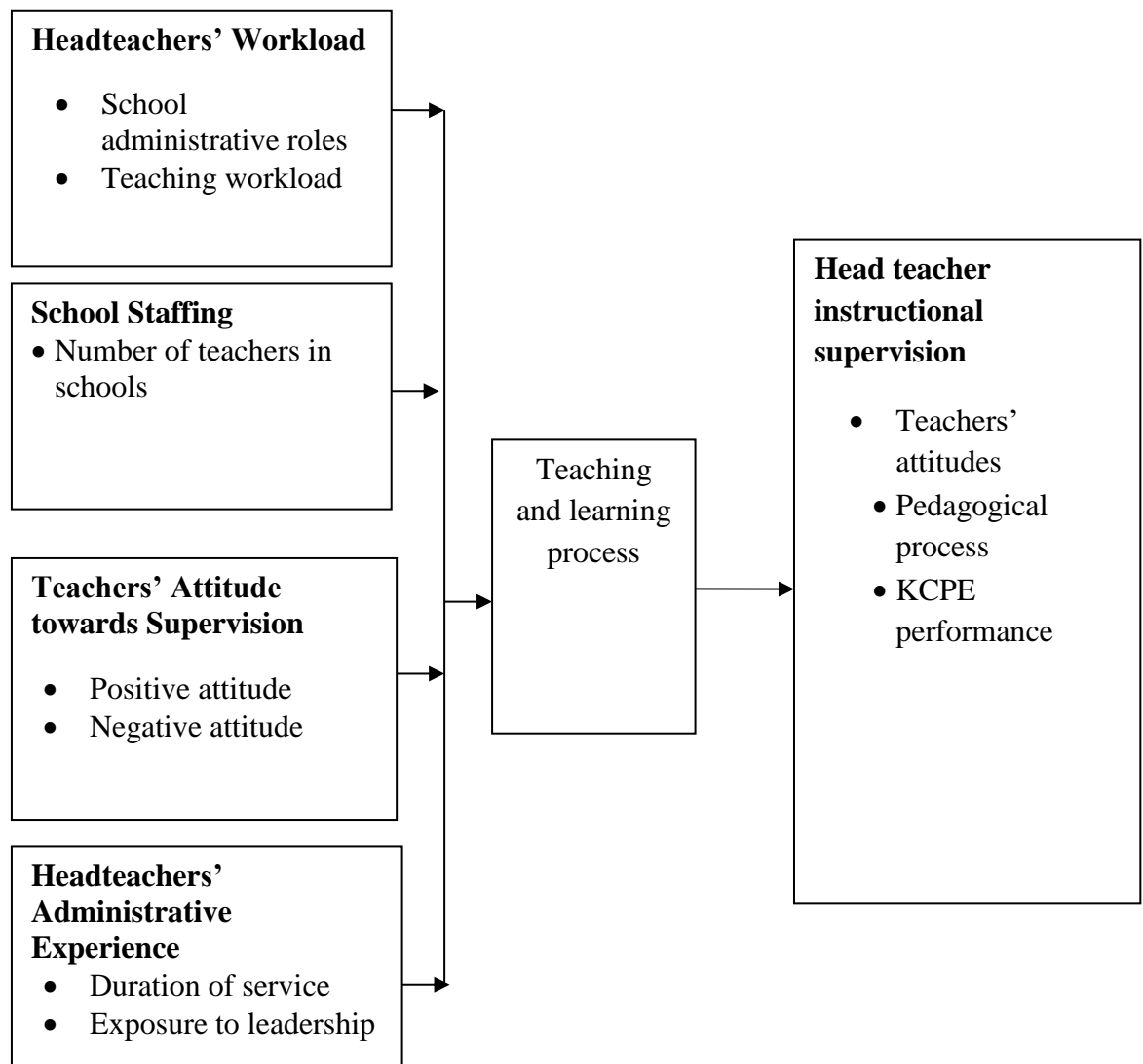
This study was guided by human motivation theory created and developed by McGregor (1960). The theory has been used in human resource management, organizational behavior, organizational communication and organizational development. It describes two contrasting models of workforce motivation. There are two distinct sets of assumptions that managers, in general, have about their employees and which often turn out to be self-fulfilling prophecies (Patience,

1973). Human motivation theory assumes that employees are naturally unmotivated and dislike working, and this encourages an authoritarian style of management. According to this view, management must actively intervene to get things done. This style of management assumes that workers dislike working, avoid responsibility and need to be directed. It also assumes that employees have to be controlled, forced, and threatened to deliver what's needed, need to be supervised at every step, with controls put in place and need to be enticed to produce results; otherwise they have no ambition or incentive to work (Sahin, 2012).

The theory's principles expound that participative style of management that is decentralized. It assumes that employees are happy to work, are self-motivated and creative, and enjoy working with greater responsibility. It assumes that workers take responsibility and are motivated to fulfill the goals they are given. It also assumes that workers seek and accept responsibility and do not need much direction and consider work as a natural part of life and solve work problems imaginatively (Sahin, 2012). The theory is relevant to this study because instructional supervision is part of a head teacher's management mandate. A head teacher's instructional supervision practices are strongly influenced by their beliefs and assumptions about what motivates teachers. If he/she believes that teachers dislike supervising their teaching process, the practices are limited by teachers' attitude towards instructional supervision practices.

## 2.9 Conceptual Framework

The conceptual framework shows the relationship between the independent and dependent variables of the study.



**Figure 2.1: Conceptual Framework**

Figure 2.1 shows that there is a conceptual relation between the independent variable that include head teacher's workload, school staffing, work experience and teachers' attitude toward supervision influence the dependent variable that is head teacher instructional supervision during the teaching and learning process in public primary schools. Effective implementation of the independent variables influences the dependent variable that is shown through improved teacher attitude, improved teaching and learning and improved KCPE Performance). Other external variable that comprise of the intervening variables include school culture and Government policy that dictate head teachers' engagement in instructional supervision.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter presents the research methodology to be used in the study. It is presented under; research design, target population, sample size and sampling techniques, research instruments, instrument validity, instrument reliability, data collection procedures, data analysis technique and ethical considerations.

#### **3.2 Research Design**

This study utilized descriptive survey design. According to Kombo and Tromp (2006) a research design can be thought of as the structure of the research. They further refer the design as the ‘glue’ that hold all the elements in the research project together. A descriptive survey research design determines and reports things the way they are. This type of research attempts to describe such things as possible behaviour, attitudes, values and characteristics (Mugenda & Mugenda, 2003). This design is found appropriate since it is used in exploratory studies to allow researcher gather, summarize, present and interpret the data for the purpose of clarification (Orodho, 2012). This design was suitable for this study for it enabled the researcher to collect data on the institutional factors influencing head teachers’ instructional supervision in public primary schools in Njoro Sub County.

### **3.3 Target Population**

The target population of this study was drawn from 47 public primary schools in Njoro Sub-County. It comprised a total of 47 head teachers and 216 teachers out of whom 101 were male and 115 were female teachers (SCE Office Njoro Sub County, 2017)

### **3.4 Sample Size and Sampling Procedure**

Sample size is a small part of the population to be studied and sampling procedure is the process by which samples are selected in a study (Kothari, 2007). Purposive sampling method was used to sample public primary schools. The study sampled 20 public primary schools as stipulated by Mugenda and Mugenda (2003) that 30 percent of the target population can be used to sample a representative population. All the 20 head teachers in the sampled school took part in the study using census sampling procedure. Kothari (2007) asserted that census sampling design is appropriate for a study that has small target population. According to Gay (2003), a sample size of 50 percent of the total population or less is adequate for a study that is descriptive in nature in small target population. Therefore, the study used 50% of the targeted teachers' population to select 50 male teachers and 57 female teachers. Stratified proportionate sampling is considered appropriate because the sizes of the samples from different strategies are kept proportionate to the strata.



**Table 3.1: Sampling Frame**

| <b>Target population</b> | <b>N</b> | <b>Percent</b> | <b>Sample size</b> |
|--------------------------|----------|----------------|--------------------|
| Head teachers            | 47       | 30%            | 20                 |
| Male teachers            | 101      | 50%            | 50                 |
| Female teachers          | 115      | 50%            | 57                 |
| Total                    | 236      | 76%            | 127                |

### **3.5 Research Instruments**

This study used questionnaires as the data gathering instrument. According to Kombo and Tromp (2006) a questionnaire is a research instrument that can gather data over a large sample. Questionnaires enabled the researcher to build rapport, explain meaning of the study and explain meaning of items that may not be clear. It also allowed anonymity of respondents and uniformity of questions which allowed comparison (Kombo & Tromp (2006). Two questionnaire sets were developed by the researcher; one for the head teachers and another for the teachers. Section A of each questionnaire was used to collect personal information of respondents, while section B had questions related to instructional supervision based on the research questions.

### **3.6 Validity of the Research Instruments**

Validity is the degree to which an instrument measure what the test is designed to measure (Mugenda & Mugenda, 2003). This is important in the establishment of accuracy and truthfulness of the research. To ensure content validity, the researcher presented the instruments constructed to her supervisors who are senior researchers in the Department of Educational Administration and Planning of the University of Nairobi for constructive criticism. The questionnaires were thereafter revised according to the supervisors' comments. The researcher also constructed the questionnaires ensuring they are as per the research objectives to ensure content validity.

### **3.7 Reliability of the Research Instruments**

Test re-test technique was used to test the reliability of the questionnaires. This approach is appropriate since it gives a time lapse between the two tests and the researcher uses this to prove instrument reliability. Test retest involved administering the same instrument twice to the same group of respondents. The instruments were administered to 2 public primary schools in Njoro Sub County randomly selected from the target population and the responses scored. One percent of the target population took part in the pre-test (Mugenda & Mugenda 2003) that is two head teachers, eight male teachers and nine female teachers. The same instruments were re-administered after two weeks to the same group of respondents. The Cronbach alpha reliability test was performed on the piloted instruments to determine their Alpha strengths. Kathuri and Pals (2003)

recommends a Cronbach Alpha test score of 0.7. Cronbach Alpha appropriateness is because of its ability to handle multiple responses of the items.

### **3.8 Data Collection Procedures**

The researcher got a letter of authorization from the University of Nairobi Department of Education Administration and Planning. Thereafter the researcher sought a research permit from the National Commission for Science Technology and Innovation (NACOSTI). The researcher then made a courtesy call to the Sub-County Education office Njoro sub-County. She then visited the sampled schools to establish rapport and book appointments with the head teachers. The researcher then administered instruments using the drop and pick latter method.

### **3.9 Data Analysis Techniques**

Data collected was standardized using various control measures, including checking for completeness and consistency before the data entry process. Questionnaires were sorted out and each questionnaire given a unique identification number before data entry. These numbers were entered and used as a checkout for any inconsistencies in the data. Data was collected in both qualitative and quantitative forms. Responses in the Likert scale were assigned numerical values to make quantitative analysis possible. Qualitative data obtained from the open-ended items were analyzed thematically. The responses formed the themes for analysis in line with the study variables. Computer software Statistic Package for Social Sciences (SPSS) version 22 was used for data entry and analysis. Qualitative

data were analyzed using descriptive statistics (percentages and frequencies). The results of the data analyzed were presented in form of tables, and bar graphs. Cross tabulation was used to analyze the relationship of institutional factors and headteachers' instructional supervision.

### **3.10 Ethical Considerations**

The researcher obtained introductory letter from University of Nairobi authenticating the study, sought for permit from NACOSTI and permission from principals. The researcher familiarized herself with respondents and established a rapport before administering the questionnaires. Letter of consent was issued to the respondents to read and the researcher clarified participation to be voluntary without penalty if one withdrew. The researcher observed confidentiality from the information given on questionnaires. The respondents' information was not used for any other purposes other than education purpose. The respondent names were not written on the questionnaires.

## CHAPTER FOUR

### DATA ANALYSIS, PRESENTATION AND INTERPRETATION

#### 4.1 Introduction

This chapter presents findings from the analysis of the data collected. The purpose of this study was to investigate institutional factors influencing head teachers' instructional supervision practices in public primary schools in Njoro Sub-County, Kenya. Data were guided by the four objectives; influence of head teachers' workload, school staffing, teacher attitude, and administrative experience of head teachers on instructional supervision. The discussion of the findings is also presented in this section. The findings presented include the response rate, the bio data of the head teachers and teachers as well as findings related to the four study objectives. Analyzed data was presented in tables, figures both descriptively and inferential statistics.

#### 4.2 Instrument Response Rate

The researcher distributed questionnaires to 20 head teachers and 125 teachers.

Table 4.1 shows the response rate.

**Table 4.1: Response Rate**

| <b>Population</b> | <b>Number of questionnaires distributed</b> | <b>Number of questionnaires returned</b> | <b>Response rate</b> |
|-------------------|---|--|----------------------|
| Head teachers     | 20  | 19                                       | 95.0                 |
| Teachers          | 125   | 125                                      | 100.0                |
| <b>Total</b>      | <b>147</b>                                  | <b>144</b>                               | <b>98.0</b>          |

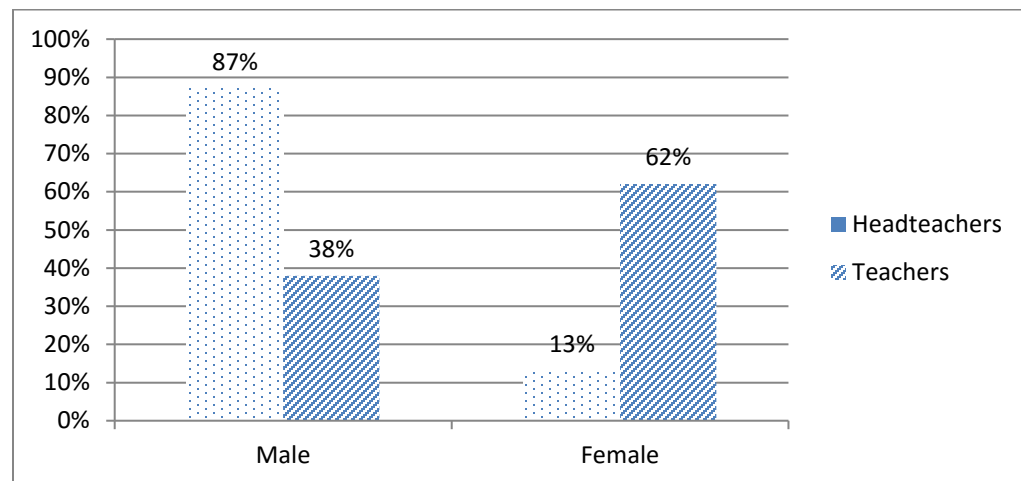
Findings in Table 4.1 indicate that the study achieved 98 percent instrument response rate which is above the 70 percent threshold recommended by Mugenda, A. and Mugenda, O. (2003).

### 4.3 Demographic Information of Respondents

The researcher collected demographic information of the respondents. This included the gender, age, education level and working experience. The findings were to enable the researcher establish an insight on the characteristics of the participants.

#### 4.3.1 Gender of Respondents

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



**Figure 4.1: Gender of Respondents**

A significant number 87 percent of the head teachers were male while majority 62 percent of the teachers were female. The findings therefore show that there was great gender disparity among the head teachers in that there were very few female head teachers who are in charge of instructional supervision. The findings are in agreement with Cubillo and Brown (2003) who indicated that the teaching profession internationally, with the exception of a few countries, is dominated by women, but despite the large numbers of women in the profession, they are greatly under-represented in positions of management.

#### 4.3.2 Age of respondents

The researcher sought to establish the ages of the respondents, and presented the findings as shown in Table 4.2.

**Table 4.2: Age of Respondents**

| Age in years       | Head teacher |              | Teachers   |            |
|--------------------|--------------|--------------|------------|------------|
|                    | F            | %            | f          | %          |
| 25 – 34            | 0            | 0.0          | 11         | 8.8        |
| 35 – 44            | 2            | 10.5         | 45         | 36.0       |
| 45 – 54            | 12           | 63.2         | 44         | 35.2       |
| 55 years and above | 5            | 26.3         | 25         | 20.0       |
| <b>Total</b>       | <b>19</b>    | <b>100.0</b> | <b>125</b> | <b>100</b> |

Findings in Table 4.2 show that majority (63.2%) of the head teachers and most (35.2%) of the teachers were aged between 45 and 54 years. The findings show that the head teachers and teachers in Njoro Sub-County were elder with majority of them being over 45 years. The elderly age of majority of head teachers may be attributed to the many years of experience that a teacher requires to rise to the post of head teacher. The findings are in agreement with Kiamba (2011) who in a similar study found that majority (67%) of the Head teachers in Mbooni West District were above 45 years. The findings are also in agreement with Kipngeno (2014) who established that the majority (60%) of the head teachers in Bomet District were aged 45 years and above.

#### 4.3.3 Respondents' Headteachers' Workload

The researcher sought to determine the headteachers' workload of participants in the study. The findings are presented in Table 4.3.

**Table 4.3: Respondents' Headteachers' Workload**

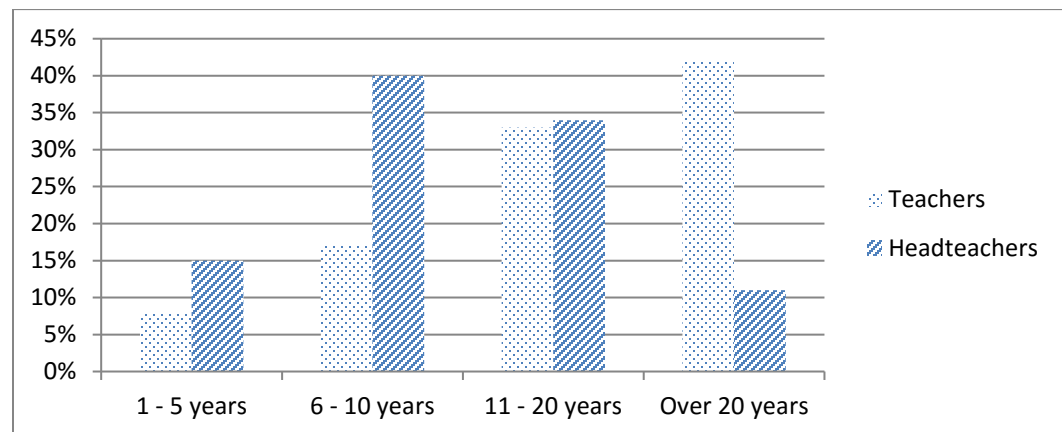
| Headteachers' workload | Head Teachers |              | Teachers   |              |
|------------------------|---------------|--------------|------------|--------------|
|                        | F             | %            | f          | %            |
| P1 certificate         | 0             | 0.0          | 59         | 47.2         |
| Diploma                | 14            | 73.7         | 37         | 29.6         |
| Bachelor's degree      | 3             | 15.8         | 24         | 19.2         |
| Postgraduate degree    | 2             | 10.5         | 5          | 4.0          |
| <b>Total</b>           | <b>19</b>     | <b>100.0</b> | <b>125</b> | <b>100.0</b> |



Findings in Table 4.3 show that majority (73.7%) of head teachers had a diploma as their highest headteachers' workload, while most of the teachers (47.2%) were P1 certificate holders. The findings show that teachers and headteachers in Njoro Sub-County public primary schools were trained to handle their teaching responsibility in schools. The findings are in agreement with Mosoti (2013) who found that 50.0 percent (85) of teachers had P1 certificate as compared with 39.2 percent of the head teachers however, the findings are in disagreement with Kiamba (2011) who found that majority of head teachers in Mbooni West District were P1 teachers.

#### 4.3.5 Working Experience

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



**Figure 4.2: Working Experience**

Findings in Figure 4.2 indicate that 40 percent of the head teachers had an experience of 6 – 10 years of experience while 42 percent of teachers had in excess of 20 years of experience. The findings show that majority of respondents in the study had acquired sufficient experience in primary schools to enable them give resourceful information regarding institutional factors influencing head teachers instructional supervision practices in public primary schools in Njoro Sub-County, Kenya. The findings are therefore in agreement with Kiamba (2011) and Mosoti (2013) who in similar studies found that most of the head teachers and teachers had work experience of more than one year.

The study further sought to establish the duration head teachers and teachers had served in their current station. Table 4.4 presents the study findings.

**Table 4.4: Respondents Duration of Service in Current Station**

| No. of years   | Head Teachers |              | Teachers   |              |
|----------------|---------------|--------------|------------|--------------|
|                | F             | %            | f          | %            |
| 1 – 5 years    | 1             | 5.3          | 24         | 19.2         |
| 6 – 10 years   | 8             | 42.1         | 79         | 63.2         |
| 11 – 15 years  | 7             | 36.8         | 17         | 13.6         |
| Above 15 years | 3             | 15.8         | 5          | 4.0          |
| <b>Total</b>   | <b>19</b>     | <b>100.0</b> | <b>125</b> | <b>100.0</b> |

Table 4.4 shows that most (42.1%) head teachers and majority (63.2%) teachers had been in their current work stations for between 6 to 10 years. This findings implies that the study respondents had stayed in their current station long enough to give reliable data on the trends of head teachers' instructional supervision practices.

#### **4.4 Head teachers' Instructional Supervision Practices**

The researcher therefore sought to establish whether institutional factors that include workload, school staffing, teachers' attitude and administrative experience influence headteachers' instructional supervision practices in Njoro Sub-County in order to answer the research questions of the study. The study results are presented in subsequent sections.

##### **4.4.1 Headteachers' Workload and Instructional Supervision**

The first objective of the study sought to establish the extent to which head teacher's workload influences their instructional supervision practices. The respondents in the study were asked to rate the extent to which head teachers' work load influenced instructional supervision. The head teachers and teachers' responses are presented in Table 4.5.

**Table 4.5: Rating on the Influence of Headteachers' Workload on Instructional Supervision Practices**

| Responses       | Head teachers |              | Teachers   |              |
|-----------------|---------------|--------------|------------|--------------|
|                 | f             | %            | f          | %            |
| Low extent      | 3             | 15.8         | 12         | 9.6          |
| Moderate extent | 6             | 31.6         | 34         | 27.2         |
| Great extent    | 11            | 57.9         | 79         | 63.2         |
| <b>Total</b>    | <b>19</b>     | <b>100.0</b> | <b>125</b> | <b>100.0</b> |

A significant majority (57.9% and 63.2%) of head teachers and teachers respectively indicated that head teachers' workload influenced instructional supervision to a great extent. The findings show that workload among head teachers was a challenge to carrying out their instructional supervision duty. The findings showed workload significantly influenced supervision especially on the head teachers' ability to observe teachers in class, give feedback after classroom observation and checking the teaching aids used by teachers. This is because instructional supervision is one of head teachers' roles which they are expected carry out on daily basis. The findings are in agreement with Abdille (2012), Onyango (2008), and Wawira (2012) who in similar studies found that instructional supervision was not carried out frequently. The findings also concur with Buckley et al. (2004) which revealed that teaching load hinder the extent to which head teachers carrying out instructional supervision practices in schools.

The researcher sought to find establish about head teachers’ workload that influences their instructional supervision practices. Therefore, the respondents were issued with statements to determine the extent to which head teachers’ responsibilities are demanding influences their instructional supervision practices in public primary schools in Njoro Sub-county, Kenya. The responses were on a likert scale; VD = Very Demanding, D = Demanding, FD = Fairly Demanding and ND = Not Demanding. Table 4.6 presents head teachers responses.

**Table 4.6: Headteachers’ Views on Influence of Workload on Instructional Supervision**

| Statement   | VD |       | D |      | FD |      | ND |      |
|---|----|-------|---|------|----|------|----|------|
|   | f  | %     | f | %    | F  | %    | f  | %    |
| Teaching duties   | 12 | 63.2  | 5 | 26.3 | 2  | 10.5 | 0  | 0.0  |
| Orienting new teachers                                    | 3  | 15.8  | 3 | 15.8 | 6  | 31.6 | 8  | 42.1 |
| Disciplining students                                     | 15 | 78.9  | 3 | 15.8 | 1  | 5.3  | 0  | 0.0  |
| Resolving conflicts among teachers                        | 11 | 57.9  | 7 | 36.8 | 1  | 5.3  | 0  | 0.0  |
| Chairing staff meeting                                    | 9  | 47.4  | 9 | 47.4 | 1  | 5.3  | 0  | 0.0  |
| Dealing with parents and community                        | 18 | 94.7  | 1 | 5.3  | 0  | 0.0  | 0  | 0.0  |
| Keeping school financial records                          | 16 | 84.2  | 2 | 10.5 | 1  | 5.3  | 0  | 0.0  |
| Supervising, maintenance and repairs of school facilities | 19 | 100.0 | 0 | 0.0  | 0  | 0.0  | 0  | 0.0  |
| Providing required teaching/ learning material            | 13 | 68.4  | 5 | 26.3 | 1  | 5.3  | 0  | 0.0  |
| Participating in community activities                     | 6  | 31.6  | 7 | 36.8 | 5  | 26.3 | 1  | 5.3  |

Findings in Table 4.6 indicate that a relative high percentage of head teacher indicated that at times they had very demanding work that they could not manage to carry out instructional supervision role. This shows that workload negatively affects head teachers instructional supervision practice. The findings are in agreement with Wawira (2012) who indicated that head teachers are professionally trained teachers as well as supervisors in their respective schools which double up their workload to teaching and school administration; this doubling up of the tasks has been a challenge to many head teachers who have constantly lamented of being overwhelmed. It also brings confusion regarding their job specification as most opt to either concentrate on one of the two tasks; teaching or administrative work. The findings are therefore in agreement with findings from a study by Abdille (2012) which revealed that work load affected head teachers instructional supervision.

The teachers in the study were asked whether head teachers' workload influence their instructional supervision role. Teachers were issued with statements to give their views on the likert scale on the influence of head teachers' workload on instructional supervision is presented in Table 4.7.

**Table 4.7: Teachers' Views on Influence of Headteachers' Workload on Instructional Supervision**

| Statement   | VD |      | D  |      | FD |      | ND |       |
|---|----|------|----|------|----|------|----|-------|
|   | F  | %    | f  | %    | f  | %    | f  | %     |
| Teaching duties   | 7  | 5.6  | 34 | 27.2 | 21 | 16.8 | 63 | 50.4. |
| Orienting new teachers                                    | 11 | 8.8  | 13 | 10.4 | 19 | 15.2 | 82 | 65.6  |
| Disciplining students                                     | 39 | 31.2 | 71 | 56.8 | 11 | 8.8  | 4  | 3.2   |
| Resolving conflicts among teachers                        | 6  | 4.8  | 18 | 14.4 | 33 | 26.4 | 68 | 54.4  |
| Chairing staff meeting                                    | 15 | 12.0 | 56 | 44.8 | 33 | 26.4 | 21 | 16.18 |
| Dealing with parents and community                        | 51 | 40.8 | 40 | 32.0 | 22 | 17.6 | 12 | 9.6   |
| Keeping school financial records                          | 23 | 18.4 | 71 | 56.8 | 20 | 16.0 | 11 | 8.8   |
| Supervising, maintenance and repairs of school facilities | 44 | 35.2 | 62 | 49.6 | 11 | 8.8  | 8  | 6.4   |
| Providing required teaching/ learning material            | 78 | 62.4 | 41 | 32.8 | 6  | 4.8  | 0  | 0.0   |
| Participating in community activities                     | 12 | 9.6  | 34 | 27.2 | 20 | 16.0 | 59 | 47.2  |

Table 4.7 shows that a significant percentage of teachers indicated that head teachers' workload was very demanding. The findings therefore establish that the primary school head teachers had a lot of demanding roles to fill including being a teacher. The findings support Warira (2012) view that that head teachers are professionally trained teachers as well as supervisors in their respective schools which double up their workload to teaching and school administration. The

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

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

#### **4.4.2 School Staffing and Instructional Supervision**

The second objective of the study sought to determine the extent to which school staffing influences head teacher's instructional supervision practices. The respondents in the study were asked to rate the extent to which the number of



teachers influenced head teachers’ instructional supervision practices. The findings were important in determining the extent to which school staffing influenced head teachers’ instructional supervision practices. The study sought to find head teachers and teachers responses on the extent to which school staffing influence instructional supervision in your school. Table 4.8 presents the study results.

**Table 4.8: Rating on the Influence of School Staffing on Headteachers’ Instructional Supervision Practices**

| Responses       | Head teachers |              | Teachers   |              |
|-----------------|---------------|--------------|------------|--------------|
|                 | f             | %            | F          | %            |
| Low extent      | 2             | 10.5         | 8          | 6.4          |
| Moderate extent | 4             | 21.1         | 23         | 18.4         |
| Great extent    | 13            | 68.4         | 94         | 75.2         |
| <b>Total</b>    | <b>19</b>     | <b>100.0</b> | <b>125</b> | <b>100.0</b> |

Findings in Table 4.8 indicate that 68.4 percent of head teachers and 75.2 percent of teachers viewed that school staffing influence head teachers’ instructional supervision practices to a great extent. This finding implies that the number of teachers to be supervised dictated the frequency of head teachers being able to handle their supervisory role. The finding is in support of Kipngeno (2014) who found that majority of the sampled head teachers in Bomet District (83%) indicated that their schools are staff levels hindered or promoted their carrying out instructional supervisory duties.

The researcher sought to establish whether school staffing influences head teachers' instructional supervision practices. Therefore, the respondents were issued with statements to determine the extent to agree to on the influence of school staffing on head teachers' instructional supervision practices in public primary schools in Njoro Sub County, Kenya. The responses were on a likert scale of 1-4; where 4= Strongly agree (SA); 3=Agree (A); 2=Disagree (D) and 1=Strongly disagree (SD). The study results are presented in Table 4.9.

**Table 4.9: Headteachers Responses on Influence of School Staffing on Instructional Supervision Practices**

| Statement   | SA |       | A |      | D |      | SD |     |
|---|----|-------|---|------|---|------|----|-----|
|   | f  | %     | f | %    | f | %    | f  | %   |
| Schools staffing levels influence head teachers' instructional supervision  | 18 | 94.7  | 1 | 5.3  | 0 | 0.0  | 0  | 0.0 |
| The number of teachers helps head teachers to assess teacher's professional records and giving advice accordingly | 16 | 84.2  | 2 | 10.5 | 1 | 5.3  | 0  | 0.0 |
| School staffing levels dictate the rate of Head teachers providing teachers in service programs                   | 19 | 100.0 | 0 | 0.0  | 0 | 0.0  | 0  | 0.0 |
| School staff level help Head teachers to provide appropriate teaching and learning resources                      | 13 | 68.4  | 5 | 26.3 | 1 | 5.3  | 0  | 0.0 |
| Adequacy of teachers enabled Head teachers to create a conducive environment for work                             | 6  | 31.6  | 7 | 36.8 | 5 | 26.3 | 1  | 5.3 |
| Instructional supervision is not hindered by the number of teachers in a school, it comes with experience         | 18 | 94.7  | 1 | 5.3  | 0 | 0.0  | 0  | 0.0 |

According to data presented in Table 4.9, a significant number (90%) of head teachers disagreed that the low number of teachers makes their instructional supervision role easier. This finding goes to show that the understaffing negatively influenced their instructional supervision negatively. The findings are therefore in support of UNESCO (2006) finding which indicated that, with increased number of students as a result of Free Primary Education as from 2003, teacher pupil ratio is high leading to increased work load for teachers and this affects head teachers' effectiveness in instructional supervision. The researcher sought more information on staffing from the teachers. The teachers in the study were asked to rate the level of their agreement to statement showing influence of school staffing on head teachers' instructional supervision practices. The study results are presented in Table 4.10.

**Table 4.10: Teachers Responses on Influence of School Staffing on Instructional Supervision Practices**

| Statement   | SA  |      | A  |      | D  |      | SD |      |
|---|-----|------|----|------|----|------|----|------|
|   | F   | %    | f  | %    | f  | %    | f  | %    |
| Schools staffing levels influence head teachers' instructional supervision  | 87  | 69.6 | 15 | 12.0 | 12 | 9.6  | 11 | 8.8  |
| The number of teachers helps head teachers to assess teachers' professional records and giving advice accordingly | 53  | 42.4 | 64 | 51.2 | 8  | 6.4  | 0  | 0.0  |
| School staffing levels dictate the rate of Head teachers providing teachers in service programs                   | 101 | 82.4 | 22 | 17.6 | 0  | 0.0  | 0  | 0.0  |
| School staff level help Head teachers to provide appropriate teaching and learning resources                      | 0   | 0.0  | 0  | 0.0  | 76 | 60.8 | 49 | 39.2 |
| Adequacy of teachers enabled Head teachers to create a conducive environment for work                             | 119 | 95.2 | 6  | 4.8  | 0  | 0.0  | 0  | 0.0  |
| Instructional supervision is not hindered by the number of teachers in a school, it comes with experience         | 52  | 41.6 | 59 | 47.2 | 8  | 6.4  | 6  | 4.8  |

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

#### **4.4.3 Attitude of Teachers towards Instructional Supervision**

Objective three of the study sought to establish the influence of teachers' attitude on head teachers' instructional supervision practices. The head teachers in the study were asked whether they viewed instructional supervision as important in achieving good teacher performance. The findings were important in findings out the instructional supervision practices of head teachers in Njoro Sub-County. The study sought to establish responses on the extent to which teachers' attitude influence instructional supervision in your school. The responses are as presented in Table 4.11.

**Table 4.11: Rating on the Influence of Teachers’ Attitude on Headteachers’ Instructional Supervision Practices**

| Responses       | Head teachers |              | Teachers   |              |
|-----------------|---------------|--------------|------------|--------------|
|                 | F             | %            | F          | %            |
| Low extent      | 1             | 5.3          | 7          | 5.6          |
| Moderate extent | 2             | 15.8         | 15         | 12.0         |
| Great extent    | 16            | 84.2         | 103        | 82.4         |
| <b>Total</b>    | <b>19</b>     | <b>100.0</b> | <b>125</b> | <b>100.0</b> |

According to data presented in Table 4.11, a high percentage of the respondents (84.2% head teachers and 82.4% teachers) indicated that teachers’ attitude influenced head teachers’ instructional supervision practices to a great extent. This finding implies that the attitude possessed by teachers towards instructional supervision practices affect the rate of head teachers carrying out their role as instructional supervisors. The Findings concur with statements from Mavindu (2012) who stated that teachers in Transmara East District had negative attitude towards head teachers’ instructional supervision practices hindering the practice to a very great extent in public schools. The findings also agree with results from a study by Awuah (2005) that teachers perceive instructional supervision with low opinion hindering head teachers’ effectiveness in carrying out their role.

The study sought to establish whether teachers’ attitude influences head teachers’ instructional supervision practices. Therefore, the respondents were issued with statements to determine the extent to agree to on the influence of teachers’ attitude on head teachers’ instructional supervision practices in public primary schools in

Njoro Sub County, Kenya. The responses were on a likert scale of 1-4 points; where 4= Strongly agree (SA); 3=Agree (A); 2=Disagree (D) and 1=Strongly disagree (SD). Study findings are presented in Table 4.12.

**Table 4.12: Influence of Teachers’ Attitude on Instructional Supervision as Perceived by Headteachers**

| Statement  | SA |      | A |      | D |      | SD |       |
|--|----|------|---|------|---|------|----|-------|
|  | F  | %    | f | %    | f | %    | f  | %     |
| Teachers value head teachers’ classroom visitation as they teach   | 0  | 0.0  | 0 | 0.0  | 9 | 47.4 | 10 | 52.6  |
| Teachers readily hand in professional records for checking   | 0  | 0.0  | 0 | 0.0  | 1 | 5.3  | 18 | 94.7  |
| Teachers are comfortable with instructional supervision  | 0  | 0.0  | 2 | 10.5 | 1 | 5.3  | 16 | 84.2  |
| Teachers value head teachers’ classroom visitation as they teach   | 0  | 0.0  | 0 | 0.0  | 0 | 0.0  | 19 | 100.0 |
| Teachers attitude towards instructional supervision influence my instructional supervision to a large extent | 13 | 68.4 | 5 | 26.3 | 1 | 5.3  | 0  | 0.0   |

Findings in Table 4.12 indicate that a significant high percentage of head teachers strongly agreed that instructional supervision was important for good teacher performance. The findings show that the head teachers had a positive attitude towards instructional supervision while majority of the teaches possessed negative attitude towards head teachers carrying out their instructional supervision role. The researcher sought more information on teachers’ attitude from the teachers. The teachers in the study were asked to rate the level of their agreement to statement

showing influence of teachers' attitude on head teachers' instructional supervision practices. Study findings are presented in Table 4.13.

**Table 4.13: Influence of Teachers' Attitude on Instructional Supervision as Perceived by Teachers**

| Statement  | SA  |       | A  |      | D  |      | SD  |       |
|--|-----|-------|----|------|----|------|-----|-------|
|  | F   | %     | f  | %    | f  | %    | f   | %     |
| Teachers value head teachers' classroom visitation as they teach   | 8   | 6.4   | 16 | 12.8 | 44 | 35.2 | 57  | 45.6  |
| Teachers readily hand in professional records for checking   | 5   | 4.0   | 9  | 6.0  | 31 | 24.8 | 80  | 64.0  |
| Teachers are comfortable with instructional supervision  | 0   | 0.0   | 0  | 0.0  | 16 | 12.8 | 109 | 87.2  |
| Teachers value head teachers' classroom visitation as they teach   | 0   | 0.0   | 0  | 0.0  | 0  | 0.0  | 125 | 100.0 |
| Teachers attitude towards instructional supervision influence my instructional supervision to a large extent | 125 | 100.0 | 0  | 0.0  | 0  | 0.0  | 0   | 0.0   |

Table 4.13 shows that teachers attitude influence headteachers' instructional supervision at high level. For instance, 45.6 percent of teachers stated that teachers value head teachers' classroom visitation as they teach. Eighty teachers stated that they readily hand in professional records for checking. These findings implied that teachers' perceptions, feelings and ideologies on instructional supervision were held with utmost esteem, thus posing the difference in opinions.



#### 4.4.4 Headteachers' Administrative Experience and Instructional Supervision Practices

Research question four sought to find out the extent to which head teachers' administrative experience influenced instructional supervision practices in public primary schools. The respondents were asked to indicate the extent to which they thought head teachers administrative experience generally influence their supervision practices. Their responses are tabulated in Table 4.14.

**Table 4.14: Rating on the Influence of Headteachers' Administrative Experience on Instructional Supervision Practices**

| Responses       | Head teachers |              | Teachers   |              |
|-----------------|---------------|--------------|------------|--------------|
|                 | f             | %            | f          | %            |
| low extent      | 4             | 21.1         | 18         | 14.4         |
| moderate extent | 6             | 31.5         | 31         | 24.8         |
| great extent    | 9             | 47.4         | 76         | 60.8         |
| <b>Total</b>    | <b>19</b>     | <b>100.0</b> | <b>125</b> | <b>100.0</b> |

The researcher sought to establish whether school staffing influences head teachers' instructional supervision practices. Therefore, the respondents were issued with statements to determine the extent to agree to on the influence of school staffing on head teachers' instructional supervision practices in public primary schools in Njoro Sub County, Kenya. The responses were on a likert scale of 1-4; where 4= Strongly agree (SA); 3=Agree (A); 2=Disagree (D) and 1=Strongly disagree (SD). Table 4.15 shows head teachers' responses.

**Table 4.15: Headteachers' Responses on Administrative Experience and Instructional Supervision**

| Statement   | SA |      | A |      | D |      | SD |      |
|---|----|------|---|------|---|------|----|------|
|   | f  | %    | f | %    | f | %    | f  | %    |
| prior exposure to leadership position   | 12 | 63.2 | 5 | 26.3 | 2 | 10.5 | 0  | 0.0  |
| equip me for instructional supervisory  |    |      |   |      |   |      |    |      |
| Administrative experience has equipped me in assessing teachers' professional records and giving advice accordingly | 15 | 78.9 | 3 | 15.8 | 1 | 5.3  | 0  | 0.0  |
| Administrative experience has enabled me to provide teachers in service programs                                    | 3  | 15.8 | 3 | 15.8 | 6 | 31.6 | 8  | 42.1 |
| Administrative experience has enabled me to acquire appropriate teaching and learning resources                     | 11 | 57.9 | 7 | 36.8 | 1 | 5.3  | 0  | 0.0  |
| Administrative experience equips head teachers in creating a conducive environment                                  | 9  | 47.4 | 9 | 47.4 | 1 | 5.3  | 0  | 0.0  |

From Table 4.15 it is evident that the majority of the headteachers indicated that administrative experience affects supervision of instruction in public primary schools. These are represented by (82.9%), of the sampled headteachers, (77%) and (72%) of deputy heads and senior teachers respectively. From the finding, it means that administrative experience of the headteachers should be enhanced and considered when appointing them to the administrative positions.

The teacher respondents were also asked to indicate their levels of agreements on the aspects of head teachers' administrative experience in relation to supervision of instructions in public primary schools in Njoro Sub-County. Table 4.16 shows teachers' responses.

**Table 4.16: Teachers Responses on Administrative Experience and Instructional Supervision**

| Statement  | SA  |       | A  |      | D  |      | SD |      |
|--|-----|-------|----|------|----|------|----|------|
|  | f   | %     | f  | %    | f  | %    | f  | %    |
| Prior exposure to leadership position equip my head teacher for instructional supervisory                                  | 98  | 78.4  | 17 | 13.6 | 10 | 8.0  | 0  | 0.0  |
| Administrative experience has equipped my head teacher in assessing our professional records and giving advice accordingly | 102 | 81.6  | 23 | 18.4 | 0  | 0.0  | 0  | 0.0  |
| Administrative experience has enabled my head teacher to provide teachers in-service programs                              | 15  | 12.0  | 18 | 14.4 | 48 | 38.4 | 44 | 35.2 |
| Administrative experience has enabled my head teacher to acquire appropriate teaching and learning resources               | 118 | 94.4  | 7  | 5.6  | 0  | 0.0  | 0  | 0.0  |
| Administrative experience equips head teachers in creating a conducive environment   | 125 | 100.0 | 0  | 0.0  | 0  | 0.0  | 0  | 0.0  |

The results of Table 4.16 show that most of the respondents appreciate the role played by administrative experience in supervision of instructions. The statistic shows that most of the respondents (42.2%) indicated that administrative experience ensures acquisition of knowledge, skills and attitudes necessary for supervision of instructions. The results also show that the majority (65.6%) of the respondents strongly indicated that limited experience contributes to administrative deficiencies in less experienced headteachers. This implies that a minimum level of experience should be determined before appointing teachers to leadership positions. Headteachers' experience is also very critical in supervision of instructions. This is shown by the majority of respondents (55.6%) who strongly noted that experience influences teachers' perception towards supervision practices.

This finding is supported by various studies for instance Wawira (2011) and Mwiria (1995). Mwiria found that limited teaching and job experience contributed to administrative deficiencies in less experienced headteachers in Eritrea schools. According to Wawira (2011) headteachers job and teaching experience influence teachers' perception towards headteachers' instructional supervision practices. The study therefore established that headteachers' administrative experience affects instructional supervision practices in public primary schools.

#### 4.5 Cross Tabulation on the Study Variables and Headteachers' Instructional Supervision

The research sought to cross tabulate the study objectives to establish the level at which they study findings realized influence headteachers' instructional supervision practices in Njoro Sub-County.

**Table 4.17: Cross tabulation on Headteachers' Workload and Instructional Supervision**

| Headteachers' workload | Carry out instructional supervision |         | Do not carry out instructional supervision |         |
|------------------------|-------------------------------------|---------|--|---------|
|                        | Frequency                           | Percent | Frequency                                  | Percent |
| High                   | 0                                   | 0.0     | 30   | 100.0   |
| Average                | 7                                   | 23.3    | 23   | 76.7    |
| Low                    | 14                                  | 46.7    | 16   | 53.3    |
| Postgraduate degree    | 3                                   | 10.0    | 27   | 90.0    |

Information contained in Table 4.17 showed that headteachers' workload in public primary schools in Njoro Sub-County was high where majority of the headteachers do not carry out instructional supervision. It also showed that majority of the primary schools headteachers have high administrative and teaching workload that influence their level of carrying out instructional supervision practices. These findings were in consistence with Nyamwamu (2010) report that highlights that administrative responsibilities hinder the frequency of headteachers conducting instructional supervision practices in primary schools in Kajiando North district.

To compare the study findings on the influence of school staffing on headteachers' instructional supervision the researcher rated the level of influence it had in the study area. Table 4.18 presents the cross tabulation on school staffing and headteachers' instructional supervision.

**Table 4.18: Cross Tabulation of School Staffing and Headteachers' Instructional Supervision**

| Score   | Carry out instructional supervision |         | Do not carry out instructional supervision |         |
|---------|-------------------------------------|---------|--|---------|
|         | Frequency                           | Percent | Frequency                                  | Percent |
| High    | 28                                  | 93.3    | 2  | 6.7     |
| Average | 3                                   | 10.0    | 27   | 90.0    |
| Low     | 3                                   | 10.0    | 27   | 90.0    |

The study showed that school staffing scored high influenced on headteachers' instructional supervision. This was an indication that high level of school staffing highly hindered head teachers' instructional supervision practices. The findings concurred with Ngunjiri (2012) who stated that schools with high level of staffing hinder effectiveness of headteachers carrying out instructional supervision. Further the researcher sought to compare the study findings on the influence of teachers' attitude on headteachers' instructional supervision. Table 4.19 presents the cross tabulation of the findings.

**Table 4.19: Cross Tabulation on Teachers’ Attitude and Headteachers’ Instructional Supervision**

| Score               | Female    |         | Male      |         |
|---------------------|-----------|---------|-----------|---------|
|                     | Frequency | Percent | Frequency | Percent |
| Positive perception | 4         | 13.3    | 26        | 86.7    |
| Fair perception     | 3         | 10.0    | 27        | 90.0    |
| Negative            | 29        | 96.6    | 1         | 3.4     |

Table 4.19 showed that information from the study findings showed that majority of the head teachers (96.6%) perceived that teachers had a negative attitude influence their instructional supervision practices. This was an indication that teachers’ attitude influenced instructional supervision practices negatively since many teachers perceive they were not confident to handle governance positions. The findings were in line with Makokha (2015) statement that teachers perceive instructional supervision practices as witch hunting and they are not confident to conduct instructional process in the presence of their headteachers.

#### **4.6 Head teachers’ Instructional Supervision Practices**

The study sought to establish the extent to which the dependent variable of the study was carried out in public primary schools in Njoro sub-county. The respondents were asked to indicate the frequency of head teachers carrying out instructional supervision practices. Table 4.20 shows the head teachers’ responses on the frequency of their carrying out instructional supervision using the likert scale on the key: A = Always, O = Often, R = Rarely and N= Never.

**Table 4.20: Headteachers' Perception on the Frequency of Carrying out Instructional Supervision**

| Statement                                   | A  |       | O |      | R |      | N  |      |
|---|----|-------|---|------|---|------|----|------|
|   | f  | %     | f | %    | f | %    | f  | %    |
| Visiting class when lessons are in progress | 4  | 21.1  | 6 | 31.6 | 8 | 42.1 | 1  | 5.3  |
| Assessing teachers' professional records    | 11 | 57.9  | 5 | 26.3 | 3 | 15.8 | 0  | 0.0  |
| Checking teachers attendance registers      | 16 | 84.2  | 2 | 10.5 | 1 | 5.3  | 0  | 0.0  |
| Checking the teachers work load             | 3  | 15.8  | 4 | 21.1 | 9 | 47.4 | 3  | 15.8 |
| Holding post observation with teachers      | 0  | 0.0   | 1 | 5.3  | 8 | 42.1 | 10 | 52.6 |
| Provision of teaching and learning resource | 19 | 100.0 | 0 | 0.0  | 0 | 0.0  | 0  | 0.0  |
| Organizing in-service program for teachers  | 0  | 0.0   | 3 | 15.8 | 8 | 42.1 | 8  | 42.1 |

The results in Table 4.20 showed that head teachers in primary schools in Njoro sub- County rarely carried out various instructional supervision practices. This was cited to be attributed to the high work load in their administrative duties failing to conduct instructional supervision on a regular basis. The findings are in agreement with Kiamba (2011) who established that that a large number of head teachers, 5(33.3%) in Mbooni West District did not conduct instructional supervision practices regularly.



## **CHAPTER FIVE**

### **SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

#### **5.1 Introduction**

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

#### **5.2 Summary of the Study**

The purpose of this study was to investigate institutional factors influencing head teachers' instructional supervision practices in public primary schools in Njoro Sub-County, Kenya. Specifically, the study aimed to establish the extent to which head teachers' teaching workload, school staffing, teachers' attitude and head teachers' administrative experience influence head teachers' instructional supervision practices. The study was guided by human motivation.

The study adopted a descriptive survey design. The study targeted 47 head teachers and 416 teachers in public primary schools of Njoro Sub-County. Census and stratified random sampling was used to come up with a sample of 20 head teachers, and 125 teachers. Questionnaires were used to collect data from head teachers and teachers. Descriptive methods such as frequency distribution and percentages were used to organize quantitative data. Qualitative data generated from questions was organized into themes, categories and patterns pertinent to the study. The results

from the data analysis were presented using tables of frequencies and percentages. The major findings from the study revealed that; instructional supervision was fair with some head teachers carrying out the practice and some not doing instructional supervision. According to the majority of head teachers who carried out instructional supervision only checked on some aspects but not all.

On the effect of head teachers' workload on instructional supervision, a significant number (84%) of head teacher indicated that sometimes they had too much work that they could not manage to carry out instructional supervision role. A significant number (83%) of teachers indicated that head teachers' workload was high. The researcher opines that head teachers' teaching workload influences their instructional supervision practices in Njoro Sub-County. On the effect of staffing on instructional supervision, a significant number (90%) of head teachers disagreed that the low number of teachers makes their instructional supervision role easier. A significant number of teachers (85%) indicated that the number of teachers influenced the head teachers' instructional supervision to a large extent.

The findings concur with the second objective that school staffing influences head teachers' instructional supervision practices in Njoro Sub-County. A significant number (89%) number of participants agreed that the head teachers advise them on the best practices of instructional supervision. In addition, a significant number (84%) of head teachers indicated that liaising with teachers had made them a better

instructional supervisor. A significant number (72%) of teachers indicated that staffing influenced their head teachers' supervision to a low extent.

On the effect of teachers' perceptions of supervision on the head teachers' instructional supervision, majority (69%) of the head teachers indicated that some teachers view their instructional supervision as a fault finding mission. In addition, majority (53%) of the head teachers relationships with some of my teachers have been strained due to my instructional supervision role. Majority (50%) of the teachers agreed that personal relations interfere with the head teachers' instructional supervision. In addition, 49% of the teachers indicated that Supervision mainly looks at the negatives and not good work of teachers.

### **5.3 Conclusions of the Study**

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

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

The study also found that teachers had negative perceptions towards supervision. The teachers felt that supervision focused on the demerits more. In addition, both the head teachers and teachers admitted that instructional supervision resulted in strained relationships between some teachers and the head teacher. The study establishes that head teachers' teaching workload, school staffing, teachers' attitude towards supervision and head teachers' administrative experience influences head teachers' instructional supervision practices in Njoro Sub-County.

#### **5.4 Recommendations of the Study**

The researcher recommends that:

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

- (ii) More teachers should be employed to relieve the burden of lesson hours on the existing teachers and head teacher. The government, non-governmental organizations and the community can cost share to employ more teachers.
- (iii) QASOs should hold trainings for teachers to explain to them what is expected of them in their day to day work. This will go a long way in changing negative perceptions they may have against instructional supervision.
- (iv) The TSC and the Ministry of Education should offer school administration with regular administrative training facilitated to ensure that they are well acquitted with their responsibilities as administrators and supervisors.

### **5.5 Suggestions for Further Study**

The study suggested that;

- i. The current study focused on public primary schools in Njoro Sub-County. Future studies can look at private schools.
- ii. A comparative study can be carried out on instructional supervision in other sub-counties in Nakuru County for the generalization of the study findings.

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## APPENDICES

### Appendix 1: Letter of introduction

Mwangi Beth Wanjiru

P.O Box 101,

Nairobi

..... Primary school,

Head teacher,

P.O BOX.....

KENYA.

Dear Sir/Madam,

#### **REF: REQUEST FOR RESEARCH DATA**

I am a post graduate student in University of Nairobi. Your school has been selected to take part in the study. I kindly request your permission to gather the required information from you and some of your teachers using questions regarding institutional factors influencing instructional supervision in your school. The questions are specifically meant for this study and the respondents identity will be treated with total confidentiality.

Your assistance and support will be highly appreciated.

Yours faithfully,

Beth Wanjiru Mwangi.

## APPENDIX II: HEAD TEACHERS' QUESTIONNAIRES

This questionnaire is for the purpose of gathering information on the institutional factors that influence instructional supervision in public primary schools in Njoro sub county Kenya. You are requested to fill in the questionnaires. Your honest responses will be highly appreciated. Do not write your name on the paper. Answer all the questions by indicating your choice by a (✓) where appropriate or fill in the blank spaces.

### Part A: Demographic information

1. Indicate your gender?      Male [  ]                      Female [  ]

2. What is your current age bracket?

25 – 34 Years [  ]      35 – 44 Year [  ]      45 – 54 Years [  ]      55 Years and  
above [  ]

3. Indicate your academic qualifications      Masters in Education [  ] Degree [  ]  
Diploma [  ]      Certificate [  ]      Other (Specify) .....

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

1-5 year [  ]      6-10 years[  ]      11-15 years [  ]      above 15 years [  ]

5. How long have you have you served as a head teacher in the current school?

1-5 year [  ]      6-10 years[  ]      11-15 years [  ]      above 15 years [  ]

**Part B: Information on Factors Influencing Head Teachers' Instructional Supervision**

6. The following are items intended to determine the extent to which head teachers, workload influences their instructional supervision. Use the following keys to rate your level of workload on the headteacher: very demanding (VD) -4 Demanding (D) -3, fairly Demanding (FD) -2 not Demanding (ND) -1

| Statement   | 4 | 3 | 2 | 1 |
|---|---|---|---|---|
| Teaching duties   |   |   |   |   |
| Orienting new teachers                                    |   |   |   |   |
| Disciplining students                                     |   |   |   |   |
| Resolving conflicts among teachers                        |   |   |   |   |
| Chairing staff meeting                                    |   |   |   |   |
| Dealing with parents and community                        |   |   |   |   |
| Keeping school financial records                          |   |   |   |   |
| Supervising, maintenance and repairs of school facilities |   |   |   |   |
| Providing required teaching/ learning material            |   |   |   |   |
| Participating in community activities                     |   |   |   |   |

7. To what extent does your work load influence instructional supervision in your school? Low extent [ ] Moderate extent [ ] Great extent [ ]

**Part C: School Staffing and Head Teachers’ Instructional Supervision Practices**

8. The following are items intended to determine the influence of school staffing on head teachers’ instructional supervision in public primary schools in Njoro Sub County, Kenya. In a scale of 1-5; where 5= Strongly agree (SA); 4=Agree (A); 3= Neutral (N); 2=Disagree (D) and 1=Strongly disagree (SD), please tick (√) where appropriate, the level that best explains your situation.

| <b>Statement</b>   | <b>SA</b> | <b>A</b> | <b>N</b> | <b>D</b> | <b>SD</b> |
|--|-----------|----------|----------|----------|-----------|
| Schools staffing levels influence head teachers instructional supervision  |           |          |          |          |           |
| The number of teachers helps head teachers to assess teachers professional records and giving advice accordingly |           |          |          |          |           |
| School staffing levels dictate the rate of Head teachers providing teachers in service programs                  |           |          |          |          |           |
| School staff level help Head teachers to provide appropriate teaching and learning resources                     |           |          |          |          |           |
| Adequacy of teachers enabled Head teachers to create a conducive environment for work                            |           |          |          |          |           |
| Instructional supervision is not hindered by the number of teachers in a school, it comes with experience        |           |          |          |          |           |

9. To what extent does your school staffing influence head teachers' instructional supervision in your school? Low extent [ ] Moderate extent [ ] Great extent [ ]

**Part D: Teachers' Attitude and Headteachers' Instructional Supervision**

10. The following are items intended to determine the extent to which teachers, attitude towards supervision influence head teacher's instructional supervision in public primary schools in Njoro Sub County, Kenya. In a scale of 1-5; where 5= Strongly agree (SA); 4=Agree (A); 3= Neutral (N); 2=Disagree (D) and 1=Strongly disagree (SD), please tick (✓) where appropriate, the level that best explains your situation.

| Statement  | SA | A | N | D | SD |
|--|----|---|---|---|----|
| Teachers value head teachers classroom visitation as they teach  |    |   |   |   |    |
| Teachers readily hand in professional records for checking   |    |   |   |   |    |
| Teachers are comfortable with instructional supervision  |    |   |   |   |    |
| Teachers value head teachers classroom visitation as they teach  |    |   |   |   |    |
| Teachers attitude towards instructional supervision influence my instructional supervision to a large extent |    |   |   |   |    |

11. To what extent does your teachers' attitude influence head teachers' instructional supervision in your school?

Low extent [ ]      Moderate extent [ ]      Great extent [ ]

**Part E: Headteacher's Work Experience on Instructional Supervision**

12. The following are items intended to establish the influence of head teachers work experience on instructional supervision in public primary schools in Njoro Sub County, Kenya. In a scale of 1-5; where 5= Strongly agree (SA); 4=Agree (A); 3= Neutral (N); 2=Disagree (D) and 1=Strongly disagree (SD), please tick (√) where appropriate, the level that best explains your situation.

| Statement  | SA | A | N | D | SD |
|--|----|---|---|---|----|
| prior exposure to leadership position equip me for instructional supervisory                                       |    |   |   |   |    |
| Administrative experience has equipped me in assessing teachers professional records and giving advice accordingly |    |   |   |   |    |
| Administrative experience has enabled me to provide teachers in service programs                                   |    |   |   |   |    |
| Administrative experience has enabled me to acquire appropriate teaching and learning resources                    |    |   |   |   |    |
| Administrative experience equip head teachers in creating a conducive environment                                  |    |   |   |   |    |



13. To what extent does your head teachers' administrative experience influence instructional supervision in your school?

Low extent [ ]      Moderate extent [ ]      Great extent [ ]

**Part F: headteachers Instructional Supervision Practices**

How often do you conduct the following exercises .Use the following key: always (A)-4, Often (o)-3. Rarely (R)-2, Never (N)-1

| Statement   | 4 | 3 | 2 | 1 |
|---|---|---|---|---|
| Visiting class when lessons are in progress   |   |   |   |   |
| Assessing teachers' professional records  |   |   |   |   |
| Checking teachers attendance registers  |   |   |   |   |
| Checking the teachers work load   |   |   |   |   |
| Holding post observation with teachers  |   |   |   |   |
| Provision of teaching and learning resource organizing<br>in-service program for teachers |   |   |   |   |

**Thank you for your participation**



**Part B: Information on Factors Influencing Head Teachers’ Instructional Supervision**

6. The following are items intended to determine the extent to which head teachers, workload influences their instructional supervision. Use the following keys to rate your level of workload on the headteacher: very demanding (VD) -4 Demanding (D) -3, fairly Demanding (FD) -2 not Demanding (ND) -1

| <b>Statement</b>  | <b>4</b> | <b>3</b> | <b>2</b> | <b>1</b> |
|---|----------|----------|----------|----------|
| Teaching duties   |          |          |          |          |
| Orienting new teachers                                    |          |          |          |          |
| Disciplining students                                     |          |          |          |          |
| Resolving conflicts among teachers                        |          |          |          |          |
| Chairing staff meeting                                    |          |          |          |          |
| Dealing with parents and community                        |          |          |          |          |
| Keeping school financial records                          |          |          |          |          |
| Supervising, maintenance and repairs of school facilities |          |          |          |          |
| Providing required teaching/ learning material            |          |          |          |          |
| Participating in community activities                     |          |          |          |          |

7. To what extent does your head teachers’ work load influence instructional supervision in your school? Low extent [ ] Moderate extent [ ] Great extent [ ]

**Part C: School Staffing and Head teachers’ Instructional Supervision Practices**

8. The following are items intended to determine the influence of school staffing on head teachers’ instructional supervision in public primary schools in Njoro Sub County, Kenya.. In a scale of 1-5; where 5= Strongly agree (SA); 4=Agree (A); 3= Neutral (N); 2=Disagree (D) and 1=Strongly disagree (SD), please tick (√) where appropriate, the level that best explains your situation.

| <b>Statement</b>   | <b>SA</b> | <b>A</b> | <b>N</b> | <b>D</b> | <b>SD</b> |
|--|-----------|----------|----------|----------|-----------|
| Schools staffing levels influence head teachers instructional supervision  |           |          |          |          |           |
| The number of teachers helps head teachers to assess teachers professional records and giving advice accordingly |           |          |          |          |           |
| School staffing levels dictate the rate of Head teachers providing teachers in service programs                  |           |          |          |          |           |
| School staff level help Head teachers to provide appropriate teaching and learning resources                     |           |          |          |          |           |
| Adequacy of teachers enabled Head teachers to create a conducive environment for work                            |           |          |          |          |           |
| Instructional supervision is not hindered by the number of teachers in a school, it comes with experience        |           |          |          |          |           |

9. To what extent does your school staffing influence head teachers' instructional supervision in your school?

Low extent [ ]      Moderate extent [ ]      Great extent [ ]

**Part D: Teachers' Attitude and Headteachers' Instructional Supervision**

10. The following are items intended to determine the extent to which teachers, attitude towards supervision influence head teacher's instructional supervision in public primary schools in Njoro Sub County, Kenya. In a scale of 1-5; where 5= Strongly agree (SA); 4=Agree (A); 3= Neutral (N); 2=Disagree (D) and 1=Strongly disagree (SD), please tick (√) where appropriate, the level that best explains your situation.

| Statement  | SA | A | N | D | SD |
|--|----|---|---|---|----|
| Teachers value head teachers classroom visitation as they teach  |    |   |   |   |    |
| Teachers readily hand in professional records for checking   |    |   |   |   |    |
| Teachers are comfortable with instructional supervision  |    |   |   |   |    |
| Teachers value head teachers classroom visitation as they teach  |    |   |   |   |    |
| Teachers attitude towards instructional supervision influence my instructional supervision to a large extent |    |   |   |   |    |

11. To what extent does teachers' attitude influence your head teachers' instructional supervision in your school?

Low extent [ ]      Moderate extent [ ]      Great extent [ ]

**Part E: Head teacher's Work Experience on Instructional Supervision**

12. The following are items intended to establish the influence of head teachers work experience on instructional supervision in public primary schools in Njoro Sub County, Kenya. In a scale of 1-5; where 5= Strongly agree (SA); 4=Agree (A); 3= Neutral (N); 2=Disagree (D) and 1=Strongly disagree (SD), please tick (√) where appropriate, the level that best explains your situation.

| Statement  | SA | A | N | D | SD |
|--|----|---|---|---|----|
| Prior exposure to leadership position equip my head teacher for instructional supervisory                                  |    |   |   |   |    |
| Administrative experience has equipped my head teacher in assessing our professional records and giving advice accordingly |    |   |   |   |    |
| Administrative experience has enabled my head teacher to provide teachers in-service programs                              |    |   |   |   |    |
| Administrative experience has enabled my head teacher to acquire appropriate teaching and learning resources               |    |   |   |   |    |
| Administrative experience equip head teachers in creating a conducive environment  |    |   |   |   |    |

13. To what extent does your head teachers' administrative experience influence instructional supervision in your school?

Low extent [ ]      Moderate extent [ ]      Great extent [ ]

**Part F: Headteachers Instructional Supervision Practices**

How often do you conduct the following exercises .Use the following key: always (A)-4, Often (o)-3. Rarely (R)-2, Never (N)-1

| Statement   | 4 | 3 | 2 | 1 |
|---|---|---|---|---|
| Visiting class when lessons are in progress   |   |   |   |   |
| Assessing teachers' professional records  |   |   |   |   |
| Checking teachers attendance registers  |   |   |   |   |
| Checking the teachers work load   |   |   |   |   |
| Holding post observation with teachers  |   |   |   |   |
| Provision of teaching and learning resource organizing<br>in-service program for teachers |   |   |   |   |

**Thank you for you participation**

## APPENDIX IV: AUTHORIZATION LETTER



### NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: 020 400 7000,  
0713 788787,0735404245  
Fax: +254-20-318245,318249  
Email: dg@nacosti.go.ke  
Website: www.nacosti.go.ke  
When replying please quote

NACOSTI, Upper Kabete  
Off Waiyaki Way  
P.O. Box 30623-00100  
NAIROBI-KENYA

Ref. No. **NACOSTI/P/17/94189/20319**

Date: **4<sup>th</sup> December, 2017**

Mwangi Beth Wanjiru  
University of Nairobi  
P.O. Box 30197-00100  
**NAIROBI.**

#### **RE: RESEARCH AUTHORIZATION**

Following your application for authority to carry out research on "*Institutional factors influencing Head Teachers' instructional supervision in public primary schools in Njoro Sub-County, Kenya*" I am pleased to inform you that you have been authorized to undertake research in **Nakuru County** for the period ending **4<sup>th</sup> December, 2018.**

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

Kindly note that, as an applicant who has been licensed under the Science, Technology and Innovation Act, 2013 to conduct research in Kenya, you shall deposit a **copy** of the final research report to the Commission within **one year** of completion. The soft copy of the same should be submitted through the Online Research Information System.

*G.P. Kalerwa*

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

Copy to:

The County Commissioner  
Nakuru County.

The County Director of Education  
Nakuru County.

*National Commission for Science, Technology and Innovation is ISO9001:2008 Certified*



## APPENDIX V: RESEARCH PERMIT

**THIS IS TO CERTIFY THAT:**  
**MS. MWANGI BETH WANJIRU**  
of UNIVERSITY OF NAIROBI, 115-100  
Nairobi, has been permitted to conduct  
research in Nakuru County

on the topic: **INSTITUTIONAL FACTORS  
INFLUENCING HEAD TEACHERS'  
INSTRUCTIONAL SUPERVISION IN  
PUBLIC PRIMARY SCHOOLS IN NJORO  
SUB-COUNTY, KENYA**

for the period ending:  
**4th December, 2018**

.....  
**Applicant's  
Signature**

Permit No : NACOSTI/P/17/94189/20319  
Date Of Issue : 4th December, 2017  
Fee Received : Ksh 1000



*J.P. Kalewa*

.....  
**Director General  
National Commission for Science,  
Technology & Innovation**

### CONDITIONS

1. The License is valid for the proposed research, research site specified period.
2. Both the Licence and any rights thereunder are non-transferable.
3. Upon request of the Commission, the Licensee shall submit a progress report.
4. The Licensee shall report to the County Director of Education and County Governor in the area of research before commencement of the research.
5. Excavation, filming and collection of specimens are subject to further permissions from relevant Government agencies.
6. This Licence does not give authority to transfer research materials.
7. The Licensee shall submit two (2) hard copies and upload a soft copy of their final report.
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REPUBLIC OF KENYA



**National Commission for Science,  
Technology and Innovation  
RESEARCH CLEARANCE  
PERMIT**

Serial No.A **16755**

CONDITIONS: see back page