

**INFLUENCE OF HEADTEACHERS' INSTRUCTIONAL
SUPERVISORY PRACTICES ON KCPE PERFORMANCE IN
STAREHE DISTRICT, KENYA**

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

University of Nairobi

2013

DECLARATION

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

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DEDICATION

I dedicate this work to my husband Wesley Kipkoech, my children Sharon Jepngetich, Brian Kiplating' and Ronald Koech.

ACKNOWLEDGEMENTS

The successful completion of this study has been made possible by the cooperation, assistance and encouragement of many people. Sincere appreciation is expressed to my concerned supervisors Professor Winston Jumba Akala and Dr. Mari Nelson both lecturers at the Educational Administration and Planning department at the University of Nairobi for their insight , objective criticism, friendly guidance and direction throughout the entire period of study.

My deep gratitude also goes to the library staff for their invaluable assistance. My sincere appreciation goes to Lilian Birech for her invaluable advice and keen interest in this work.

This acknowledgement would be incomplete without expressing my hearty thanks to my husband Wesley Koima who financed my study and gave me moral support and encouragement throughout the study. My deep gratitude also goes to my children Sharon, Brian and Ronald for their love and support.

To all my friends, colleagues and relatives, thanks so much for the encouragement and moral support accorded to me during the entire study.

May God bless you all.

ABSTRACT

The purpose of this study was to determine the influence of head teachers' instructional supervisory practices on KCPE performance in Starehe District, Nairobi Kenya. Four objectives were formulated to guide the study. These were; to establish the influence of head teacher's instructional supervision on performance in KCPE in Public Primary Schools in Starehe District, Nairobi county, to determine the influence of head teachers characteristics on KCPE performance in Public Primary Schools in the District, to identify primary school teachers' perceptions about the suitability of head teachers supervisory practices in enhancing KCPE performance in the District, and to establish other factors other than head teachers supervisory practices that influence KCPE performance in the District.

The study was based on the scientific management theory used to describe the approaches to management and organization as formulated by F.W. Taylor (1911).

The research design of the study was descriptive survey and the study population included all the 30 Public Primary Schools in Starehe District of Nairobi County. Simple random sampling technique was used to select a sample of 10 schools. Purposive sampling technique was then used to select one headteacher and nine teachers in each of the sampled schools. This translated to a sample size of 10 headteachers and 90 teachers who served as the respondents. Questionnaires tools were used as the main data gathering instruments.

The study established that a strong correlation between the supervision of lesson plans and class registers and performance existed, that additional ways of improving performance include improvement of teaching methodologies, In-service courses, workshops and seminars on the teaching methodologies of the various subjects. Headteachers should be keen on Discipline management, while also addressing adequacy of learning and teaching resources, encouragement and motivation of teachers, discouraging teachers from dealing with parents during lesson hours and provision of adequate physical resources like desks and class space.

The headteacher's teaching experience was found to influence performance, as schools headed by headteachers with long teaching experience tended to perform better. Performance was also influenced by time of commencement of learning during the term, pupils' frequency of absenteeism, adequacy of learning resources, teachers motivation, pupils' language use, parents' willingness to participate in school development, headteacher's leadership style, pupils' lateness, parents' consultation with teachers, teachers' workload, and teacher turn-over rate.

The study concluded that regular monitoring of professional documents was the most critical area that headteachers should lay emphasis on, especially on schemes of work, lesson plans, lesson notes and class registers since the documents reflect the plan for syllabus coverage and also assist in monitoring the progress on syllabus coverage.

The study recommended that the Ministry of Education emphasizes on the regular monitoring of professional documents by the headteachers and that the Ministry of Education ensures availability of adequate teaching and learning resources including physical resources to ensure that pupils are adequately prepared by their teachers for the national examinations. The study recommended further research on the reasons behind the perennial poor performance of schools in KCPE in the district since this study ruled out the headteachers characteristics as the possible cause of the poor performance.

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ABBREVIATIONS AND ACRONYMS

DEO	District Education Officer
DQAS	District Quality Assurance and Standards
INSET	In – service training
KCPE	Kenya Certificate of primary Education
KEC	Kenya Education Commission
KESI	Kenya Education Staff Institute
KIE	Kenya institute of Education
MoE	Ministry of Education
MOEST	Ministry of Education Science and Technology
TAC	Teachers Advisory Centre
QASO	Quality Assurance and Standards Officer
SPSS	Statistical Packages for Social Sciences
ZQASO	Zonal Quality Assurance and Standards Officers

CHAPTER ONE

INTRODUCTION

1.1 Background of the study

The principal aim of any learning institution is to provide quality education to its learners by imparting knowledge, skills and attitudes. Kenya has taken great strides to ensure that its citizens receive the best education. The government of Kenya through the Ministry of Education is in the process of financing a new policy and legislative framework for education that will realign human capital development needs of the country to the new Constitution (2010) and the Kenya Vision 2030. This plan was necessitated by the new Constitution Bill of Rights to the Child which the Sessional Paper of No 1 of 2005 and Education Act cap 211 had not taken into account. The government now seeks to provide free and compulsory basic education that is accountable and relevant to Kenya's development goals in tandem with Vision 2030. The new policy framework envisages an education curriculum with parallel complimentary tiers: academic, vocational and technical curriculum (MOEST, 2012).

In order to ensure access, retention and quality instruction in education and training in all institutions of learning a strong and effective standards and quality assurance needs to be put in place. Blasé and Blasé (2004) as cited by Macharia (2012) observed that not much has been published to describe how for example Instructional supervision is carried out and that teachers are influenced by supervision. According to Rino (2009) supervisors have a direct impact on the

success of an organization through the management of employees. According to this publication supervision must be competent, supportive and demonstrate effective coaching and mentoring practices. This can be done through providing workers with clear performance expectations, consistent feedback and an opportunity for career development.

Supervision in Kenyan schools is one of the roles of head teachers who are concerned with supervising actual classroom instruction and other activities in the school. A manual for heads of schools in Kenya (1987) spells out the duties of head teachers as supervisors as follows: checking schemes of work, lesson notes, record of work done and pupils work with actual classroom visits to inspect teachers individually. Being the supervisor he/she is tasked with the responsibility of ensuring that the plans, goals and policies are implemented and to report the same to the Directorate of Quality Assurance and Standards (DQAS). In order to do this the head teacher is required to provide direction and support, to treat employees as responsible and mature adults and provide them with timely and clear feedback after supervision. How this supervision is carried out greatly influences the performance of institutions in examinations and also how employees feel towards school management and their profession in general, Rino (2009).

In Kenya educational supervision can be traced back to the colonial period following passing of the education Ordinance in 1924 which required all schools to be registered and open to inspection by the Education Director (Sifuna, 1990).

The modern inspectorate in independent Kenya was initiated through recommendations by Kenya Education Council of 1964. It has however gone through a series of changes to what it is today. The Ministry of Education recently put up the Directorate of Quality Assurance and Standards and the School inspectors are now referred to as Quality Assurance and Standards Officers, (QASO). The directorate's mission is to establish, maintain and improve education standards in a bid to provide quality assurance feedback to all education stakeholders. The directorate ensures effective monitoring of curriculum delivery in schools to ensure effectiveness. DQAS is also expected to provide advisory services to schools on how best to improve the quality of learning. With the new policy DQAS is expected to be a team player and not a policing service as it had been perceived in the past, Kenya Education Sector Supports Programs (KESSP, 2005).

Supervision unlike inspection is a supportive process with the aim of counseling the teachers while helping them to improve. It should be a friendly encounter where the supervisor and supervisee engage in dialogue and consultation and should also be done continuously and planned or requested for by the teacher. While performing instructional supervision supervisors' effectiveness may be affected by certain factors. Among the factors identified by the Directorate of Quality Assurance were: Inadequate school level supervisory capacity, lack of tools to measure achievement, wide spread weakness in teacher skills due to lack

of INSET training, lack of adequate capacity and facilities of curriculum support through Radio and other channels (KESSP, 2005)

Mwiria (1995), cited lack of or limited professional training and experience among secondary school heads to explain the management practices of some school director while Bulinda (1999) suggested that teachers be involved in participatory leadership to help reduce their feeling of alienation in the schools organizational life. The frequency of institutional supervision helps teachers improve their work as it enables them to prepare regularly and adequately. Mibiru (1998) as cited by Birech (2011) argues that personal attributes such as age, gender, professional experience and the length of service have an influence on teachers' perception on supervision. Despite the government's effort in ensuring quality education for all, Starehe District has continued to register low performance in KCPE for the last five years in a row as shown by Table 1.1.

Table 1.1 District order of merit in K.C.P.E analysis 2008-2011

District	2009	2010	2011
Westlands	262	260.07	219.44
Langata	262	254.52	250.61
Makadara	242.35	243.49	198.18
Embakasi	242.03	241.31	205.95
Kamukunji	239.07	233.47	169.71
Starehe	231.83	224.34	199.58
Kasarani	229.96	229.8	193.58
Dagoretti	218.68	215.43	216.6
Njiru			233.36

Source: City Council of Nairobi , Education Department (2011)

1.2 Statement of the problem

Effective supervision and inspection is vital if the government is to achieve its objective of providing quality basic education that is relevant to its development goals. Okumbe (1999) identifies three aspects of supervision, the administrative aspects of supervision, the curricular aspect, and the aspect of instructional supervision. Since the introduction of free primary education in 2003 and later free day secondary education, the aspect of quality has been of great concern. Teachers are faced with a greater challenge in serving growing enrolment of pupils with some facing social problems such as poverty, unemployment, ignorance and disease. They are also called upon to work with children with issues of social exclusion, sexual exploitation and extreme poverty. The Koech report (1999), The Sessional paper No 1,(2005) and KESSP (2005) have all attributed good performance to effective supervision by head teachers and QASO. A study by Anyango (2007) on supervisory role of headteachers in Starehe revealed gaps and recommended further research on the same. This study sought to establish why Starehe District was not performing well for the past five years preceding the study. The question therefore is, were the headteachers supervisory practices the cause of the poor performance in KCPE in Starehe District?

1.3 Purpose of the study

The purpose of this study was to determine the influence of head teachers' instructional supervisory practices on KCPE performance in Starehe District, Nairobi Kenya.

1.4 Objectives of the study

The study was guided by the following objectives.

- i. To establish the influence of head teacher's instructional supervision on performance in KCPE in Public Primary Schools in Starehe District, Nairobi county.
- ii. To determine the influence of head teachers characteristics on KCPE performance in Public Primary Schools in Starehe District, Nairobi county.
- iii. To identify primary school teachers' perceptions about the suitability of head teachers supervisory practices in enhancing KCPE performance in Starehe District.
- iv. To establish other factors other than head teachers supervisory practices that influence KCPE performance in Starehe District.

1.5 Research questions

The study was guided by the following questions:

- i. To what extent does head teacher instructional supervision practice influence performance in KCPE in Starehe District?
- ii. To what extent does head teacher's characteristics such as gender, level of professional training and staff involvement in instructional supervision influence KCPE performance in Starehe District?
- iii. What is the primary school teacher's perception towards head teacher's supervisory practice in Starehe District?

- iv. What other factors other than instructional supervision influence KCPE performance in Starehe District?

1.6 Significance of the study

The findings of this study could be used by head teachers to put in place internal supervisory strategies in their schools. The findings could also assist the Ministry Of Education through DQAS to design INSET courses aimed at developing capacity of QASO to enable them assist head teachers in supervision. The findings could also be of use to the Kenya Education Management Institute, (KEMI) to formulate teacher education programmes. Lastly these findings may also be of value to practicing teachers as it would add to the body of knowledge in educational management.

1.7 Limitations of the study

This study was influenced by the following limitations which may have been beyond the control of the researcher. Since performance was the assumed measure of instructional supervision, the researcher was not in a position to control other variables that may have had influence.

The study depended on the co-operation of respondents. To ensure that this would not affect the study the researcher appealed to them to be frank with an assurance that their responses would be treated confidentially and would only used for the purpose of the study.

1.8 Delimitations of the study

This study was restricted to the public primary schools in Starehe District. Private schools were excluded from the study since they are administered differently. The data from the study was collected from head teachers and teachers of selected schools only.

1.9 Basic assumptions

Since supervision is a tool of administration this study was based on the following assumptions:

- i. Head teachers conduct instructional supervision in their respective schools in Starehe District.
- ii. Teachers were trained and were aware of the supervisory role of the head teacher.

1.10 Definition of significant terms

Head teacher Characteristic- Refers to the head teacher`s personal attributes or behavior that may influence their supervisory roles.

Instructional Supervision- It refers to all those activities that are undertaken to help maintain and improve curriculum delivery in the classroom.

Management – Is used here to include instructional leadership.

Provision and Management of resource- refers to acquisition ,allocation, maintenance and improvement of material and physical resources by head teacher in their respects.

Workload – is used here to refer to head teachers overall administrative tasks such as teaching, supervision, financial management, organization and other duties.

Staff involvement- is used here to refer to the extent to which the head teacher uses partnership leadership in instructional supervision.

1.11 Organization of the study.

The study was organized into five chapters. The first chapter consisted of the introduction and contained the background of the study, the statement of the problem, purpose of the study, research, questions, significance of the study, limitations of the study, delimitation of the study, basic assumptions of the study, definition of significant terms and the organization of the study. Chapter two dealt with the literature review. It was subdivided into subsections as follows: General overview of supervision, the supervisory role of the head teacher and its influence on performance, Head teachers gender and supervision, head teachers experience and supervision, Head teachers workload and supervision and teachers perception towards supervision, Theoretical framework, Conceptual framework of the study and a summary of the literature review.

Chapter three focused on methodology. It comprises the research design, target population, sample size and sampling procedures, research instruments and the validity of the instruments, data collection procedures, and data analysis techniques .Chapter four dealt with data analysis, interpretation and discussion of

findings while Chapter five shall deal with the summary of research findings, conclusion and recommendations.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This section covers the literature review. It is subdivided into subsections as follows: General overview of supervision, the supervisory role of the head teacher and its influence on performance, head teachers gender and supervision, head teachers experience and supervision head teachers workload, supervision and teachers perception towards supervision, theoretical framework, conceptual framework of the study and a summary of the literature review.

2.2 General overview of supervision

Supervision has been defined variously by different scholars. According to Storey and Housego (1980), supervision is an attempt through second intervention to ascertain, maintain and improve the quality of work. According to Eye, Netzer and Krey (1971) as cited by Kerio (2004), supervision is termed as that phase of administration aimed at achieving specific school goals and objectives. Acheson (1987) defined supervision as the ability to perceive desirable objectives in school and to help others contribute to the vision in accordance with the process of bringing about improvement.

Supervisory management is an important tool of management. The supervisor in an organization acts as the link between the management hierarchy and the employees at large. Rino (2009) envisions supervisors as conduits through which an organization demonstrates their commitment (or lack of it) to employees.

According to this publication supervisors are responsible for providing work related information, instructions and resources. They must also be able to give both positive and corrective feedback that is timely and fair. Supervision is all about management in the organization but mainly it concerns a manager's relationship with the employees. It is concerned with encouraging each members of a work unit to contribute positively towards accomplishing the organizations goals and objectives.

Okumbe (1997), considers supervision as that dimension or phase of educational administration concerned with improving instructional effectiveness . His definition concurs with Wiles and Lovel (1975) and Eye et al (1971) cited by Kerio (2004) who have defined supervision as that phase of school administration focusing primarily on the achievement of appropriate instructional expectations of education. From these definitions, it is clear that instructional supervision is an ongoing activity that is a purposeful and often carried out towards achieving instructional effectiveness. Since it is a phase of administration, supervision takes place within the school.

There are various forms of supervision: These include general supervision, instructional supervision and clinical supervision. Instructional supervision, which is the focus of this study takes place inside the classroom and is concerned with students/ pupils learning in the classroom. It involves all those activities undertaken to help teachers maintain and improve their effectiveness in the classroom. This form of supervision requires face to face examination of the

actual teaching process, recording of data concerning these activities and using this information to guide and counsel the teacher with the aim of improving his/her effectiveness. This form of supervision is sometimes described as 'clinical supervision.

Cogan (1973), one of the pioneers of this approach in education commented the use of the term 'clinical' as having faced some resistance, but went further to explain that he particularly wanted to highlight the use of direct observation as done by apprentice surgeons. According to Goldhammer (1980) clinical supervision is that aspect of instructional supervision which draws upon data from direct first hand observation or the actual teaching process, or other professional events and involves face to face and other associated interactions between the supervisor and the supervisee. This kind of supervision can enhance professional growth and development in a number of ways. It helps the supervised teacher to improve his skills and to develop a positive attitude towards his/her profession. During clinical supervision a watchful eye is kept on the teacher to ensure he/she is operating within the prescribed timelines. This can be done by ensuring proper use of scheme of work, lesson plans, progress records, and other professional documents. This will empower the teacher in becoming a more competent and independent professional. Teachers will also be empowered since the supervisors advice will enable them to add depth to their knowledge and to be accommodating to new ways of pedagogy.

2.3 Supervisory role of the head teacher and its influence on learner achievement

The importance of instructional supervision cannot be overstated. The head teacher is responsible for the instructional program in the school. Olembo et al (1982) identified the major functions of a supervisor as working closely with the teachers to establish problems and needs of students, building strong group morale and securing effective teamwork among teachers. This depicts the head teacher as a team builder, guide, counselor and one who must be humane.

Okumbe (1987) in his research on effectiveness of supervision and inspection highlighted head teachers role to include classroom observation, holding conferences with teachers, developing syllabi, curriculum guidance, and purposeful units of instruction and lesson plans. Muoka (2007) asserts that, as a function of head teachers, instructional supervision owes its importance to the achievement of educational goals by operation, starting with the setting of goals, achieving those goals, implementation and evaluation.

This is in agreement with the administrative functions brought out by Campbell et al (1983) who state the supervisor's duties as discerning and influencing the development goals and policies for the school, stimulating and directing the development of goals and policies for school, among other duties. From the above discussion it is evident that a head teacher who is the supervisor must have the ability to perceive desirable objectives and help others contribute to the success of these objectives. A head teacher must be able to link the management with the

teachers, through guidance, encouragement, motivation, communication and follow up. They should therefore possess the pre requisite skills needed for this purpose. The Koech report (1999) pointed out that it is the head teachers and their skills that set the benchmark, direction, tone and tempo, for the school's learning climate and level of teacher's professionalism, Republic of Kenya (2004).

However a study carried out by Okumbe (1987) observed that Kenyan primary school supervisors lacked skills and techniques to contribute to adequate performance hence a serious drawback in educational achievement. Studies by Thiongo (2000) Karagu (1982), and Okumbe (1987) revealed problems experienced by head teachers as increased responsibility, change of educational policies, and inadequate professional development to handle supervision. They all recommended training of supervisors. It is therefore important to examine the head teacher's characteristics in relation to supervision to determine if they affect performance.

A study carried by Annunziata (1997) in Papua New Guinea on how supervision influenced the quality of teaching indicated that supervision of education had impacted on teaching. Out of the lessons inspected, only two out of the 131 seen were unsatisfactory, while the rest were very good. This study however only focused on classroom teaching but she did not mention how supervision influenced end of level examination. Birech (2011) cited Rob and Webbinks (2007) whose study was carried out in Netherlands on effects of primary school supervisors on test scores. They used two approaches to estimate the effects of

supervision. The first approach was based on standard fixed effects model and indicated that inspection lead to slightly better school performance. Test scores increased by 2% to 3% of standard deviation. The second approach exploited a sample of randomly selected schools of the state of Dutch education. The findings were that inspections did no harm to test scores but seemed to have little or no effect to student's performance. Daresh and Playko (1992) as cited by Birech (2011) linked improved student performance to supervision. Their findings revealed that supervision done in areas of record keeping, lesson planning and schemes of work led to improvement in performance.

2.4 Head teachers' characteristics and instructional supervision.

2.4.1 Head teachers gender and instructional supervision.

According to a study by Koech (1994) which was carried out to determine professional development needs those of female head teachers tended to exceed those of their male counterparts . Another study by Omondi (2006) to examine the role of performance of female head teachers in public primary schools in Bondo District revealed that (71.3%) performed well in supervision including checking of documents. (87.5%) were also rated very good on motivation of teachers .This study therefore will attempt to seek the extent to which gender influences instructional supervision of head teachers in Starehe district.

2.4.2 Head teachers experience and instructional supervision

The success of any head teacher in his/her duty as a supervisor requires basic supervisory skills often acquired through experience or training in Kenya. Persons

to be appointed as head teachers must have served as deputy head teachers for at least three years then attend in-service course in educational management at Kenya Education Management Institute(KEMI), Republic of Kenya, (2004) .(Okumbe 1999) identifies three basic supervisory skills: technical, interpersonal and conceptual skills.

i. Technical skills

A supervisor needs good knowledge of every operation or process under control to be able to eliminate faults, wastage or any dangerous practices. A supervisor (head teacher) should have clear knowledge of process and methods of teaching and learning in order to assist the teachers. This practical and theoretical knowledge will also help him to command respect from his or her subordinates.

ii. Interpersonal/ Human relation skills

The school like any other organization must use teachers to achieve its purpose. The success, internal organization and functioning of the school are primarily determined by teachers perception of what is desirable hence the importance of a head teacher closely involving them in management. A supervisory manager needs to look into the welfare of the people working under him or her.

Supervisors should use motivational and behaviorist techniques to encourage good performance. They should recognize the efforts of every individual and reward accordingly. Thiongo (2001) quoting Wiles and Love l(1973) observed that teacher's feelings towards supervision deferred from school to school because they viewed head teachers roles differently

iii. Conceptual skills

When one has conceptual skills it means he/she is able to acquire, analyze and interpret information in a logical manner. Collectively it refers to the capability to act in accordance with the laid down objectives. A supervisor (head teacher) must be able to maintain punctuality and discipline at school as well as facilitate the needed change from outdated patterns of work to modern techniques. She/he must understand both internal and external structure of the school and how they interrelate.

2.4.3 Headteachers level professional training and instructional supervision.

The purpose of training and development is to change or enhance the skills knowledge attitude of employees (Rino, 2009). The report of the Presidential Working Party on Education and Manpower Training for the next Decade and Beyond (The Kamunge Report 1988) laid emphasis on head teachers as being central to successful management of educational institutions and the implementation of the total curriculum. The report pointed out lack of prior training of head teachers who are appointed from serving teachers. Studies by Eshiwani (1983) and Mwiria (1995) subscribe to similar sentiments, pointing out lack of relevant management skills by head teachers.

A study by Muoka (2007) on appointment of head teacher's preparedness before appointment in public secondary schools Mwala Division. The study established that 41 percent of head teachers who responded to her questionnaire felt that the

pre-service training teachers received did not adequately prepare them to handle instructional supervision. She therefore recommended that this study be replicated elsewhere. This study therefore seeks establish the extent to which head teachers level of professional training influences their instructional supervisory practices in public Primary schools in Starehe District.

2.4.4 Head teacher's workload and instructional supervision.

The head teacher is charged with the overseeing all that goes on in the school. Apart from their duties as managers they are also professionals who have to teach. This doubling of duties poses a challenge to many head teachers. It brings about confusion regarding job specification, leading to some either dwelling on administrative work and giving less attention to supervision.

Flath (1989) as quoted by Macharia (2012) noted that a typical head teacher performs a large number of tasks each day but only 11 percent related to instructional supervision. A study by the same researcher established that 85 percent of head teachers in Kasarani indicated that supervision was the most time consuming . This suggested that headteachers felt overloaded . .An assessment of this nature has not been carried out in Starehe which was the focus of this study.

2.5 Perception of teachers towards supervision and learner achievement.

Effective instructional supervision has a direct impact on performance of teachers and students .In the school this efficiency can be achieved through providing

teachers with clear performance expectations, fair and consistent feedback and career development .This should be within a context of an environment or culture where communication, innovation and professionalism are encouraged and natured.

School goals and objectives may not be achieved if the head teacher does all the work alone. Olembo (1992) commenting on consultation, puts forward that in order for teachers to learn they must “become involved... and they must come to grips with their own problems as they perceive them. Supervisors must help their supervisees to define problems, structure solutions and utilize available resources. Njagi (1981) observed that teachers viewed the climate of the school to be either good or bad based on their perception of prevalent attitudes and psychological qualities of their head teachers and their relationship especially with the head teacher. Thiongo (2001) observed that teachers views on supervision may differ from school to school because of the various ways head teachers performed their supervisory roles.

Karagu(1982) through his study on perception of teachers on head teachers supervisory role in Thika and Nairobi; found out that teachers perceived effective head teachers as persons who are hardworking, have accurate knowledge of what went on in the schools and were interested in teachers as individuals. They were also approachable, kind, considerate and willing to take advantage of teacher’s special skills as well as giving them a share in decision making in the schools.

This study sought to determine the extent to which primary school heads in Starehe District involve teachers in their management and how this influences instructional supervision and performance.

2.6 Influence of institutional factors on head teachers supervision

Eshiwani (1983) in a study on primary school performance in Western Province pointed out that schools that had the best facilities performed better as compared to those that had inadequate facilities. Kerio (2004) in her study on constraints affecting implementation of F.P.E in public primary schools in Kericho highlighted availability and adequacy of physical facilities as being of great importance. Macharia (2012) notes that it is the responsibility of head teachers to ensure the provision of adequate resources to facilitate curriculum implementation. This she asserts entails acquisition, allocation, distribution, control and maintenance of resources. This study therefore sought to establish the influence of institutional factors such as availability of resources on supervision by head teachers in Starehe District.

2.7 Summary of literature review

The first part of literature review attempted to bring out different meanings of supervision as defined by different scholars. Generally they all concur that instructional supervision is that phase of school administration that is concerned with improvement of pedagogy. The different forms of supervision were clarified. The various studies that have been carried out by different researchers agree that

certain factors influence how head teachers carry out supervision in their schools. Koech (1994) noted management inadequacy, while Eshiwani (1984) and Mwiria (1995) noted management deficiencies and recommend proper pre- service and relevant in service courses for head teachers.

Kamindo (1998) notes that the extent to which head teachers perform instructional supervision determines academic performance and recommends further research on the same. Effective supervision in school should also be as a result of joint effort of the head teacher and the teachers. Supervisory practices should be designed to use the capabilities of teachers to improve the quality of instructional programs. This study therefore sought to establish if gender, experience, level of professional training, workload and staff involvement in management have any significant influence on instructional supervision in Starehe District.

2.8 Theoretical Framework

The study was based on the scientific management theory as postulated by Fredrick Taylor in 1911. The term scientific management is used to describe the approach to management and organization by a group of thinkers and practitioners led by F.W. Taylor (1856-1917) who published a highly influential book on the subject in 1911.

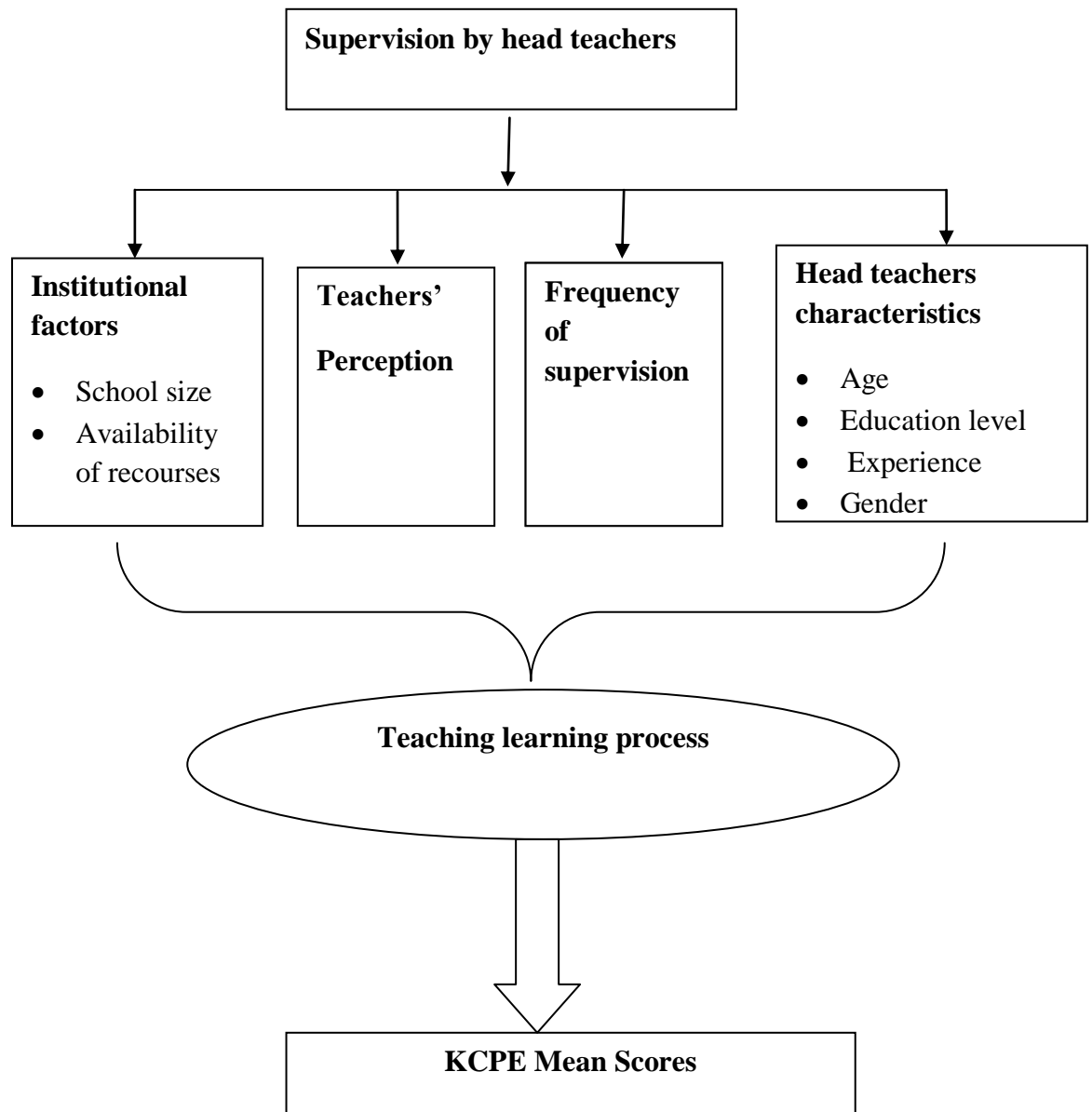
Scientific management is based on the philosophies of economic rationality, efficiency, individualism and the scientific analysis of work. Taylor believed that

workers are motivated primarily by the prospect of high material reward. He also advocates for redesigning of working methods in order to generate high levels of output, and scientific management emphasized planning standardization, close supervision and detailed job specification. Okumbe (1988) states that in order to realize quality and economic productivity, the management has to exercise close supervision in accordance with clearly stated performance standards. Scientific management also advocated for hierarchical structuring of authority in order to achieve control and coordinate the efforts of each employee. This involves supervising each employee to ensure they perform accordingly.

Taylor also advocated for the training and development of each employee. According to Rino (2009) ,supervisors are held accountable for ensuring that training and development occur because they oversee performance of staff. Applying Taylor's principles to supervision the head teacher must ensure that he clearly defines patterns of authority and responsibilities to the teachers. Taylors principles also emphasized target setting and need for logically determined standards. This if adopted by the head teacher will ensure teachers performance improves. Supervisors (head teachers) must also link supervision with motivation through appropriate methods. In order to achieve their objectives head teachers should ensure proper division of labor so that every teacher contributes to the success of the schools.

2.9 Conceptual framework

Figure 2.1 Relationship between variables on head teachers` instructional supervision and KCPE performance.



CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter outlines the methodology that was used in the study. It focuses on research design, the target population, sample and sampling procedures, research instruments, instrument validity, instrument reliability, data collection procedures and data analysis techniques.

3.2 Research design

This study was designed generally as a descriptive survey study to establish the influence of head teacher's supervisory practices on performance in Starehe District. According to Cohen and Manion (1994) surveys gather data at a particular time with the intention of describing the nature of existing conditions, or identifying standards against which existing conditions can be compared. Borg and Gall (1989), note that descriptive survey is intended to produce statistical information on aspects of education that interest policy makers. The choice of descriptive survey was made based on the fact that the researcher was interested in the state of affairs as they existed in the field at the time.

3.3 Target population

The target population for this study consisted of all the 30 Public Primary Schools in Starehe District of Nairobi County. These comprised of 30 head teachers and 694 teachers in all the public primary schools, (Nairobi City Council Education Department, 2011).The respondents consisted of the head teachers and teachers

from the selected schools in the District .The choice of head teachers was based on the fact that they are the first supervisors in the school, while teachers are the supervisees and their opinions on this subject was important.

3.4 Sample size and sampling procedures

According to Mugenda and Mugenda (2003), a sample is a smaller group obtained from the accessible population .This sub group is carefully selected in order to be representative of the whole population. Gay (1992), suggests that for descriptive studies ten percent of the accessible population is enough, while Orodho (2005), defines sample size as a small part of a large population and any statement made about the sample should be true for the entire population. The researcher used a sample size of 10% as proposed by Gay (1992). This translated to 10 schools out of the total population of 30.

Simple random sampling technique was used to select the 10 schools from the 30 primary schools in the District. In the process, all the schools were written on pieces of paper which were then folded into balls and put in a closed container. The container was shaken vigorously before picking one at a time and noting the school it represents. Picking the pieces of papers was done without replacement each time. The process was repeated until the 10 schools were realized. Purposive sampling technique was then used to select one headteacher and nine teachers in each of the sampled schools. This translated to a sample size of 10 headteachers and 90 teachers who served as the respondents.

3.5 Research instruments.

This study used questionnaires as the main data gathering instruments. According to Kombo and Tromp (2006), a questionnaire is a research instrument that can gather data over a large sample. The advantage of using questionnaires are: the person administering the questionnaire has an opportunity to build rapport, explain the purpose of the study and explain the meaning of items that may not be clear. It also allows for anonymity of respondents and uniformity of questions which allows comparison.

The researcher used both closed and open ended questions in order to get in depth responses. Two questionnaire sets were developed, one for the teachers and another one for the headteachers. Both sets were divided into two sections. The first section (section A) of each questionnaire was used to collect personal information of respondents, while section B had questions related to instructional supervision based on the research questions.

3.6 Validity of instruments

According to Borg and Gall (1989), validity refers to the degree to which a test measures what it purports. A pilot study was conducted to improve the face validity and content of instruments. The internal validity involved controlling the extraneous variables in the structure and was done by administering the questionnaires during the piloting exercise. The researcher also sought the supervisors' guidance in order to further improve validity of the instrument.

3.7 Reliability of the instruments

Mugenda and Mugenda (2003) define reliability as a measure of the degree to which a research instrument yields consistent results or data after repeated trials. However reliability in the research is influenced by random error. Random error is the deviation from a true measurement due to factors that have not been effectively addressed by the researcher. To test the reliability of the questionnaire the researcher selected samples through simple random sampling and assigned them to different groups which yielded different repeated readings. A reliable coefficient was then computed to indicate how reliable the data was. The Pearson product moment correlation coefficient formula was used to determine how the items correlated.

The formula is:

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

The correlation coefficient ranges from 1 to -1, where 1 shows a perfect positive relationship and -1 shows a perfect negative relationship (Shen, 2012). To test the reliability of the instruments, split half method of reliability was used. This involved randomly splitting the instrument responses into two halves, one containing odd numbers and the other even numbers. The scores were computed and correlated by use of Statistical Package for Social Scientists (SPSS) computer program Version 17.0. The scale split reliability analysis yielded coefficient of

0.8134 for the teachers and 0.8343 for the headteachers confirming that the tools were reliable.

3.8 Data collection procedures.

The researcher sought a permit from the National Council for Science and Technology and thereafter paid a courtesy call to the DEO of Starehe District. The researcher then booked appointments with head teachers of the sampled schools. The selected schools were visited and the questionnaires administered to the respondents as the researcher waited. The respondents were assured that strict confidentiality would be maintained in dealing with their identities. The completed questionnaires were collected the same day they were administered.

3.9 Data analysis techniques.

Data analysis started with checking raw data from the closed-ended items on the questionnaires to establish accuracy and completeness. The data was then coded in accordance to the attributes or measurements of variables. For ease of analysis, data was entered into the computer by the use of the Statistical Package for Social Scientists (SPSS) computer software (Version 17.0). Descriptive statistics of frequencies, graphs, mean and percentages were generated and used to summarize the data. Qualitative Data from the open-ended items in the questionnaire were read and recorded according to themes and categories and used in report writing. Tables were used to present the information from which interpretation will be done by comparing the frequencies and percentages. The study was analyzed by making inferences and conclusions from the data gathered. Both qualitative and

quantitative data were generated by calculating mean scores, frequency and percentages that were analyzed through content analysis in order to make inferences.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction

This chapter presents the analysis of the study findings according to the data collected from the field. It provides general information on the influence of head teachers` instructional supervisory practices on KCPE performance in Starehe District, Nairobi Kenya. It begins with instrument return rate, demographic data of the respondents, while the other sections are based on the research objectives of the study.

4.2 Instrument return rate

Two questionnaires were used to collect data from 10 headteachers and 90 teachers. A total of 10 questionnaires for head teachers and 85 questionnaires for teachers were returned giving a response rate of 100% and 94% for headteachers and teachers respectively. The return rate was deemed to be very good and sufficient for data analysis (Heyneman 1976). The respondents were quite cooperative in the exercise and the data collected was taken to be a true representation of the respondents` views due to the independence of the questionnaire method of administration.

4.3 Demographic information on respondents

In order to find out if the performance and instructional supervision were influenced by the headteachers` characteristics, the study began by interrogating

the demographic information of the headteachers and teachers respective of their gender, academic and professional qualifications, administrative and teaching experience.

4.3.1 Gender of respondents

To determine the distribution, headteachers and teachers were asked to indicate their gender. Their responses were as shown in Table 4.1

Table 4.1 Distribution of headteachers and teachers by gender

Gender	Headteachers		Teachers	
	Frequency	Percent	Frequency	Percent
Male	4	40	25	30
Female	6	60	61	70
Total	10	100	86	100

As shown in Table 4.1, it was observed that 60 percent of the school heads were females while 40 percent were males. This suggested that administrative experience positions within the district were dominated by females. It was however noted that the government policy on gender mainstreaming has been implemented in the district since the male gender representation has already met the required basic minimum of 30%.

Data on teachers revealed that 70 percent of the teachers were females with only a 30 percent male representation. As a result, the government policy on gender

mainstreaming which requires a 30% gender representation is seen to have worked in this District. This could be the result of the high concentration of public servants and business people in Nairobi bringing along their wives who are coincidentally teachers (Macharia 2012). Hence, primary school teaching career in the district was therefore seen to be dominated by females.

4.3.2 Academic qualifications

The results on the headteachers' and the teachers' response on their respective academic qualifications were as shown in Table 4.2. They were to indicate their highest academic qualifications. The purpose of this information was to find out if the headteachers and teachers in the district had attained the relevant academic levels expected to equip them with adequate knowledge on academic matters.

Table 4.2 Distribution of headteachers and teachers by academic qualifications

Qualification	Headteachers		Teachers	
	Frequency	Percent	Frequency	Percent
M. Ed	0	0	6	7
B. Ed	3	30	18	21
A level	2	20	15	17
O level	5	50	47	55
Total	10	100	86	100

The purpose of seeking information on academic qualifications was to find out if headteachers had attained the academic levels expected to equip them with adequate knowledge on academic matters. Data in Table 4.3 revealed that only 30% of the headteachers had attained a Bachelor's degree in education. Majority of the headteachers (50%) held O-level with a further 20 percent holding A-level of education. This finding led to further enquiry as to the professional qualifications of the headteachers in the district.

Data on the academic qualifications of the teachers indicated that 28 percent of the teachers had attained Bachelors (21%) and Masters (7%) degree level of education. The majority (55%) held O-level certification with a further 17 percent having attained A-level certification. Eshiwani (1993) argues that teacher's academic and professional qualifications have significant influence on pupils' achievement. It was therefore encouraging to find out that most of the teachers in the district had acquired higher academic qualifications which implied that teachers in the district were adequately equipped with knowledge on academic matters.

4.3.3 Professional qualifications

Results on the highest level of professional qualifications of the respondents were as shown in Table 4.3.

Table 4.3 Distribution of headteachers and teachers by Professional qualifications

	Headeachers		Teachers	
Professional level	Frequency	Percent	Frequency	Percent
Graduate	3	30	27	31
ATS I	2	20	9	11
ATS II	1	10	5	6
ATS III	4	40	13	15
P1	0	0	32	37
Total	20	100	86	100

The purpose of seeking information on the level of professional qualifications of headteachers was to find out if heads of schools in Starehe District are endowed professionally to handle instructional supervision. Findings from Table 4.3 indicate that 30 percent of the headteachers were graduate teachers with the remaining 70 percent holding various levels of “Approved Teacher Status”. This confirms that all the headteachers in the district were qualified, which implied that most of the headteachers were well trained and equipped to head their respective institutions.

On the professional qualifications of teachers, data in Table 4.3, indicates that 31 percent of the teachers in the district were graduate teachers, and another 37 percent holding P1 status. The remaining 32 percent held various levels of

Approved Teacher Status (ATS). The fact that 63% of the teachers had at least attained the level of ATS and above, is a confirmation that public primary schools in the District were staffed with highly qualified teachers, who are able to deliver their teaching services effectively. a teacher’s academic and professional qualification has significant influence on pupils’ achievement (Heyneman 1976, Eshiwani 1993).

4.3.4 Teaching experience

Results on the teaching experience of the headteachers and teachers in the district were as shown in Table 4.4. The aim of seeking this information was to find out if teachers in the district were exposed to activities of instructional supervision long enough to enable them appreciate supervision as done by their headteachers and to be able to replicate such activities when they become headteachers

Table 4.4 Distribution of headteachers and teachers by their teaching experience

Duration	Headteachers		Teachers	
	Frequency	Percent	Frequency	Percent
1 - 5 years	0	0	22	26
6 - 10 years	1	10	10	12
11 - 15 years	0	0	6	7
16 - 20 years	2	20	19	22
above 20 Years	7	70	29	34
Total	10	100	86	100

As seen from Table 4.4 show that the majority (90%) of the headteachers had taught for not less that 15 years. With 70 percent of them having taught for over 20 years. Only 10 percent of the headteachers had between 6 and 10 years of teaching experience. On the other hand, only 26 percent of the teachers had taught for less than five years. The rest had taught for varied periods with 34 percent having taught for over 20 years. The findings confirm that the teachers clearly understood the activities of instructional supervision within schools and therefore appreciated the dynamics surrounding the teaching/learning process.

4.3.5 Administrative experience

The study sought information on the administrative experience of the headteachers. The results were as shown in Table 4.5. The aim of this information was to find out if headteachers were exposed to the activities of instructional supervision in their respective schools long enough to enable them carry out their role of headteacher in instructional supervision.

Table 4.5 Distribution of headteachers by administrative experience

Duration	Frequency	Percent
1 -5 years	3	30
6 - 10 years	5	50
11 - 15 years	2	20
Total	10	100

Table 4.7 indicates that 50 percent of the headteachers had served in administrative experience position for 6-10 years with 20 percent having been headteachers for over 10 years. This confirms that headteachers in public primary schools in the district have adequate experience that would enable them provide information on instructional supervision effectively. Further analysis on their stay at current schools was as shown in Table 4.6

Table 4.5 Distribution of headteachers by stay in their current station.

Duration	Frequency	Percent
1 -5 years	6	60
6 - 10 years	3	30
11 - 15 years	-	-
16 - 20 years	1	10
Above 20 years	-	-
Total	10	100

Data in Table 4.5 shows that majority (60%) of the headteachers had been at their current stations for less than five years. This could be as a result reaching the retirement age since most headteachers get the position when they are just about to retire.

The study also sought to find out how long the teachers had served in their current stations. This is tabulated in Table 4.6. The aim of seeking this information was to find out if teachers in the district were exposed to activities of instructional

supervision to assess if they would be in a position to give more factual information about instructional supervision.

Table 4.6 Duration teachers stayed at their current school

Duration	Frequency	Percent
1 - 5 years	38	44
6 - 10 years	23	27
11 - 15 years	8	9
15 - 20 years	11	13
Above 20 years	5	56
Total	86	100

Findings in Table 4.9 show that only 44 percent of the teachers had been at their current schools for less than 5 years. On the other hand 56 percent of the teachers had been at their current working station for more than five years confirming that indeed the teachers clearly understood the institutional management and instructional supervision issues that existed in their respective schools. Results on the positions that the responding teachers held in the schools. The results were as shown in Table 4.7.

Table 4.7 Distribution of teachers by hierarchical status

Teacher Status	Frequency	Percent
Deputy headteacher	6	7
Senior teacher	7	8
Subject panel head	20	24
Subject teacher	53	61
Total	86	100

The purpose of seeking this information was because deputy headteachers, senior teacher and subject leaders were likely to get delegated authority from their respective headteachers on matters surrounding instructional supervision. Findings in Table 4.7 show that all the responding teachers held various positions in their respective the schools with majority (61%) being subject teachers.

4.4 Influence of headteachers' instructional supervision on performance

The first objective of the study was to establish the influence of head teacher's instructional supervision on performance in KCPE in Public Primary Schools in the District. Information was sought from the headteachers and teachers on the instruction supervisory practices of the headteachers in the respective schools.

4.4.1 Instructional supervision practice

They were to respond on how regular the headteachers checked the professional records including the schemes of work, lesson plans, records of work covered, and class registers.

The results on the supervision of schemes of work were as shown in Table 4.8.

Table 4.8 Frequency of checking the schemes of work

Interval	Headteachers		Teachers	
	F	%	F	%
Once a week	-	-	12	14
Twice a term	-	-	14	16
Once a term	9	90	60	70
Non response	1	10	-	-
Total	20	100	159	100

As seen from Table 4.8, 90 percent of the headteachers checked the document once a term which was confirmed by 70 percent of the teachers. This was probably because schemes of work are normally submitted at the beginning of the term and editions could be under very few circumstances within the term. The study finding affirms the importance which headteachers attach to this document. Results on the frequency of the checking of lesson notes and plans were as shown in Table 4.9.

Table 4.9 Frequency of checking the Lesson notes and plans

Interval	Headteachers		Teachers	
	F	%	F	%
Once a week	6	60	62	72
Twice a term	3	30	19	22
Once a term	1	10	5	6
Total	10	100	86	100

As is seen from Table 4.9, varied practices across the district were observed with 60% of headteachers inquiring into the document weekly, 30 percent at twice a term interval and 10 percent requiring it once a term. These findings were confirmed by teachers where they submitted the documents at varied intervals with 72 percent of them submitting at weekly intervals, 22 percent at twice a term and 6 percent at once a term. Better delivery of the teaching is attributed to teachers' preparation prior to teaching in a classroom. In order to ensure adequate coverage of the syllabus, the headteacher is required to monitor the implementation progress by use of lesson notes and plans in view of the schemes of work presented by the teachers.

Results on the supervision of records of work covered were as shown in Table 4.10.

Table 4.10 Checking of records of work covered

Interval	Headteachers		Teachers	
	F	%	F	%
Once a week	6	60	52	60
Twice a term	2	20	18	21
Once a term	1	10	16	19
Never	1	10	-	-
Total	10	100	86	100

Similar to the Lesson notes and plans, majority (60%) of the headteachers supervised records of work covered at least once every two weeks suggesting that

this was another critical record the headteachers followed as an indicator of classroom teaching progress. However 20 percent of the headteachers required the document twice a term with another 10 percent checking on it once a term. There was a segment of 10 percent of the headteachers who never inquired into the document. Records of work are critical to evaluation of teachers' work in respective classes, but headteachers seem to have ignored this fact for varied reasons; possibly heavy workload on the part of the headteachers.

On supervision of stores and inventories, the results were as shown in Table 4.11.

Table 4.11 Supervision of stores records and inventories

Period	Frequency	Percent
Twice a Month	1	10
Twice a term	3	30
Once a term	6	60
Total	20	100

Findings in Table 4.11 show that majority of headteachers (60%) supervised stores records once a term with a further 30 percent twice a term. Supervision of stores records and inventories could be quite challenging as it requires accounting expertise. This probably is a duty that headteachers normally delegates fully so as to supervise occasionallyMacharia (2012) also observed that 85 percent of head teachers in Kasarani indicated that supervision was the most time consuming.

Results on supervision of accounting records were as shown in Table 4.12

Table 4.12 Supervision of accounting records

Interval	Frequency	Percent
Once a week	5	50
Twice a term	2	20
Once a term	3	30
Total	20	100

Findings shown in Table 4.12 revealed that 50 percent of the headteachers supervised accounting records at least once every week suggesting that accounting was one of those functions that the headteachers monitored very closely within the district. This trend could probably be because the headteachers are the accounting officers of their respective schools and are answerable to the Parents Teachers Association (PTA) and the MoE on all matters affecting income and expenditure in their respective schools. Another 50% of the headteachers probably finds the task overwhelming and therefore choose to delegate and supervise it occasionally. Flath (1989) noted that a typical head teacher performs a large number of tasks each day but only 11 percent related to instructional supervision.

4.4.2 Headteachers' workload

To establish the extent to which headteachers' workload is part of instructional supervision, the headteachers were asked several questions on their workload both in general supervision activities and in specific instructional supervision activities.

They were required to rank the intensity of the general activities by indicating whether they executed them always (which was coded as 1), sometimes (coded as 2), or rarely (coded as 3). Descriptive statistics were used to analyze the data, where the value of the mean was used to draw conclusions. The results were as shown in Table 4.13

Table 4.13 Ranking of headteachers workload on general issues.

Task	N	Min	Max	Mean	Std. Dev.
Introduce new teacher to other members of staff	10	1	1	1.0	0
Provide a school timetable for smooth coordination of teaching	10	1	1	1.0	0
Asking new teachers to introduce themselves	10	1	2	1.1	0.31
Consulting new teachers before placement	10	1	2	1.1	0.32
Involving teachers in organizing important school events	10	1	2	1.1	0.32
Involving teachers in decision making on general matters concerning the school	10	1	2	1.1	0.32
Establish good relationship with teachers	10	1	2	1.1	0.32
Ensure good interpersonal relations and that teachers feel secure in their job	10	1	2	1.2	0.42
Supervise maintenance of teaching materials and facilities	10	1	2	1.2	0.42
Involving teachers in defining and solving their teaching problems	10	1	2	1.3	0.48
Involving teachers in interviewing new students	10	1	2	1.3	0.48
Inform new teachers of school goals and regulations	10	1	2	1.3	0.48
Encourage teachers to promote themselves through further studies	10	1	3	1.3	0.66
Placing teachers in a class they enjoy teaching	10	1	2	1.4	0.52
Involving teachers in formulating school rules and regulations	10	1	3	1.4	0.7
Identifying problem areas in curriculum with the help of subject panels	10	1	3	1.4	0.7

Involving subject leaders in supervision in their area of specialization	10	1	3	1.4	0.7
Involving teachers in parents/community relations	10	1	3	1.4	0.7
Clarify teachers' duties	10	1	2	1.5	0.53
Recognize and reward teachers who do well	10	1	2	1.5	0.53
Provide in-service courses for teachers with assistance from other educators	10	1	3	2.0	0.81

A mean of 1 indicated that the activity was executed always, a mean of 2 indicated that the activity was performed sometimes while a mean of 3 indicated that the activity was performed rarely. As is seen from Table 4.13, the most frequent activities that the headteachers were involved in included; introducing new teachers to other members of staff, Providing school timetable for smooth coordination of teaching, Consulting new teachers before placement, Involving teachers in organizing important school events, Involving teachers in decision making on general matters concerning the school, Establishing good relationship with teachers, Ensuring good interpersonal relations and that teachers feel secure in their job, Supervising maintenance of teaching materials and facilities, Involving teachers in defining and solving their teaching problems, Involving teachers in interviewing new students, Informing new teachers of school goals and regulations, Encouraging teachers to promote themselves through further studies, Placing teachers in a classes that they enjoy teaching, Involving teachers in formulating school rules and regulations, Identifying problem areas in curriculum with the help of subject panels, Involving subject leaders in supervision in their area of specialization, and Involving teachers in

parents/community relations. The activities that the headteachers performed occasionally included clarifying teachers' duties, recognizing and rewarding teachers who perform well and recommendations for in-service courses for teachers.

The headteachers were also asked several questions on their workload in regard to instructional supervision activities including classroom teaching, dealing with parents and community, attending administrative meetings, observing teachers when teaching, checking teaching records, and dealing with casualties and monthly returns. They were required to rank the intensity of the activities by indicating whether they were most time consuming (which was coded as 1), more time consuming (coded as 2), time consuming, coded as 3, less time consuming (coded as 4), least time consuming (coded as 5). Descriptive statistics were used to analyze the data, where the value of the mean was used to draw conclusions. The results were as shown in Table 4.14

Table 4.14 Ranking of headteachers workload on instructional activities.

Activity	N	Min	Max	Mean	Std. Dev
Classroom teaching	9	1	5	2.44	1.81
Dealing with parents and community	9	2	5	3.44	1.13
Attending workshops	8	2	5	3.75	1.28
Staff matters including writing casualties and filling monthly returns	8	1	5	3.87	1.64
Holding staff meetings	8	2	5	4.00	1.19

Attending meetings by DEO	8	3	5	4.25	0.88
Attending meetings by AEO	8	3	5	4.25	0.88
Observing teachers teaching	8	3	5	4.25	0.89
Holding staff meetings	6	2	5	4.33	1.21
Attending to meetings by TSC	8	2	5	4.38	1.18
Checking teaching records	6	2	5	4.50	1.22

As seen from Table 4.14, classroom teaching was ranked as the most time consuming exercise of all the headteachers' tasks (since it had a mean of 2.44), suggesting that most of the headteachers in the district felt overworked which could be attributed to their handling of administrative duties alongside teaching work. It could possibly be due to shortage of teachers that headteachers find themselves having been allocated lessons to teach which makes them feel overwhelmed by their teaching duties.

Dealing with parents and community was the second ranked time consuming item since it had a mean of 3.44 as shown in Table 4.14. This was probably because parents visited the school only when need arose and the communities were only involved on a predetermined schedule, for instance, a fundraiser or academic day. It could also be that the pupils are well disciplined and so parents are not commonly called on discipline issues of their children.

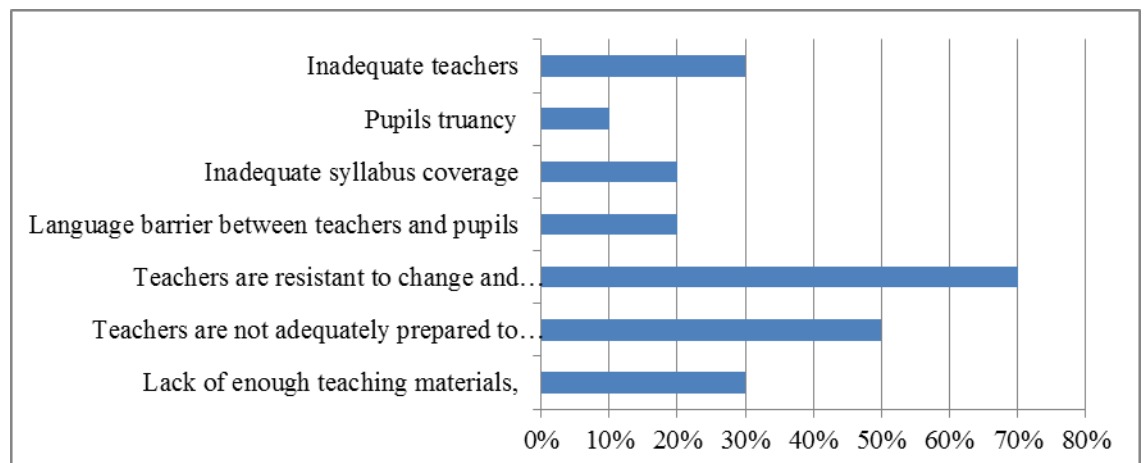
Table 4.14 further reveals that the headteachers did not find the following activities time consuming. They include; Attending workshops, attending to staff

matters including writing casualties and filling monthly returns, Holding staff meetings, Attending meetings by DEO, Attending meetings by AEO, Observing teachers teaching, Holding staff meetings, Attending to meetings by TSC, and Checking teaching records. This was probably because they only happened occasionally and whenever they happened, the headteachers were informed well in advance. On the other hand, staff meetings and school committees were scheduled well in advance.

4.4.3 Problems encountered during instructional supervision

In order to establish the problems headteachers encountered during instructional supervision, the headteachers were asked to list the challenges they experienced while exercising instructional supervision. The results were as shown in Figure 4.1

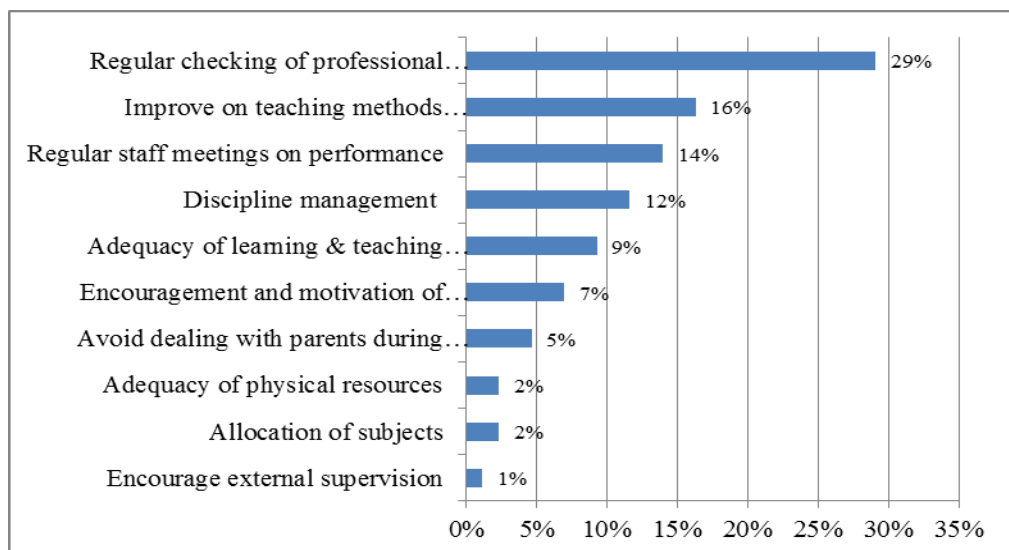
Figure 4.1 Challenges headteachers faced with instructional supervision.



As seen from Figure 4.1 the greatest challenge the headteachers faced during instructional supervision was teachers' resistance to change and supervision. This was reported by 70 percent of the headteachers. Additionally, 50 percent of the headteachers believed that teachers were not prepared to face the headteachers whenever the headteacher enquired of their work. The headteachers also cited lack of adequate teaching and learning resources as a major impediment. The two were cited by 30 percent of the headteachers suggesting that every now and then, schools in the district faced instances of inadequate teaching and learning resources.

On the same breadth, the teachers were asked to list the areas they thought headteachers should give more attention to while exercising instructional supervision. The responses from the open questions were collated and summarized as shown in Figure 4.2.

Figure 4.2 Teachers' suggestions on instructional supervision.



As seen from Figure 4.2 regular monitoring of professional documents was cited as the most critical area that headteachers should lay emphasis on. This was cited by 29 percent of the teachers. Professional documents include the schemes of work, lesson plans, lesson notes and class registers. These documents reflect the plan for syllabus coverage and the progress towards achieving full syllabus coverage. They also assist in monitoring whether the pupils are up to date with the syllabus progression.

Teachers further cited improvement of teaching methodologies as another key area that headteachers should concentrate on. This was raised by 16 percent of the teachers. They indicated that in-service courses, workshops and seminars on the teaching methodologies of the various subjects would improve the quality of teaching and consequently improve on the performance of the pupils.

Discipline management was cited by 12 percent of the teachers who suggested that headteachers should effectively address issues of lateness and truancy for both pupils and members of staff. They further indicated that discipline should extend to class control, where teachers should take full charge of the classes they are allocated to ensure that learning environment was maintained in classes. Other suggestions by the teachers on improvement of instructional supervision include ensuring adequacy of learning and teaching resources (9%), encouragement and motivation of teachers (7%), discouraging teachers from dealing with parents

during lesson hours (5%), and provision of adequate physical resources like desks and class space.

4.4.4 Performance trend in the district

The headteachers and teachers were asked to describe the performance trend at their school for the last five years. The results were as shown in Table 4.15.

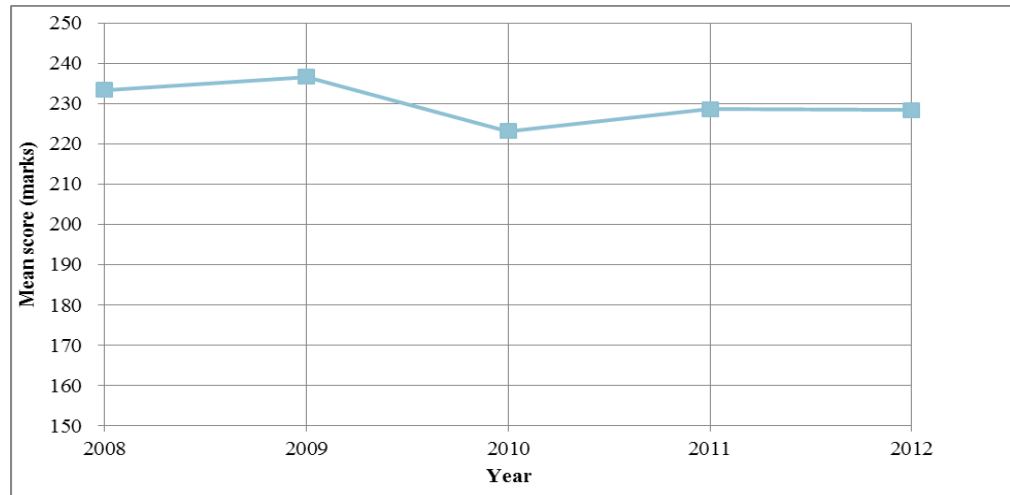
Table 4.15 Headteachers’ and teachers’ perception on their schools’ performance

Performance description	Headteachers		Teachers	
	Frequency	Percent	Frequency	Percent
Has been rising	8	80	13	15
Same throughout	-	-	2	2
Has been falling	2	20	8	9
Has been rising and falling	-	-	63	73
Total	10	100	86	100

Table 4.15 reveals that majority (80%) of the headteachers believed that their schools were on a rising trend in terms of KCPE performance. This position seems to have been supported by 15 percent of the teachers. Contrary to this belief, 73 percent of the teachers in the district believed that the performance was unstable and erratic having taken a rising and falling trend.

In order to establish the actual trend, data on the KCPE mean scores for the period of 5 years preceding the study was collected from the headteachers. The results were analyzed and trends presented as shown in Figure 4.3

Figure 4.3 KCPE performance trend



As seen from figure 4.3, most of the schools depicted erratic trends with KCPE mean scores falling and rising. Of the schools sampled, 90 percent of them had their mean scores rising and falling but within the range of between 200 and 268 marks. There was one school (Pangani) that depicted a constantly falling trend far below the 200 mark which the other schools had maintained as their lower mean score ceiling. This could probably be attributed to other factors outside the scope of this study and therefore calls for a special inquiry into the abnormal trend.

4.4.5 Influence of instructional supervision practice on performance.

To establish the extent to which headteachers' instructional supervision influenced performance. Pearson's correlation coefficients were generated using SPSS computer software (version 17.0) with a view of establishing the relationship and extent to which the two variables were co-related. The results of the coefficients were as shown in Table 4.16.

Table 4.16 Correlation between instructional supervision and performance

Instructional supervision practice	Performance					
	2008	2009	2010	2011	2012	Average
Schemes of work	.a	.a	.a	.a	.a	.a
Lesson notes and plans	.093	-.289	.348	.346	.057	.230
Lesson plans	-.172	.769**	.239	.211	-.022	-.032
Records of covered work	-.037	-.157	.169	.272	-.073	.105
Class registers	-.172	.769**	.239	.211	-.022	-.032
Stores records and inventories	.520	.344	.423	.291	.515	.596
Accounting records	-.076	.126	.015	.141	-.082	.000

a. Cannot be computed because at least one of the variables is constant.

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

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

Results of the strength of the correlations were tested at both 95% and 99 percent confident level as shown in Table 4.16. Findings show that there was very weak correlation between the variables except for lesson plans and class registers where a strong (0.769) correlation was reported between the two and performance in 2009. The finding suggests that other than the supervision of lesson plans and class registers, there were other factors responsible for KCPE performance in the subsequent years. Results on the supervision of schemes of work were inconclusive because the document was only submitted once in a term as a mandatory requirement.

4.5 Influence of head teachers characteristics on performance

To determine the influence of head teachers characteristics on KCPE performance in Public Primary Schools in Starehe District, Nairobi County. Pearson's

correlation coefficients were generated using SPSS computer software on the elements of headteacher characteristics against KCPE performance. The results of the coefficients were as shown in Table 4.17.

Table 4.17 Correlation between headteacher characteristics and performance

Headteacher characteristics	Performance					
	2008	2009	2010	2011	2012	Average
Gender	-.815*	-.748*	-.525	-.369	-.701*	-.714*
Highest academic qualification	.303	-.046	.331	.096	.351	.418
Level of professional qualification	-.016	-.060	-.001	-.201	.020	.021
Teaching experience	.689*	.187	.746*	.636*	.699*	.757*
Length of being a headteacher	-.385	.065	-.583	-.417	-.445	-.481
Length of being a headteacher at current school	-.231	-.240	-.043	-.137	-.185	-.157

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

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

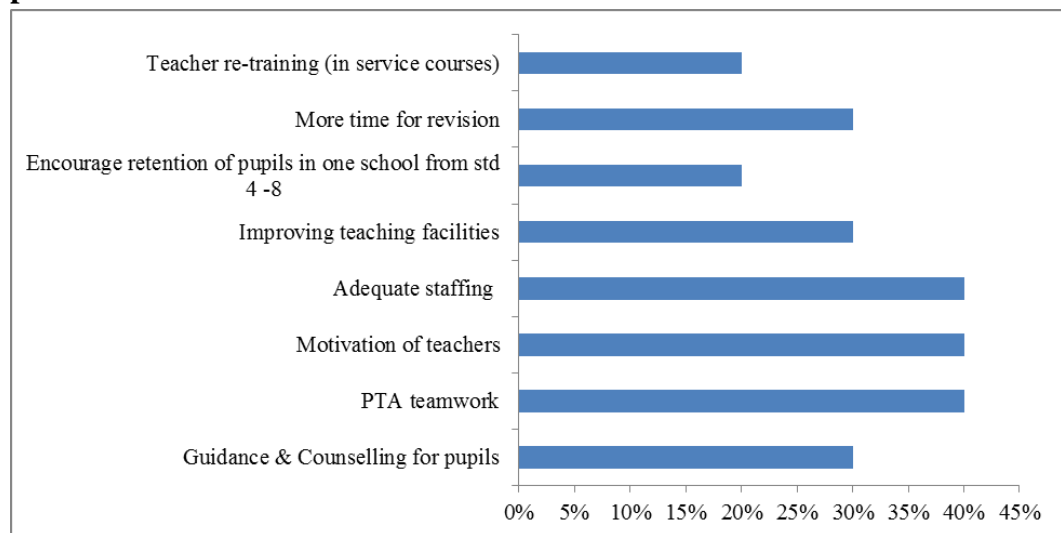
Results on Table 4.17 indicate that the gender of the headteacher and his teaching experience influenced performance, suggesting that schools headed by female headteachers and those headed by headteachers with long teaching experience tended to perform better. Earlier findings of this study established that there were more female headteachers than males in the district, a factor that could have influenced the correlation between performance and gender.

4.6 Teachers` perceptions on the suitability of head teachers supervisory practices

To identify primary school teachers` perceptions about the suitability of headteachers supervisory practices in enhancing KCPE performance in the

District, the headteachers were asked to indicate their opinions on what should be done in order to improve the KCPE results of their respective schools. Their responses were as shown in Figure 4.4

Figure 4.4 Headteachers’ opinion on supervisory practices that enhance performance

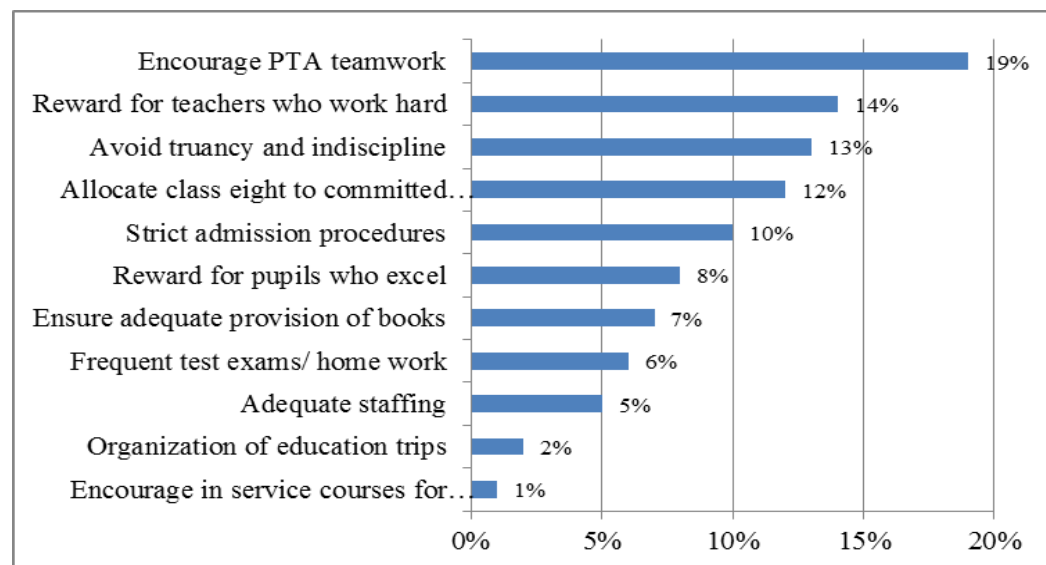


Headteachers’ perceptions as summarized in Figure 4.4 Reveal that the key determinants in returning good KCPE results included adequate staffing, motivation of teachers and teamwork between the teachers, parents and the school. These were reported by 40 percent of the headteachers. Additionally, allocating more time for revision, improved teaching facilities and guidance and counseling for pupils who are about to sit the exam are also perceived to yield better results as reported by 30 percent of the headteachers. Retention of pupils in schools was cited as a critical issue, given that pupils who are admitted to a new school at standard six and seven more often than not have a problem catching up with the rest. The headteachers indicated that in most cases, if the new pupils had

a weak foundation in earlier classes, then his performance will be compromised. In some instances, admissions at this level introduce language barriers especially to schools dealing with refugees and recently migrated families especially those of the Somali origin because of their weak foundation in earlier classes.

When the teachers were asked to indicate what their headteaches should do in order to enhance performance, the results were as summarized in Figure 4.5

Figure 4.5 teachers’ opinion on supervisory practices that enhance performance



As shown in Figure 4.5, encouraging team work between the parents, teachers and the school was cited by 19 percent of the teachers as the key single most factor influencing good performance. Additional proposals included; rewards for teachers who excelled(14%), management of discipline to reduce truancy and indiscipline (13%), allocating class eight to committed teachers (12%), setting up strict admission procedures for pupils joining from other schools (10%), Reward

for pupils who exceeded (8%) and ensuring adequate provision of teaching and learning resources.

4.7 Factors influencing performance in Starehe District.

To establish other factors other than headteachers' supervisory practices that influence KCPE performance in Starehe District, the teachers and the headteachers were asked to indicate the factors they felt influenced performance of the pupils in KCPE. Twelve statements were presented to them and they were to indicate whether they strongly agreed (which was coded as 1), agreed (coded as 2), disagreed (coded as 3) or strongly disagreed (coded as 4). Descriptive statistics were used to analyze the data, where the value of the mean was used to draw conclusions. The results of the head teacher responses were as shown in Table 4.20.

Table 4.20 Headteachers responses on Factors influencing performance in schools

Statement	N	Min	Max	Mean	Std. Dev
Parents' willingness to participate in school development	10	1	2	1.2	0.422
Pupils' frequency of absenteeism	10	1	3	1.3	0.675
Parents' consultation with teachers	10	1	2	1.3	0.483
Assistance pupils get at home	10	1	4	1.7	1.252
Commencement of learning in the term	9	1	4	1.89	1.364
Adequacy of learning resources	10	1	4	1.9	1.197
Teachers motivation	10	1	3	1.9	0.994

Teachers' workload	10	1	4	2.0	1.247
Pupils' lateness	10	1	4	2.1	1.101
Teacher turn-over rate	10	1	4	2.2	1.229
Headteacher's leadership style	10	1	4	2.3	1.059
Pupils' language use	10	1	4	2.3	1.16

As is seen from Table 4.20, all the statements had means of less than three suggesting that they all contributed to the performance results. However the head teachers tended to strongly agree that Parents' willingness to participate in school development, Pupils' frequency of absenteeism, and Parents' consultation with teachers were the most critical influences to performance. Results on the teachers' responses were as shown in Table 4.21.

Table 4.21 Teachers responses on Factors influencing performance in schools

Statement	N	Min	Max	Mean	Std. Dev
Commencement of learning in the term	83	1	3	1.39	0.559
Pupils' frequency of absenteeism	83	1	4	1.41	0.681
Adequacy of learning resources	83	1	4	1.47	0.687
Teachers motivation	83	1	4	1.52	0.669
Pupils' language use	81	1	4	1.6	0.736
Parents' willingness to participate in school development	83	1	4	1.6	0.764
Headteacher's leadership style	83	1	4	1.67	0.683
Pupils' lateness	83	1	4	1.67	0.767
Parents' consultation with teachers	83	1	4	1.73	0.857

Teachers' workload	80	1	4	1.85	0.813
Teacher turn-over rate	79	1	4	1.94	0.882
Valid N (listwise)	74				

As shown in Table 4.21, all the statements had means of not more than two suggesting that they all contributed to the performance results. This observation is in agreement with the responses received from the head teachers. However the teachers tended to strongly agree that Commencement of learning in the term, Pupils' frequency of absenteeism and Adequacy of learning resources were the most critical influences to performance. This could probably be as a result of the occupational differences between the teachers and the headteachers where the headteachers are concerned more with school relational issues while the teachers deal with classroom issues.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter deals with the summary, conclusions and recommendations of the study. The general objective of the study was on the influence of head teachers' instructional supervisory practices on KCPE performance in Starehe District, Nairobi Kenya. The researcher developed four research objectives were developed to be answered by the study. They were; to establish the influence of head teacher's instructional supervision on performance in KCPE in Public Primary Schools in Starehe District, Nairobi county, to determine the influence of head teachers characteristics on KCPE performance, to identify primary school teachers' perceptions about the suitability of head teachers supervisory practices in enhancing KCPE performance, and to establish other factors other than head teachers supervisory practices that influence KCPE performance in the District. Literature on performance and instructional supervision was reviewed and consequently a theoretical and conceptual framework discussed.

The study targeted all the 30 public primary schools in the district. The study employed simple random sampling to select a sample of 10 schools, purposive sampling to select 10 headteachers and quota sampling to get 90 teachers (9 in each school) as the respondents. Two questionnaire sets were used to collect the required information. The return rate was 100% for headteachers and 94% for the teachers. Data was analyzed using the Statistical Package for Social Sciences

(SPSS) to process the frequencies and percentages which were used to discuss the findings. Pearson's correlation coefficients were used to ascertain the significance of their influence where scores of over ± 0.5 were considered significant. The following were the findings of the study.

5.2 Summary of findings

The first objective of the study was to establish the influence of head teacher's instructional supervision on performance in KCPE in Public Primary Schools in the District. The study found out that headteachers supervised various documents regularly. It was established that 90 percent of the headteachers checked schemes of work once a term, 60% inquired into lesson notes and plans on a weekly basis, 60% inquired into records of work covered every fortnight, 60% supervised stores records and inventories once a term, While 50 percent of the headteachers supervised accounting records at least once every week.

The most frequent activities that the headteachers were involved in included; introducing new teachers to other members of staff, providing school timetable for smooth coordination of teaching, consulting new teachers before placement, involving teachers in organizing important school events, involving teachers in decision making on general matters concerning the school, establishing good relationship with teachers, ensuring good interpersonal relations and that teachers feel secure in their job, supervising maintenance of teaching materials and facilities, involving teachers in defining and solving their teaching problems,

involving teachers in interviewing new students, informing new teachers of school goals and regulations, encouraging teachers to promote themselves through further studies, placing teachers in a classes that they enjoy teaching, involving teachers in formulating school rules and regulations, identifying problem areas in curriculum with the help of subject panels, involving subject leaders in supervision in their area of specialization, and involving teachers in parents/community relations.

The KCPE performance was erratic having taken a rising and falling trend with 90 percent of them having their mean scores rising and failing but within the range of between 200 and 268 marks. The remaining 10 percent depicted a constantly falling trend far below the 200 mark which the other schools had maintained, which could probably be attributed to other factors outside the scope of this study and therefore calls for a special inquiry into the abnormal trend.

A very weak correlation between the instructional supervision practices except for lesson plans and class registers where a strong correlation was reported between the two and performance suggesting other than the supervision of lesson plans and class registers, there were other factors responsible for KCPE performance.

The greatest challenge the headteachers faced during instructional supervision was teachers' resistance to change and supervision. This was reported by 70 percent of the headteachers. Additionally, 50 percent of the heateachers believed that teachers were not prepared to face the headteachers whenever the headteacher

enquired of their work. The headteachers also cited lack of adequate teaching and learning resources as a major impediment. The two were cited by 30 percent of the headteachers suggesting that every now and then, schools in the district faced instances of inadequate teaching and learning resources.

The second objective was to determine the influence of headteachers characteristics on KCPE performance in Public Primary Schools in Starehe District, Nairobi County. It was established that the gender of the headteacher and his teaching experience influenced performance, suggesting that schools headed by female headteachers and those headed by headteachers with long teaching experience tended to perform better. However earlier findings of this study established that there were more female headteachers than males in the district, a factor that could have influenced the correlation between performance and gender.

The third objective was to identify primary school teachers` perceptions about the suitability of headteachers supervisory practices in enhancing KCPE performance in the District. The key determinants in returning good KCPE results included adequate staffing, motivation of teachers and teamwork between the teachers, parents and the school as reported 40 percent of the headteachers. Additionally, allocating more time for revision, improved teaching facilities and guidance and

counseling for pupils who are about to sit the exam are also perceived to yield better results as reported by 30 percent of the headteachers.

Encouraging team work between the parents, teachers and the school was cited by 19 percent of the teachers as the key single most factor influencing good performance. Additional factors included; rewards for teachers who excelled(14%), management of discipline to reduce truancy and indiscipline (13%), allocating class eight to committed teachers (12%), setting up strict admission procedures for pupils joining from other schools (10%), Reward for pupils who excelled (8%) and ensuring adequate provision of teaching and learning resources.

The third objective was to establish other factors other than headteachers' supervisory practices that influence KCPE performance. It was established that these factors include; Commencement of learning in the term, Pupils' frequency of absenteeism, Adequacy of learning resources, Teachers motivation, Pupils' language use, Parents' willingness to participate in school development, Headteacher's leadership style, Pupils' lateness, Parents' consultation with teachers, Teachers' workload, and Teacher turn-over rate

5.3 Conclusion

Regular monitoring of professional documents is the most critical area that headteachers should lay emphasis on as reported by the teachers. Professional documents include the schemes of work, lesson plans, lesson notes and class registers. These documents reflect the plan for syllabus coverage and the progress towards achieving full syllabus coverage. They also assist in monitoring the progress on syllabus coverage.

The study established a strong correlation between the supervision of lesson plans and class registers and performance. Additional ways of improving performance include improvement of teaching methodologies. In-service courses, workshops and seminars on the teaching methodologies of the various subjects would improve the quality of teaching and consequently improve on the performance of the pupils. Headteachers should be keen on Discipline management effectively addressing issues of lateness and truancy for both pupils and members of staff. Additionally the heads should address adequacy of learning and teaching resources, encouragement and motivation of teachers, discouraging teachers from dealing with parents during lesson hours and provision of adequate physical resources like desks and class space.

The headteacher's teaching experience was found to influence performance, schools headed by headteachers with long teaching experience tended to perform

better. Performance was also influenced by time of commencement of learning during the term, pupils' frequency of absenteeism, adequacy of learning resources, teachers motivation, pupils' language use, parents' willingness to participate in school development, headteacher's leadership style, pupils' lateness, parents' consultation with teachers, teachers' workload, and teacher turn-over rate

5.4 Recommendations

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

1. The Ministry of Education emphasizes on the regular monitoring of professional documents by the headteachers including schemes of work, lesson plans, lesson notes and class registers. It was observed that some of the headteachers were not sure of when to inquire of these documents. The study established a strong correlation between the supervision of lesson plans and class registers and performance. These documents assist in monitoring the progress on syllabus coverage.
2. The Ministry of Education ensures availability of adequate teaching and learning resources including physical resources. This will ensure that pupils are adequately prepared by their teachers for the national examinations. The study has identified inadequate teaching and learning resources including physical resources as impediments to effective instructional supervision.

5.5 Suggestions for further research

Based on the findings of this research, the study recommends that further research would be necessary to identify the reasons behind the perennial poor performance of schools in KCPE in the district since this study ruled out the headteacher characteristics as the possible cause of the poor performance.

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APPENDICES

APPENDIX I: LETTER OF INTRODUCTION TO THE RESPONDENTS

P.O. BOX 92,

Kikuyu

Dear Respondent,

REF: RESEARCH

I am a student at The University of Nairobi currently pursuing a Master's degree in Education. As part of my assessment, I am required to carry out research on Effects of head teachers instructional supervision on pupil's achievement in Kenya Certificate of Primary Education (KCPE) in Starehe District, Kenya. You have been selected for the study. The purpose of this letter is to request you kindly to spare some of your time to complete the questionnaire. The information you will give will be treated with absolute confidentiality and will only be used for the purpose of this study.

Please try to be as honest as possible in your responses and ensure that you attempt all questions.

Leina Jerop

University of Nairobi

M.Ed Student

APPENDIX II

QUESTIONNAIRE FOR HEADTEACHERS

You have been selected to participate in a study on head teachers' characteristics influencing instructional supervision in public primary schools in Starehe district, for a Master's degree project. You are requested to respond to each question thoughtfully and honestly. Your independent view is required and your cooperation is highly appreciated. Please respond to all items by ticking (✓) appropriately.

SECTION A: Background information

1. Please indicate your gender

Male [] Female []

2. Please indicate your highest academic qualification?

M. Ed [] B. Ed [] 'A' level [] 'O' level []

3. Please indicate your level of professional qualification?

Graduate [] ATS I [] ATS II []

ATS III [] P I []

4. Please indicate your teaching experience?

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

15-20 years [] Above 20 years []

5. For how long have you been a headteacher?

1-5 Years [] 6-10 years [] 11-15 years []

16-20 years [] 21-25 years [] Above 25 year []

6. For how long have you been a headteacher in your current school?

1-5 Years [] 6-10 years [] 11-15 years []

16-20 years [] 21-25 years [] Above 25 year []

Section B: Instructional supervision and performance

7. Please indicate the KCPE performance (means core) of your school in the last 5 years.

Year	2008	2009	2010	2011	2012
KCPE Mean score					

8. What statement best describes the performance of your school.

In the last 5 years the KCPE mean score of my school has been rising

In the last 5 years the KCPE mean score of my school has been same through out

In the last 5 years the KCPE mean score of my school has been falling

In the last 5 years the KCPE mean score of my school has been rising and falling

9. How often do you check the following professional documents from your teachers?

	Once a week	Twice a term	Once a term	Never
i. Schemes of work				
ii. Lesson notes and plans				
iii. Lesson plans				
iv. Records of covered work				
v. Class registers				
vi. Stores records and inventories				
vii. Accounting records				

10. How often do you engage in the following supervisory activities?

	Always	Sometimes	Rarely
i. Asking new teachers to introduce themselves			
ii. Introduce new teacher to other members of staff			
iii. Consulting new teachers before placement			
iv. Placing teachers in a class they enjoy teaching			
v. Involving teachers in formulating school rules and regulations			

vi.	Involving teachers in defining and solving their teaching problems			
vii.	Identifying problem areas in curriculum with the help of subject panels			
iii.	Involving subject leaders in supervision in their area of specialization			
ix.	Involving teachers in interviewing new students			
x.	Involving teachers in parents/community relations			
xi.	Involving teachers in organizing important school events			
xii.	Involving teachers in decision making on general matters concerning the school			

11. Rank the following tasks from the most time consuming to the least time consuming by ticking appropriately.

	most time consuming	More time consuming	Time consuming	Less time consuming	Least time consuming
i. Classroom teaching					
ii. Dealing with parents and community					
iii. Attending to meetings by TSC					
iv. Attending meetings by DEO					
v. Attending meetings by AEO					
vi. Holding staff meetings					
vii. Attending workshops					
viii. Holding staff meetings					
ix. Observing teachers teaching					
x. Checking teaching records					
xi. Staff matters including writing casualties and filling monthly returns					
xii. Holding meetings with school committee					

14. How often do you carry out the following supervisory duties in your school?

	Always	Sometimes	Rarely
i. Inform new teachers of school goals and regulations			
ii. Clarify teachers' duties			
iii. Encourage teachers to promote themselves through further studies			
iv. Recognize and reward teachers who do well			
v. Establish good relationship with teachers			
vi. Ensure good interpersonal relations and that teachers feel secure in their job			
vii. Provide a school timetable for smooth coordination of teaching			
viii. Provide in-service courses for teachers with assistance from other educators			
ix. Supervise maintenance of teaching materials and facilities			

12. Please list down the problems you encounter during instructional supervision

Section C: Suitability of Headteachers' supervisory practices

13. What do you think should be done at your school to improve the KCPE performance?

Section D: Other factors that affect pupils' performance in KCPE.

14. Please rate the following factors on how they affect pupils performance in KCPE.

Factor	Strongly	Agree	Disagree	Strongly
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	Agree			Disagree
i. Commencement of Learning in the term				
ii. Adequacy of Learning Resources				
iii. Headteacher's leadership style				
iv. Teachers motivation				
v. Teacher Turn-over Rate				
vi. Teachers' Workload				
vii. Pupils' Language Use				
viii. Pupils' Frequency of Absenteeism				
ix. Pupils' Lateness				
x. Parents' Consultation with Teachers				
xi. Parents' Willingness to Participate in School Development				
xii. Assistance Pupils get at Home				

15. Please list any other factors that you think affect pupils KCPE performance

APPENDIX III

QUESTIONNAIRE FOR TEACHERS

You have been selected to participate in a study on head teachers' characteristics influencing instructional supervision in public primary schools in Starehe district, for a Master's degree project. You are requested to respond to each question thoughtfully and honestly. Your independent view is required and your cooperation is highly appreciated. Please respond to all items by ticking (✓) appropriately.

SECTION A: Background information

1. Please indicate your gender Male Female
2. Please indicate your highest academic qualification?
M. Ed B. Ed 'A' level 'O' level
3. Please indicate your level of professional qualification?
Graduate ATS I ATS II
ATS III P I
4. Please indicate your teaching experience?
1-5 years 6-10 years 11-15 years
15-20 years Above 20 years
5. For how long have you been a teacher in your current school?
1-5 Years 6-10 years 11-15 years
16-20 years 21-25 years Above 25 year
6. What is your status in the school?
Deputy headteacher Senior teacher
Subject panel head Subject teacher

Section B: Instructional supervision and performance

7. What statement best describes the performance of your school.
 In the last 5 years the KCPE mean score of my school has been rising
 In the last 5 years the KCPE mean score of my school has been same through out

- [] In the last 5 years the KCPE mean score of my school has been falling
- [] In the last 5 years the KCPE mean score of my school has been rising and falling

8. How often does the head teacher check your professional documents listed in the table below?

Task	Once a week	Twice a term	Once a term	Never
i. Schemes of work				
ii. Lesson notes and plans				
iii. Lesson plans				
iv. Records of covered work				
v. Class registers				

9. How would you rate the following duties of your head teacher in relation to the time used in each of them?

Duty	Most time consuming	More time consuming	Time consuming	Less time consuming	Least time consuming
i. Classroom teaching					
ii. Dealing with parents and community					
iii. Attending to meetings by education officials					
iv. Holding staff meetings					
v. Attending workshops					
vi. Observing teachers teaching					
vii. Checking teaching records					
iii. Staff matters including writing casualties and filling monthly returns.					

10. How many times since January 2012 have you been observed by your head teacher while teaching?

1[] 2[] 3[] 4[] 5 and above []
 NONE []

11. How often are you involved in the following functions in your school?

	Always	Sometimes	Rarely
i)Involved in defining and solving your teaching problems			
ii)Involved in identifying problem areas in the curriculum			
iii) Involved in supervision in your area of specialization			
iv)Involved in Interviewing new students			
v)Attend workshops			

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

Section C: suitability of headteachers’ supervisory practices

13. What do you think your headteacher should do to improve the KCPE performance at your school?

Section D: Other factors that affect pupils’ performance in KCPE.

14. Please rate the following factors on how they affect pupils performance in KCPE.

Factor	Strongly Agree	Agree	Disagree	Strongly Disagree
Commencement of Learning in the term				
Adequacy of Learning Resources				
Headteacher's leadership style				
Teachers motivation				
Teacher Turn-over Rate				
Teachers' Workload				
Pupils' Language Use				
Pupils' Frequency of Absenteeism				
Pupils' Lateness				
Parents' Consultation with Teachers				
Parents' Willingness to Participate in School Development				
Assistance Pupils get at Home				

15. please list any other factors that you think affect pupils KCPE performance

APPENDIX IV

AUTHORIZATION LETTER

REPUBLIC OF KENYA



NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

Telephone: 254-020-2213471, 2241349, 254-020-2673550
Mobile: 0713 788 787 , 0735 404 245
Fax: 254-020-2213215
When replying please quote
secretary@ncst.go.ke

P.O. Box 30623-00100
NAIROBI-KENYA
Website: www.ncst.go.ke

Our Ref: **NCST/RCD/14/013/934**

Date: **5th June 2013**

Leina Jerop
University of Nairobi
P.O Box 92-0902
Kikuyu.

RE: RESEARCH AUTHORIZATION

Following your application dated **28th May, 2013** for authority to carry out research on *“Influence of headteachers’ instructional supervisory practices on KCPE performance in Starehe District, Kenya.”* I am pleased to inform you that you have been authorized to undertake research in **Starehe District** for a period ending **30th June, 2013**.

You are advised to report to **the District Commissioner and District Education Officer, Starehe District** before embarking on the research project.

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

DR. M. K. RUGUTT, PH.D, HSC.
DEPUTY COUNCIL SECRETARY

Copy to:
The District Commissioner
The District Education Officer
Starehe District.

APPENDIX V

RESEARCH PERMIT

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PAGE 3

Research Permit No. NCST/RCD/14/013/9.

THIS IS TO CERTIFY THAT: Date of issue 5th June, 2013


Prof./Dr./Mr./Mrs./Miss/Institution Fee received KSH. 1000

Leina Jerop
of (Address) University of Nairobi
P.O Box 92-0902, Kikuyu

has been permitted to conduct research in

Location
Starehe District
Nairobi Province

on the topic: Influence of headteachers
instructional supervisory practices on KCPE
performance in Starehe District, Kenya.



Applicant's Signature For Secretary
National Council for
Science & Technology

for a period ending: 30th June, 2013