

**INSTITUTIONAL FACTORS INFLUENCING HEAD TEACHERS
IN SUPERVISION OF TEACHERS' SERVICE DELIVERY IN
PUBLIC PRIMARY SCHOOLS IN UGUNJA SUB COUNTY,
KENYA**

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

University of Nairobi

2019

DECLARATION

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

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E55/88071/2016

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DEDICATION

This work is dedicated to my late mother Mrs. Domtila Othieno, my wife Eunice Juma and children Cameline, John Mark and Pacifica.

ACKNOWLEDGEMENTS

Thanks be to the Almighty God for providing me with strength and wisdom to reach this far and to make the project a success. I also wish to thank in a special way all the lecturers from the Educational Administration and Planning Department of the University of Nairobi who taught me and laid a solid foundation on which this research is grounded. I appreciate in a special way my supervisors Dr. Rosemary Imonje and Dr. Dorice Khatete for their unwavering support and patience, and sustained guidance that kept this study within the required academic standards. Last but not least, I cannot fail to acknowledge my sources of inspiration, my father Mzee Leonard Keno, my late grandmother Mrs. Cecilia Owang', my siblings, my teacher and mentor the late Otieno Makodhier and all My coursemates.

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LIST OF ABBREVIATIONS AND ACRONYMS

DFID	Department for International Development
EFA	Education for All
FDSE	Free Day Secondary Education
FPE	Free Primary Education
KCPE	Kenya Certificate of Primary Education
KEMI	Kenya Education Management Institute
KEPSHA	Kenya Primary Schools Head teachers Association
MoE	Ministry of Education
TSC	Teachers' Service Commission
UNESCO	United Nations Educational Scientific and Cultural Organization
UPE	Universal Primary Education

ABSTRACT

The reason for conducting this study was to carry out research on institutional factors influencing head teachers in supervision of teachers' service delivery in public primary schools in Ugunja Sub County, Kenya. The objectives the study intended to achieve were to: determine the influence of head teachers' level of professional training in supervision of teachers' service delivery; examine the influence of head teachers' administrative experience in supervision of teachers' service delivery; establish the influence of head teachers' workload in supervision of teachers' service delivery and to determine the influence of school size in the supervision of teachers' service delivery. The study applied descriptive survey design. The study targeted all 68 head teachers and 602 teachers in public primary schools in Ugunja Sub County, Kenya. 20 head teachers and 182 teachers were purposively and randomly selected for the study from a sub population of 202. Research tools were self-developed questionnaires which were given to head teachers and teachers respectively. 2 schools were selected within the Sub County through census for purpose of piloting. Collected data was qualitatively and quantitatively analyzed. Analyzed information was given in frequency tables. The investigation revealed that head teachers supervision of teachers' service delivery was significantly influenced by institutional factors namely: the level of head teachers' professional training; head teachers administrative experience; head teachers workload; and school size. It was concluded from the study that head teachers need to be exposed to more zonal professional trainings on instructional supervision. The study further established that even though half of head teachers had over 16 years' experience, this was not reflected in the frequency with which they supported the teachers. On head teachers' workload, the study concludes that head teachers handled many lesson a week and additional administrative responsibilities which ate into their time to supervise teachers. It was recommended that head teachers should be designated as school managers to oversee school operations while the deputies should be intensively trained to supervise the mode of instruction. The Teachers Service Commission should rope in the services of Research Triangle Institute for purposes of training on instructional leadership. The study further recommended that studies be carried out on school factors influencing head teachers' supervision in private schools in Ugunja Sub County, Administrative factors influencing the performance of senior teachers' performance in public primary schools in Ugunja Sub County, Kenya.

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

Education takes up a very special place in the contribution of socio-economic development in all countries all over the world. These developments can only be realized when a society's educational institutions are supervised. Without a solid foundation, it's not possible for children and youth to gain skills for self-reliance (Ngatia, 2018) In Kenya, provision of quality education in conformity with global educational trends is founded on educational guidelines such as the report by the Kenya Institute of Curriculum Development (KICD, 2016), the 4th world Development Sustainable Goal on education, the East African States Harmonized Curriculum, the Sessional Paper No.14 of 2012 on "Reforming Education and Training Sectors in Kenya". Other guidelines include the 2010 Constitution of Kenya, Competencies Skills for the 21st Century and the report on "Re-alignment of the Education Sector to Kenya Vision 2030 (Republic of Kenya, 2019).

According to (World Bank, 2011), instructional supervision practices by basic institutional heads teachers are founded in basic educational programs across European countries such as England, Finland, the Netherlands and New Zealand. However in New England, external

supervision was conducted by locals who inspected teachers' work as well as learning activities rather than improving the quality of instruction for enhanced learning outcomes (Gregory, 2010).

Professional qualifications refers to formal competence based skills and knowledge linked to a career, trade or industry acquired by an employee. In Kenya, all teacher trainees in Teacher Training Colleges undertake a two year formal pre-service training where they are made to understand educational aims and objectives, acquire in-depth knowledge on basic principles child growth and developmental stages and pupils learning processes. However, the two year period allocated has been found to be inadequate for acquisition and mastery of appropriate pedagogical, supervisory and management skills by the teacher trainees.

With funding from the World Bank in 1981, the Kenya Management Institute (KEMI) was established by the Government of Kenya to reinforce head teachers' requisite skills for institutional governance. The program is intended to provide a sustained enhancement in the value of educational services offered in both primary and secondary schools. Across the country, Curriculum Support Offices have been operationalized by the government at zonal levels to serve as focal points for mounting in-service courses and syllabus orientation for maintenance of quality

education through instructional supervisory practices. Machio(2014) asserts that head teachers who regularly participated in curriculum-based teacher professional capacity building programs were better placed to influence learners' positive achievements in national examinations. In -service educational improvement programs targeting teachers' service delivery competencies include seminars, workshops and conferences. Despite all these interventions, a majority of public primary schools administrators still lack the requisite skills in instructional supervision to effectively supervise teachers' service delivery (Kiplagat, 2012).

Work experience gained by a head teacher in school administration is what is referred to as head teachers' administrative experience. According to (Kirui, 2012), principals' administrative experience had profound effect on instructional supervision as limited duration served as an administrator contributed to management deficiencies in head teachers who had served less not served more than five years in institutional administration. The head teachers' administrative experience as instructional leaders exposes them to professional expectations, administrative policies and guidelines which form part of the very basic requirements for promotion to the post of a head teachers since ones' performance needs determination before one is entrusted with responsibilities (Mureithi,2012). Wawira (2012) however ascertained that head teachers administrative experience had

insignificant effect on execution of instructional practices as the heads of educational institutions have the responsibility of looking across the entire institution with the intention of determining its strengths and weaknesses, evidencing potential threats and opportunities.

Head teachers' workload refers to the amount of work that a head teacher is expected to do. In (South Africa, 1998), school principals' workload had had significant impact on instructional supervision as some of them were teaching as many as five subjects every day of the week. Most of the principals however lacked the necessary support staff to handle day – today administrative tasks as they embarked on instructional supervision (Kieleko, 2015). Head teachers by virtue of their positions, double up as classroom teachers as well as school administrators overseeing day to day school activities.

However performing additional supervisory, management and administrative tasks alongside teaching reasonable loads as required by the teachers' employer', Teachers Service Commission has proved to be a challenge as head teachers seem to be overwhelmed. Multitasking has led to role ambiguity as head teachers have ended up tasks being “a jack of all trades” ostensibly to appease their supervisors. According to (Abdille, 2012; and Issa, 2012), workload affected instructional supervision as

indicated by head teachers who reported that they were adjudged by how well or poorly they were able to control and coordinate their schools.

Head teachers workload significantly influences their ability to supervise teachers' service delivery as they hardly find time to observe teachers in class, observe lessons and give constructive feedback, check the teaching learning resources developed for use by the teachers as well as organizing school-based capacity building programs. The size of the school refers to the total number of learners admitted in a school and being taught by individual teachers at different levels. School size is a factor which influences principals' instructional supervision.

According to a (UNESCO, 2005) report, the aim of promoting improved accelerated transitions, access and equity in education are driven by the rapid educational reforms which has led to higher enrolments resulting in heavy workload for head teachers and large classes for teachers. A study by (Bays, 2010) established that principals manning schools with higher enrolment had many issues to handle as opposed to principals who had lower enrolments. The principal heading schools with higher enrolments had many competing managerial and administrative obligations which left them with very little time for instructional supervision. The National Alliance Rainbow Coalition (NARC) government rolled out compulsory

basic education for all children (UPE) in 2003 and later Free Day Secondary Education (FDSE). Head teachers and teachers have found themselves faced with a greater challenge of handling a swelling pupil and student enrollment with some facing social problems such as poverty, broken families, unemployment, ignorance and diseases.

The promulgation of the Kenya Constitution 2010 reinforced the need for teachers to work with children with issues of social inclusion, sexual exploitation and extreme poverty. According to a report on instructional supervision (World Bank, 2008), the desired performance of these learners squarely depend on head teachers' supervision of teachers' service delivery.

Though studies have been conducted in the field of institutional factors influencing school heads teachers in the supervision of teachers' service delivery in many regions of Kenya, there is very little documented literature if any on institutional factors influencing head in instructional supervision of teachers' service delivery in public primary schools. The researcher is asking could declining learning outcomes in national standardized evaluations in public primary schools in Ugunja Sub County be institutional factors which influence heads on supervision of teachers' service delivery?

1.2 Statement of the Problem

In terms of instructional materials, capitation and grants and the supply of professionally qualified head teachers and teachers, Ugunja Sub County is well well placed (Ugunja Sub-County Director of Education, 2019). However in spite of the cited performance enablers, available evidence from the Sub County Education Directors' Office show that the Sub County has successively recorded declining results as shown below in the Kenya Certificate of Education for the last four years as follows: 2015(256.68), 2016(256.59),2017(248.37) and 2018(243.18). The decline in performance in the Sub County can only be attributed to insufficient instructional supervision of teachers' service delivery as head teachers seem to be overwhelmed by additional administrative responsibilities, a problem which the researcher investigated.

Table 1.1: Ugunja Sub County KCPE results (2015 -2018).

Year	2015	2016	2017	2018
Mean score	256.68	256.59	248.37	243.18

Source: Ugenya/Ugunja TSC Sub County Office (2019)

1.3 Purpose of the study

This study was conducted for investigating the institutional factors influencing heads on supervision of teachers' service delivery in public primary schools in Ugunja Sub County, Kenya.

1.4 Research objectives

This study was guided by the following objectives, to:

- (i) Determine the influence of head teachers' level of professional training on supervision of teachers' service delivery in public primary schools in Ugunja Sub County, Kenya.
- (ii) Examine the influence of head teachers' administrative experience on supervision of teachers' service delivery.
- (iii) Establish the influence of head teachers' workload on supervision of teachers' service delivery.
- (iv) Determine the influence of school size on heads on supervision of teachers' service delivery.

1.5 Research questions

The study was premised on the following research questions:

- (i) How does head teachers' level of professional training influence supervision of teachers' service delivery in public primary schools in Ugunja Sub County, Kenya?

- (ii) In which ways does administrative experience influence head teachers in the supervision of teachers' service delivery?
- (iii) What is the extent to which head teachers' workload influence supervision of teachers' service delivery?
- (iv) To what extent does school size influence head teachers in the supervision of teachers' service delivery.

1.6 Significance of the study

The study about institutional factors influencing head teachers in the supervision of teachers' service delivery in public primary schools in Ugunja Sub County may be adopted as a resource by Ministry of Education, the Teachers Service Commission (TSC), Kenya Education Management Institute (KEMI), Curriculum Support Officers (CSOs). Other interested groups like researchers and Non- Governmental Organizations working with primary schools may apply the findings of this inquiry for reviewing institutional supervisory structures in public primary schools. The research may be added to the body of knowledge in the discipline of instructional supervision.

1.7 Limitations of the study

Objectivity of the findings was compromised since the participants discussed and filled similar responses in the questionnaire against the researchers' advice. Information was gathered from head heads and

teachers. Interviewees were assured of confidentiality on any information provided and that the questionnaire was only meant for research.

1.8 Delimitations of the study

Orodho (2005) refers to delimitations as the boundaries that limit the extent of a research. This research was delimited to institutional situations affecting head teachers in the supervision of teachers' service delivery in 68 public primary schools in Ugunja Sub County. The respondents comprised 68 head teachers and 603 teachers.

1.9 Basic assumptions of the study

It was researchers' assumption that respondents had knowledge on institutional factors and that head teachers and teachers cooperated and voluntarily provided information in the questionnaires and interview schedule. It was also assumed that every school was manned by a head teacher.

1.10 Definitions of operational terms

Administrative experience refers to the duration one has offered services as a head teacher of a primary school.

Head teacher refers to the designated officer managing a primary school.

Influence refers to the capacity to exert some degree of effect on character modification or behavior or something or the effect itself.

Professional training is the formal improvement of ones capability through teaching or sensitization in workshops or seminars.

Public primary schools are government funded institutions that offer basic primary education up to class 8 in the current 8.4.4. Cycle of Education in Kenya

School size is the aggregate number of learners in an institution taught by individual teachers at various levels.

Teachers' service delivery refers to the process of supporting learners to competencies through learning experiences in an institution.

Supervision refers to day to day monitoring, support and oversight provided by head teachers in a school.

Head teachers' workload refers to official duties and responsibilities a head teacher is expected to perform

1.11 Organization of the study

This study is arranged into five chapters comprising of chapter one which includes the study background, problem statement, purpose and the objectives of the study, questions guiding the research and significance of the research. The research also includes limitations and delimitations, researchers'' basic assumptions and definition of operational terms. Chapter two comprised of reviewed related literature about institutional factors influencing head teachers in the supervision of teachers' service delivery with emphasis on the level of head teachers' professional

trainings, head teachers administrative experience, head teachers' workload and school size.

Chapter three of the inquiry focused on methodology which comprised the research description, population targeted for the study, the techniques applied for sampling, the sub population selected for the study, research tools, steps followed in data collection and techniques used for analyzing data. Chapter four provided analyzed data, explanation and examination of findings. Chapter five concentrated on survey outline, deductions and recommendation for further research in educational administration.

CHAPTER TWO

RELATED LITERATURE REVIEW

2.1 Introduction

This section will deal with the concept of teachers' service delivery, review the related factors influencing heads on supervision of teachers' service delivery in public primary schools focusing on head teachers' professional trainings, head teachers' administrative experience, head teachers' workload and school size. It will also deal with conceptual framework, theoretical framework and summary of the literature reviewed.

2.2. The concept of teachers' service delivery

Teachers' service delivery can be described as the standardized benchmarks for teacher preparedness which entails improved learning outcomes, preparation and maintenance of professional records, preparing and maintaining records of work covered and pupils' records, organization of Individualized Education Programs (IEP) and giving and marking pupil's assignments.

School effectiveness has been found to be grounded on the head teachers' capacity to offer instructional leadership by clarifying specific goals and establishing collaborative approach to improve teachers' service delivery for enhanced learning outcomes (Smylie, 2010). According to (Hoy and

Forysth, 1986), oversight of instruction can be traced to bureaucracy literature in the industrial era where its major reason was for increasing of production. Obsession with supervision was on oversight, direction and guidance of employees. Supervision was basically a way of getting workers perform specified tasks.

The concept of supervision of teachers' service delivery is defined by (Glickman, Gordon and Ross, 1998) as school activities geared toward improving instruction by mentoring teachers, research, and professional as well as developing the curriculum.

2.3 Level of head teachers' professional training and supervision of teachers' service delivery

According to (Opudo, 2012), training enhances systematic development and improvement of knowledge, skills and attitudes that employees require to effectively perform assigned tasks in an organization. Training is therefore regarded as an enabler for employee effectiveness and profitability in any organization.

In Malaysia, in-service or programs for teacher development are critical for the implementation of educational reforms as it serves as a bridge connecting both prospective and experienced educators to tackle emerging challenges of mentoring students towards standards of higher learning and self-development. In-service plays a pivotal role in updating teachers on

current research findings, thinking and concepts in their field (Omar, 2014).

According to (MoE, 2006), all teacher trainees undertake a two year formal pre-service training where they cover all subjects. It has been realized that the content covered is too wide to be mastered in a span of two years by the trainees. To adequately support and empower school administrators, a comprehensive two years in - service program is mounted to ensure that the quality of educational services as provided by teachers is not compromised. Continuous improvement in the quality of educational services is dependent upon upgrading of head teachers supervisory skill through termly seminars, workshops and conferences. Koech (2012) posits that many head teachers of primary schools lacked basic knowledge on management, pedagogic and financial management skills to head public schools

Across the country, the government has operationalized Curriculum Support Offices at zonal levels to act as focal points for evaluating and identifying curriculum implementation gaps and mounting in- service courses and syllabus orientation to maintain high quality education.

Machio (2014) avers that teachers who regularly participated in curriculum-based teacher professional development posted significant

progress in the scores posted by pupils in national examinations among other achievements.

2.4 Administrative experience and supervision of teachers' service delivery

In this study, the definition of the term administrative experience can be taken the period a teacher has served as a head teacher in a primary school. Free online defines administrative experience as the practical job experience and formally acquired through direct personal participation or observation of an event through internship. A study by (Global Work Experience, 2013) reveals that currently employers across the globe are emphasizing on international work experience as requisite qualification for recruitment as an accountant.

According to (Wawira, 2011), administrative experience had insignificant influence on enforcing the implementation of educational objectives and goals of a school through monitoring, support and oversight of teacher' service delivery. However (Wawira, 2012; Kipng'eno, 2014) both reaffirmed that head teachers' administrative experience was of the greatest importance in supervision of instructions in institutions as teachers willingly accept instructional support from experienced head teachers. According to (Kirui, 2012), the duration taken before a teacher is

appointed to administrative position was reflected on school effectiveness (Makokha, 2015).

2.5 Workload and supervision of teachers' service delivery

According to (Mavindu., 2013.; Mzee: 2011), head teachers were challenged with myriads of administrative roles within the school including class teaching, overall leadership of the school as directed by the Board of Management (BOM), attending to parents, procurement, accounting and budget preparation processes. Head teachers' core mandate is teaching a reasonable load as well as supervision of curriculum implementation in the school but end up performing additional administrative duties within and outside the school.

A study by Wawira(2012) shows that head teachers' additional responsibilities is a recipe for confusion about their job specifications as most of the fail to strike a balance between teaching and performing administrative tasks. Head teachers lament that additional work load affected their ability to supervise instructions even though their performance in school is determined on their efficiency on controlling and coordinating school activities(Abdille, 2012)

Head teachers in almost all public schools across the country including head teachers in Ugunja Sub County are grappling with additional workload. As far as the researcher is concerned, a similar inquiry has not

been conducted in Ugunja Sub County. This inquiry investigated the influence of workload on head teachers in the supervision of teachers' service delivery. It is conceptualized that head teachers' other administrative responsibilities seem to distract them from instructional supervision.

2.6 School size and head teachers supervision of teachers' service delivery

According to the web, the size of a school refers to the aggregate number of learners enrolled in an institution taught by individual teachers at different levels. Globally, pupils and students enrollment at all levels of learning in institutions are on a rising trend as a result of sustained reforms and awareness on the importance of education for a county's' sustainability on development and growth.

According to (World Bank, 2002), the quality of education offered in Uganda under UPE was compromised as there was under teaching caused by high pupil - teacher ratio and overcrowding in classes. One of the National Alliance Rainbow Coalition election agenda was premised on the roll out of Free Primary Education (FPE) which saw massive increase in enrollment figures in public primary in 2003(MoEST, 2004). This increase in enrolment which is commonly associated with large class sizes resulted resulting in posting of lower grades by learners in KCPE as well as KCSE

([DFID], 2007). Makokha(2015) postulates that high enrollment had a negative effect on principals' instructional practices as principals in such schools were forced to take up more teaching subjects leading to heavy workload at the expense of providing instructional leadership. Globally there is an upsurge in pupil and student enrolment as evidenced from 97.2 Million pupils and students who enrolled in educational institutions in European Union member states resulting in high teacher pupil ratio.

2.7 Summary of the literature review

This literature review shows that head teachers' supervision plays a big role in teachers' service delivery. Institutional factors which the researcher investigated included the level of head teachers' professional qualifications, administrative experience, and work load and school size. The above sub topics will help the researcher equip himself with knowledge of institutional factors which influence heads on supervision of teachers' in primary schools in Ugunja Sub County. Head teachers are key players on instructional supervision of teachers' service delivery for schools to achieve their organizational goals and objectives. Experience and knowledge of theories in administration and their constructive application assists head teachers in their administrative tasks and contributes positively to school effectiveness.

2.8 Theoretical framework

This study was premised on the Social Theory of Supervision whose proponent was John Dawson (1926). Based on this theory, supervision has three distinct functions which are: administrative, educational and supportive. Administrative function caters for the promotion and maintenance of standardized work programs as stipulated in policy framework and guidelines.

Educational function entails the professional development of individual staff members to conform to the current developments and trends in their professions. The primary goal of educational supervision is to upgrade the supervisees' knowledge, skills, attitudinal and values change through capacity building through school based in- service trainings.

Supportive function entails team work in order to boost workers' morale and promote job satisfaction. Head teachers are expected to closely work with their teachers for identification and appraisal of their individual weaknesses and competencies with the aim of exploiting the strengths and devising suitable ways of mentoring them to improve on their areas of weaknesses for the realization of the schools overall objectives which is basically the improved learning outcomes.

However, social theory of supervision has some limitations as (Smith, 1996) argues that the way in which the three functions are portrayed tend to depict the worker as deficient of any skills, knowledge and values. The supervisors are in effect expected to slip into acting on, or act on the behalf of the worker. The case is reminiscent of the support provided to teachers during and after Tusome literacy lessons by Research Triangle Institute officers and the zonal Curriculum Support Officers.

Despite the limitations cited above, the theory was considered relevant for this study as it seeks to ensure that employees work within specific guidelines and professional standards by exploring options within the supervision sessions.

In the context of this research, the head teacher being an administrator, manager, and a supervisor is delegated the task of overseeing all activities or programs within the school as well as monitoring what the teaching and non-teaching staff do. This involves the creation of an enabling working environment for both the teachers and the pupils, checking and approving teachers' professional records, building teachers' capacities, networking with stakeholders, checking pupil's notebooks and disciplining staff and pupils. Based on the KCPE results for Ugunja Sub County as cited in Table 1, the declining performance can be attributed to head teachers who

seem to be overwhelmed with additional an administrative responsibility which hinders them from effectively performing instructional supervision.

2.9 Conceptual framework

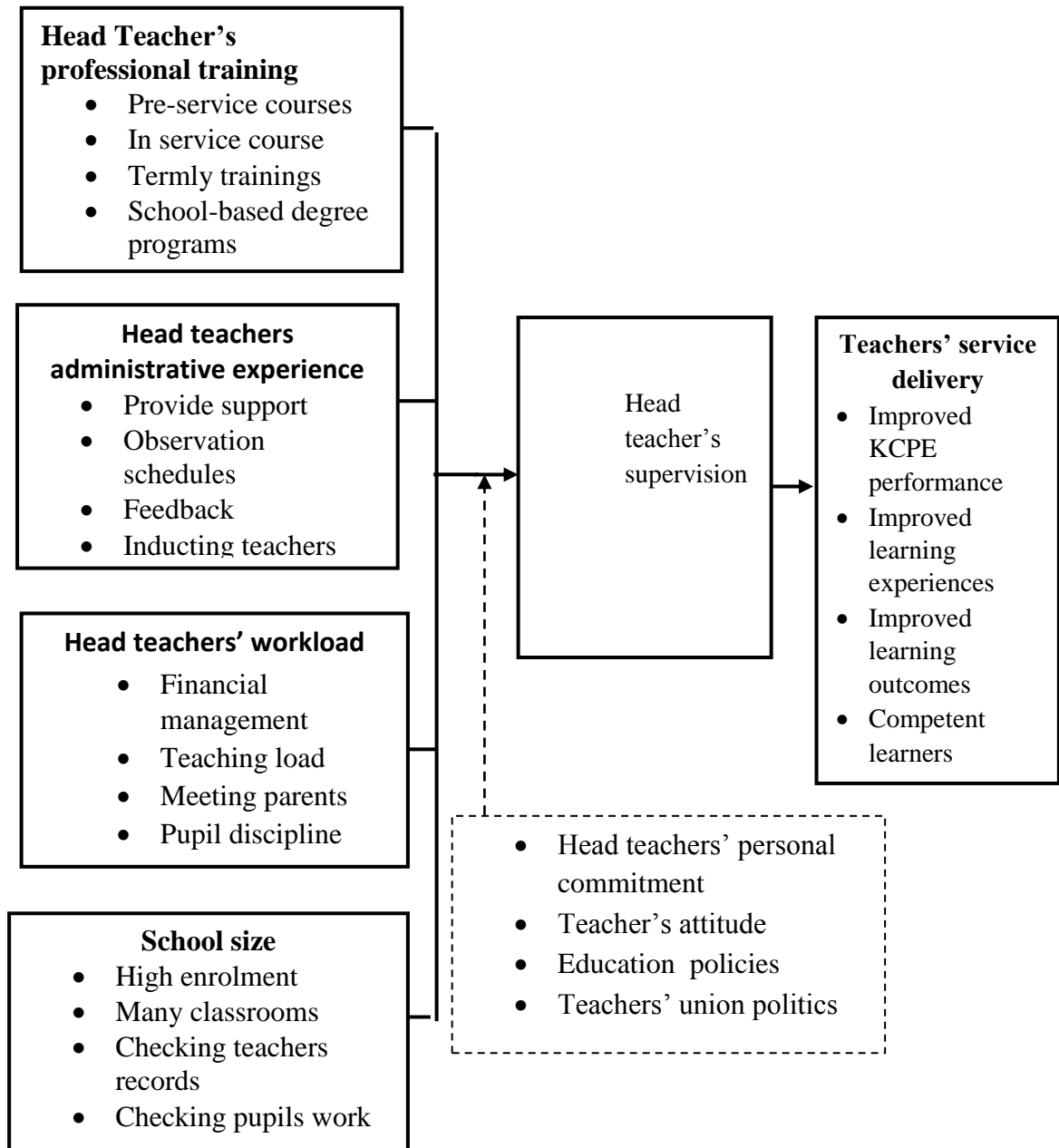


Figure 2.1: Institutional factors influencing head teachers on supervision of teachers' service delivery in public primary schools.

This inquiry was based on the conceptualized on the variables to be used. It was conceptualized that institutional factors influence head teachers in the supervision of teachers' service delivery. The institutional factors are independent variables while teachers' service deliverables are the dependent variables like improved KCPE performance, teacher preparedness, parental/community engagement, and Guidance & Counseling records. Determinants of teachers' service delivery are the level of head teachers' level of professional training, head teachers' administrative experience, workload of head teachers and the size of the school. The heads are expected to have served in the teaching profession for a long time gain the requisite knowledge and skills on instructional supervision. In addition they are expected to possess higher professional qualifications or equivalent to that of teachers. In a system where there is high enrolment hence a big school size, head teachers instructional supervision of teachers' service delivery becomes a challenge. The intervening variables which act as moderators are shown by broken arrows include head teachers' personal commitment, teachers' attitude, and education policies both from the TSC and MoE and teachers' union politics.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter gives details of how the inquiry was conducted by describing: the research design, population studied techniques for determining, the sample size, research tools and the degree of their validity and reliability, the techniques for gathering data and procedures used for data processing and analysis.

3.2 Research design

A survey is a way of gathering data from interviews and administration of research tools to selected participants (Orodho, 2005). This survey applied descriptive design which is described by Kothari(2013) as the observation and description of state of the affairs the way it appears. Descriptive survey design was considered applicable to this study because it is based on the assumption that the sampled population shares similar features with the entire population from where it is drawn.

3.3 Target population

A target population is described by (Mugenda and Mugenda, 2003) as the entire group of individuals or objects sharing similar features which can be observed. This study targeted a population of 672 broken down into 68

head teachers and 604 teachers found in public primary schools in Ugunja Sub County (Ugunja Sub County TSC Office, 2019).

3.4 Sample size and sampling procedure

Mugenda and Mugenda(2003) describes a sub-population as a representative proportion of the targeted population which must accurately represent the features of the total population under investigation. A sample size of between 10% and 30% is considered adequate representation of the total group of individuals from which a sub-population is drawn for an inquiry. Ugunja Sub County has a total of 68 head teachers and 603 teachers. The researcher selected 20 head teachers and 182 teachers representing 30% for generalization (Borg and Gall, 1989).

A purposive and random sampling technique was applied to select one head teacher and 7 teachers from each school respectively. Names of teachers to be selected in the school were written on pieces of papers, folded and shuffled. The researcher picked a piece of the folded papers at random and had the teachers' name recorded. The procedure was repeated to obtain the number required to participate in the study as shown Table 2 below

Table 2: Sampling frame for respondents

Strata	Target population	Sample size 30% of the target population
Head teachers	68	20
Teachers	604	182
TOTAL	672	202

Source: Ugunja Sub County TSC Office (2019)

3.5 Data collection instruments

The researcher administered questionnaires to gather data from head teachers and teachers respectively. Questionnaires were administered on head teachers and teachers to elicit their opinion on institutional factors such as the level of head teachers' professional training, administrative experience, workload and school size and their influence on head teachers in the supervision of teacher' service delivery. The researcher preferred to administer questionnaires over other tools due to their simplicity and objectivity in gathering of comprehensive information from a huge portion of populace within the shortest time possible as compare to other devices used for collection of data (Orodho, 2004).

The questionnaires were divided into parts A and B, with part A capturing the respondents demographic information and part B capturing

information on institutional factors influencing head teachers in the supervision of teachers' service delivery in their respective stations.

Each item in the questionnaire was designed to deal with a particular objective the study intended to achieve.

3.5.1 Validity of the instruments

According to Oso and Onen (2011), validity is the degree of the credibility to which a research tool measures what they are intended to measure with credible results. The items in the questionnaires and were sufficient to cover the objectives to be achieved by the study.

To determine the validity of the tools, the researcher consulted professionals and specialists in educational research for their opinion (Mugenda and Mugenda, 2003). The content validity of the research instruments was ascertained by a pre-test conducted in two randomly picked public primary schools. The schools were exempted from participating in the actual research.

Discrepancies detected were addressed by making the necessary adjustments, corrections and rephrasing of statements to improve on the precision of the research tools. Items that failed to determine the variables they were intended to gauge were discarded.

3.5.2 Reliability of the instruments

Reliability as defined by Kombo and Tromp (2006) is the degree to which a tool measures what it is expected to measure by showing similar results whenever it is repeatedly used. The researcher used test-retest method to ascertain the questionnaires' consistency in giving similar results. Similar questionnaires and checklist guides were administered twice to the same subjects. The respondents involved in piloting were ignored in the main research. Pearson's Product Moment Correlation Coefficient was applied to compare the initial test scores and the final results. A comparison was made to establish the contrast and similarity between the first and second test scores. Generation of consistent similarity of outcomes between the two scores validated the reliability of the method used for measurement. Reliability co-efficient was computed using the Pearson's Product Moment Correlation Coefficient.

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

Where:

n = number of respondents

x = scores of test one

y = scores of test two.

\sum = summation

3.6 Data collection procedure

Clearance was sought from the Department of Educational Administration and Planning, University of Nairobi to obtain the research permit from the National Commission for Science, Technology and Innovation (NACOSTI) before proceeding to seek permission from Siaya County Commissioner and Siaya County Director of Education to visit schools for gathering of data. The researcher developed a schedule for visiting the sampled schools to get head teachers' consent to administer the research tools. The schedule enabled the researcher to acclimatize himself with the respondents and settlement on the convenient time for the exercise. The participants were assured of strict confidentiality on any information provided in the tools.

3.7 Data analysis techniques

The research tools were retrieved from the field to obtain data which was organized and edited. The questionnaires were comprehensively scrutinized for identification of gaps and inaccuracies. Descriptive statistics was applied to summarize qualitative data. Analysis involved editing of the questionnaires, tabulation and coding of the responses. The data was processed using Statistical Package for Social Sciences (SPSS version 20.0) computer program. Qualitative data was first examined and classified in conformity with the themes. Descriptive narrative of the

respondents' views, opinions and experiences was obtained from coded and analyzed responses.

3.8 Ethical consideration

The classified information provided in the questionnaire and checklist guides were treated with confidentiality. The participants in the research were furnished with the necessary details about the research including the research objectives and what was done with the findings. This clarification enabled the respondents to decide whether to participate in the research or not.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction

This chapter gives an account of information gathered, by way of explaining and evaluating the data. Evaluation of the gathered data was meant to answer the purpose of the research which was to investigate the institutional factors influencing head teachers in the supervision of teachers' service delivery in public primary schools in Ugunja Sub County, Kenya. It comprises research tools return rate, the features and background of the respondents, the influence of head teachers' level of professional training, influence of head teachers' administrative experience, influence of head teachers' workload and school on supervision of teachers' service delivery. The research is arranged according to the four study objectives. Presentation of analyzed data is the form of figures, tables and frequency table as may be applicable. The data presented is drawn from the head teachers' and teachers' questionnaires'

4.2 Questionnaire response rate

During data collection, 20 and 182 questionnaires were given out to head teachers and teachers respectively Table 4.1 shows the response rate achieved in the study.

Table 4.1 Questionnaire return rate

Categories	Distributed	Returned	Percent (%)
Head teachers	20	20	100
Teachers	182	182	100
Total	202	202	100

Table 4.1 indicates that the 20(twenty) head teachers and 182(one hundred and eighty two) teachers sampled participated in the study reflecting (100%) return rate. According to (Bailey, 2000), a response rate of (50% is considered adequate while (70%) is rated as very good. Mugenda & Mugenda (2003) rates a (50%) response as satisfactory, (60%) as good and above(60%) as better.

The response rate was realized since the researcher created rapport with the respondents and assured them of confidentiality of the responses. Thus, the participants were well informed about institutional factors influencing head teachers in the supervision of teachers' service delivery. The researcher took the initiative of visiting the schools to collect filled questionnaires. The (100%) response rate is rated very good (Bailey, 2000), an indication that the respondents were cooperative.

4.3 Demographic information of respondents

The study sought to profile the respondents' personal data which included gender, age, academic qualifications and years of service. The import of this data was to determine the common features of the respondents and their understanding of institutional factors influencing head teachers in the supervision of teachers' service delivery. Collected data on the respondent's gender, age, academic qualification and years of service were analyzed.

4.3.1 Gender distribution of head teachers and teachers

The selected participants were requested to show their socio-demographic information which includes gender, age, and level of education and years of service. The respondents were asked to indicate their gender and Table 4.2 presents the results.

Table 4.2 Gender distribution of head teachers and teachers

Gender	Head teachers		Teachers	
	N	%	N	%
Male	6	30.0	62	34.1
Female	14	70.0	120	65.9
Total	20	100.0	182	100.0

Table 4.3 indicates that female head teachers stood at (70%) while male head teachers were only (30%) an indication of gender inequity in

appointment to administrative positions. Again, 65.9 percent of the teachers were female and 34.1 percent were male. The findings imply that majority of the teachers both in administration and teaching fraternity were female showing gender inequality. The study findings also show that the study engaged both male and female teachers to have gender representation on the results. The respondents were requested to indicate their age bracket and the result presented in Table 4.3.

Table 4.3 Age distribution of head teachers and teachers

Age bracket(in years)	Head teachers		Teachers	
	F	%	F	%
Above 55 years	7	35.0	25	13.00
45 – 54 years	11	55.0	59	32.00
35 – 44 years	2	10.0	83	45.00
34 and below	-	-	15	8.00
Total	20	100.0	182	100.00

Table 4.4 indicates that half of the sampled head teachers were between 45 – 54 years while most of the teachers (45%) were between 35 and 44 years. Based on their age, they were regarded as being well placed to provide reliable information on institutional factors influencing head teachers in the supervision of teachers’ service delivery in Ugunja Sub County, Kenya.

4.3.4 Professional qualification of head teachers and teachers

Head teachers and teachers were asked to indicate their highest academic qualification. The responses are indicated in Table 4.4

Table 4.4 Professional qualifications of head teachers and teachers

Level of education	Head teachers		Teachers		Total	
	N	%	N	%	N	%
P1	11	55	130	71	141	70
Diploma	6	30	34	19	40	20
B.ED	3	15	15	8	18	9
Postgraduate degree	-	-	3	2	3	2
Total	20	100%	182	100	202	100

As indicated in Table 4.5, more than half (70%) of school heads and teachers had P1 as their best level of professional qualification. All the respondents had trained at different stages. The study established that over (50%) of head teachers and teachers in Ugunja Sub County did not further education.

This discovery affirms (Mosoti, 2013) revelation that (50%) eighty five (85) of teachers possessed P1 qualification in comparison to 55 percent (11) of the school heads. This conclusion was disputed by (Kiamba, 2011)

in a study in Mbooni West who established that there were more P1 holders who were head teachers and teachers respectively.

4.4 Head teachers' level of professional training and supervision of teachers' service delivery

Question one of the research attempted to discover the influence of the level of head teachers' professional training in the supervision of teachers' service delivery. The interviewees were asked to provide their opinion against the statements based on the scale indicated below.

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

Table 4.5. Head teachers and teacher response on the influence of head teachers’ level of professional training in the supervision of teachers’ service delivery

Statement	Head teachers			Teachers	
	Key	F	%	F	%
Pre-service training equips head teachers with instructional supervisory skills	5	8	40	126	69.23
Uptake of diploma courses enhances supervisory skills	4	6	30	138	75.82
Participation in termly numeracy/literacy trainings improves supervision	2	9	45	156	85.71
Up take of school-based degree programs enhances supervisory skills	5	12	60	150	82.41

(40%) and (69%) of head teachers and teachers strongly agreed respectively that pre-service training equips head teachers with instructional supervisory skills. Head teachers who agreed that uptake of school based diploma courses were (30%) as compared to (75.82%) of teachers.

The revelations concur with (Kipngeno, 2014) assertion that (66.7%) of the respondents in his study agreed that school based capacity building empowers head teachers acquire and apply appropriate skills and knowledge on instructional supervision. Mbithi(2007) further affirms that school based capacity building of institutional heads provides them with the requisite administrative skills. For the Government to achieve set targets for Vision 2030, provision of quality is education is paramount. In effect the Government introduced Tusome program to empower head teachers in literacy and numeracy skills for improved teacher support through effective instructional supervision (USAID, 2017).

From the interviewees (45%) heads and (85.71%) teachers, it is evident that the trainings have had an impact on head teachers' capacities to support teachers in class. Even though school based degree programs were outlawed by the Government (Eastafrican standard, May 15th 2018), respondents in this study (60%) heads and (82.41) teachers were in agreement that the school based degree programs enhances supervisory skills.

Table 6 indicates that most of the head teachers (45%) were P1 holders. (40%) of the respondents had acquired Diploma courses related to education and (15%) had acquired Bachelor in Education degrees. The

findings reveal that schools were being manned by personnel with the requisite professional qualifications.

4.5 Head teachers’ administrative experience and supervision of teachers’ service delivery.

Table 4.6 Head teachers’ years of service as administrators

Experience (in years)	Frequency	Percentage
Over 16 years	10	50.0
11 – 15 years	8	40.0
5 – 10 years	2	10.0
Below 4 years	-	-
Total	20	100.0

It can be deduced from Table 4.6.2 that (50%) of the school heads had served in administrative capacities for over 16 years. (40%) of the head teachers had served between 11 – 15 years an indication that they equally had the adequate experience to supervise teachers’ service delivery. Only (10%) of the heads had served between 5 – 10 years indicating that they had not gained enough experience.

Table 4.7 Influence of head teachers’ administrative experience and supervision of teachers’ service delivery

Statement	Head teachers			Teachers	
	Key	F	%	F	%
Head teacher supports teachers during lesson observations	5	3	15	28	15.38
Head teacher draws and follows lesson observation schedules	4	3	15	20	10.98
Head teacher gives constructive feedback after lesson observations	3	-	-	-	-
Head teacher inducts newly posted teachers	2	4	20	15	8.24
	1	3	15	153	84.06

Table 4.7 indicates that (15%) of head teachers and (15.38%) of teachers strongly agreed that they were supported by head teachers during lesson observations. This is a departure from (Kipngeno, 2014) assertion knowledge and efficiency in supervision of instruction can be gained from several years of service as a head teacher. (20%) and (15%) of head teachers and teachers disagreed head teachers gave constructive feedback on lesson observations.

Table 4.8 Number of lessons taught by head teachers

Number of lessons	Frequency	Percentage
Less than 5 lessons	-	-
5 – 14	3	15
15 – 24	4	20
25 – 34	10	50
Above 35 lessons	3	15
Total	20	100

From Table 4.8 it was seen that 50 % (10) of the head teachers handled between lessens 25 – 34 in a week, 20 % (4) taught between 15 – 24 lessons, 15%(3) of the head teachers handled between 5 – 14 and over 35 lessons each. These results affirm a report (Kiamba, 2011) that a big percentage of school heads in Mbooni West District taught in excess of 30 lessons a week. Issa(2012) concurred that head teachers’ teaching load negatively influenced their instructional supervision of teachers service delivery.

Additional duties performed by school heads

The interviewer wanted to discover from the school heads whether other engagements apart from teaching affected their instructional supervisory practices. The import of this was to ascertain the level to which workload

influenced heads in the supervision of teachers in their schools. On a scale of 1 – 5 below, kindly indicate your opinion on the extent to which head teachers’ other duties influence their instructional supervisory practices. 5 – Strongly agree 4 – Agree 3 – Neutral 2 – Strongly disagree

1 - Disagree

Head teachers’ opinion on the influence of additional engagements in the supervision of teachers

Table 4.9 Head teachers response on additional responsibilities on additional duties performed by school heads

Responsibility	Head teachers									
	SA	%	A	%	N	%	SDA	%	D	%
Financial management	8	40	7	35	2	10	1	5	1	5
Administrative tasks	20	100	-	-	-	-	-	-	-	-
BoM meetings	19	95	15	-	-	-	-	-	-	-
Visiting cyber cafes	15	75	5	25	-	-	-	-	-	-
Co-curricular activities	5	25	15	75	-	-	-	-	-	-
KEPSHA meetings	20	100	-	-	-	-	-	-	-	-
School projects	20	100	-	-	-	-	-	-	-	-
Supervision of support staff	15	75	5	25	-	-	-	-	-	-
Attending to parents	20	100	-	-	-	-	-	-	-	-
Pupil discipline	15	75	5	25	-	-	-	-	-	-
Attending TSC/MoE meetings	20	100	-	-	-	-	-	-	-	-

From Table 4.9 it is evident that there were other responsibilities which took much of the head teachers' time at the expense of instructional supervision. (40%) of head teachers strongly agreed that they engaged in financial management. (100%) of head teachers strongly agreed they spent much of their time on aspects of school administrative tasks, attending to meetings called by Kenya Primary Head teachers Association officials to discuss their welfare, inspecting school development projects for example construction work, attending to parents on issues related to the school and attending to policy meetings organized by the Sub County Directors of Education and the Teachers Service Commission. Only (1%) strongly disagreed and disagreed respectively on engagement in financial management at the expense of instructional supervision.

Table 4.10 Teachers’ response on influence of additional responsibilities on head teachers in the supervision of teachers

Responsibility	Teachers									
	SA	%	A	%	N	%	SD	%	A	%
Financial management	120	65.93	62	34.06	-	-	-	-	-	-
Administrative tasks	182	100	-	-	-	-	-	-	-	-
BoM meetings	182	100	-	-	-	-	-	-	-	-
Visiting cyber cafes	100	54.94	82	45.05	-	-	-	-	-	-
Co-curricular activities	174	95.60	8	4.39	-	-	-	-	-	-
KEPSHA meetings	182	100	-	-	-	-	-	-	-	-
School projects	182	100	-	-	-	-	-	-	-	-
Supervising support staff	176	96.70	6	3.29	-	-	-	-	-	-
Meeting parents	182	100	-	-	-	-	-	-	-	-
Pupil discipline	150	82.41	32	17.58	-	-	-	-	-	-
Attending TSC/MoE meetings	182	100	-	-	-	-	-	-	-	-

Table 4.10 shows that (100%) of teachers strongly agreed that administrative tasks, holding Board of Management meetings, attending KEPSHA meetings, supervision of school projects, addressing parents meetings and attending Sub County meetings organized by the TSC/MoE Directors took much of the head teachers time away from school.

(34.06%) of the teachers agreed that the aforementioned duties were a hindrance to head teachers performance in terms of instructional supervision. These duties cannot be delegated since a head teacher is the chief executive of the school.

Teachers' response on duties which can be delegated stood at (65.93%) for financial management where the head teacher can assign a teacher the responsibility of making purchases after a budget has been drawn.

With the introduction of online services by both the TSC and MoE(54.94%) of the respondents strongly agreed that head teachers regularly visited cyber cafés to down load and upload information. This report is affirmed by (M'mburugu, 2014) whose findings reveal that (54%) of head teachers showed they spent much of their time administrative issues.

According to Glanz and Sullivan (2007), school heads performed non-core tasks which interfered with their supervisory work. This is further attested by Muoka (2007) who opined that heavy workload was one of the threats head teachers faced in instructional supervision

4.7 Influence of school size on head teachers in the supervision of teachers

The fourth objective of the research was to find out the level to which the school enrolment affected school heads in the supervision of teachers.

Information about pupil enrolled in public primary schools in Ugunja Sub County was sought. Table 4.11 indicates the school enrolment in the Sub County.

Table 4.11 Pupil enrolment in the schools

Number of learners	Frequency	Percent (%)
Below 100	-	-
101 – 200	-	-
201 – 300	6	30
301 – 400	9	45
Over 401	5	25
Total	20	100

The findings indicated in Table show that many schools in the Ugunja Sub County enrollment was between 301 - 400 (45%). The relatively high pupil enrolment required head teachers to contend with handling more lessons thus leading to additional workload to be executed at the expense of instructional supervision.

To this effect, the head teachers were not able to regularly undertake their core duties like observing teachers in class, supporting teachers during classroom observation, providing constructive feedback after lesson observations and mentoring teachers on pedagogy.

Table 4.12 Response of head teachers and teachers on the extent to which school size influences head teachers on instructional supervision

Extent	Head teachers		Teachers	
	F	%	F	%
To a very great extent	8	40	156	85.71
To great extent	7	35	12	6.59
Moderate extent	3	15	8	4.39
Less extent	2	10	6	3.29
Not at all	-	-	-	-
Table	20	100	182	100.0

A remarkable number (40%) and (85%) of head teachers and teachers respectively were of the opinion that the workload handled by head teachers affected their ability to a very great extent.(35%) of head teachers and (6.59%) Of teachers indicated that school size influenced head teachers instruction supervision to a great extent.

This revelation is in tandem with Buckley et al. (2004) which indicated that the number of lessons taken by the head teacher was a hindrance to provision of instructional supervision. The investigation reveals that head teachers in Ugunja Sub County were overloaded since other than teaching lessons in class, they had other administrative responsibilities to perform outside the school.

The implication of head teachers' additional responsibilities was reflected in the way they would merely flip through teachers records. This report affirms the surveys conducted by Abdille(2012), Issa (2012) and Kiamba (2011) whose findings indicate there was a relationship between head teachers heavy workload and ineffective instructional supervision.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

Presented in this chapter is a synopsis of the survey, a condensed report of the investigation, deductions, proposition and proposal for extensive study.

5.2 Summary of the study

The inquiry was to investigate the institutional factors influencing head teachers in the supervision of teachers' service delivery in public primary schools in Ugunja Sub County, Kenya. The sole purpose was to come up with informed opinion to address the school based factors influencing head teachers in the supervision of teachers' service delivery in public primary schools for sustainable improvement of experiences and outcomes.

The small quantity picked to represent all the respondents comprised 20 head teachers and 182 teachers. The investigator applied descriptive survey design, simple random selecting schools and purposive sampling for choosing interviewees. Tools for gathering information from the head teachers and teachers were self-raised by the investigator.

Analyzed information is given in frequency tables. The inquiry sought to determine the influence of head teachers' level of professional training in the supervision of teachers' service delivery in public primary schools in Ugunja Sub County, Kenya, examine the influence of head teachers' administrative experience in the supervision of teachers' service delivery, establish the influence of head teachers; workload in the supervision of teachers' service delivery and determine the influence of school size in the supervision of teachers service delivery.

Statistical Packages for Social Science (SPSS Version 20.0) was applied to process information. Descriptive statistics including mean and percentage were presented in frequency Tables.

5.3 Summarized findings of the study

The investigation was based on four objectives. The first objective was intended to determine the influence of head teachers' level of professional training in the supervision of teachers' service delivery in Ugunja Sub County, Kenya. The study revealed that head teachers' level of professional training was very crucial since a significant number of interviewees (44%) of head teachers and (79.29%) of teachers indicated that the level of head teacher professional training influence head teachers in the supervision of teachers in Ugunja Sub Sub County, Kenya.

The second objective was meant to critically look at the influence of head teachers' administrative in the supervision of teachers' service delivery. The study shows that over (50%) of head teachers had served in administrative positions for over 16 years but the experience was not reflected in their core mandate as(28.38%) of teachers indicated that head teachers provide them with requisite support gained from their experience.

On the influence of head teachers' workload in the supervision of teachers' service delivery, (100%) of head teachers and (100%) of teachers were strongly in concurrence that additional engagements coupled with heavy teaching load ate much into head teachers' supervisory time. Head teachers who managed to conduct supervision only flipped through teachers' professional records.

Objective four of the study was intended to determine the influence of school size on head teachers in the supervision of teachers' service delivery. The study established that (40%) of head teachers and (85.71%) of teachers strongly indicated that high enrolments had negative impacts on head teachers' effectiveness in supervisory duties. The revelations are attested by Bore (2012), Opudo(2012) and Kirui(2012).

5.4 Conclusion of the study

It can be concluded from the findings that the level of head teachers' professional training was very crucial in the supervision of teachers' service delivery as it empowers them with the 21st Century skills for supervision of instruction.

On head teachers' administrative experience, the study established head teachers had acquired professional development trainings but could not effectively mentor teachers as they were preoccupied with other responsibilities.

The study revealed that high enrolment lead to increased workload as there is strong relationship between the number of issues an administrator handles in schools with low enrolment and schools with high enrolment. The head teachers therefore could not regularly check pupils work

5.5 Recommendation of the study

The following recommendations are forwarded based on the conclusions of the study:

- i. The TSC in collaboration with the MoE should engage Research Triangle Institute to train teachers and teachers every two weeks of school holidays on instructional leadership. Head

teachers normally train for one day but should attend training for all the days together with their teachers.

Head teachers should be provided with tables to be used for capturing and uploading real time teaching and learning activities in every school.

- ii. Administrative structure should be reorganized to place the deputy head teachers as instructional supervisors and head teachers to be renamed as institutional managers without teaching loads.
- iii. The MoE should deploy zonal officers to perform administrative functions and allow Curriculum Support Officers to support their zone on instructional issues.

5.6 Suggestions for further research

From the findings of this inquiry the researcher is of the view that studies be conducted in the areas stated below

- i. School factors influencing teachers' performance in private school in Ugunja Sub County, Kenya.

- ii. Administrative factors influencing senior teachers' performance in public primary schools in Ugunja Sub County, Kenya.
- iii. External factors influencing school administration on teacher management in public primary schools in Ugunja Sub County, Kenya.

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APPENDICES
APPENDIX I
INTRODUCTORY LETTER

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

Nairobi.

The Head teacher

.....primary school

Dear Sir/Madam,

RE: REQUEST TO COLLECT DATA

I am a post graduate student at the University of Nairobi Kisumu Campus pursuing a Master of Education Degree in the Department of Educational Administration. I am conducting a research on **institutional factors influencing head teachers in the supervision of teachers' service delivery in public primary schools in Ugunja Sub County, Kenya.**

Your school has been selected to participate in this research. All responses will be used for this academic work only and respondents will be treated in confidence.

Thank you in advance for your cooperation.

Yours sincerely,

Obiero Vitalis Adus

APPENDIX II: QUESTIONNAIRE FOR HEAD TEACHERS

You are kindly requested to fill this questionnaire that seeks to investigate the institutional factors influencing institutional factors influencing head teachers in the supervision of teachers' service delivery in public primary schools in Ugunja Sub County, Kenya. Information provided will be treated with utmost confidentiality and used strictly for purposes of research. Do not write your name or school anywhere in this questionnaire.

For each item, tick (√) in the appropriate bracket that indicates your correct details.

Section A: Background information

1. Kindly indicate your gender Male Female
2. Kindly indicate your age bracket Below 34 years 35 – 44 years
45 – 54 years Over 55 years
3. What is your highest level of education?
P1 Diploma B.ED Postgraduate degree
4. How long have you served as a head teacher? Below 5 years
5 – 10 years 11 – 15 years Over 16 years

Section B: Influence of head teachers level of professional training in the supervision of teachers' service delivery

This section provides you with items related to institutional factors influencing head teachers in the supervision of teachers' service delivery namely: head teachers' professional training, administrative experience and school size. By means of a tick (√) indicate your opinion on a scale of 1 – 5. Whereby 5 – Strongly agree, 4 – Agree, 3 – Neutral, 2 – Disagree, 1 – Strongly disagree

Item	5	4	3	2	1
i.Pre-service training adequately equips head teachers with instructional supervisory skills					
ii.Uptake of in-service diploma courses enhances supervisory skills					
iii.Participation in termly zonal literacy/numeracy trainings improves supervision					
iv.Uptake of School Based degrees enhances supervisory skills					

5. Which other trainings on instructional supervision would you recommend for head teachers to undertake to enhance their skills?.....

Section C: Influence of head teachers administrative experience in the supervision of teachers’ service delivery

By means of a (√) indicate your opinion on the influence of head teachers’ administrative experience in the supervision of teachers’ service delivery on a scale of 1 – 5. Whereby 5 - strongly agree; 4 - Agree 3; Neutral

2 - Disagree 1 - strongly disagree

Item	5	4	3	2	1
i.Head teacher supports teachers during lesson observations					
ii.Head teacher draws and follows lesson observation schedules					
iii.Head teacher gives constructive feedback after lesson observations					
iv.Head teacher inducts newly posted teachers					

6. Which other administrative experience would you recommend head teachers to be exposed to enhance their supervisory skills?.....

Section D: Influence of head teachers’ workload in the supervision of teachers’ service delivery

7. How would you rate the head teachers' workload in your school?

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

8. To what extent would you rate the influence of head teachers' workload on supervision of teachers' service delivery?

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

Section E: Influence of school size on head teachers in the supervision of teachers' service delivery

9. Please indicate the number of pupils in your school

Below 100[] 101 – 200 [] 2001 – 300 [] 301 – 400 [] Over 400[]

10. Please indicate on a scale of 1 – 5 below, whether school size affects head teachers' instructional supervision.

5 - To a very great extent[] To great extent [] Moderate extent []

Less extent [] Not at all []

11. Explain your response.....

Thank you for participating

APPENDIX III: TEACHERS' QUESTIONNAIRE

You are kindly requested to fill this questionnaire that seek to investigate the **institutional factors influencing head teachers in the supervision of teachers' service delivery in public primary schools in Ugunja Sub County, Kenya.** Any information provided will be treated with utmost confidentiality and will only be used for purposes of research. Do not indicate your name or school anywhere on this questionnaire

For each item, tick (✓) in the appropriate bracket that indicates your correct details.

Section A : Background information

1. Kindly indicate your gender Male[] Female []
2. Kindly indicate your age bracket Below 34years 35 – 44 years[]
45 – 54years [] Over 55 years []
3. What is your highest level of education? P1[] Diploma[] B.ED[]
Postgraduate []
4. How long have you served as a head teacher? Below 4 years []
5 – 10 years [] 11 – 15 years [] Over 15 years

Section B: Influence of head teachers' level of professional training in the supervision of teachers' service delivery

This section provides you with items related to institutional factors influencing head teachers in the supervision of teachers' service

delivery. The items are further subdivided into sub themes namely: head teachers' level of professional training, administrative experience, work load and school size.

By means of a tick(√) indicate your opinion on institutional factors influencing head teachers in the supervision of teachers' service delivery on a scale of 1 – 5. Whereby 5 – Strongly agree, 4- Agree, 3 – Neutral, 2 – Strongly disagree.

Item	5	4	3	2	1
i.Pre- service equips head teachers with instructional supervisory skills					
ii.Uptake of in-service diploma courses enhances head teachers supervisory skills					
iii.Participation in termly zonal literacy/literacy trainings improves head teachers' supervisory skills					
iv. Uptake of School-Based degree programs enhances head teachers supervisory skills					

5. Which other trainings on instructional supervision would you recommend for head teachers to undertake to enhance their skills?.....

6.

Section C: Influence of head teachers administrative experience and supervision of teachers’ service delivery

i.Head teacher supports teachers during lesson observations					
ii.Head teacher draws and follows lesson observation schedules					
iii.Head teacher gives constructive feedback after lesson observations					
iv.Head teacher inducts newly posted teachers					

6. Which other administrative experience would you recommend head teachers to be exposed to for skill enhancement?.....

Section D: Influence of head teachers workload in the supervision of teachers’ service delivery.

7. How would you rate head teachers workload in your school?

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

8. To what extent would you rate the influence of head teachers’ workload on supervision of teachers’ service delivery?

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

Section E: Influence of school size on head teachers in the supervision of teachers' service delivery

9. Please indicate the population in your school

Below 100 [] 101 – 200 [] 201 – 300 [] 301 – 400 [] Over 400

10. Please indicate against a scale of 1 - 5 below whether school size influences head teachers instructional supervision.

5 – To a great extent 4 – T great extent 3 – Moderate extent

2 – Less extent 1- Not at all

11. Explain your response.....

Thank you for your participation

APPENDIX IV: AUTHORIZATION



**NATIONAL COMMISSION FOR SCIENCE
TECHNOLOGY AND INNOVATION**

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When replying please quote

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

Date: 27th June, 2019.

Ref: No. **NACOSTI/P/19/51275/30511**

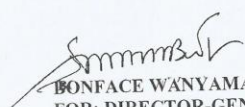
Obiero Vitalis Adus
University of Nairobi
P.O. Box 30197-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on "*Institutional Factors Influencing Head Teachers In Supervision Of Teachers' Service Delivery In Public Primary Schools In Ugunja Sub County, Kenya*" I am pleased to inform you that you have been authorized to undertake research in **Siaya County** for the period ending on **30th June, 2020**.

You are advised to report to the **County Commissioner and the County Director of Education, Siaya 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.


BONFACE WANYAMA
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
Siaya County.

The County Director of Education
Siaya County

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

APPENDIX V: RESEARCH PERMIT

<p>THIS IS TO CERTIFY THAT: MR. OBIERO VITALIS ADUS of UNIVERSITY OF NAIROBI, 92-902 KIKUYU, has been permitted to conduct research in SIAYA COUNTY on the topic: INSTITUTIONAL FACTORS INFLUENCING HEAD TEACHERS IN SUPERVISION OF TEACHERS SERVICE DELIVERY IN PUBLIC PRIMARY SCHOOLS IN UGUNJA SUB- COUNTY for the period ending: 23rd July, 2020.</p> <p style="text-align: right;">Applicant's Signature</p>	<p>Permit No : NACOSTI/P/19/98253/31241 Date Of Issue : 25th July, 2019 Fee Received :Ksh 1000</p> <div style="text-align: center;">   Director General National Commission for Science, Technology & Innovation </div>
<p>THE SCIENCE, TECHNOLOGY AND INNOVATION ACT, 2013</p> <p>The Grant of Research Licenses is guided by the Science, Technology and Innovation (Research Licensing) Regulations, 2014.</p> <p>CONDITIONS</p> <ol style="list-style-type: none"> 1. The License is valid for the proposed research, location and specified period. 2. The License and any rights thereunder are non-transferable. 3. The Licensee shall inform the County Governor before commencement of the research. 4. Excavation, filming and collection of specimens are subject to further necessary clearance from relevant Government Agencies. 5. The License does not give authority to transfer research materials. 6. NACOSTI may monitor and evaluate the licensed research project. 7. The Licensee shall submit one hard copy and upload a soft copy of their final report within one year of completion of the research. 8. NACOSTI reserves the right to modify the conditions of the License including cancellation without prior notice. <p>National Commission for Science, Technology and innovation P.O. Box 30623 - 00100, Nairobi, Kenya TEL: 020 400 7000, 0713 788787, 0735 404245 Email: dg@nacosti.go.ke, registry@nacosti.go.ke Website: www.nacosti.go.ke</p>	
<div style="display: flex; justify-content: space-around; align-items: center;">   </div> <p>REPUBLIC OF KENYA</p> <p>National Commission for Science, Technology and Innovation</p> <p>RESEARCH LICENSE</p> <p>Serial No.A 25391</p> <p>CONDITIONS: see back page</p>	

