

**HEADTEACHERS' CHARACTERISTICS AND THEIR INFLUENCE ON THEIR
INSTRUCTIONAL SUPERVISION IN PUBLIC PRIMARY SCHOOLS IN
IGONJI DIVISION IMENTI SOUTH DISTRICT, MERU KENYA**

By

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**A Research Project Submitted in Partial Fulfilment of the Requirements for the
Award of the Degree of Master of Education in Educational administration,
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DECLARATION

This research project is my original work and has not been presented for academic work in any other university.

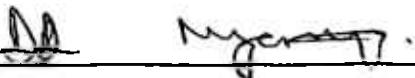


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LIST OF ABBREVIATIONS AND ACRONYMS

DEB	District Education Board
DEO	District Education Office
DQAS	Directorate of Quality Assurance and Standards
INSET	In-Service Training
KCPE	Kenya Certificate of Primary Education
KESI	Kenya Education Staff Institute
KESSP	Kenya Education Sector Support Programme
KNEC	Kenya National Examination Council
QASO	Quality Assurance and Standards Officers
RoK	Republic of Kenya

ABSTRACT

The education system in Kenya is examination oriented. The quality of education is seen in terms of the number of students passing national examinations (Eshiwani, 1993). The organizational management of schools greatly influences student academic outcomes. Rutter et al, (1979) and Wekesa (1993) noted that to improve students' performance head-teachers are required first to improve the management of the schools. This can be done by setting a clear vision for the schools and communicate this vision to students, support its Kwakwa (1973) describes the head-teacher as the keeper of keys, the director of transportation, the coordinator of correspondence, the quartermaster of stores, the divisor of intricate schedules, the publisher of handbooks, the director of public relations and the instructional leader. The head-teacher is therefore a key person in any education system. He takes care of the final arrangements for the education of students in a school. His role as a facilitator of all school activities cannot be taken for granted if he is expected to give the right kind of education to students, hence this sets the focus of the study.

Konchar (1988) states that schools are bad or good, in a healthy or unhealthy achievement by giving instructional leadership, resources and being visible in every part of the institution that account for students' performance. Both the government and parents expect teachers to perform better at their present levels of training. The whole issue of students' performance should be considered from the broad framework of input and output. One of the core functions of schools is to take human raw material (students) and convert them into something more valuable, as in employable adults. Of paramount

importance, therefore, is the proper management of teachers for its absence will invariably lead to low productivity on the part of the teachers (Republic of Kenya, 1988). Head-teachers as schools' chief executives are charged with this daunting task of managing teachers among other school resources.

In Kenya supervision was based on racial lines until 1924 when the first educational ordinance was established after phelpstakes commission, which empowered the government to develop control and supervise education (Mutua, 1975) and other stipulated qualities. During this period of administrative inspection (1642 to 1875), supervision was handled by lay men who included the clergy, school widen, trustees, selectmen and citizen committees. Supervision concentrated on such matters as appraising the general achievements of the students in subject matters, evaluating methods used by teachers, observing the general management of the schools and conducts of students and ascertaining whether money spent on education was wisely expended.

Instructional supervision is an important aspect of a headteachers in a secondary school. For any system or organization to function effectively and eventually achieve its objectives previously set, it is necessary to establish a mechanism through which the set objectives would be achieved proper supervision of instruction facilities that achievement of goals and objectives of education, supervision evolved from the realization that we cannot accomplish much by simply grouping people together (Okuhuba 1998). For any group of people to hold together, there must be a common objective that the members of the group are committed to, a direction to channel the diverse and often disorganized

efforts of individuals into a purposeful stream of productivity to achieve the common objective. Newer and better supervisory techniques must be developed through research efforts and applied in order to release the maximum potential of the teachers.

CHAPTER ONE

INTRODUCTION

1.1 Background of the study

According to Glen and Nester (1965) supervision is that phase of school administration which deals primarily with achievement of appropriate selected instructional expectations of educational service. Glen and Nester further asserts that the history of supervision as a formal activity exercised by educational administrators within a system of schools did not begin until the formation of the common schools in the late 1930s in America. During this time superintendents inspected schools to see that the teachers were following the prescribed curriculum and that students were able to recite their lessons.

In the second half of the twentieth century the field of supervision became closely identified with various forms of clinical supervision. According to Goldhammer (1980), clinical supervision is that phase of instructional supervision which draws its data from first-hand observation of actual teaching events, and involves face to face interaction between supervisor and the teacher in the analysis of teaching behaviours and activities of instructional improvement. The initial practice of clinical supervision, however, soon had to accommodate perspectives coming out of the post-sputnik curriculum reforms of the 1960s that focused on the structures of the academic disciplines. It was during this period that research findings from psychology of learning were adapted to facilitate effective teaching.

It is often said that school heads are ‘sense makers’ of learning organizations (Acheson, 1997). In such an equation school headteacher must ensure that improved student learning becomes the primary function of all schools. Moreover instructional supervision ensures effective teaching takes place as quality teachers will beget. Therefore, school headteachers must hold teachers accountable for providing quality education that puts forward well-planned curricular and teaching strategies that take into consideration the diverse needs of all kinds of learners in their classroom. This brings forth the role of the school head as a teacher evaluator and supervisor of the teaching and learning process (Olivia, 1993).

The school headteacher needs to provide formative instructional supervision so that continuous and constructive feedback is constantly communicated to teachers. The word ‘supervise’ brings along with it various connotations such as to ‘watch over’, ‘oversee’ and direct (Glatthorn, 2000). In the school environment the school headteacher is often seen as the person responsible for the supervision of not only the school teachers but also all other aspects of school administration. In the teaching and learning agenda, the school supervisors are usually the school heads, senior assistants to the school head, instructional lead teachers, department heads, and master teachers (Bellon & Bellon, 2002).

The intents of instructional supervision are formative, concerned with ongoing, developmental, and differentiated approaches that enable teachers to learn from analyzing and reflecting on their classroom practices with the assistance of another professional (Glatthorn, 1984, 1990; Glickman, 1990). According to Jackson (2001),

one of the most difficult jobs of the school administrator is supervision of the staff. He further adds that formative supervision is a process whereby the school administrator assists the classroom teacher to improve his/her teaching instruction to enhance student learning. School heads need to keep in mind that formative supervision is more than just routine classroom visits and evaluation of the teaching and learning process. It includes aspects such as goal setting, follow-up visits, mentoring and coaching, continuous feedback on progress and provision of additional support to implement changes and professional development opportunities.

Fischer (2000) reiterated that to enhance the Glickman and Tamashiro (2004) outline that there are three main types of instructional supervision: directive, non-directive and collaborative. Directive supervision is an approach based on the belief that teaching consists of technical skills with known standards and competencies for all teachers to be effective. Therefore in such a context, the role of the supervisor is to inform, direct, model, and assess those competencies. Such supervision is perhaps best applied to the novice teacher who needs more guidance. In contrast to this, is non-directive supervision which is based on the premise that learning is basically a private experience and hence teachers must have the ability to conduct self-reflection and come up with their own strategies and solutions to improving their teaching and learning process. Here the supervisor's role is to listen and not be judgmental. Finally, collaborative supervision is based on the belief that the teaching and learning process is a dynamic process requiring decision making and problem solving skills. Hence two or more persons can jointly pose hypotheses to a problem, experiment,

and implement those teaching strategies that appear to be most relevant in their own surroundings. Here the supervisor's role is to be an active member of the interaction process and guide the problem-solving process and help make teachers make decisions on their common problems (Glickman & Tamashiro, 2004).

The education system in Kenya is examination oriented. The quality of education is seen in terms of the number of students passing national examinations (Eshiwani, 1993). The organizational management of schools greatly influences student academic outcomes. Rutter, Maugham, Mortimer and Smith (2001) and Wekesa (1993) noted that to improve students' performance head-teachers are required, first, to improve the management of the schools, secondly to supervise teaching and learning in the schools.

For schools in Kenya to achieve their goals of education, availability of favourable environment for teaching and learning is very important. The government has put in place policy and strategies to achieve educational goals with one of them being instructional supervision. However, there is still a lot of concern and widespread complaints about the education system, emphasis being that the quality is going down and the content is wanting in terms of equipping pupils with the right skills for further training, employment and for survival in society (Makotsi, 2003).

According to Jackson (2001), one of the most difficult jobs of the school headteacher is supervision of the staff. He further adds that instructional supervision is a process whereby the school headteacher assists the classroom teacher to improve his/her teaching instruction to enhance student learning. School heads need to keep in mind

that instructional supervision is more than just routine classroom visits and evaluation of the teaching and learning process. It includes aspects such as goal setting, follow-up visits, mentoring and coaching, continuous feedback on progress and provision of additional support to implement changes and professional development opportunities.

1.2 Statement of the problem

The quality of education as measured by student achievement in national examinations is considered as below average standards (Ongiri and Abdi, 2004). This fact concurs with what the government of Kenya noted in its master plan on education and training (1997 - 2010) that the majority of schools fall short of providing for the learning needs of their students, leading to poor academic performance (Republic of Kenya, 1998). The issue of poor academic performance in examinations signifies a critical impediment in any country since education is a major contributor to economic growth (Atkinson, 1987).

As earlier noted, head-teachers play a significant role in determining academic performance in a school due to their varied tasks and roles. Their fulfillment of their roles together with their constant supervision of their teachers determines the level of teacher in-put and student academic achievement. Performance in national examinations in primary schools in Igoji division is poor comparing to other divisions in South Imenti district despite the fact that the schools in the district are assumed to have adequate and well-trained teachers, as well as trained and qualified head-teachers. Surveys on examination performance have shown that a majority of

schools which display good results each year have adequate facilities and good human resources. The puzzle in Igoji division however, is that the district has consistently performed poorly academically. This study therefore aimed at establishing the headteachers characteristics and their influence of their instructional supervision in public secondary schools in Igoji division of Imenti South district.

1.3 Purpose of the study

The purpose of this study was to establish headteachers characteristics that influence their instructional supervision in Igoji division of Imenti South district, Kenya.

1.4 Objectives of the study

The study was guided by the following objectives

- i. To determine how headteacher's age influence instructional supervision in primary schools in Igonji division.
- ii. To establish how headteachers gender influence instructional supervision in primary schools in Igonji division.
- iii. To establish how headteacher's professional training influence instructional supervision in primary schools in Igoji division.
- iv. To assess how headteachers supervisory skills influence instructional supervision in primary schools in Igonji division.
- v. To determine how headteachers teaching experience influence instructional supervision in primary schools in Igonji division.

1.4 Research questions

The following were the research objectives of the study:

- i. How does headteachers' age influence instructional supervision in primary schools in Igonji division.
- ii. To what extent does headteachers' gender influence instructional supervision in primary schools in Igonji division?
- iii. In what ways does headteacher's professional training influence instructional supervision in primary schools in Igoji division?
- iv. To what extent does headteachers supervisory skills influence instructional supervision in primary schools in Igonji division?
- v. How does headteachers teaching experience influence instructional supervision in primary schools in Igonji division?

1.6 Significance of the study

The study may be significant in a number of ways. First the headteacher as the school administrator may be able to identify their characteristics that influence supervision in primary schools in Igoji division. The findings of the study may be important to the Kenya Educational Staff Institute in identifying areas the headteachers need to be training with regard to supervision. The study may also be important to the headteachers in the schools in identifying ways of enhancing

effective instructional supervision. The findings may finally for a base for students who may wish to carry out research in the area.

1.7 Limitations of the study

One of the limitations is that given that the study covered one administrative division, the findings cannot be generalized for the whole country. Another limitation is that the measure for effective instructional supervision was based on performance at KCPE examination results which is a summative evaluation. This may have been influenced by other factors beyond the control of the researcher. Another limitation is that determination of the relationship between the head-teachers' role and academic achievement may be inferred from the head-teachers' involvement in instructional supervision which is an attribute of effective schools.

1.8 Delimitations of the study

The study was conducted in public primary schools in Igoji division which is one of the divisions in Imenti South district which is predominantly rural. A rural set up may not present findings which can be generalized to the whole country. The findings were therefore generalized to other areas with caution. The study focused on the instructional role of the head-teacher in academic performance of primary schools in the division. The head-teachers and teachers of the sample schools were the respondents for the study.

1.9 Assumption of the study

In this study the following assumptions were made.

- i. That supervision is aimed at enhancing education quality.
- ii. That all respondents were cooperative and provided reliable responses.
- iii. The headteacher carries out internal supervision in the schools.
- iv. The headteacher was aware of techniques of supervision aimed at enhance quality of education.

1.10 Definition of significant terms

Headteachers characteristics refer to the personal aspects of the headteachers such as age, experience in teaching, gender, professional experience, and skills.

Influence refers to the effect that the headteachers characteristics have on supervision

Instruction refers to the planned interaction between the teacher and the learners for the purpose of imparting knowledge, skills and attitude to the learners within the classroom.

Instructional supervision is the process of checking out how teaching and learning is being conducted in a school with an aim of assisting the teacher to do it better.

Supervisor refers to the staff or personnel who are assigned responsibility for headship in improving instruction.

1.11 Organization of the study

This study was organized in five chapters. The first chapter consists of the background of the study, statement of the research problem, purpose of the study,

objectives of the study, research questions, and significance of the study, basic assumptions, and limitations of the study, delimitations of the study, definition of operational terms and organization of the study. Chapter two contains the literature review related to the themes in the objectives. Chapter three consists of the description of the research methodology, focusing on research design, target population, sample size and sampling techniques, the research instruments, validity and reliability of the instruments, data collection procedure and finally data analysis techniques. Chapter four comprises data presentations, analysis and interpretations. Finally chapter five has the summary of the study, conclusion, and recommendations.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This section covers school supervision, skills required in supervision, supervisory activities in primary education, role of Headteachers on supervision of primary Education, previous studies on supervision, summary of literature review, theoretical framework and conceptual framework for the study.

2.2 School supervision

The term supervision has vast and varied definitions depending on the context within which it is being discussed. Broadly it can be defined as the attempt through second party intervention to ascertain, maintain and improve the quality of work done. (Storey and Housego, 1980). In educational setting and taking the primary school as a point of reference. Olivia (1976:6), states that supervision can be regarded as a service to teachers and pupils both as individuals and in groups as a means of offering specialised help in improving instruction”.

In 1654 a statute was adapted in America that empowered selected men to be responsible for appointing teachers of sound moral and faith as supervisors. During the period supervision was handled by laymen, with special emphasis placed on inspection of school and classrooms instruction. There were set rules and regulations for the sake of control and standards. Supervision concentrated on appraising the achievement of learners. It also involved observing the general management of thee

schools and pupils conduct. These early supervisory concepts were characterized by inspection. When an educator become the supervisor or the director of instruction he/she was called the inspector, the functions of such a person were more of judicial than executive. The supervisor made judgement about the teacher rather than the teaching on the learning process.

According to the Education Act Chapter 211 of the laws of Kenya (1980) the inspectorate section currently referred to as quality assurance and standards of the Ministry of Education, is charged with the responsibility of maintaining education standards in the country. Supervision has been given various definitions by writers. Storey and Housego, (1980:2) defines supervision as the attempt, through second party intervention, to ascertain, maintain and improve the quality of work done.

Olivia, (1976) defines supervision as a service to teachers and pupils both as individuals and in groups as a means of offering specialised help in improving instruction. According to Eye, et al, (1971) supervision is defined as “that phase of school administration which focuses primarily upon the achievement of the appropriate instructional expectations of educational systems”. Moraar (1956) in modern education defines supervision as those activities which are primarily and directly concerned with studying and improving the conditions which surround the learning and growth of pupils and teachers.

The above definitions suggest that the role of supervision is to improve teaching and learning through a deliberate emphasis on ways and means of instilling excellence in the quality of instruction. The most recent concept in instructional supervision is

called clinical supervision. Cogan (1973: 9) defines clinical supervision as The rationale and practice designed to improve the teacher's classroom performance. Its principal data are obtained from the events which take place in the classroom. The analysis of these data and the relationship between the teacher and the supervisor from the basis of the programme. Procedures and improve the student's learning by improving the teachers learning behavior.

Supervision can be divided into two categories: general supervision and instructional supervision subsumes supervisions activities that take place principally outside the classroom. It thus denotes activities that take place principally outside the classroom. It thus denotes activities like writing and revision of curricular and preparation of materials of instruction. On the other hand, instructional supervision is concerned with the pupils learning in the classroom. Supervision therefore means that the supervisors' roles encompass administrative, curricular and instructional dimensions. Supervision is therefore crucial in any organisation and without which even the best programme set out in a well laid out or structured establishment, cannot be effectively executed.

2.3 Supervisory Activities in Primary Education

The purpose of supervision is to maintain and improve the quality of instruction. The supervisor should help individual teachers or groups to develop educational goals and provide guidance for the successful accomplishment of these goals through the teachers. Eye, et. al. (1971: 30) quoted by Olembo (1993) regarded supervision as that phase of school administration which focuses on primarily upon the achievement

of the appropriate instructional expectations of education system. The headteachers and QASOs have varying supervisory responsibilities in the administrative processes. According to Ozigi, (2002), administrative such as curriculum and instruction, pupils personnel, school community relations, provision and maintenance of physical facilities, financial management and staff personnel influence supervision in schools.

In curriculum and instruction the main supervisory activities include determining goals and purposes, designing and developing courses, organizing learning activities, promoting changes and improvements in curriculum and instruction. In pupil personnel the supervisory activities are administering admission classes, maintaining pupil records, reporting pupil progress, guidance and counselling and maintaining pupil discipline.

For school community relations, the activities are planning the amount and nature of school community contract, explaining the school to the community and coordinating school activities with those of other agencies to avoid conflicts and supervising and evaluating the effectiveness of school community contracts and projects. In staff personnel, the activities are establishing training and certification guidelines, recruitment and selecting staff, induction of new staff, in-services and maintaining good staff relations.

Supervisory activities in physical facilities include determining space needs, providing required facilities relating to available space, operating and maintaining facilities and supervising use of facilities. In financial management, the activities are

determining needs and means of acquiring the needs, acquiring financial resources, establishing policies for distributing funds, preparing and managing budgets and use of funds and implementing measures and inventory policies required for financial evaluation.

2.4 Role of Head teachers on Supervision of Primary Education

Fullan (1991) makes the statement that "The role of the principal has become dramatically more complex, overloaded, and unclear over the past decade" (p. 144). Indeed, the role of the principal has been in a state of transition, progressing from the principal as an instructional leader or master teacher, to the principal as a transactional leader and, most recently, to the role of transformational leader. Much has been written in the literature (Berlin, Kavanagh, & Jensen, 1988; Flath, 1989; Fullan, 1991; McNally, 1992; Stronge, 1988) concerning the importance of the instructional leadership responsibilities of the principal. Clearly, improved education for children requires improved instructional leadership.

According to Okumbe (1998), the headteacher is regarded as an agent of supervision on behalf of the inspectorate at the school level. He/she is involved in the translation of educational policies and objectives into programmes within the school. Headteacher has the overall responsibility over the operation of the school. He is considered the instrumental leader of the school programme and is expected to possess a superior knowledge about curriculum and instruction and to provide expert leadership in all areas of the school programme.

To influence teaching in the school, the headteacher should become a leader of the teaching staff. The headteacher will need to work very closely with the teachers on an individual basis. The headteacher should provide leadership service to the teaching staff in the cooperative development and execution of the supervisory strategies. The head has to play the role of supervisor from time to time by checking the teacher's classroom work and assess their overall performance based upon pupil achievement. He is expected to provide the right motivation and stimulation for staff and students to enhance staff performance and pupil achievement (Eye,& Nester, 2002).

Olembo and Karagu (1992) states that in the school, the headteacher has the responsibility of acting in loco parentis, that is, on behalf of the parents by guiding and directing the pupils towards acceptable social and individual behavior. A headteacher who is an effective supervisor should bring about team spirit, cooperation among the teachers for the achievement of agreed objectives. While supporting this Bakhda, (2004:34) states that a discreet headteacher employs team work as a working strategy. He set up committees and smaller groups of members of staff to investigate new ideas or strategies. After studying their proposals and suggestions, he uses larger meetings to make final decisions. The headteacher is expected to analyse staff professional development needs and address them by running school based INSET programmes. This can be easily achieved by making necessary arrangements with resource persons that can assist such QASOs and other available educationists.

2.5 Previous studies on supervision

Mabiru (1998). covered attitudes of teachers towards primary headteachers administrative behaviours in Kirinyaga District. The study revealed that female teachers generally displayed more positive attitudes towards supervision than male ones. Teachers possessing the highest academic qualifications, 73.82% displayed negative attitudes towards the heads supervision. Njagi also found that there was no difference in attitudes towards supervision among teachers of different teaching experience. Professionally qualified teachers showed more favourable attitudes towards heads supervision than the less professionally qualified.

Muchanje (2004) covered primary school teachers' attitudes towards external supervision in Evurori Division of Mbeere District in Kenya. The study established that gender and professional responsibilities had no significant effect on teachers' attitudes towards external supervision. However, the personal attributes of age, marital status, professional experience and professional qualifications had significant influence on teachers' attitudes towards external supervision. From the analysis in-service courses, promotion, relationship of teachers and supervisors, transfers and classroom observation were among factors of supervision identified in the study as mostly influencing attitude.

The study established that teachers have great value to external supervision as a way of improving educational standards but wanted the supervisors to be more professional in carrying out supervision. They agreed that if external supervisors could perform their duties professionally the rift that exists between teachers and

external supervisors could be reduced. It was established that the success of supervision could only be achieved if teachers and external supervisors' negative attitudes towards the exercise could be improved. This could be done by changing the style of supervision to advisory and motivating where supervisors respect the teachers. On the same note, the terms of service for external supervisors should be improved to attract more qualified personnel.

Rugut (2003) conducted a research on the barriers of effective instructional supervision in secondary school administration in Kapsabet Division of the Nandi North District. He established that supervision in the division was hindered by the fact that the inspectors lacked adequate training and communication skills. Low academic qualifications of inspectors as opposed to the teachers they supervised was also identified as a problem.

Ondicho (2004) conducted a study to determine problems affecting inspection in public secondary schools in Thika Municipality of Thika District. She found that the main problems experienced by inspectors include, inadequate funds, lack of transport and communication facilities, negative attitude from teachers, inadequate professional training and delayed implementation of their recommendations. Ondicho also found out that teachers' positive attitudes towards inspection could be enhanced if supervisors developed a more friendly approach towards teachers.

Marwanga (2004) carried out a study on instructional supervisory practices of schools inspectors and principals in secondary schools in Nakuru District. He found out that teachers have negative attitudes towards supervision because some

supervisors either lack skills or have negative attitudes towards teachers. The review of the previous studies done on supervision and inspection in Kenya reveals that no study has ever been carried out on influence of headteachers characteristics on instructional supervision in Igoji division hence this study will fill that gap.

2.6 Summary of literature review

In summary, supervision should be concerned with the improvement of the teaching-learning process. It should incorporate the individual and community needs as part of the curriculum planning. It should also ensure that conducive education environment is created to stimulate creativity of thoughts and a action. Supervision enables teachers, administrators, students and parents shares in curriculum planning and in decision making. Supervision should also be concerned with the discovery and development of leadership abilities among teachers and should accommodate individual differences. It should encourage free exchange of information, ideas, opinions and constructive criticism. Above all supervision should be seen as a consultative activity that encourages evaluation and provision of proper feedback mechanisms. This study aimed at finding out the situation at the ground, the role of supervision in enhancing teaching and learning.

2.7 Theoretical Framework

A theoretical framework is a collection of interrelated ideas based on theories. It attempts to clarify why things are the way they are based on theories (Kombo & Tromp, 2006). This study will be guided by Motivation Hygiene theory proposed by Fredrick Herzberg. According to this theory an individual relation to work is basic

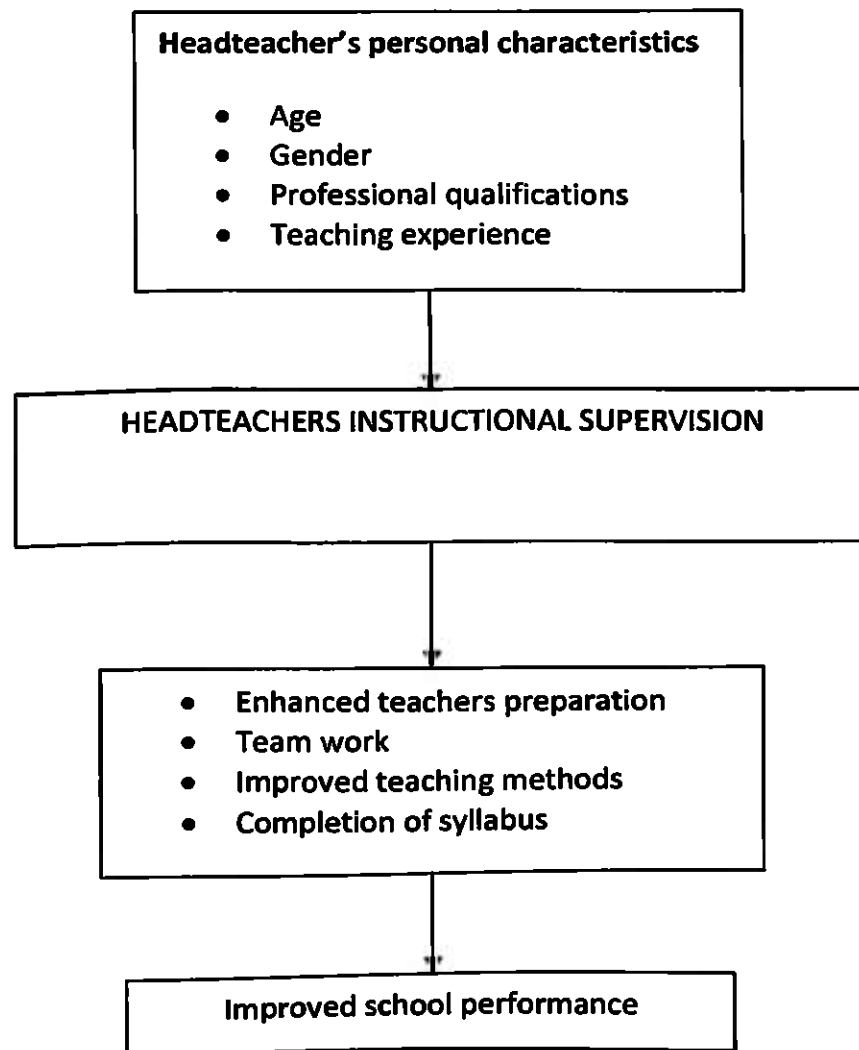
and that one's attitude towards work can determine success or failure. Herzberg's study manifested that job's satisfaction is influenced by the hygiene and motivation factors. Hygiene factors refer to those factors that are related to job environment. By satisfying the needs involved in the hygiene factors, rise in job dissatisfaction is prevented thereby preventing low and poor performance. On the other hand motivation factors are those favourable factors that spur individuals to high achievements. These factors are related to job content and are also referred to as job satisfaction factors. They lead to positive job attitudes (Okumbe, 1999).

Teachers' motivation can be achieved through job enrichment that is, satisfying the needs involved in the motivation factors. Teachers will tend to have positive perceptions towards supervision if the headteachers or supervisors contribute to their job enrichment. To achieve job enrichment for the teachers, the supervisors should ensure that teachers are provided with direct, clear and regular feedback on their performance. The headteacher should also provide the teachers with an enabling environment, so as to motivate them to learn new and different procedures on job and also experience some degree of personal growth through promotion and further training.

2.8 Conceptual framework

The Conceptual framework of the study is presented in figure 2.1

Figure 2.1 Headteachers personal characteristics and their influence of instructional supervision



Conceptual frame work involves forming an idea about the relationship between variables in the study and showing relationship graphically or diagrammatically (Mugenda & Mugenda, 2003). The conceptual frame work of this study was based on idea that, the perceptions of teachers towards supervision will depend on independent variables such as teachers' personal factors like age, gender,

professional qualifications and teaching experience; and supervisor's quality of supervision practices such as frequency of supervision, motivating, guiding, advising and assisting teachers professionally. The interaction of the teachers' personal attributes and those of the supervisor leads to teachers' perceptions towards supervision. Positive perceptions towards supervision makes teachers to provide quality education to students for they (teachers) prepare adequately for their teaching and adopt better methods of teaching. Provision of quality education translates to improve school performance

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This section describes the research design, samples and sampling procedures, development of research instruments, validity and reliability of the instruments, data collection procedures and the data analysis techniques used in the study.

3.2 Research Design

According to Kombo and Tromp (2006), a research design is the structure of research. It shows how all of the major parts of the research project work together to try to address the central research questions. The study will be conducted using descriptive survey Research. Descriptive survey is a method of collecting information by interviewing or administering a questionnaire to a sample of individuals (Orodho, 2003). The descriptive survey research was used to conduct this study because the design facilitates the collection of information about headteachers characteristics and their influence of instructional supervision (Orodho & Kombo, 2002).

3.3 Target Population

The target population in this study consisted of teachers in public secondary schools in Egoji division. There are 24 registered public primary schools in the district staffed by 247 teachers. The subjects of the study were drawn from the 247 teachers in public primary schools, consisting of 69 female teachers and 178 male teachers.

3.4 Sample Size and Sampling

Mugenda (2003) suggests that for descriptive studies 10% of the accessible population is enough. The study targeted 20 schools out of the 23 public primary schools in the district, that is, more than 86% of the population so as to improve the validity of the data. Random sampling was then carried out for each category of schools separately. To determine an appropriate number of teachers to be included in the study, a table provided by Mulusa (1990) was used. The table gives the required sample sizes for various population sizes. The target population of 247 teachers from the table requires a sample size of 152 teachers. Stratified sampling was used to obtain equal representation of both female and male teachers in the sample. Random sampling was then carried out for each category of teachers separately.

3.5 Research Instruments

The research instrument which was used was a questionnaire. The questionnaires consisted of both open and closed ended questions to be answered by the teachers. There were two sets of questionnaires; head teachers' questionnaire and teachers. The teachers' questionnaire had three parts. Part A contained data giving information on age, gender, professional qualifications, teaching experience and frequency of supervision. Part B was used to gauge how headteachers characteristics influenced instructional supervision.

3.6 Instruments Validity

Validity in this context was concerned with the ability of an instrument to test or measure what is intended to measure (Kombo & Tromp, 2006). The validity of the

instrument was tested using a pilot study. Three schools were purposively be selected for pretest because they had features manifested by the targeted population. The three schools were excluded from the study. To improve the validity of the research instrument the researcher consulted the university lecturers in the department who are specialists in educational administration regarding the quality of the instrument. The researcher then improved wording of the items in the instrument to ensure that respondents do not misinterpret them.

3.7 Instruments Reliability

Reliability is a measure of how consistent the results from an instrument are. In constructing evaluation instruments reliability is increased by precise identification of the data required and repeated review of instruments by knowledgeable evaluators and field test on appropriate population (Mulusa, 1990). To establish internal consistency of close-ended questions, the split-half technique was used. The items in part B of the teachers' questionnaire, the likert scale, will be split into two. One half of even numbered items and the other of odd numbered items. The results of even and odd numbered items will be computed separately and the Pearson Correlation Coefficient (r) will be used to determine the degree to which the two halves of the instrument are correlated. To compensate for the fact that the instrument is half the Spearman Brown prophecy formula will be used. The reliability coefficient (Re) for the full instrument is given by the formula:

$$Re = \frac{2r}{1+r}$$

Where, Re = final reliability
 r = reliability coefficient for half of the instrument.

(Best & Kahn 1993)

The Reliability correlation lies between zero (0) and one (1). Through testing the instrument reliability it was found to 0.85.

3.8 Data Collection Procedure

The researcher obtained research permit from the NCST. The researcher then sought permission to conduct research in the district of study from DEO's office. From DEO's office the researcher got data on public secondary schools, from which the sample of the study was selected. The researcher sought permission from the headteachers of the sampled schools to administer questionnaires to the sampled teachers.

3.9 Data Analysis Techniques

Kerlinger (1973) defines data analysis technique as statistical method used to analyze data so that it can be interpreted. The researcher edited the completed questionnaire first in order to identify those items wrongly responded to and any blank spaces left unfilled. Research analysis breaks down data into constituent parts to obtain answers to research questions. The answers or results from the questionnaire were coded and processed by computer using the Statistical Package for Social Sciences (SPSS). The data from the questionnaires consisted of both qualitative and quantitative data. The qualitative data from the open-ended questions was coded first to enable quantitative analysis. The coded data and the quantitative data was analyzed using descriptive

statistics. This involved the use of frequencies, percentages and means. Data was presented by use of tables, pie charts and bar graphs.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.1 Introduction

This chapter focuses on the questionnaire return rate, demographic information of the respondents, data presentation, interpretation and discussion of findings. The presentation was done based on the research questions.

4.2 Questionnaire return rate

Questionnaire return rate is the proportion of the questionnaires returned after they have been administered to the respondents. Out of 152 questionnaires administered 140 of them were returned making a questionnaire return rate to be 92%.

4.3 Demographic information

The study sought to establish demographic information of the respondents such as, age, gender, academic qualification and the length of service for the teachers. This aimed at establishing whether there is relationship between these variables and instructional supervision for the teachers.

4.3.1 Gender of the Respondents

Attempt was made to ensure that views of all teachers regardless of the gender were sought. The respondents were therefore asked to indicate their gender and the results are as in figure 4.1

Figure 4.1 Gender of the teachers

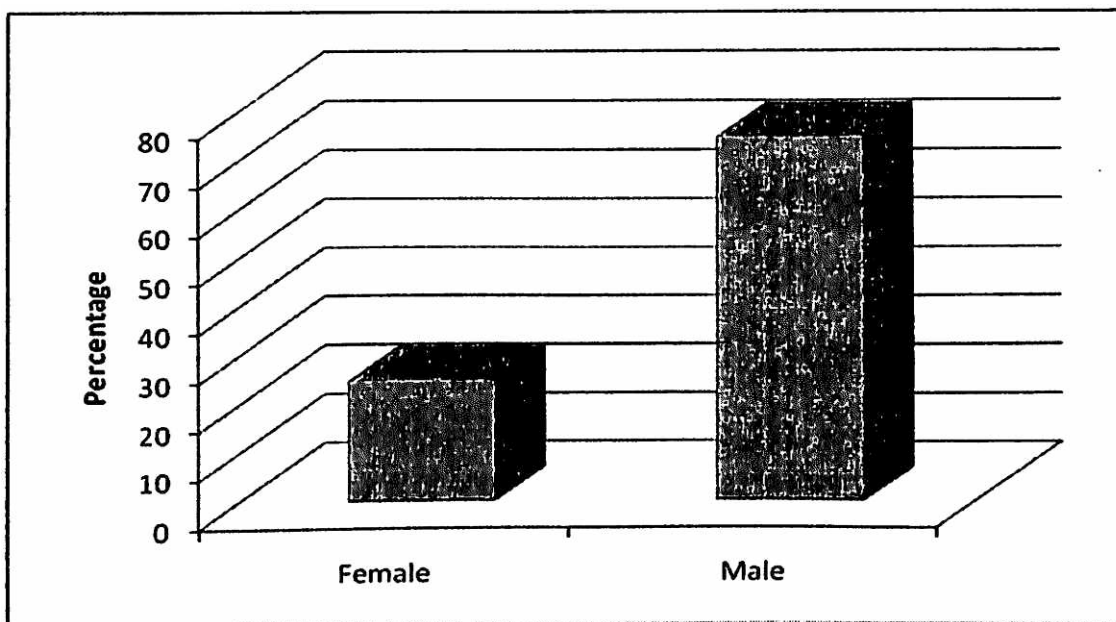
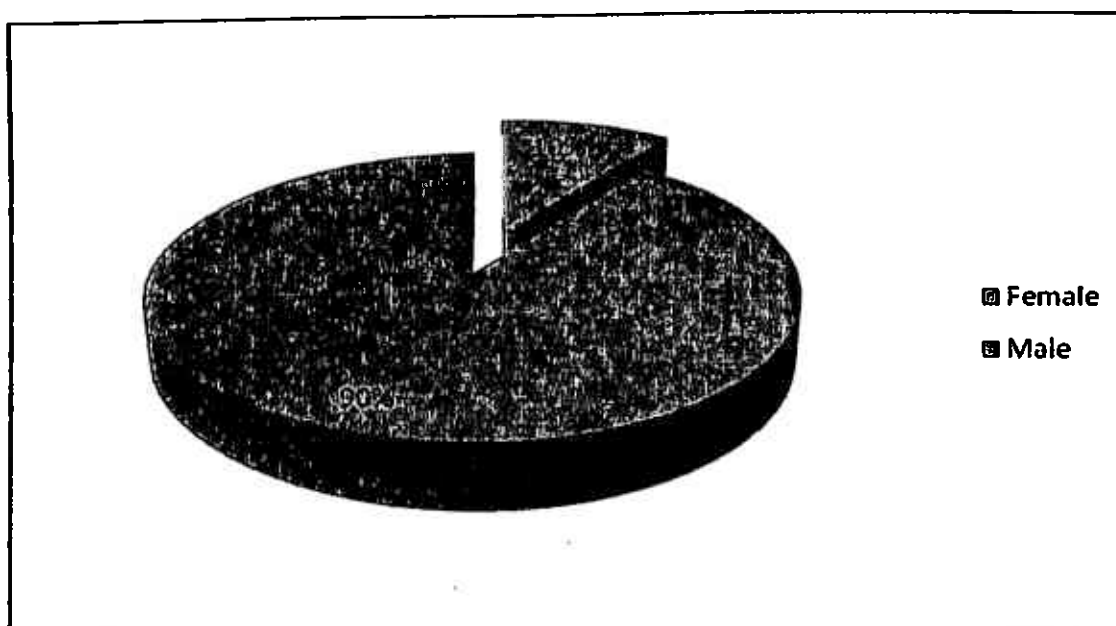


Figure 4.1 indicated that male teachers were more than the female teachers. The same trend was replicated by the gender distribution of the head teachers as shown by figure 4.2.

Figure 4.2 Gender of the teachers



4.3.2 Age of the Respondents

The study also sought to establish the age of the respondents with the aim of finding out whether there is relationship between the ages of the respondent and instructional supervision in primary schools in Egoji division. The results are as in table 4.1

Table 4.1 Age of the respondents

Age	Frequency	Percentage
21-30	21	15
30-40	35	25
41-50	42	30
50-55	28	20
Above 55	40	10
Total	140	100

4.3.3 The highest qualification of the teachers

The study also sought to establish the highest qualification of the teachers, this aimed at establishing whether teachers qualification has influence on instructional supervision. The results are as in table figure 4.3

Figure 4.3 highest qualifications for teachers

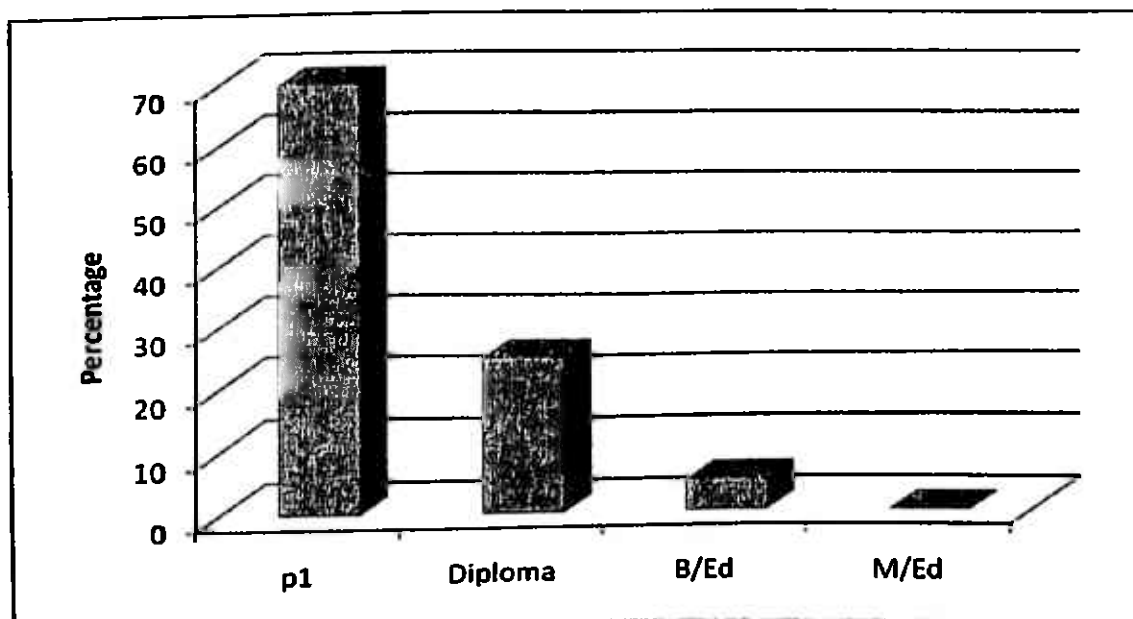


Figure 4.3 indicated that majority of the teachers have p1 professional qualification. However, some teachers have diploma and others have bachelors' degree in education. The head teachers were also asked to indicate the highest qualification and the results are as presented in figure 4.4

Figure 4.4 highest qualifications of head teachers

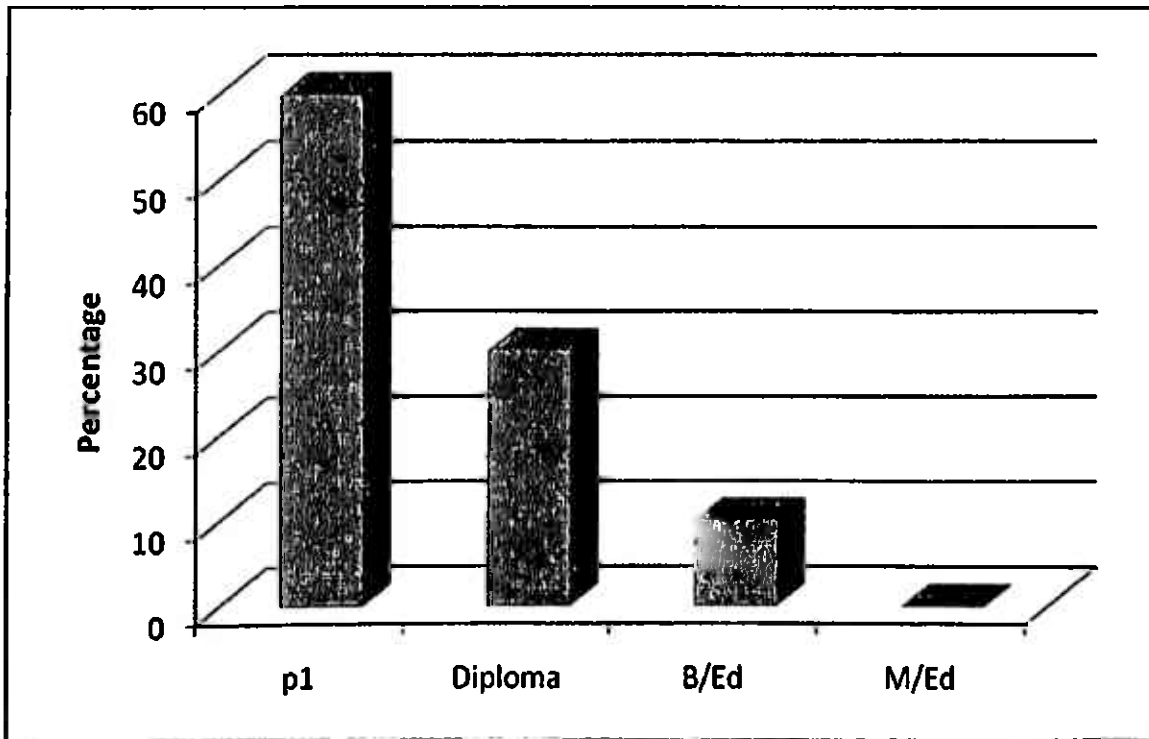


Figure 4.4 shows that a majority of the head teachers have p1 professional qualification and the rest have diploma. However a few have bachelor's degree. This is an indication that the TSC policy that requires all the head teachers to have atleast a degree has not yet been fully functional. This is as attested by 60% of the headteachers with P1 certificate.

4.3.4 Head teachers' length of service as teachers

The study sought to establish the head teachers' length of service as a teacher with the view of finding out whether teachers teach for a long time before promotion. The length of service as a teachers would make a teachers more experienced in the

teaching profession hence be able to master school matters including supervisory techniques. The results are as indicated in figure 4.5

Figure 4.5 Head teachers length of service as teachers

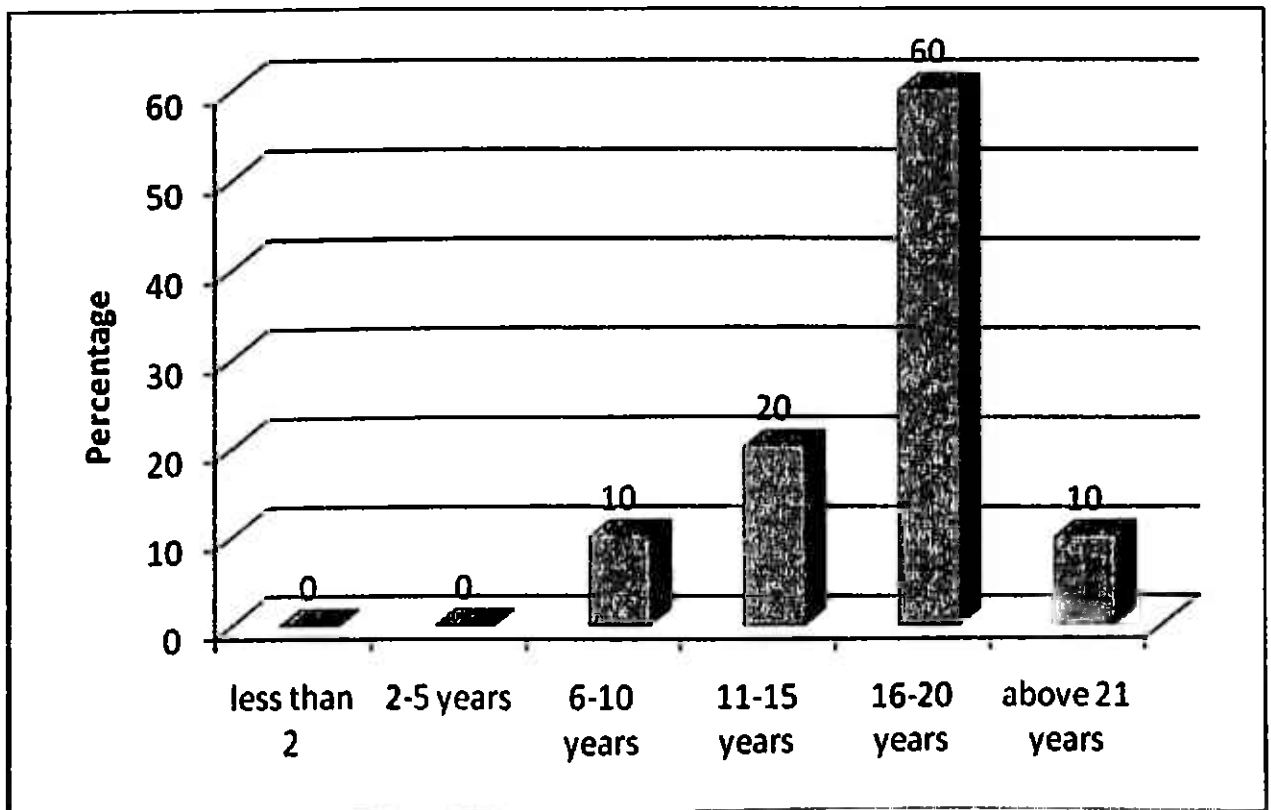


Table 4.4 shows that teachers teach for a long time before getting promoted to headship. This is attributed to the TCS criteria of promotion where a teacher is expected to work for a specified period of time before promotion. The results show that no teacher has been promoted before age five. Figure 4.4 also indicated that majority of the teachers were promoted after teaching for a period of 16-20 years.

The study also sought to establish the length of service for the head teachers, this aimed at establishing whether there is a relationship between the length of service for the headteachers. The results are as indicated in figure 4.6

Figure 4.6 Head teachers length of service

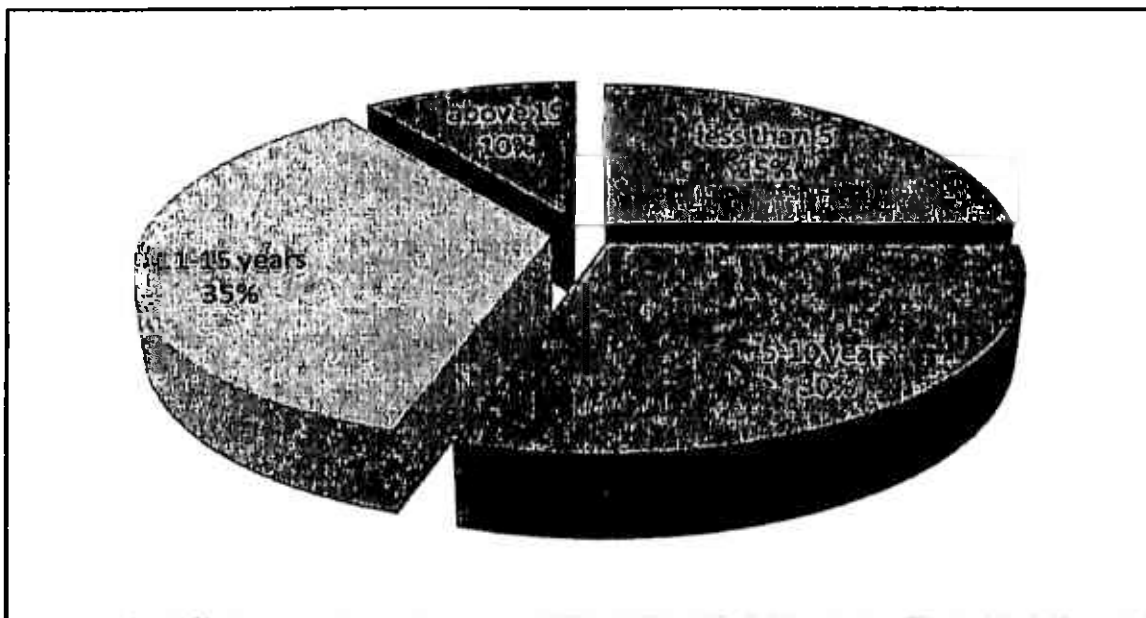


Figure 4.6 shows that a majority of the teachers have served as headteachers for a period of 11-15 years followed by those who served for 5-10 years. However some have served for over 15 years and the rest for less than 25 years. This is an indication that most of teachers have served for a long time and therefore experienced on school matters.

4.4 Influence of Headteachers characteristics on their supervision

The main objective of the study was to establish the influence of headteachers characteristics on instructional supervision in secondary schools. The head teachers were asked to indicate whether they supervise their teachers. The results are as in figure 4.7

Figure 4.7 Headteachers opinion on whether they supervise teachers

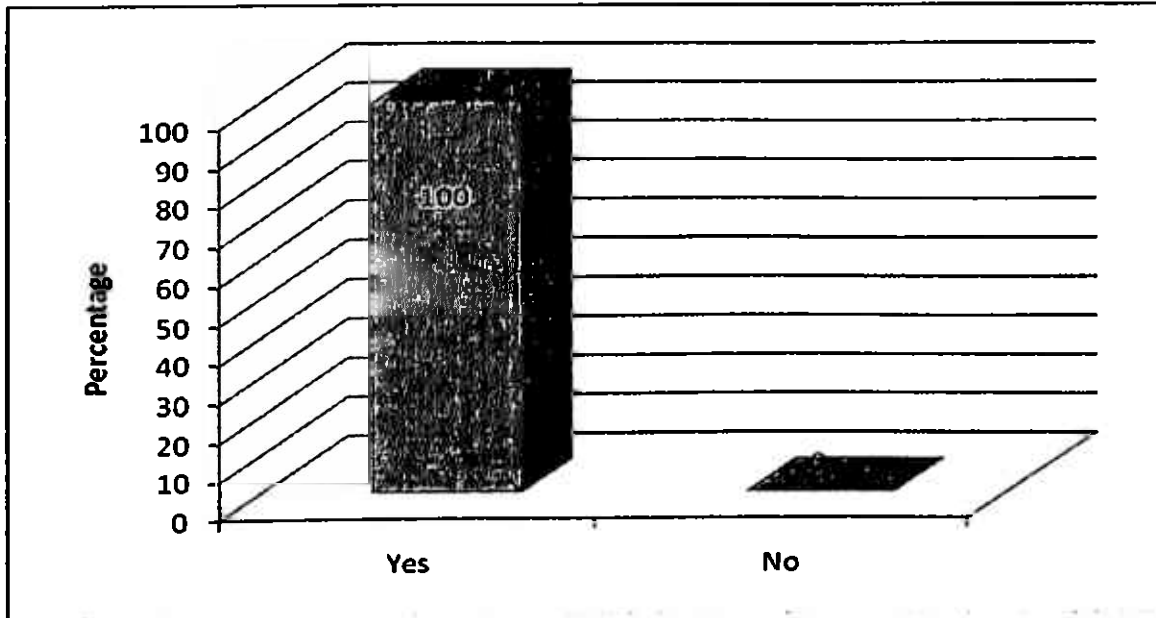


Figure 4.7 show that all the headteachers supervise teachers in their schools. This implies that supervision is emphasized by the headteachers in a bid to improve academic performance in schools. The study further sought to establish the criteria used by the headteachers to carry supervision in schools. The results are as in table 4.2

Table 4.2 the criteria used by head teachers to supervise teachers

Supervision criteria	frequency	Percentage
Checking teachers records of work	18	90
Monitoring teachers attendance to class	15	75
Using appraisal forms	5	25
Visiting teachers in class when teaching	8	40
Students keeping records of teachers as they teach	10	50

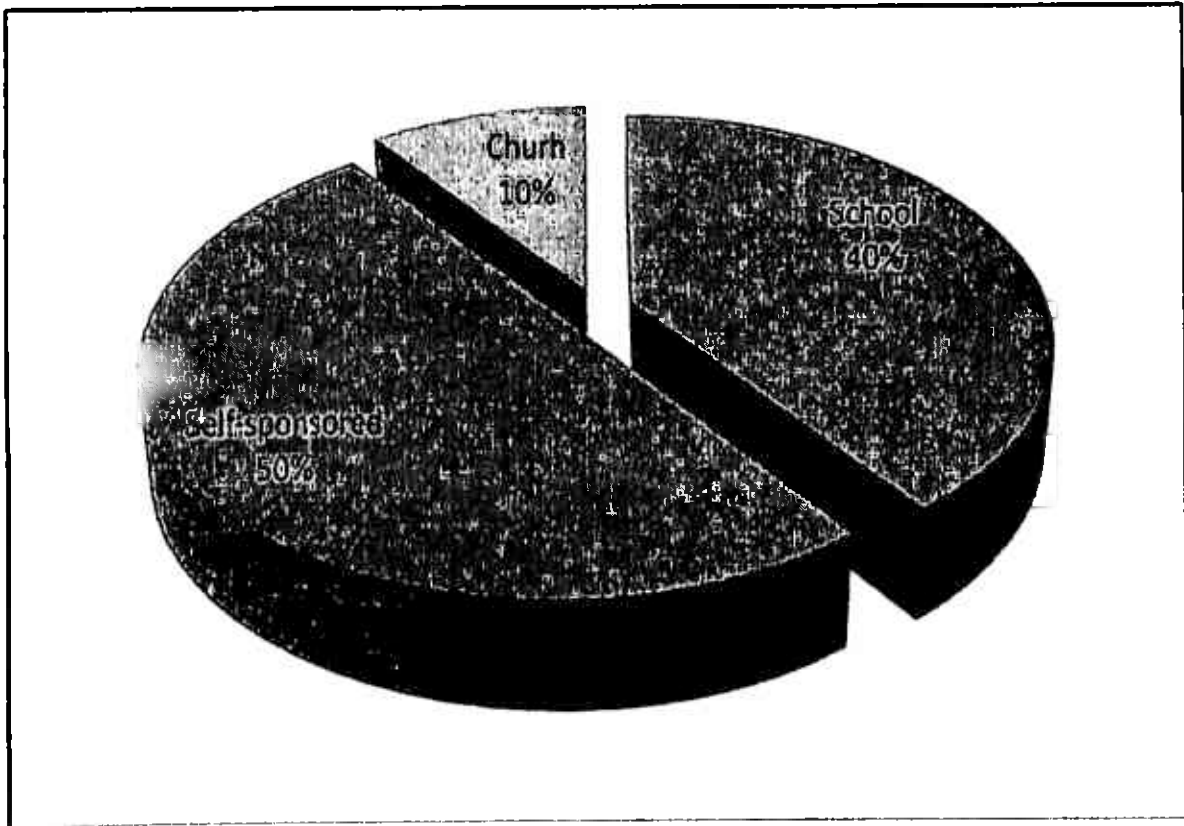
Table 4.2 indicate that majority of the headteachers supervise teachers through checking their records of work such as the report books, teachers notes, class registers to check whether they mark the register, mark books and records of work books which indicate the extent of syllabus coverage. Other criteria used include monitoring teachers' attendance to class, using appraisal forms, visiting teachers in class when teaching and engaging the students to keep records on teacher's attendance to class and the topics taught in a day.

The study also sought to establish whether the head teachers forward the report to the ministry of education. The results indicates that 40% of the teachers forward the

report to the ministry of education and the rest said that they keep the report and use them at school. For those who said that they forward the reports indicated that they do it through recommendation to the teachers for promotion or present them to the quality assurance department

The study also sought to establish whether the headteachers are adequately trained to carry out supervision in schools. The results indicate that 45% of the head teachers said that they have ever attended training on supervision. On matters of who sponsors their training 40% said that they are sponsored by the school, 50% said that they sponsor themselves and 10% said that they are sponsored by the church which founded that school. The results are as in figure 4.8

Figure 4.8 the main sponsors for teachers training on supervision courses



The study also sought to establish the role of head teacher's characteristics on instructional supervision in schools. They were asked to indicate the role of the head teachers on supervision with a scale of 1-5 at the level of strongly disagree, disagree, neutral, agree and strongly agree. Using the scale the closer the mean is to 5 means that the respondents agreed and the closer the mean is to 1 the more the respondents strongly disagreed with the statement

Table 4.3 Teachers opinion on influence of headteachers characteristics on instructional supervision

Opinion towards headteachers supervision	N	Mean	Std. Deviation
Headteachers' Supervision is of value to teachers if done well.	120	4.01	1.02
Headteachers' Supervision does not help teachers to grow professionally.	120	1.5	2.2
Headteacher help teachers on how to prepare lesson plans and schemes of work.	120	2.04	3.00
Headteacher is authoritarian to teachers.	120	3.90	1.08
Headteacher use supervisory behaviours which stimulates teachers' participation in classroom instruction.	120	2.5	2.5
Supervision by the Headteacher is not concerned with helping teachers to improve their communication skills in class.	120	2.85	1.90
Headteachers' Supervisors helps teachers in diagnosing learning problems encountered by students.	120	3.14	1.09
Headteacher is biased and undemocratic in assessing teachers.	120	3.89	1.71
Headteacher is concerned with offering specialized skills in training and helping the teachers.	120	2.1	1.09
Teachers resent supervision by the headteacher.	120	3.79	1.05
Supervision by the Headteacher helps teachers to diagnose their teaching problems.	120	1.9	2.01
Headteacher conduct impromptu, irregular supervision to	120	4.01	1.01

school aimed at catching teachers doing wrong.			
The Headteacher assist teachers to improve their pedagogical skills.	120	2.5	2.5
The Headteacher does not help teachers on record keeping.	120	3.0	1.22
The comments written by headteacher on teacher's observation sheet are encouraging.	120	2.4	1.99
The Headteacher organize in-service courses for teachers.	120	1.9	2.11
The Headteacher visits are of no value to teachers' professional growth.	120	2.5	2.5
The Headteacher help teachers in constructing appropriate tests for the pupils.	120	1.5	1.9
The Headteacher enjoy demonstrating their authority to teachers rather than acting as advisors and counselors during supervision	120	4.5	1.09

Table 4.3 shows that teachers have divergent views concerning the instructional supervision by the head teachers in schools. The results indicate that, the head teachers on average exercises authoritative leadership in schools as indicated by the majority of the teachers who agreed to the statement that headteacher is authoritarian to teachers. This aspect affects the teachers' perception concerning the headteachers motive of supervision. On average most of the teachers felt that the headteachers carry out supervision in order to find faults on teachers work, this is as attested by the teachers who agreed to the statement that Head teacher conduct impromptu, irregular supervision in school with the aim of catching teachers doing wrong this results are in line with Marwanga (2004) who established that teachers have

negative attitudes towards supervision because some supervisors either lack skills or have negative attitudes towards teachers. Table 4.2 also indicates that headteachers do not pay attention on matters which are key for the academic performance of the students, on average teachers disagreed with statements like the headteacher help teachers on how to prepare lesson plans and schemes of work, the Headteacher is concerned with offering specialized skills in advising and helping the teacher, the Headteacher is concerned with offering specialized skills in advising and helping the teachers supervision by the headteacher helps teachers to diagnose their teaching problems, the headteacher organize in-service courses for teachers and the headteacher help teachers in constructing appropriate tests for the pupils. This implies that headteachers are more concerned with the matters of supervision without supporting other aspects that goes hand in hand with supervision.

4.5 Head teacher gender influence their instructional supervision

One of the objectives of the study was establish the influence of gender of the teachers on instructional supervision, the respondents were asked to indicate whether the gender of the head teachers influences instructional supervision in schools. The results are as in table 4.4

Table 4.4: Pearson correlation between influences of gender on instructional supervision

		Gender	Instructional supervision
Gender	Pearson Correlation	1	.080
	Sig. (2-tailed)	.151	.151
	N	140	140
Instructional supervision	Pearson Correlation	.080	1
	Sig. (2-tailed)	.151	.151
	N	140	140

Table 4.4 indicates that there was a positive Pearson correlation at 0.080 between the gender of the headteachers and instructional. The respondents were further asked to indicate whether gender of the headteacher influences instructional supervision. The results indicate that female teachers were deemed to be more efficient in instructional supervision than the male counterpart this result concurs with Njagi who established that female teachers generally displayed more positive attitudes towards supervision than male ones.

4.6 influences of academic qualification on instructional supervision

The other objective of the study was to establish the influence of the headteachers academic qualification with the instructional supervision. The results are as in table 4.5

Table 4.5: Pearson correlation between influences of academic qualification on instructional supervision

		Academic qualification	Instructional supervision
Academic qualification	Pearson Correlation	1	.090
	Sig. (2-tailed)	.	.161
	N	140	140
Instructional supervision	Pearson Correlation	.080	1
	Sig. (2-tailed)	.161	.
	N	140	140

The findings established that there was a positive Pearson correlation at 0.090 between academic qualification and instructional supervision. This implies that the level of head teacher's academic qualification influences the way instructional supervision is carried out in schools. The results of this study concurs with the work of Njagi who established that professionally qualified teachers showed more favourable attitudes towards heads supervision than the less professionally qualified who perceive supervision as a fault finding mission.

4.7 The influence of head teachers' age on instructional supervision

The other objective focused on the influence of head teachers' age on instructional supervision. The results are as presented in table 4.7

Table 4.6. Pearson correlation between influences of head teachers' age on instructional supervision

		Age	Instructional supervision
age	Pearson Correlation	1	.091
	Sig. (2-tailed)	.	.101
	N	140	140
Instructional supervision	Pearson Correlation	.091	1
	Sig. (2-tailed)	.101	.
	N	140	140

** Correlation is significant at the 0.01 level (2-tailed).

* Correlation is significant at the 0.05 level (2-tailed).

Table 4.7 indicates that there is relationship between the age of the headteachers and instructional supervision. The findings of the concurs with Muchanje (2004) who established that personal attributes of age, marital status, professional experience and professional qualifications had significant influence on teachers' attitudes towards external supervision.

4.8 The influence headteachers teaching experience on instructional supervision

On the influence of the headteachers teaching experience on instructional supervision the study. Respondents were asked to indicate their teaching experience and then they were also asked to indicate whether it influences instructional supervision. The results are as in table

4.7

Table 4.7. Pearson correlation between education teaching experiences on instructional supervision

		Teaching experience	Instructional supervision
Teaching experience	Pearson Correlation	1	.085
	Sig. (2-tailed)	.	130
	N	140	140
Instructional supervision	Pearson Correlation	.085	1
	Sig. (2-tailed)	.130	.
	N	140	140

Table 4.7 shows that there is relationship between teaching experience and instructional supervision. The results are similar to the finding of Njagi who established that teachers possessing the highest academic qualifications, displayed negative attitudes towards the heads supervision

Table 4.8: Pearson correlation between influences of supervisory skills influence on the instructional supervision

		Supervisory skills	Instructional supervision
Supervisory skills	Pearson Correlation	1	.089
	Sig. (2-tailed)	.	.110
	N	140	140
Instructional supervision	Pearson Correlation	.089	1
	Sig. (2-tailed)	.110	.
	N	140	140

** Correlation is significant at the 0.01 level (2-tailed).

* Correlation is significant at the 0.05 level (2-tailed).

The study reveals that there is a relationship between headteachers supervisory skills and instructional supervision. This implies that the teachers who have supervisory skills conduct instructional supervision well and those without supervisory skills do not conduct supervision well.

4.9 Challenges faced by headteachers during instructional supervision

The study also sought to establish the challenges that are faced by the headteachers in the process of carrying out supervision. Some of the challenges that were outlined include; teachers unwillingness to cooperate, lack of proper communication, lack of supervisory skills, inadequate funds and inadequate profession training. This results are in line with

Ondicho (2004) who established that the main problems experienced by inspectors include, inadequate funds, lack of transport and communication facilities, negative attitude from teachers, inadequate professional training and delayed implementation of their recommendations.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

5.1 Summary of the findings

This study sought to establish headteachers characteristics that influence their instructional supervision in Igoji division of Imenti South district, Kenya. It was guided by five objectives that focused on headteacher's age, gender, professional training influence, supervisory skills and headteachers teaching experience influence on instructional supervision in primary schools in Igonji division. The study embraced descriptive research and the target population consisted of teachers in public primary schools. The sample size was arrived at by using the Mulusa table was 152 teachers were sampled to participate in the study. The questionnaire was used as the main tool for data collection.

Through data analysis the study established that all the headteachers supervise teachers in their schools, an implication that supervision is emphasized by the headteachers in a bid to improve academic performance in schools.

The study also established that majority of the headteachers supervise teachers through checking their records of work such as the report books, teachers notes, class register to check whether they mark the register, mark books and records of work book which indicate the extent of syllabus coverage. Other criteria used include monitoring teachers' attendance to class, using appraisal forms, visiting teachers in class when teaching and engaging the students to keep records on teacher's attendance to class and the topics taught in a day

The other findings of the study was that 40% of the teachers forward their report to the ministry of education and the rest said that they keep the report and use them at school however, others said that they forward the reports through recommendation to the teachers for promotion or present report to the quality assurance department

The study also established that that 45% of the head teachers have ever attended training on supervision while being sponsored by different organizations. 40% of the head teachers are sponsored by school, 50% sponsor themselves and 10% are sponsored by the church which founded that school

The study also established the head teachers on average exercises authoritative leadership in schools an aspect that affects the teachers' perceptions concerning the headteachers motive of supervision. On average most of the teachers felt that the headteachers carry out supervision in order to find faults on teachers work.

On the other hand the study also established that there was a positive Pearson correlation at 0.080 between the gender of the headteachers and instructional supervision were female teachers were deemed to be more efficient in instructional supervision than the male counterpart

The study also established that there was a positive Pearson correlation at 0.090 between academic qualification and instructional supervision implying that the level of head teacher's academic qualification influences the way instructional supervision is carried out in schools.

The study also established that there is relationship between the age of the headteachers and instructional supervision. It also established that there is relationship between teaching

experience and instructional supervision were teachers possessing the highest academic qualifications, displayed negative attitudes towards the heads supervision

The study also established that there is a relationship between headteachers supervisory skills and instructional supervision implying that the teachers who have supervisory skills conduct instructional supervision well and those without supervisory skills do not conduct supervision well.

Finally the study established that there are several challenges that face the headteachers in the process of carrying out supervision in schools, such challenges include; teachers unwilling to cooperate, lack of proper communication, lack of supervisory skills, inadequate funds and inadequate profession training.

5.2 Conclusion

The foregoing discussion indicates that headteachers characteristics such as age, gender, academic qualification, teaching qualification and supervision skills of the teachers influences instructional supervision of the teachers. Female teachers were found to have better supervisory criteria compared to male teachers. On the other hand the teachers with high academic qualification have negative attitude towards headteachers instructional supervision. The study also established that there are challenges such as teachers unwilling to cooperate, lack of proper communication, lack of supervisory skills, inadequate funds and inadequate profession training.

5.3 Recommendations

In the light of the research findings the researcher makes the following recommendations

- Headteachers should carry out supervision in a professional manner by involving other teachers to make it all inclusive.
- The headteachers also need to undergo training on supervision techniques in order to apply best practices for instructional supervision.
- The teachers also need to positively embraced supervision and treat it as means to improve their teaching techniques to ensure better academic performance of the students
- Supervision should be carried out objectively so as make it acceptable by the teachers
- The headteachers should forward the supervision report to the quality assurance department for further advice

5.4 Suggestions for Further Research

Based on the findings of the study, the researcher makes the following suggestions for further research:

- i) There is need to carry out a study on the headteachers characteristics on instructional supervision in many districts in order to compare results since headteachers may portly different characteristics depending on the environment

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APPENDICES

APPENDIX I

INTRODUCTION LETTER

Department of Educational administration and planning,
School of Education
University of Nairobi
P.O Box 92,
Kikuyu

The headteacher,

_____ primary school.

Dear Sir/ Madam

REF: RESEARCH

I am a student at University of Nairobi currently pursuing a masters' degree in educational administration. As part of my assessment, I am required to carry out research and my topic is "Headteachers' characteristics and their influence on their instructional supervision in public primary schools in Igonji division, Imenti south district, Kenya". The purpose of this letter is to request you to kindly allow me to carry out the study in your school. The information given will only be used for the purpose of this study while your identity will be treated with absolute confidentiality

Yours faithfully,

Joyce Wanja Muchiri

APPENDIX B
TEACHERS' QUESTIONNAIRE

This questionnaire is designed to gather information on Headteachers' characteristics and their influence on their instructional supervision in public primary schools in Igonji division, Imenti south district, Meru Kenya. You are kindly requested to tick (✓) the appropriate response or respond as indicated. Do not put your name or any other form of identification. The information you give will be confidential and will only be used for the purpose of this study. Please respond to all items.

SECTION A: Personal information

Please put a tick [✓] in the appropriate response in the space provided as you see it fit.

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

2. What is your age?

21 – 25 years [] 26 – 30 years [] 31 – 35 years []

36 – 40 years [] 41 – 45 years [] 46 – 50 years []

51 – 55 years []

3. What is your highest professional qualification?

P1 [] Diploma [] B. Ed [] M.ED []

4. For how long have you been teaching?

1 – 5 years [] 6 – 10 years [] 11 – 15 years []

16 – 20 years [] 21 – 25 years [] 26 – 30 years []

31 – 35 years []

5. What is the responsibility you hold in your current school?

Class teacher [] Senior teacher [] Deputy head teacher []

Other, please specify _____

6. What is the size of your school?

Single stream [] Double stream []

Three streams [] Four streams []

7. How many times since January 2007 have you been supervised by QASO?

a) 0 [] b) 1 []

c) 2 [] d) 3 []

e) 5 and above []

SECTION B: Headteachers characteristics and their influence of supervision

Indicate your response by ticking (✓) in one of boxes provided to right of each task.

One response is sufficient for each statement

SA = Strongly Agree D=Disagree A = Agree

SD = Strongly Disagree

NOP =No Opinion

	Opinion towards headteachers supervision	SA	A	U	D
8	Headteachers' Supervision is of value to teachers if done well.				
9	Headteachers' Supervision does not help teachers to grow professionally.				
10	The Headteacher help teachers on how to prepare lesson plans and schemes of work.				
11	The Headteacher is authoritarian to teachers.				
12	The Headteacher use supervisory behaviours which stimulates teachers' participation in classroom instruction.				
13	Supervision by the Headteacher is not concerned with helping teachers to improve their communication skills in class.				
14	Headteachers' Supervisors help teachers in diagnosing learning problems encountered by students.				
15	The Headteacher is biased and undemocratic in assessing teachers.				
16	The Headteacher is concerned with offering specialized skills in advising and helping the teachers.				

17	Teachers resent supervision by the headteacher.				
18	Supervision by the Headteacher helps teachers to diagnose their teaching problems.				
19	The Headteacher conduct impromptu, irregular visits to school aimed at catching teachers doing wrong.				
20	The Headteacher assist teachers to improve their pedagogical skills.				
21	The Headteacher does not help teachers on record keeping.				
22	The comments written by headteacher on teacher's observation sheet are encouraging.				
23	The Headteacher organize in-service courses for teachers.				
24	The Headteacher visits are of no value to teachers' professional growth.				
25	The Headteacher help teachers in constructing appropriate tests for the pupils.				
26	The Headteacher enjoy demonstrating their authority to teachers rather than acting as advisors and counselors during supervision				

27. Does headteachers gender influence their instructional supervision?

Yes [] No []

28. Does a headteachers academic qualification influence their instructional supervision?

Yes [] No []

29. Does headteachers age influence their instructional supervision?

Yes [] No []

30. Does headteachers teaching experience influence their instructional supervision?

Yes [] No []

31. Do headteachers teaching experience influence their instructional supervision

Yes [] No []

SECTION C: Suggestions for effective supervision

32. Please answer the following questions to the best of your ability to reflect the feelings you have about supervision by headteacher.

i. In your opinion, what are the supervisory practices that make teachers to perceive supervision by the Headteacher positively?

ii. In your opinion, what are the supervisory practices that make teachers to perceive supervision by the Headteacher negatively?

iii. What suggestions do you think can improve secondary schools supervision in the district?

APPENDIX C

HEADTEACHERS' QUESTIONNAIRE

This questionnaire is designed to gather information on Headteachers' characteristics and their influence on their instructional supervision in public primary schools in Igonji division Imenti south district, Meru Kenya. You are kindly requested to tick (✓) the appropriate response or respond as indicated. Do not put your name or any other form of identification. The information you give will be confidential and will only be used for the purpose of this study. Please respond to all items.

SECTION A: PERSONAL DATA

1. What is your gender?

Male [] Female []

2. What is your age

Below 25 years [] 25 – 35 years []

36 – 45 years [] Over 45 years []

3. Your highest academic qualification

P1 [] Diploma [] B.Ed []

Masters degree []

4. How long have you been in this school?

Less than 5 years [] 6 – 10 years []

11 – 15 years [] 16 – 20 years []

21 – 25 years [] 25 years and above []

5. How long have you been a teacher?

Less than 2 years [] 2 – 5 years []

5 – 10 years [] 11 – 15 years []

16 – 20 years [] 21 years and above []

6. How long have you been a headteacher in this school?

Less than five years [] 5 – 10 years []

11 – 15 years [] More than 15 years []

Section B Influence of headteachers characteristics on their supervision

7. Do you supervise your teachers?

Yes [] No []

If the answer to 7 above is yes, indicate how you do it

8. Do you forward your supervision report to the Ministry of Education?

Yes [] No []

9. If the answer to 8 above is yes, indicate how you do it

10. What areas do you check during supervision?

Teachers records [] Students boxes []

A and B above [] Structures []

11. Do supervisors guide teachers in their work?

Yes [] No []

If the answer to 11 above is yes, how do they do it?

12. After inspection, do inspectors hold discussions with teachers?

Yes [] No []

13. As a headteacher what role do you play in supervising your school?

If the answer to 13 above is yes, do you discuss them with your teachers?

Yes [] No []

14. Do you feel you are adequately trained in supervision?

Yes [] No []

If the answer to 14 above is yes, explain where and who sponsors the trainings.

15. How does headteachers gender influence their instructional supervision?

16. . How does the headteachers academic qualification influence their instructional supervision?

17. How does. headteachers age influence their instructional supervision?

18. How does headteachers teaching experience influence their instructional supervision?

19. . How does headteachers teaching experience influence their instructional supervision?

20. What challenges do you face during instructional supervision?

21. What would you suggest for effectiveness supervision by the headteacher in primary schools in your school division?
