SCHOOL BASED FACTORS INFLUENCING HEAD TEACHERS' INSTRUCTIONAL SUPERVISION IN PUBLIC PRIMARY SCHOOLS IN LAIKIPIA NORTH SUB-COUNTY.

AlfredSaitaga

A Research Project Submittedin partial Fulfillment of the Requirements for the Award of the Degree of Master of Education in Administration,

University of Nairobi

2015

DEDICATION

I dedicate this work to my wife, Elizabeth Nkilasen and my children Pelina, Shhana and Lenchan.

ACKNOWLEDGEMENTS

LIST OF ABBREVIATION AND ACRONYMS

ASAL   Arid and Semi – Arid Lands

CBE   Curriculum Based Establishment

FPE   Free Primary Education

ICT   Information Communication Technology

KCPE   Kenya certificate of primary education

KNUT   Kenya National Union of Teachers

MDG   Millennium Development Goals

MOE   Ministry of Education

SPSS   Statistical Package for the Social Sciences

TSC   Teachers Service Commission

UNESCO   United Nations Educational, Scientific and Cultural Organization

UNICEF   United Nations Children Education Fund

WHO   World Health Organization

TABLE OF CONTENT

Content   **Page**

CHAPTER ONE

INTRODUCTION

CHAPTER TWO

REVIEW OF RELATED LITERATURE

CHAPTER THREE

RESEARCH METHODOLOGY

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

CHAPTER FIVE

SUMMARY , CONCLUSIONS AND RECOMMENDATIONS

LIST OF TABLES

LIST OF FIGURES

ABSTRACT

The purpose of the study was to investigate school based factors influencing head teachers instructional supervision in public primary schools in Laikipia North sub-county. The Study was based on following objectives; To establish the influence of staffing levels of teachers on instructional supervision in public primary schools in Laikipia North sub-county; to determine how the availability of teaching and learning materials influence instructional supervision in public primary schools in Laikipia North sub-county; to establish how the levels of training of supervisors' in supervisory skills influence instructional supervision in public primary schools in Laikipia North Sub County and to establish the influence of teachers attitude towards instructional supervision in public primary schools in Laikipia North sub-county. Descriptive survey design was adopted to obtain a complete and an accurate description of situations, persons and events. This study was guided by the Douglas McGregor, Theory-Y'The Human Side of Enterprise' the study was conducted on public primary schools in Laikipia North sub-county, with target population being 199 respondents and sample size of 10 head teachers and30 teachers. The data collection instruments were questionnaires and interview guides. From the study findings there was friction between teachers and supervisors in schools and subject areas, inadequate materials in schools, occasioned by government minimal resource allocation in primary schools, Head teachers and teachers had no in-service training on instructional supervision since graduating from colleges. The study concluded that instructional supervision was carried by head teachers, deputy head teachers and subject head teaches. Head teachers and teachers had no in-service training on the instructional supervision this means they were not well equipped with supervisory skills. Schools did not have clear and documented policy for instructional supervision this implies that instructional supervision could not be carried out effectively, head teachers and teachers had little or no background skills or expertise to prepare them as instructional supervisors. Study recommended that since the finding revealed that head teachers and teachers were not very competent in carrying out instructional supervision, Government and relevant ministries should provide and sponsor teachers for in service training in instructional supervision. Teachers should be adequately involved in Lesson planning and preparation of scheme of work as well as classroom interaction since they are key aspects of instructional supervision. Study recommends that schools should have clear and documented policy for instructional supervision to be effective. Study further recommends that Supervisors i.e. head teachers, deputy head teachers, subjects head teachers and other stakeholders should all be involved in instructional supervision in schools, emphasising on all supervision styles.

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

Instructional supervision includes various roles and responsibilities that entail technical, professional and interpersonal aspects (Weller and Weller, 2002). It also includes strategies and actions to improve conditions for the teaching and learning process (Daresh*et al.*, 2000). For schools to be effective, they need to look for opportunities to increase the professional development and job performance of teachers for the betterment in managing the teaching and learning process, and this can be done through supervision (Arong and Ogbadu, 2010).

Effective Instructional Supervision involves raising student achievement and creating valuable educational opportunities for students. `The supervisor clearly defining goals for the teachers and facilitating opportunities for the teachers to learn about local and state requirements can achieve this. A successful supervisor should also provide support to teachers through not only workshops, but also by being available to the teachers and fostering growth by completing work through effective instructional supervision. At the school level, the head teacher or principal is the key player in the supervision of the teachers to ensure that what the teachers do, from preparation to actual classroom interaction and both

formative and summative evaluation meet the required standards as stipulated in the respective countries and education systems (Okumbe, 1999).

In the United States of America (USA), emphasis has been placed on the employment of peer tutoring by the school administrators and managers in the wake of dispensing and undertaking their instructional supervisory roles. This has seen to it that the standards of education in the USA are upheld and the capacity of the teachers to be effective in undertaking the teaching programmes is maintained (Webb, Metha & Jordan, 2010).The instructional supervisory medium has served the education fraternity in the Unites States of America well and has assured consistency in the wakeof actualization of programmes without eroding the envisaged quality. The practice of instructional supervision by headteachers is deeply ingrained in the basic education programmes in Europe.

In France, schools´ supervision and inspection continue to fulfill their tasks with an authoritarian approach (Glickman & Gordon, 1990). There is a highly structured form of instructions and a very centralized system of supervision. This structures enable the Minister for Education to tell on any day exactly where each teacher is in the syllabus coverage anywhere in the country. In Asian countries, varying countries have different supervision programmes duly undertaken by the head teachers. In Pakistan, the effective participation in basic education programmes by the residents is heavily enshrined in their cultural and social economic practices. The participation is driven by values committed to Islamic truth and

ethos geared towards realization of economic and technological development (Mushar, 2011). On the other hand though, this exposes the head teachers to a lot of interference inthe realization of their mandate. This is because it gives the local communities a lot of leeway giving rise to political interference by local leaders. This demoralizes head teachers to a point whereby they seldom supervise the teachers effectively. In Africa, inspection dates back to the introduction of western education to the continent. Though many countries have through the year's ensured access to education and provision of basic infrastructure to assure the pupils teaching and learning in the schools, the function of supervision to ensure access to quality education programs are neglected. This has had negative effects mainly attributed to poor academic performance by the pupils who are consumers of the programs (Naido, 2005).

According to Alimi et al, (2012) instruction of supervision in Nigeria began as a process of external inspection. Supervisors were inexperienced in the act of supervision. They had little or no formal training of ethics, concept and practice of supervision. Until the government took control of secondary schools in 1967, schools supervision was left in the hands of missionaries. In Tanzania the management of education and vocational training is through the Ministry of Education and Vocational Training. The responsibility of Ministry of Education and Vocational Training is to supervise, manage and inspect schools, plans and coordinate all educational matters. The effectiveness of the head teacher in supervision aims at raising the teachers" level of commitment and time on task. The head teacher is

expected to have high levels of transparency and accountability in dealing with teachers (Tanzania, Ministry of Education and Vocational Training, 2005).Gregory defines instructional supervision as behaviours designated by an organization that affect teachers' behaviours to facilitate pupils' learning. Awuah (2010) pointed out that school leader in Ghana use instructional supervision to improve teaching and learning by providing practicing teachers with on-going support and guidance for the benefits of students.

According to Kenya National Union of Teachers (KNUT, 2013) teacher shortages in Kenya currently stand at 80,000though not evenly distributed throughout the country. Compounded with teacher shortages is an acute shortage of QASOs which, according to Masha. (2012) has led to poor performance in examinations in rural counties. This has undermined global efforts to ensure universal access to quality primary education by 2015 (UN, 2013). High teacher shortages lead to high pupil teacherratio, which according to cabinet secretary for Education has become worse since the inception of FPE (Otieno, 2014). According to UNESCO (2000) the international standards recommends the ratio of pupils to teachers to be 42:1.

To solve the problem of teacher shortages, World Nations have designed various strategies. UNESCO (2000) recommended putting in place adequate staffing norms at all levels to maximize use of teachers. The Ugandan government has introduced staff development, peer tutoring, reflective teaching approaches and hiring of contract teachers. In Kenya, similarly, the MoE (2004) introduced

alternative teaching approaches such as multi- grade teaching, multi- shift sessions, and contract teaching and conservation replacement of teachers as stopgap measures.

In order to ensure efficient supervision, the administration must select highly qualified, competent and devoted employees. To ensure a high degree of competence and a sense of responsibility, both the pre-service and in service training of education administrators must be accepted as necessary (Mbithi,2007). Mbithi thus recommends that before an officer is placed in a new responsibility, he or she must undergo the requisite formal training for that particular job; in addition, regular in service training is necessary in order to keep him/her up to date with new techniques.

Through the Sessional Paper No. 6 of (1988) on Education and Manpower Training for the next Decade and beyond, the MoEST underscored the importance of quality assurance and recommended the training of heads of institutions as the first line QASOs. On the other hand, the Sectional paperNo.1 (2005) further recommended the strengthening of school based quality assurance and standards. This was to bolster the Ominde Commission (1964) which recommended training of school inspectors on the job (Okumbe 1998). The World Bank reported that around the world, teacher professional development is treated as critical (Machio, 2014). It improves the job performance of an individual staff, group of staff or

even the whole staff (MOEST, 2004). In service, training equips the head teachers with requisite knowledge, skills and attitude on crucial aspects of management (Olembo, 1992) and consequently improves pupils' learning and achievement.

The MoEST, through Kenya Education Management Institute developed Diploma in Education management (DEM) to address the issue of capacity building for heads of schools. It aims at equipping serving officers with requisite knowledge, skills and attitudes that would enable them deliver quality services through efficient and effective management of education services or resources (MoEST, 2011). According to the Cabinet Secretary for education, DEM was designed to equip school heads with managerial skills to steer learning institutions for proper development of pupils. The cabinet secretary warned that primary and secondary schools who do not hold a diploma in education management would not be allowed to serve as administrators (Otieno, 2014).

Although clearly in the minority, Oghuvbu (2001) believe that effective supervision involves adherence to bureaucratic processes to control and guide teachers. He identifies common determinants of effective supervision as: teachers and students working rigidly according to school time table, following school regulations, neat and decent environment, proper student management and disciplined students. In addition, there should be delegation of duties by school heads, and positive, cordial, social and professional relationship among teachers.

Supervision is a multifaceted process that focuses on instruction to provide teachers with information to improve their teaching performance (Beardwell, 2004). A common characteristic of instruction and supervision is that these processes occur in a face-to-face environment. The process of teaching occurs in a building, in a classroom, where students and teachers are physically together during the instructional process. Supervision of instruction takes place in a building, in a classroom, mainly through observation and evaluation of the teaching process (Glickman, 2000) and is described as Direct Assistance. Technology is facilitating instructional delivery through computer and Internet technologies that do not require teachers and students to be in the same physical location (Anderson, 2008). Various models of distance learning are available in education and current technologies are providing an easily accessible.

Means for students to learn in an online environment. The goal of instructional supervision is to assist teachers in improving instruction (Glickman 2000). Supervision of instruction is mandated by Departments of Education and local school districts to assist teachers in providing high quality instruction to public school students. The process of supervising a teacher in an instructional setting often involves direct assistance to improve the strategies of classroom practice through observation and evaluation of teacher performance (Glickman et al., 2000). This procedure is currently practiced in local school districts through checklists and narratives forms that evaluate teachers in a face-to-face setting. As

more students enrol in online learning, administrators will need to observe and evaluate instruction in a virtual environment rather than a physical environment (Collins, 2004). Online learning can occur without a student and teacher ever physically meeting in a classroom.

The phenomenon of online learning means that instruction occurs via computer and Supervision is the link between teacher needs and organizational goals so individuals can improve and work together toward the vision of the school (Glickman, 2000). Supervising staff involves achieving the local goals and many school districts utilize checklists, rating scales and narrative forms as a component of observing and evaluating teacher performance as a component of supervision (Glickman 2000). Supervision is a multifaceted process that focuses on instruction to provide teachers with information about their teaching to improve performance (Glickman, 2000). The complex task of supervising teachers incorporates many different functions and tasks to achieve the goal of improvement (Glickman, 1990). There have been several models of supervision throughout the history of education.

In Kenya, the Ministry of Education's stated objective of training and empowering head teachers be first line quality assurance officers in the school level and shows the Ministry's appreciation on the need to enhance the skills of the school administrators on instructional supervision (Ministry of Education Strategic Plan 2007-2011). However, this objective by the Ministry has faced a

number of challenges stemming from several factors, for instance, the recognition of the role of formal education in individual and national deal development and the desire to meet the Millennium Development Goals (MDGs) the Government of Kenya instituted Free Primary Education (FPE) in 2003 and Free Secondary Education (FSE) in 2008 which were, and still are, seen by many as strategies for alleviating poverty.

Apart from increased learners population, the two programs also have faced acute shortage of teachers, strained school physical facilities such as classrooms, desks and toilets, especially for girls, delays in disbursement of funds, and expanded roles which have taxed teachers leading to occupational stress among the teachers. This scenario has led to a situation where instructional supervision requires further attention than usual since this supervision been identified as one of the critical factors affecting a pupil's and also the teachers' overall performance and ultimately the effective realization of instructional objectives as determined by the summative evaluation.

Several factors within this background have the potential of having an impact on instructional supervision especially at the Primary school level. These include, and not limited to, shortage of teachers in the sub-county, training and competence of the supervisors (in this case the head teachers, deputy head

teachers and subject heads), leadership style at the institutional level, cultural practices in the community.

1.2. Statement of the problem

Public primary schools in Laikipia North sub county, have been performing poorly at the Kenya Certificate of Primary Education (K.C.P.E) over the years, for instance, in the last three years the sub county has registered the following aggregate results respectively, 2012, mean of 171 out of 500, 2013, mean of 167, 2014 mean of 168 (Education Office LaikipiaNorth SubCounty). The dismal performance in Laikipia North Sub County could be an indicator that schools in the sub county have a challenge in instructional supervision. Sifuna (1974) proposed that poor school performance is attributed to lack of adequate and close supervision of teachers. Research studies by Gachoya,(2008) in Nyeri, Gakure, (2013) in Gatanga, Mavindu, (2013)in Transmara andAbas (2014), in Tana North revealed that instructional supervision strongly impacted on teaching and learning process and consequently on students′ performance. The studies however, did not investigate school based factors that influence head teachers′ instructional supervision practices. This research, therefore intends to fill in this critical gap by establishing those factors that influence instructional supervision.

1.3   Purpose of the study

To investigate school based factors influencing headteachers instructional supervision in public primary schools in Laikipia North sub-county.

1.4   Research objectives

1. To establish the influence of staffing levels of teachers on instructional supervision in public primary schools in Laikipia North sub-county.

2. To determine how the availability of teaching and learning materials influence instructional supervision in public primary schools in Laikipia North sub-county.

3. To establish how the levels of training of supervisors in supervisory skills influence instructional supervision in public primary schools in Laikipia North Sub County.

4. To establish the influence of teachers' attitudes towards instructional supervision in public primary schools in Laikipia North sub-county

1.5   Research questions

1. What is the influence of staffing levels of teachers on instructional supervision in public primary schools in Laikipia North sub-county?

2. How is the availability of teaching and learning materials influence instructional supervision in public primary schools in Laikipia North sub-county?

3. How does the level of training of supervisors in supervisory skills influence instructional supervision in public primary schools in Laikipia North Sub County?

4. What is the influence of teachers' attitudes towards instructional supervision in public primary schools in Laikipia North sub-county?

1.6 Significance of the Study

The study findings may be significant to the head teachers, teachers and other education officers such as QASOs who may use the identified factors influencing instructional supervision practices to improve on their instructional practices. The findings of the study may also be of use during workshops and seminars organized by education officers to sensitize head teachers and teachers on how to undertake instructional supervision for improvement of instructions. Research findings may be of us in the Ministry of Education in policy formulation on supervision that may guide administrators in appointing head teachers, deputy head teachers and senior teachers in public primary schools. It may be of use to DQAS and other educational stakeholders in analyzing public primary schools instructional supervision policies and make needed interventions.

1.7. Limitations of the study

The respondents may have shared information in the process of filling the questionnaires hence influencing the objectivity of the findings. This was

overcome by researcher sensitizing the respondents on the importance of filling the questionnaires independently. It was not possible to control the attitude of the respondents because they could have provided socially acceptable answers. To reduce this, the researcher assured them of confidentiality of their identities.

1.8 Delimitation of the study

This research focuses on the school based factors influencing instructional supervision. It did not consider factors beyond the confines of the schools. The researches only targeted public primary schools in Laikipia North Sub County.

1.9. Assumptions of the study

The study was conducted based on the following assumptions:

1. Head teachers had know how on their instructional supervisory roles. Teachers had an understanding of the roles of the head teachers as instructional supervisors in their schools.
2.   Internal factors in school influenced instructional supervision.

1.10 Definition of terms

Instructional supervision refers to the actions that enable teachers the quality to improve instructions for students and as an act that improves relationships and meets both personal and organizational needs.

Public primary school refers to a school registered as government- owned where upon teachers are employed by the government.

Supervision refers to as an intervention that is provided by a senior member of a profession to a junior member or members of that same profession.

Staffing refers to the recruitment, selection, development, training and compensation of the managerial personnel.

Supervisor refers to as a person or group having administrative or supervisory authority in an organization.

1.11 Organisation of the study

The study was organized into five chapters. The first chapter comprised of the background of the study, statement of the problem, purpose of the study, objectives of the study, significance of the study, limitations of the study, delimitations of the study, basic assumption of the study, definition of significant terms and organization of the study. Chapter two comprises of literature review that covered introduction, the staffing levels in instructional supervision, provision of teaching and learning resource and materials and instructional supervision, involvement of teachers in instructional supervision, levels of training in instructional supervision personnel and Summary of Literature Review.

The third chapter covers research methodology, which included introduction, research design target population, sample size and sampling procedure, research

instrument validity, instrument reliability, data collection procedures and data analysis techniques and ethical issues. Chapter four includes analysis of data, the findings of the study and a summary of research presented. Chapter five covers summary of the research conclusions, recommendations and suggestions for further research.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter give the review of related literature to conceptualize the research theme. They included: introduction, the staffing levels in instructional supervision, provision of teaching and learning resource, materials and instructional supervision, involvement of teachers in instructional supervision, levels of training in instructional supervision personnel and Summary of Literature Review.

2.2 The concept of instructional supervision

Instructional supervision is that phase of school administration which focuses primarily upon the achievement of the appropriate expectations of educational system. (Eye,Netzer and Krey, 1971:30 cited in Peretomode (2004:192), as those activities which are designed to improve instruction at all levels of the school enterprise and as behaviour officially designed by the organization that directly affects teacher behaviour in such a way to facilitate pupil learning and achieve the goals of the organization. Instructional supervision is basically concerned with supporting and assisting teachers to improve instructions through changing their behaviour. The instructional supervisor does much than inspect.

Instructional supervision is a service activity that exists to help teachers do their job better. An instructional supervisor may not be an official sent from the Ministry or Board of Education.

2.3Staffing Levels and instructional supervision

From a human resource management perspective, staffing is one of the critical management functions, the others being Planning, Organizing, Directing, Coordinating, Reporting and Budgeting. Staffing is about fulfilling the personnel function, which includes selecting, training staff and maintaining favourable work conditions. It is from this it is held that people are the essence of an organization. The various functions in any organization are realized through people who have specified roles and job descriptions. One person can only work effectively when the work load is comfortable but challenging enough and clearly stated out. Role conflict; overload and ambiguity can be serious challenges in effectively utilizing the human resource in an organization (Kinicky, 2002).

Nevertheless, the Ministry of Education (MOE) had noted that unplanned teacher recruitment for public schools had affected teacher utilization and distorted their distribution. (MOE Strategic Plan 2007-2011). Thus rather than employ more teachers to cater for the anticipated shortage, the TSC undertook a comprehensive balancing exercise on teacher distribution. This was however not effective as it caused many social challenges to the teachers as well as outright resistance by the

targeted teachers. Ministry of Education, Kenya (2006) research identified understaffing, untrained personnel, lack of commitment and positive approach, irregular inspection and inadequate follow up of inspectional visits and services as some of the problems that are related to supervision of instructions in schools. This was confirmed by a study carried out by Adikinyi (2007) that revealed QUASO are few in number compared to the number of schools thus they rarely visits schools unless a school has a problem. As a result of this shortage instructional supervision is a sole responsibility of the head teachers.

A study carried out by Nyandiko (2008) agrees stating that head teachers are experiencing staff shortages which hinder realization of curriculum demands. Low level of staffing compelled head teachers to take more lessons in expense of carrying out effective instructional supervision practices for instance, classroom visitation among others. He further observed that in Kenya, there exists an unbalanced distribution of teachers with most teachers preferring working in urban, peri-urban and high potential area.

A study by Abdille (2012) in public secondary schools in Mandera East district found out that the function of classroom observation is still neglected even in the event of having adequate staffing levels. It thus negates the essence of according the responsibility of instructional supervision to head teachers. The study argues that the head teachers should empower and delegate instructional supervisory

18

roles to subject panels, departmental heads and senior teachers. This will go a long way to ensure that instructional supervision activities are carried out effectively.

2.4 Availability of teaching and learning resources, materials on instructional supervision

The systems theory is another example of a contemporary theory in management. This theory looks at an organization as a system, that is, as a collection of parts unified to accomplish an overall goal. Such a system has inputs, processes, outputs and outcomes. In an organization, inputs would include resources such as raw materials, money, technologies and people. At the primary school setting the material inputs include textbooks, exercise books, pens, chalk, food, teaching aids for the teachers among many others. Inadequacy and (or) lack of appropriate work tools have a motivational aspect on the workers in an organization. Insufficient work tools were a cause work related friction between tea pickers and their supervisors in Tetu Division of Nyeri District, Muthengi (1998). Commenting on a similar issue, Maweu (2004) says that the delay in the release of funds for primary school under the Phase I of the free primary education program was established to be a cause of strained relationships between teachers and their supervisors in IgambaNg'ombe division of Mbeere district since this delay was affecting the teaching and learning process due to lack of work tools such as chalk and text books.

Professional documents preparation and teacher certification is key to all practicing teachers in the federal states of the United States of America (Wilson, 2010). The federal agencies in the respective states always liaise with the schools to ensure that teachers have prepared all the requisite documents expected of them during the school sessions before certifying them to teach. According to MoEST (2006) the head teachers must check the teaching standards in reference to schemes of work, lesson plans, and records of work covered, ensure duty attendance by teachers and class attendance by students by keeping their respective register.

The above mentioned kinds of inputs, according to the systems theory, go through a process where they're planned, organized, motivated and controlled, ultimately to meet the organization's goals. Outputs would be products or services to a market in this case the graduates of Kenya's primary school cycle. Outcomes would be enhanced actual and prospective quality of life for the graduates of the primary cycle of education.

2.5 Influence of teachers attitude towards instructional supervision

The involvement of employees in supervision presents a paradigm shift from the earlier approaches to quality management. For instance, in the former approach of quality inspection, the final product, whether goods or services were inspected to

ascertain whether they met the quality and standards requirements (Kenya Bureau of Standards, 2003).

In this approach, the people in charge of ensuring that such requirements were met were referred to as inspectors. It is noted that this approach was more of a fault-finding exercise in which the inspectors, whether of internal or external to the organization were a dreaded lot. Supervision was viewed more of harassment than an endeavour for improving the work processes and outcomes. This then implies that instructional supervision was being carried out for the wrong reasons. Such has been the approach to instructional supervision not only in Kenya but in other countries. Maweu.K. (2004) reported that supervision in Kenya's secondary schools supports the positional power of the supervisor dominating over the inferior teacher.

Mzure (1999) in a study revealed that the perception of teachers towards head teachers administration practices is influenced by internal and external factors. Internal factors refers to characteristics of the perceivers′ learning needs acquired through past experiences, self-concept and personality. Head teachers′ supervisory activities are internal in a school environment.

According to a study by Smyth (1991), the cause of resistance to supervisory practices by most teachers is the hierarchical and exploitative form of teacher

evaluation introduced by some types of supervision. Haileselassie (1997) agrees with Smyth (1991) stating that many teachers in Ethiopia resent or even fear being supervised because of the history of supervision which has always been biased towards evaluation and inspection.

Studies carried out by Adikinyi (2007), Gacoya (2008), and Marwanga (2004), also observe that teachers have a negative attitude towards supervision hence any guidance given is not taken seriously. This is in agreement with Figueroa (2004) who notes that teachers seem to have some ambivalence about supervision because there is a dramatic contrast between a strong commitment to the principle of supervision and a stubborn, deep-seated distrust of direct supervisory in the classroom. Watene (2007) and Yunus (2010) agree stating that because of its evaluative approaches; less experienced teachers have more negative perceptions on the practice of supervision than more experienced teachers. They consider supervisors as fault finders; they fear that supervisors will report their weaknesses to the school administrator, and consider supervision as nothing value to offer to them.

Muriithi (2012) however is of different opinion. The study observes that majority of teachers have positive attitude towards instructional supervision. They do not mind presenting their records of work for scrutiny by the head teacher and this encourages the head teacher to offer instructional guidance and counselling as needed.

2.6 Training levels and instructional supervision personnel

In an organization, inputs would include resources such as raw materials, money, technologies and people. These inputs go through a process where they're planned, organized, motivated and controlled, ultimately to meet the organization's goals. Outputs would be products or services to a market. Outcomes would be for instance enhanced quality of life or productivity for customers/clients (Carlo 2012).

Feedback would be information from human resources carrying out the process, customers/clients using the products. Feedback also comes from the larger environment of the organization, for example, influences from government, society, economics, and technologies. This overall system framework applies to any system, including subsystems (departments, programs, etc.) in the overall organization. By recognizing people as part of the inputs or resources and portending that these need to be motivated, controlled and be a source of feedback, this theory advances the view that it is crucial to involve and continually train people for the realization of the objectives of the organization (Carlo, 2012).

The Total Quality Management (TQM) theory is another integrative model for continuously improving the quality of products and processes. TQM theory is based on the premise that the quality of products/services and processes is the responsibility of everyone involved with the creation or consumption of the prod-

ucts or services which are offered by an organization, requiring the involvement of management, workforce, suppliers, and customers, to meet or exceed customer expectations. As a theory of organizational effectiveness, Total Quality Management (TQM) theory hold that "performance is enhanced by designing products and services to meet or exceed customer expectation by empowering workers to find and eliminate all factors that undermine product or service.

From the foregoing reviewing, it is clear that effectiveness of supervision, instructional or otherwise depends on many factors: adequacy of staff, availability of work resources and materials, competence of the supervisors, perception of the staff towards the supervision process among others. Daresh and Playko (1992) in a research study carried out in Boston and Chapman (2001) opine that supervision in the areas of checking teacher'srecords had a positive impact and improvement was realized in academic performance of pupils. The studies further states that teachers prepare and structure their lessons better when instruction in the school is regularly supervised. The supervisor should thus ensure that teachers adhere to the syllabus in terms of scope, depth and the learner's intellectual level and also the appropriateness of learning resources.

 Gachoya (2008) in a study carried out in Nyeri district observed that70 percent of instructional supervisors assessed and advised teachers on proper preparation and keeping of professional records. However, Abdi Noor, 2012 in a study in Isiolo County found out that there was inability by head teachers to ensure adequate

preparation of professional documents and irregular visits by the quality assurance officers. This led to declining academic performance standards in the county.

According to Machio (2014) teachers who participated in sustained curriculum-based teacher professional development reported changes in practice resulting in high pupils achievement scores in national exams. However, according to Kiplagat (2012) the majority of primary school head teachers lack management, teaching and financial skills to head public institution.

Number of researches have been conducted on headteachers' training needs and made various recommendations. For instance, Okumbe (1998) recommended that for the purposes of effectiveness of school teachers, school managers and curriculum implementers, in service training should be provided to them. Kimosop (2002) did a study on the role of headteachers in instructional supervision in Kabarnet and Salawa Division of Baringo District. The study found that most primary school headteachers have little or nothing in their backgrounds to prepare them as instructional supervisors. Training ensures systematic development of knowledge, skills and attitudes required by employees to perform effectively on given tasks. Hence, employees can make a very significant contribution to the overall effectiveness and profitability of an organization (Opudo, 2012)

2.7 Summary of literature review

It is clear that effectiveness of supervision, instructional or otherwise depends on many factors: adequacy of staff, availability of work resources and materials, competence of the supervisors, perception of the staff towards the supervision process among others. One person can only work effectively when the work load is comfortable but challenging enough and clearly stated out. Role conflict; overload and ambiguity can be serious challenges in effectively utilizing the human resource in an organization (Kinicky, 2002) however the study by Maweu.K. (2004) reported that supervision in Kenya's secondary schools supports the positional power of the supervisor dominating over the inferior teacher. The head teachers and teachers as instructional supervisors should posse's prerequisite supervisory skills such as conceptual, human relations and technical skills (Okumbe, 1998).

A study done by Kimosop (2002) revealed that most primary school administrators have little or no background skills or expertise to prepare them as instructional supervisors. A related study done by the MoE and Kenyatta University lecturers revealed further that most primary school head teachers lack management, teaching and financial skills to manage public institutional (Kiplagat, 2012).Mwiria (1995) recommended determination of minimum levels of experience of teachers before appointment to leadership position and proper pre-and in-service courses for headteachers. This is after finding out management deficiencies in less experienced head teachers. However, Wawira (2012) argued

that administrative experience does not significantly influence instructional supervision practices in public primary schools.

A study carried out by Nyandiko (2008) agrees stating that head teachers are experiencing staff shortages which hinder realization of curriculum demands. Low level of staffing compelled head teachers to take more lessons in expense of carrying out effective instructional supervision practices for instance, classroom visitation among others. A study by Abdille (2012) in public secondary schools in Mandera East district found out that the function of classroom observation is still neglected even in the event of having adequate staffing levels.

Mzure (1999) in a study revealed that the perception of teachers towards head teachers' administration practices is influenced by internal and external factors. Internal factors refers to characteristics of the perceivers´ learning needs acquired through past experiences, self-concept and personality. According to a study by Smyth (1991), the cause of resistance to supervisory practices by most teachers is the hierarchical and exploitative form of teacher evaluation introduced by some types of supervision. Haileselassie (1997) agrees with Smyth (1991) stating that many teachers in Ethiopia resent or even fear being supervised because of the history of supervision which has always been biased towards evaluation and inspection.

Studies carried out by Adikinyi (2007), Gacoya (2008), and Marwanga (2004), also observe that teachers have a negative attitude towards supervision hence any

guidance given is not taken seriously. This is in agreement with Figueroa (2004) who notes that teachers seem to have some ambivalence about supervision because there is a dramatic contrast between a strong commitment to the principle of supervision and a stubborn, deep-seated distrust of direct supervisory in the classroom. Watene (2007) and Yunus (2010) agree stating that because of its evaluative approaches; less experienced teachers have more negative perceptions on the practice of supervision than more experienced teachers. Muriithi (2012) however is of different opinion. The study observes that majority of teachers have positive attitude towards instructional supervision.

Gachoya (2008) in a study carried out in Nyeri district observed that70 percent of instructional supervisors assessed and advised teachers on proper preparation and keeping of professional records. However, Abdi Noor, 2012 in a study in Isiolo County found out that there was inability by head teachers to ensure adequate preparation of professional documents and irregular visits by the quality assurance officers. This led to declining academic performance standards in the county.

Kiplagat (2012) the majority of primary school head teachers lack management, teaching and financial skills to head public institution. Okumbe (1998) recommended that for the purposes of effectiveness of school teachers, school managers and curriculum implementers, in service training should be provided to them. Kimosop (2002) did a study on the role of headteachers in instructional supervision in Kabarnet and Salawa Division of Baringo District. The study found

that most primary school headteachers have little or nothing in their backgrounds to prepare them as instructional supervisors. Training ensures systematic development of knowledge, skills and attitudes required by employees to perform effectively on given tasks. Hence, employees can make a very significant contribution to the overall effectiveness and profitability of an organization (Opudo, 2012).

2.8 Theoretical framework

This study was guided by the Douglas McGregor, Theory-Y; McGregor proposed his famous X-Y theory in 1960. 'The Human Side of Enterprise'. Theory x and theory y are still referred to commonly in the field of management and motivation, and whilst more recent studies have questioned the rigidity of the model, McGregor's X-Y Theory remains a valid basic principle from which to develop positive management style and techniques. McGregor's XY Theory remains central to organizational development, and to improving organizational culture.

McGregor's ideas suggest that there are two fundamental approaches to managing people. Many managers tend towards theory x, and generally get poor results. Enlightened managers use theory y, which produces better performance and results, and allows people to grow and develop. McGregor's ideas significantly relate to modern understanding of the Psychological Contract, which provides many ways to appreciate the unhelpful nature of X-Theory leadership.

McGregor's ideas have had a significant contribution to the field of management. Perhaps the most important is in how organizations view their employees, a paradigm shift from seeing them as indolent and directionless to the understanding that humans want to work, want to self-direct and make a contribution and that it is the responsibility and duty of managers to create the conditions for employees to contribute positively. To put it simply, creating the understanding that managers, need to be transformational rather than transactional. At the same time, McGregor's ideas led to a greater understanding that teamwork is essential to organizational success.

McGregor strongly believed that organizations that best utilized the human element and the associated potential were the ones most likely to succeed. He also felt that properly organized employees would be surprised at how effective they could be. He draws a broad conclusion that the entire human element in an organization can only be effective and achieve best results if they are on a common wavelength and that they work together. When this happens all employees should be in a position to benefit from overall improved organizational results.

The McGregor theory has a disadvantage in that it's not practicable in large organizations with large numbers of employees, but can be utilized on the departmental/divisional managers of an organization. The study used the theory despite of its shortcoming in that the theory strongly believed that organizations

that best utilized the human element and the associated potential were the ones most likely to succeed and understand that humans want to work, want to be self-directed and make a contribution to the organisation

2.9 Conceptual framework

```
┌─────────────────────────┐
│ Staffing of teachers;   │
│ Adequate and competent  │
│                         │
└─────────────────────────┘

┌─────────────────────────┐              ┌──────────────────┐          ┌──────────────────────────┐
│ Teaching and learning   │              │                  │          │ Effective                │
│ resources;              │              │   Supervision    │   ───▶   │ instructional            │
│ raw materials, money,   │   ───▶       │                  │          │ supervision              │
│ technologies and people │              └──────────────────┘          │                          │
└─────────────────────────┘                                            │ • Improved method of     │
                                                                       │   teaching               │
┌─────────────────────────┐                                            │ • Good class             │
│ Levels of training;     │                                            │   management             │
│ Pre-service and in      │                                            │ • Effective learning     │
│ service training        │                                            │ • Improved               │
└─────────────────────────┘                                            │   performance            │
                                                                       └──────────────────────────┘
┌─────────────────────────┐
│  Teachers' attitudes;   │
│  Interpersonal skills   │
│  and technical skills   │
└─────────────────────────┘
```

The study was conceptualized based on the variables used in the study. It was conceptualized that instructional supervision practices were influenced by various factors, these were staffing of teachers, teaching and learning resources, levels of training in instructional supervision and teacher's involvement. The independent variables influences the instructional supervision practices thus resulting in improved teaching and learning (instructions). It would also motivate teachers and hence would be committed in their teaching and thus enhance effective learning.

31

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presented a description of the research methodology that the study used. It discussed the research design, target population, sample size and sampling procedures, data collection instruments, reliability and validity and finally the data analysis. Ethical considerations were also presented.

3.2 Research design

Orodho, (2004) defines the research design as a scheme or plan that is used to generate answers to research questions. This study adopted a descriptive survey design. It was preferred because it enabled the researcher to collect data from a wide area in short time. Descriptive studies often result in the formulation of important principles of knowledge and solution of significant problems (Kombo& Tromp, 2009).

3.3 Target population

In this study, the target population comprised of the Sub County Quality Assurance and Standards officer, all 172 teachers, twenty six (26) head teachers in the public primary schools of Laikipa North Sub County officer and the Sub

County Quality Assurance and Standards officer making a target population of 199 people.

Table 3.1 Target population

Schools	No of schools
Public primary schools	24
Private primary schools	2
Total	**26**

Source: DEOLaikipia North

3.4 Data collection procedures

The administration of research instruments for data collection was done by the researcher both in the pilot and the main study. A research permit was obtainedfrom National Commission for Science, Technology and Innovations (NACOSTI). A copy of the permit and an introductory letter was presented to the Sub County Administrator and The County Director of Education (CDE)LaikipiaCounty. The researcher administered research instrument to the head teachers and teachers of the sampled schools personally. The respondents were given one week to fill the questionnaires. The questionnaires were collected after one week by the researcher.

3.5 Sample size and sampling procedure

A sample is a small portion of a target population. Sampling means selecting a given number of subjects from a defined population as representative of that population.Mugenda (2003), commenting on sample size observed that there are certain non-definite practices among social research workers that the beginner can adopt. One such practice suggest that if the population is a few hundreds, a 40 percent or more sample would do, if above one thousand, a 30 percent, if a few thousands a 10 percent, and if several thousand a 5 percent or less sample.

The sample size entailed a 40% of head teachers and 40% of teachers. Head teachers were selected using simple random sampling. The researchers obtained and compile a list of all 26 public and private primary schools from the D.E.Os office. The researcher assigned a number to each school ranging from 01 to 026 within the target population and selected every nth school where nth will be determined by dividing population with the sample size (that is 26/10 Sample size = 3th number). The total sample size therefore entailed 10 head teachers.

Proportional and purposive sampling was used to sample teachers .Cases of subject are hand-picked because they are informative or posses the required characteristics (Mugenda&Mugenda, 2003).The researcher obtained the sample size for teacher respondents per school in the zone by dividing the teachers' sample size with the target population in the zone. The respondents for the study

were 10 head teachers and 30 teachers.

3.6 Data collection instruments

Questionnaires were used to collect quantitative data. Most scholars agree that the most suitable research instrument for survey design is a questionnaire. Gay (1981) asserts that a questionnaire has the ability to collect a large amount of information in a reasonably quick space of time.

Interview schedule were also used to gather information from the Quality Assurance and Standards officer. This method had the advantage of giving the researcher the opportunity to rephrase the questions in case such questions are unclear to the respondent (Mugenda, 1999).

3.7 Instrument validity

Validity is concerned with establishing whether the instrument measure what it is supposed to measure (Orodho, 2004). To determine content validity of the instrument the researcher used pilot test of the instrument in two schools which were not included in the research study. The respondents were; two head teacher and four teachers in each school. Total respondents were six. Respondents were requested to complete the questionnaires. According to Mugenda and Mugenda (2003), 1% of the sample size is recommended for a pilot study. This helped the researcher to check the instructions in the questionnaires, clarity of the questions, suitability of language used in the instrument and the feasibility of the study. The

instrument were scrutinized and approved by the expert judgement from the supervisor.The content validity index (CVI) of all the research instruments had to be calculated. This was done using Lynn (1986) formula as follows;

CVI = Total consensus rating 3 or 4

Total number of items in an instrument

Where;

I =not clear

2 = item need some revision

3 = clear but need minor revision

4 = very clear

To accept the instrument used in this study as valid, the CVI was to yield 0.8 or above. The CVI of the instruments in this study was found to be 0.9

3.8 Instrument reliability

Mugenda and Mugenda (1999) define reliability as a measure of the degree to which a research instrument yields consistent result or data after repeated trials. To test reliability of the questionnaire, the researcher used the test – retest method (Orodho, 2004). This was done by administering the instruments to the total respondents in the pilot study. Same instruments were administered twice to the same subject groups. The instruments were then administered to same subject

groups after an intervening period of one week. The instrument and the data are said to be reliable if there is reliability from the test re-test technique (Mugenda and Mugenda, 2003) computed by Pearson's product correlation co-efficient formula,

$$r_{xy} = \frac{N\sum xy - \left(\sum X\right)\left(\sum Y\right)}{\sqrt{\left[N\sum X^2 - \left(\sum X^2\right)\right]\left[N\sum Y^2 - \left(\sum Y^2\right)\right]}}$$

Reliability of an instrument is strong when the correlation coefficient is close to -1 while an instrument is unreliable if the co-efficient is close to +1 (Kerlinger, 1967).A coefficient of reliability of 0.85 and above implied that the research instrument yields data that had high test-retest reliability, that is the research instrument yields consistent results with every use.

N= number of pairs of scores

$\sum$ **Xy**=Sum of the product of paired scores

$\sum$**x** =Sum of x scores

$\sum$**y**=Sum of y scores

$\sum^{X2=}$ sum squired x scores

$\sum$**y2**=sum squired y scores

The scores from Time 1 and 2 times were then correlated in order to evaluate the test for stability over time. The reliability of the questionnaire instruments was found to be 0.98 which meant that the questionnaire instruments were reliable.

3.9Data analysis techniques

The researcher examined all the completed questionnaires. Next the items (variables) were categorized, coded and respondent data filled in for analysis. Data collected was then fed into an SPSS database developed from the instruments for analysis. Tabular and graphical presentations were used to show the various variables in the study. These was used to analyse effects of the qualitative data yielded was directly reported in summary form and inferences drawn from it.

The data collected using interview guides which was qualitative in nature, was analysed using conceptual content analysis which was best suited method of analysis. According to Mugenda&Mugenda (2003) the main purpose of content analysis is to study the existing information in order to determine factors that explain a specific phenomenon.

3.10   Ethical issues

The researcher was guided by ethical considerations which included voluntary participation, no harm to respondents, anonymity and confidentiality, identifying purpose and sponsor, and analysis and reporting [McNamara [1994]. To conduct the study, the researcher was equipped with knowledge, expertise and due diligence, and ensured the process observed honesty and integrity. Due to insecurity the researcher informed the local administration for researcher and

respondent security.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction

The purpose of the study was to investigate factors influencing head teachers' instructional supervision in public primary schools in Laikipia North sub-county. This chapter focused on response rate, demographic information consisting of; gender, age, level of education and length of service of respondents, analysis and discussion of research findings of the study. The findings were discussed under the following research questions:

    i.   What is the influence of staffing levels of teachers on instructional supervision in public primary schools in Laikipia North sub-county?

    ii.   How is the availability of teaching and learning materials influence instructional supervision in public primary schools in Laikipia North sub-county?

    iii.   How does the level of training of supervisors in supervisory skills influence instructional supervision in public primary schools in Laikipia North Sub County?

    iv.   What is the influence of teachers' attitude towards instructional su-pervision in public primary schools in Laikipia North sub-county?

4.2 Response rate

The sample size of 10 head teachers and 30 teachers'.All head teachers and 27 teachers responded and returned their questionnaires contributing to the response rates of 100 percents for head teachers and 90 percent for teachers. Mulusa (1998), says that 50 percent return rate is adequate, 60 percent is good and 70 percent very good. The response rate was hence considered very good enough to provide required information for the purpose of data analysis.

4.2.1 Demographic information

The researcher initially sought to inquire information on various aspects of the respondents' background, i.e. the respondent's age, gender and length of service as teacher or head teacher and highest academic qualification. This information wasa concern for the success of the study in answering the questions regarding the factors influencing head teachers instructional supervision in public primary schools.

4.2.2 Distribution of participants by gender

The researcher sought the distribution of head teachers and teachers by gender to establish whether gender had influencedon instructional supervision. Table 4.1 displays gender distribution.

Table 4.1 Distribution of participants by gender

Respondents	Teachers		Head teachers	
	Frequency	Percentage	Frequency	Percentage
Male	20	74	10	100
Female	7	26	0	0
Total	**27**	**100**	**10**	**100**

The study sought to establish the teachers and head teachers' gender; this was done to verify respondent's sex distribution in order to establish whether gender influenced on instructional supervision in primary schools. From the findings, the study established that the majority of teachers were males as shown on the table were male, while the rest were females. From the findings, the study also established that the majority of head teachers were all males .This could be attributed to the traditional view of the male dominance in all spheres of life in almost all job profession in Kenya.

4.2.3 Highest academic qualifications for teachers and head teachers

The researcher sought to establish the teachers and head teachers' academic qualifications to determine relevance of their professional qualifications on instructional supervision. The findings are summarized on the Table 4.2.

Table 4.2 Highest academic qualifications for teachers and head teachers

	Teachers		Head teachers	
	Frequency	**Percentage**	**Frequency**	**Percentage**
Certificate	3	10	0	0
Diploma (P1)	16	60	7	70
Undergraduate	3	10	0	0
Master degree	5	20	3	30
PhD	0	0	0	0
Total	**27**	**100**	**10**	**100**

Training helps one to acquire skills and knowledge to undertake a certain task and level of education for the teachers and head teachers, educational qualification level of respondents was a concern for the study. According to the findings, the majority of teachers were diploma holders as shown on the table; the rest had masters' degree, certificate and undergraduate teachers concurrently. On the other hand, the majority of the head teachers were diploma holders while rest had master degree. This information shows that the respondents were knowledgeable enough and could give valid and reliable information based on their high level of education.

4.2.4 Teacher and head teacher in-service duration

The researcher deemed it necessary to find out the length of service of teachers and head teachers since they were the ones who understand factors influencing head teachers instructional supervision in schools. Findings are presented on Table 4.3

Table 4.3 Teacher and head teacher in-service duration

	Teachers		Head teachers	
	Frequency	Percentage	Frequency	Percentage
	0	0	1	10
Less than 1 year				
(1-5) years	9	33.3	6	60
(5-10) years	18	66.7	3	30
Over 10 years	0	0	0	0
Total	**27**	**100**	**10**	**100**

The duration of service and work experience in the institution during the study were an important factor in the information the respondents would give, this made it necessary to enquire the years a respondent had been in the institution. The response tabulated above show that majority of the head teachers had served in the capacity of school heads for 1-5 years, the rest had served as head teachers for 5-10 years and less than one year. This shows that majority of the head teachers were new in this capacity as they had served for 1-5 years and

were well endowed with new ideas to manage the school effectively. The teachers were also asked to state the duration that they had been working as teachers.

As show below, majority of the teachers had been teaching for 5-10 years while rest had been teaching for 1-5 years. This shows that majority of the teachers and head teachers had enough experience in teaching and school management to give credible information with regard to the factors influencing head teachers instructional supervision in public primary schools.

4.3 Influence of staffing levels of teachers on instructional supervision in public primary schools.

The researcher sought to enquire on the staffing levels in schools. staffing is one of the critical management functions, the others being Planning, Organizing, Directing, Coordinating, Reporting and Budgeting. Staffing is about fulfilling the personnel function, which includes selecting, training staff and maintaining favourable work conditions. The findings are presented on the Figure 4.1

Figure 4.1 Staffing levels of the schools
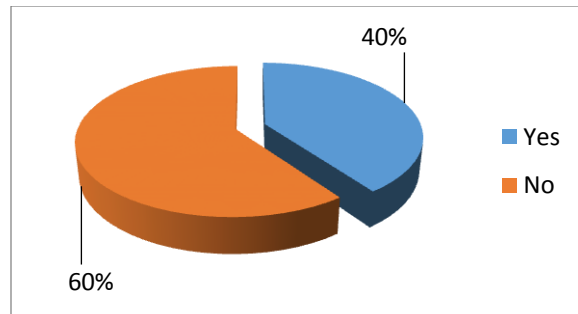
This research question wasdeveloped to establish the respondents' views on the influence of staffing levels of teachers on instructional supervision in public primary schools in Laikipia North sub-county. Staffing levels in the learning institution at the time of the study was akey determinant of whether schools were well staffed. According to theresponses tabulated in figure 4.1 show that majority of the head teachers indicated that their schools were understaffed while just afew had their schools been well staffed. This finding indicates that the schools under the study were not well staffed.

The findings concur with Nyandiko (2008) study that agrees that head teachers are experiencing staff shortages which hinder realization of curriculum demands. Low level of staffing compelled head teachers to take more lessons in expense of carrying out effective instructional supervision practices for instance, classroom visitation among others.

Current average teaching load

The researcher sought to find out the average teaching load in the school, time teacher spends teaching and number of lessons taught. The findings are presented on Table 4.4.

Table 4.4Current average teaching load

| | Teachers | | Head teachers | |
	Frequency	Percentage	Frequency	Percentage
Below 15 lessons	0	0	0	0
16-20 lessons	0	0	0	10
21-25 lessons	19	0	6	60
26-30 lessons	7	30	4	30
31-35 lessons	1	70	0	0
Above 35 lessons	0	0	0	0
Total	**27**	**100**	**10**	**100**

The average teaching load in the school at the study was a key determinant of the time teacher spends teaching and number of lessons taught. Majority of the head teachers indicated that work load per week was 21-25 lessons per week per teacher; others said the work load was 26-30 lessons per week and 16-20 lessons per week. This findings show that the work load was fair in average implying that schools were adequately staffed. The teachers were also asked to state the current average teaching load per week per teacher in the school. As shown below, majority of the teachers indicated that the workload per week per teacher was 31-35 lessons while the rest indicated that work load was 26-30 lessons per week. This findings show that the workload was too big for teachers implying that schools were understaffed.

46

According to the Ministry of Education, Kenya (2006) research identified understaffing, untrained personnel, lack of commitment and positive approach, irregular inspection and inadequate follow up of inspectional visits and services as some of the problems that are related to supervision of instructions in schools.

Instructional supervision in the school and subject area.

The instruction supervision in the study was key determinant of whether there was instructional supervision at the school and at the subject areas for the teachers. The findings are presented on Table 4.5

Table 4.5 Instructional supervision in the school and subject area.

	Teachers		Head teachers	
	Frequency	**Percentage**	**Frequency**	**Percentage**
Yes	19	70	10	100%
No	8	30	0	
Total	**27**	**100**	**10**	**100**

According to the findings all the head teachers attested that there was instructional supervision in their schools. According to the findings majority of the teachers indicated that there was a form of instructional supervision in their subject area while the rest had centrally opinion that there was no instructional supervision in their subject area. This finding depicts that there was instructional supervision in the schools and in subject areas, a service activity that exists to help teachers do their job better.

The instructional supervisor

The researcher sought to enquire who the instruction supervisor was. The findings are presented on the Table 4.6

Table 4.6The instructional supervisor

Supervisor	Teachers		Head teachers	
	Frequency	Percentage	Frequency	Percentage
The head teacher	2	10	1	10
The deputy head teacher	7	25	5	50
Subject head	14	50	3	30
Subject teachers	4	15	1	10
Total	**27**	**100**	**10**	**100**

According to the responses given, half of the head teachers indicated that instructional supervision was done by the deputy head teacher, while others said instructional supervision was done by subject heads, head teachers and subject head concurrently. According to the findings half of the teachers indicated that instructional supervision was done by subject head, while others said instructional supervision was done by the deputy head teacher, supervisors were subject teachers and head teacher. This finding depicts that Instructional supervision was carried out by deputy head teachers and departments head.

According to study by Abdille (2012) in public secondary schools in Mandera East district found out that the function of classroom observation is still neglected

even in the event of having adequate staffing levels. It thus negates the essence of according the responsibility of instructional supervision to head teachers. The study argues that the head teachers should empower and delegate instructional supervisory roles to subject panels, departmental heads and senior teachers. This will go a long way to ensure that instructional supervision activities are carried out effectively.

Instructional supervision that are mostly carried out in the school

The researcher inquired on the aspects of the instructional supervision that are mostly carried out in the school. Scale one indicating not done and five indicating very frequently done on a weekly basis. The findings are presented on Table 4.7

Table 4.7The aspects of the instructional supervision that are mostly carried out in the school

Aspects of the instructional supervision	Mean	StdDev
Lesson planning	4.5714	0.77326
Preparation of scheme of work	4.5306	0.78915
Lesson notes	4.2755	0.58821
Classroom interaction	4.3776	0.68135
Preparation of examinations and tests	4.2347	0.95220
Preparation of examinations and tests	4.0047	1.23220
Marking of examinations and tests	4.2347	0.91720
Use of teaching and learning materials	4.0027	0.91640
Remedial teaching	4.0345	0.90123

From the study findings on the aspects of the instructional supervision that are mostly carried out in the school, the research established that aspect that mostly carried out in schools included, lesson planning, preparation of scheme of work, Classroom interaction and Lesson notes as shown by highest mean scores. This depict that lesson planning and preparation of scheme of work as well as classroom interaction are key aspects of instructional supervision. The findings are collaborated (Eye, Netzer and Krey, 1971:30 cited in Peretomode (2004:192), who argue that activities which are designed to improve instruction at all levels of the school enterprise and as behaviour officially designed by the organization that directly affects teacher behaviour in such a way to facilitate pupil learning and achieve the goals of the organization.

Influence of staffing levels on instructional supervision in school and subject area

Respondents indicated that staffing being one of the critical management functions which is about fulfilling the personnel function, including selecting, training staff and maintaining favourable work conditions. They further indicated that work load is fair to handle and well distributed. This finding concurs with (Kinicky 2002) who argue that Role conflict; overload and ambiguity can be serious challenges in effectively utilizing the human resource in an organization.

50

Instructional supervision a cause of friction between the teachers and the supervisor in school or subject area.

The cause of friction between the teachers and the supervisor in school or subject area in study was key determinant on the perception of teachers to their supervisors. The findings are shown on the Figure 4.2.

Figure 4.2 Instructional supervision a cause of friction between the teachers and the supervisor in school or subject area
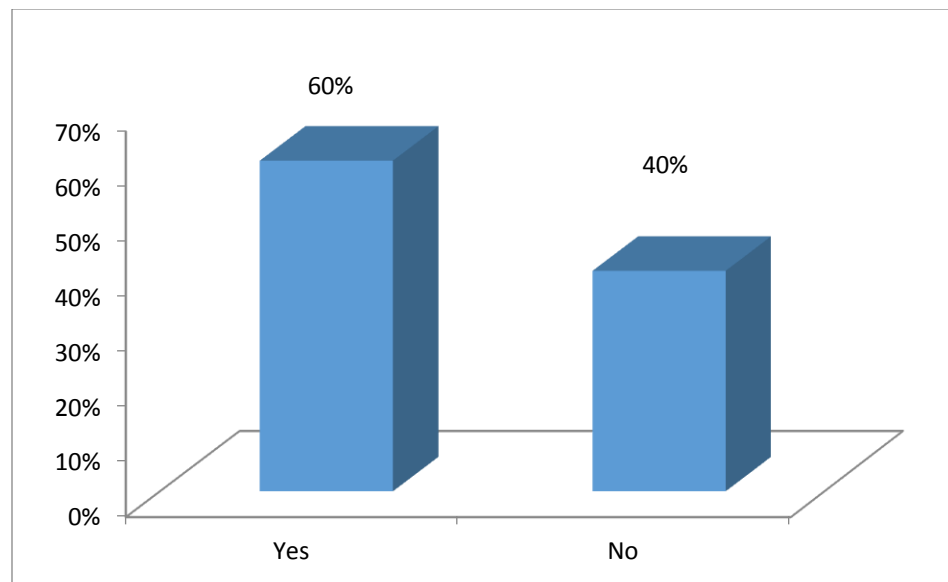
According to the findings in figure 4.3, majority of the respondents attested that there was friction between teachers and supervisors in schools and subject areas while the rest were of contrary opinion that there was no conflict between teachers and supervisors. This finding reveals that the implies that the instructional supervision did not endeavour to improve working processes and poor supervision skills as well as more workload for the teachers This concurs with the

MaweuK(2004) reported that supervision in Kenya's secondary schools supports the positional power of the supervisor dominating over the inferior teacher.

4.4 Availability of teaching and learning materials influence instructional supervision in public primary schools

This research question was developed from the research objective two in which the study sought to determine the respondents views on how the availability of teaching and learning materials influence instructional supervision in public primary schools To obtain the respondents views, the researcher administered questionnaire and interview guide to the respondents. In the first item, respondents were asked adequacy of teaching and learning materials on instructional supervision and the findings are illustrated on the Figure 4.3.

Figure 4.3 Adequacies for teaching and learning materials
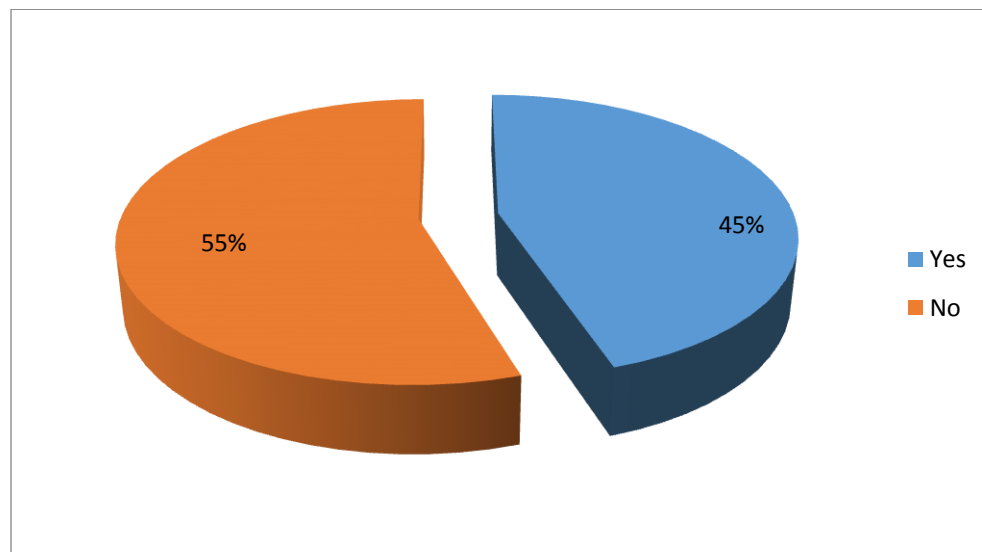
According to the findings majority of the respondents indicated that materials for teaching and learning were inadequate while others indicated that there was no material inadequate in their schools. This finding reveals that teaching and learning materials were not adequate in schools. This finding concurs with the Maweu (2004) who argues that the delay in the release of funds for primary school under the Phase I of the free primary education program was established to be a cause of strained relationships between teachers and their supervisors in IgambaNg'ombe division of Mbeere district since this delay was affecting the teaching and learning process due to lack of work tools such as chalk and text books.

Reasons for materials inadequacy

According to the respondents inadequacy of materials in schools have a motivational aspect on the teachers in their day to day activities among critical reasons that make materials inadequate in schools included; the government allocation in primary schools is inadequate for the provision of the materials for teaching and learning materials, enrolment of children in large numbers without provision of infrastructure in equal proportion and teacher pupils ration being un proportional, this aspects makes workload for the teachers uncomfortable.

Formal training in instructional supervision for head teachers

Formal training in instructional supervision in the study was a key determinant whether there was in service training in instructional supervision for it skills and relevance. The findings are shown in the Figure 4.4.

Figure 4.4 Formal training in instructional supervision for head teachers
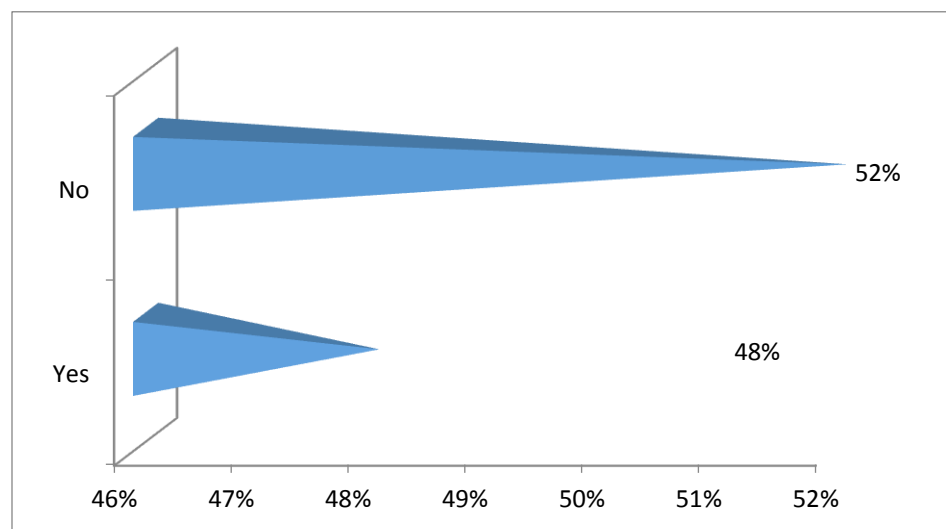
According to the findings majority of the head teachers indicated that they had not attended any formal training on the instructional supervision since leaving college, while others indicating that they had attended formal training on instructional supervision. This finding reveals head teachers had not attended in-service training on instructional supervision making it difficult for them to supervise on other teachers.

According to study by Abdille (2012) in public secondary schools in Mandera East district found out that the function of classroom observation is still neglected

even in the event of having adequate staffing levels. It thus negates the essence of according the responsibility of instructional supervision to head teachers. The study argues that the head teachers should empower and delegate instructional supervisory roles to subject panels, departmental heads and senior teachers

4.5 How levels of training of supervisors in supervisory skills influence instructional supervision in public primary schools

This research question was developed from the research objective three in which the study sought to establish the respondents views on how the levels of training of supervisors in supervisory skills influence instructional supervision in public primary schools .To obtain the respondents views, the researcher administered questionnaire and interview guide to the respondents. In the first item head of subject teachers were asked to state whether they had any formal training in instructional supervision after graduating from college, findings are shown in Table 4.8

Table 4.8 Formal training in instructional supervision for teachers

	Teachers	
	Frequency	**Percentage**
Yes	11	40
No	16	60
Total	**27**	**100**

According to the findings majority of the subject head teachers had not attended any in-service training since graduating from colleges, while others indicated that they had attended in-service training. This findings implies that subject head teachers had no any in-service training on the instructional supervision meaning were well equipped with supervisory skills.

Competency in carrying out instructional supervision

The study sought to establish the extent of competency head teachers and teachers in carrying out instructional supervision in schools; this was done to evaluate the levels of skills. The findings are presented on Table 4.9

Table 4.9 Competency in carrying out instructional supervision

	Teachers		Head teachers	
	Frequency	**Percentage**	**Frequency**	**Percentage**
Very competent	9	35	3	30
Somehow competent	14	50	5	50
Not competent	4	20	2	20
Total	**27**	**100**	**10**	**100**

According to the findings half of the teacher's felt that they were somehow competent in carrying out instructional supervision, while other teachers were very competent and others not been competent at all. From the findings half of the

56

head teachers were somehow competent, others were very competent while others were not competent. This finding reveals that headteachers and teachers were not very competent in carrying out instructional supervision. This finding concurs with the study by Kimosop (2002) and MoE and Kenyatta University that revealed most primary school administrators have little or no background skills or expertise to prepare them as instructional supervisors and further that most primary school head teachers lack management, teaching and financial skills to manage public institutional.

Response of sub county quality and standards officer

According to the QASO in Sub County their duties was to ensure that there was instructional supervision in schools throughout the sub county. He indicated that Head teachers and teachers in Sub County had skill and competency constraints in instructional supervision. He recommended that instructional supervisors should employing all the supervision styles adequately involving all stakeholders in instructional supervision

4.6 To establish the influence of teachers attitude towards instructional supervision in public primary schools in Laikipia North sub-county

This research question was developed from the research objective four in which the study sought to establish the respondents views on the influence of teachers attitude towards instructional supervision in public primary schoolsin

public primary schools the levels of training of supervisors in supervisory skills influence instructional supervision in public primary schools.

Table 4.10 Policy for instructional supervision

	Teachers		Head teachers	
	Frequency	**Percentage**	**Frequency**	**Percentage**
Yes	3	10	5	50
Somehow	5	20	5	50
No	19	70	0	0
Total	**27**	**100**	**10**	**100**

According to the findings majority of the teachers indicated that the schools do not have a clear and documented policy for instructional supervision. According to the findings half of head teachers indicated that schools had a clear and documented policy for instructional supervision an d the other half were for the centrally opinion that schools somehow have clear and documented policy for instructional supervision.

This finding depicts that schools did not have clear and documented policy for instructional supervision this implies that instructional supervision could not be carried out effectively. This concurs with the study done by Kimosop (2002) that revealed that most primary school administrators have little or no background skills or expertise to prepare them as instructional supervisors.

Involvement of teachers in planning and execution of instructional supervision

Teachers were asked to state whether they felt involved in planning and execution of instructional supervision, in this study this was done to determine whether teachers own the process of planning and executing instructional supervision. Findings are shown in the Figure 4.5.

Figure 4.5 Teachers attitudes in planning and execution of instructional
supervision
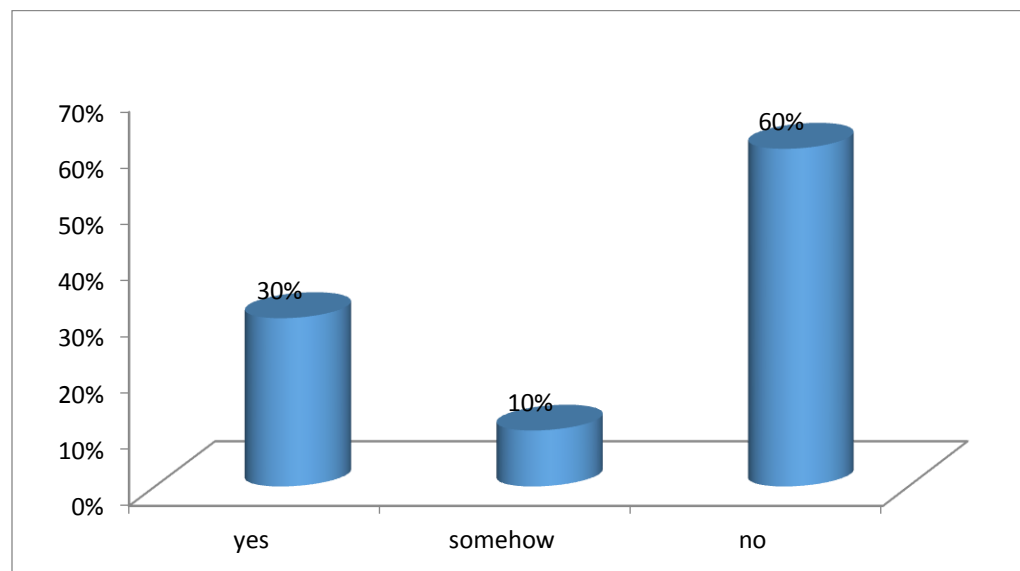
According to the study findings majority of the teachers 60 percent felt that they were not involved in planning and execution of instructional supervision, 30 percent indicated that they were involved while only 10 percent were somehow involves planning and execution of instructional supervision.

This finding reveals that teachers were not involved in planning and execution of instructional supervision. This findings concurs with MaweuK. (2004) reported that supervision in Kenya's secondary schools supports the positional power of the supervisor dominating over the inferior teacher.

CHAPTER FIVE

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary of findings, discussion, conclusion drawn from the findings and recommendations made. The conclusions and recommendations drawn focus on the purpose of the study.

5.2 Summary of Findings

The purpose of this study was to investigate factors influencing head teachers' instructional supervision in public primary schools in Laikipia North sub-county.The general objective of the study was to investigate school based factors influencing head teachers instructional supervision in public primary schools in Laikipia North sub-county. The study was guided by four specific objectives which included:

i. To establish the influence of staffing levels of teachers on instructional supervision in public primary schools in Laikipia North sub-county.

ii. To determine how the availability of teaching and learning materials influence instructional supervision in public primary schools in Laikipia North sub-county.

iii.   To establish how the levels of training of supervisors in supervisory skills influence instructional supervision in public primary schools in Laikipia North Sub County and

iv.   To establish the influence of teachers attitudes in instructional supervision in public primary schools in Laikipia North sub-county

Research questions were drawn from the objectives to be answered by the study. Related Literature to Instructional supervision on school administration which focuses primarily upon the achievement of the appropriate expectations of educational system. Literature on the concept of instructional supervision, staffing levels, availability of teaching and learning resources, materials, and influence of teacher's involvement and training levels on instructional supervision were therefore reviewed.

The variables of study were discussed in relation to study was guided by the Douglas McGregor, Theory-Y 'The Human Side of Enterprise'Descriptive survey design was adopted to obtain a complete and an accurate description of situations, persons and events. The study was conducted on public primary schools in Laikipia North sub-county, with target population being 199 respondents and sample size of 10 head teachers and30 teachers. The data collection instruments were questionnaires and interview guides.

Influence of staffing levels of teachers on instructional supervision in public

primary schools

The results of the research question that majority of head teachers indicated that their schools were understaffed and that work load per week was 21-25 lessons per week per teacher others said the work load was 26-30 lessons per week with minority indicating that work load was 16-20 lessons per week. Majority of the teachers indicated that the workload per week per teacher was 31-35 lessons while with minority indicating that work load was 26-30 lessons per week.

According to the findings all the head teachers attested that there was instructional supervision in their schools, majority of the teachers indicated that there was a form of instructional supervision in their subject area.According to the responses given, head teachers indicated that instructional supervision was done by the deputy head teacher, while others said instructional supervision was done by subject headteachers indicated that instructional supervision was done by subject heads but according to teachers said instructional supervision was done by the deputy head teacher.

On the aspects of the instructional supervision that was mostly carried out in the school, the research established that aspects that were mostly carried out in schools included, lesson planning, preparation of scheme of work, Classroom interaction and Lesson notes.Majority of the respondents attested that there was friction between teachers and supervisors in schools and subject areas.

Availability of teaching and learning materials influence instructional supervision in public primary schools

According to the findings majority of the respondents indicated that materials for teaching and learning were inadequate with minority indicatingthat there were adequate materials in their schools. According to the respondents inadequacy of materials in schools had a motivational effect on the teachers in their day to day activities, teachers felt demotivated.Critical reasons for materials inadequacy in schools included; the government does not allocate enough money for the provision of the materials for teaching and learning materials, enrolment of children in large numbers without provision of infrastructure in equal proportion and teacher pupils ration being un proportional, this aspects makes workload for the teachers uncomfortable.

How levels of training of supervisors in supervisory skills influence instructional supervision in public primary schools

According to the findings majority of the subject head teachers had not attended any in-service training since graduating from colleges, with minority having attended in-service training only once.According to the findings half of the teacher's and head teachers were somehow competent in carrying out instructional supervision this concurred with the study by Kimosop and Kenyatta University that revealed most primary school administrators have little or no background skills or expertise to prepare them as instructional supervisors and

further that most primary school head teachers lack management, teaching and financial skills to manage public institutional.

According to the QASO in Sub County their role was to ensure that there was instructional supervision in schools throughout the sub county. QASO indicated that Head teachers and teachers in Sub County had skill and competency constraints in instructional supervision. He recommended that instructional supervisors shouldemploy all the supervision styles adequately involving all stakeholders in instructional supervision.

The influence of teacher's attitude towards instructional supervision in public primary schools

According to the findings majority of the teachers indicated that the schools do not have a clear and documented policy for instructional supervision. However head teachers indicated that schools had a clear and documented policy for instructional supervision.Majority of the teachers felt that they were not involved in planning and execution of instructional supervision with only minority being involved. This finding is similar to other studies that reported that supervision in Kenya's secondary schools supports the positional power of the supervisor dominating over the inferior teacher.

5.3 Conclusions

i. Instructional supervision was carried by head teachers, deputy head teachers and subject head teaches.

ii. Head teachers and teachers have no any in-service training on the instructional supervision this means they are not well equipped with supervisory skills.

iii. Schools under the study do not have clear and documented policy for instructional supervision this implies that instructional supervision could not be carried out effectively.

iv. Head teachers and teachers were not competent in carrying out instructional supervision, meaning they have little or no background skills or expertise to prepare them as instructional supervisors.

5.4 Recommendations

i. Since the finding revealed that had teachers and teachers were not very competent in carrying out instructional supervision government and relevant ministries should provide and sponsor teachers for in service training in instructional supervision.

ii. Teachers should be adequately involved in Lesson planning and preparation of scheme of work as well as classroom interaction is key aspects of instructional supervision.

iii.   Findings recommends that schools should have clear and documented policy for instructional supervision for instructional supervision to be effective.

iv.   QASO recommends that Supervisors i.e. head teachers, deputy head teachers, subjects head teachers and other stakeholders should all be involved in instructional supervision in schools emphasis on all supervision styles.

5.5 Suggestions for Further Studies

Since this study explored the school-based the factors influencing head teacher's instructional supervision in public primary schools in Laikipia North sub-county, the study recommends that;

i.   Similar study should be done in other counties in Kenya for comparison purposes and to allow for generalization of findings on the school-based the factors influencing head teacher's instructional supervision in public primary schools.

ii.   There is need to find out how instructional supervision effectiveness impacts on academic performance in primary schools.

REFERENCES

Agresti, A. (2002). *Categorical Data Analysis.*Wiley. England: Stanley Thornes

Anderson, C.G. (1993). *Managing Performance Appraisal system.*Blackwell Publishers. London.

Armstrong, M. (2006).*.A Handbook of* Human *Resource Management*. 10th edition, Kogan Press: London.

Arong, F.E. and M.A. Ogbadu,(2010). Major causes of declining quality of education in Nigeria from administrative perspective: A case study of Dekina local government area. Canadian Social Science, 6(3): 183-198.

Awuah, B.P. (2011). *Supervision of instructions in public primary schools in Ghana: Teachers and head teachers' perspectives.* Doctoral thesis, Murdoch University. Retrieved fromhtt://research repository.murdoch.edu.au/id/e print /8483.

Abdille, Y.A. (2012). Institutional factors influencing instructional supervision in public secondary schools, Mandera West district, (Unpublished M.Ed project) University of Nairobi.

Abdinoor, I. (2012). Social Economic, social cultural and school based factors affecting the performance of KCPE in Isiolo County. (Unpublished M.Ed thesis) Kenyatta University.

Adikinyi, J.W. (2007). Teachers" perception on the role of QASO on quality of education in Nairobi public secondary schools: (Unpublished M.Ed project) University of Nairobi.

Alimi, O., Akifolarin.S. & Ayandonya, C. (2012). *Impact of selected modes of instructional supervision activities on students' academic performance in senior secondary schools in Ondo State*. Nigeria Department of Education Management, Adekunle Ajasin University. Akungba-Akoko (15th March, 2013).

Beardwell, J. (2004). *Human Resource Management; a Contemporary Approach*, Pitman Press, London.

Beatrice, J. (1999). *A Guide to Field Work.*Kenya Literature BureauNairobi.

Bernard &Russel, (1988).*Human Resource Management*. McGraw Hill, New York.

Bore, K.H. (2012). *Influence of institutional and individual factors on headteacher's instructional supervision practices in public primary schools in Njoro, Kenya*. Unpublished master's thesis University of Nairobi, Nairobi.

Campbell, J.P. (1996). *Organizational Behavior*.Blackwell Publishers, London.

Carlo, S. (1980). *Principles of Modern Management (Function Systems),* VM Brown Publishers, Connecticut.

Clive, J. (2004). *Doing Educational Research.A guide for First Timer Researchers*.Vistaar Publications. New Delhi.

Collins, S. (2004). U.S. Department of Education white paper on e-Learning Frameworks.

Crawford, I. (1995). *Marketing Research and information systems*. FAO, Rome.

Daresh, J.C., M.W. Gantner, K. Dunlap and M. Hvizdak, (2000).Defining preparation and professional development for the future. Educational Administration Quarterly, 38(2): 233-256.

Decenzo,D. and Robbins,S.(1996).*Human Resource Management*, New York John.

Druker, P. (1977). *People and performance*. Antony Rowe Ltd U.K.

Gatemi, M.W. (2004). The impact of performance Appraisal on Teachers' Performance in Kenya MBA thesis (unpublished) Kenyatta University. Nairobi.

Gay, L.R. (1976). *Educational Research: Competencies for Analysis and Applications*. Charles E.Merrll Publishing Company, Ohio.

Ghandran,E. (2004). *Research Methods: a Quantitative Approach*. Daystar University, Nairobi.

Glatthorn, A.A. (1990). *Supervisory Leadership*, Scott Foresman Glenview, Illinois.

Glickman, C.D. (2000) Supervision of instruction: A development Approach. Boston M.A: Ally Bacon.

Government of Kenya (1980) *The Education Act,* (Revised edition). Government Printer, Nairobi.

Government of Kenya (2004).*Ministry of Education Strategic Plan 207-2011*. Government Printer, Nairobi.

Government of Kenya (2004).*Task Force Report on Kenya Education Support Programme 2000-2010*.Government Printers, Nairobi.

Graham,H.(1998). *Human Resource Management*. Gild Hall University Publishers, London.

Gregory, C.F. (2011). Institutional supervision: A descriptive study focusing on the observation and evaluation of teachers in cyber schools, Pennsylvania. Doctoral dissertation, Indiana University, USA.

Gachoya, E.W. (2008). Impact of quaso on education quality in secondary schools in Nyeri south District. (Unpublished M.Ed project) University of Nairobi.

Glickman, C.D. (1998). *Supervision of instruction: A developmental approach* (2nd edn.).Boston Allyn and Bacon.

Harold K. and Heinz, W.(1990). *Essential of Management*. McGraw- Hill, New York.

Kasomo, D. (2007).Research methods in Humanities and Education.Kijabe Printing Press. Kenya.

Katumanga,J.(2000). Challenges of compliance in Education Management. A paper presented to Kenya Secondary School Heads Association Conference, Unpublished.

Kerlinger, R. (1986). Foundations of behavioral research. New York, NY: Holt, Rinehart, & Winston.

Kinicky, R.(2002) Organizational Behaviour. Pulp Publishing House. London.

Kombo, D.K. And Tromp, K.A. (2006) Proposal and Thesis Writing – An introduction, Pauline Publications – Kenya.

Lynn, M. R. (1986). Determination and quantification of content validity. *Nursing Research, 35,* 382-385.

Maweu, (2004). Challenges of Free Primary Education in MakueniDistrict.Med Thesis Kenyatta University.

McNamara, JO. Cellular and molecular basis of epilepsy.Journal of Neuroscience.1994;14(6):3413–3425.

Mugenda, (1999). *Research Methods: Quantitative and Qualitative Approaches*. Nairobi ACTS Press.

Muijis, D (2004). Doing Quantitative Research in Education with SPSS. London: Sage Publications.

Murigo, J. (2007). Factors leading to high turnover of teachers in private primary schools in Meru Central District.BEd Dissertation. Kenyatta University (unpublished)

Muthengi, H. (2006). Turnover rates of Primary School Teachers in Private Schools in Thika District, Undergraduate dissertation (unpublished). Kenyatta University, Nairobi.

Mwangi, J. (2007). A Case Study on the Effect of Working Conditions on Employee Stability in the Oserian Horticultural Farm in Naivasha. EgertonUniversity.NjoroNairobi.

Marwanga, F.K. (2004). A study of instructional supervision practices of school inspectors and principals in secondary schools in Nakuru district. (Unpublished M.Ed project) University of Nairobi.

Muriithi, M.M.(2012) Influence of head teachers´ instructional supervision strategies on curriculum implementation in public primary schools in Imenti South District. (Unpublished M.Ed project), University of Nairobi.

Mushar, A. (2011). Political and community influence as a factor affecting the head teachers Instructional Supervision Role in Basic Schools. (M. Ed project), Punjab University. Initiative publisher

Naido, J. (2005). *Education decentralization in Africa: Great expectation andun-fulfilled promises.* International Perspectives on Education and Society. Nairobi: Emerald Publishing Limited.

NCLB.Retrievedfromhttp://www.nclbtechsummits.org/summit2/presentations/Collins-e-LearningFramework.pdf.

Nyamunga, A. (1999). *Factors Affecting Performance of the Civil Service*, MBA thesis (unpublished), University of Nairobi, Kenya.

Okumbe, J. (1999). *Educational Administration: Theory and Practise*. University of Nairobi.

Orodho, J. A. (2005). *Elements of education and social sciences.Research Methods.* Nairobi: Masola Publishers

Osunguh, M. (2005).Terms and conditions of service of the Judiciary in Kenya.Diploma Dissertation- Nairobi. University of Nairobi.

Republic of Kenya (2005).*Kenya Education Sector Support Programme 2005-2010, Delivering Quality Education and Training for All Kenyans*.Government Printer.

Robert and Mary (1996).*Work Place Dynamics* London.Gild Hall University Publishers.

Robert, J. (2000). *Human Resource Management: A Global Perspective.*Scott Foresman Glenview, Illinois.

Sifuna, D.N. (1993). Development of education in Africa. The Kenyan experience.

Smyth, J. (1991). Teachers as collaborative learners. Buckingham: Open University Press.

UNESCO (2004).*Reaching the Millennium Development Goals*. UNESCO, New York.

Wangai, P.M. (2007). *A Critical Assessment of Factors Affecting Effective Inspection in Primary Schools.A Case of Central Division of Embu District.* Nairobi: Kenyatta University. Unpublished M.Ed Project.

Weller, L.D. and S.J. Weller, 2002. The assistant principal: Essentials for effective school leadership. Thousand Oaks, CA: Corwin Press.

Watene, D.N. (2007).A study of teacher's´ perception on the supervisory duties of primary school head teachers in Olkalou division of Nyandarua. (Unpublished, M.Ed project) University of Nairobi.

Webb, D. L., Metha, A., & Jordan, K. F. (2010). *Foundations of American Education*. Upper Saddle River, NJ: Merill, Publishers.

Wilson, M. (2010). *Creating effective teachers, current knowledge, gaps and recommendations*. A working paper for Michigan State University.

Yunus, Y. I. (2010). School principal's roles in teaching. Supervision in selected schools in Perak, Malaysia. Asian Journal of business and management sciences, 50-5.5.

APPENDICES

APPENDIX I: LETTER OF INTRODUCTION

ALFRED SAITAGAH

UNIVERSITY OF NAIROBI

P.O. BOX

NAIROBI.

TO WHOM IT MAY CONCERN

Dear Sir /Madam,

I am a student at University of Nairobi conducting a research on the school based factors influencing head teachers instructional supervision in public primary schools in Laikipia North sub-county**.** This is part of my postgraduate project and your kind response to the questionnaire is crucial to the successful completion of this research project. Your response will be anonymous: data will be combined and analyzed as a whole. Please attempt to answer all the questions and tick one appropriate box (answer) that best suit your perspective for each statement.

Your participation in the study will greatly be appreciated. Thank you very much for your time and assistance.

Yours Faithfully,

Alfred Saitagah

APPENDIX II: QUESTIONNAIRE FOR THE HEAD TEACHER

Section one: Demographic Data

Kindly tick as appropriate against the adjacent box

1. Please indicate your Gender

    Male ☐   Female ☐

2. Please tick against your highest academic qualification

    Certificate ☐   Diploma ☐   Undergraduate ☐

    degree

    Masters Degree ☐   PhD ☐

3. How long have you been the head teacher of this school?

    Less than one year ☐   between 1yr- 5 yrs ☐

    between   5 yrs – 10 ☐

    Over 10 yrs ☐

Section Two. Staffing levels

4. Given the official Curriculum Based Establishment for subjects is the school understaffed? Tick as appropriate

    Yes   (   )   No   (   )

5. What is the ideal teaching load per week per teacher?_____

   b)   If yes,

6. What is the current average teaching load (number of lessons per week per teacher in the school? (Tick as appropriate)

 Below15 lessons ( )   16-20 (   )   21-25 ( )   26-30 ( )   31- 35 ( )

above 35 (   )

7. Is there some form of instructional supervision that goes in the school?

          Yes   (   )   No   (   )

b)   If yes, who carries out the supervision?

The head teacher   (   )   The deputy head teacher   (   )

Subject heads   (   )   Subject teachers   (   )

8. In a scale of one to five, indicate by ticking the aspects of the instructional supervision that are mostly carried out in the school. (one indicates not done and five indicates very frequently done on a weekly basis)

	1	2	3	4	5
Lesson planning					
Preparation of scheme of work					
Lesson notes					
Classroom interaction					
Preparation of examinations and tests					
Administering of tests and examinations					
Marking of examinations and tests					
Use of teaching and learning materials					
Remedial teaching					

9. What is the influence of staffing levels on instructional supervision in your school?

....

10. Is instructional supervision a cause of friction between the teachers and the supervisor(s) in your school?

i)   Yes   ( )   No   ( )

ii)   If yes what are the reasons for the friction?

Poor supervision skills by the subject heads ( )

Work overload on the teachers   ( )

Work overload on the supervisors   ( )

Section three: Provision of teaching and learning materials

11. Does the school have adequate teaching and learning materials?

      Yes (   )   No (   )

      If no,

12. What are the three critical reasons for the inadequacy…...................................?

13. How does the inadequacy affect instructional supervision in your school?………………………………………………………………………

14. As the head teacher have you undergone any formal training(s) in instructional supervision after graduating from college?

      Yes   ( )   No   ( )

15. If yes, who organized and training?

a.The Ministry of education   ( )

b. Private publishing firm   ( )

c. Any other   ( )

16. Has the training(s) you have received been beneficial to you in enhancing
    your supervisory skills

        Yes   ( )   No   ( )

17. How competent are the subject heads in your school in effectively carrying
    out instructional supervision?

Very competent   ( )   Somehow competent   ( ) Not competent   ( )

18. As the head teacher of the school, have you presented the subject heads for
    any formal training on instructional supervision?

        Yes   ( )   No   ( )

19. If yes, on average how much such training have the subject heads attended in
    over the last two years?

        ……………………………………………………………………………………

Section Four: Extent of involvement of teachers in the supervision process

20. Does the school have a clear and documented policy for instructional supervision?

    Yes   [ ]   Somehow   [ ] No   [ ]

21. How do the supervisors communicate to the teachers on planned supervision sessions?………………………………………………………………………… ……………………

22. Do the teachers feel involved in the planning and execution of instructional supervision?

    Yes   ( )   Somehow   ( )No   ( )

23. What other school based factors do you feel influence instructional supervision in your school….......................................

24. What recommendations do you give to enhance instructional supervision in your school?………………………………………………………………………… …………………

APPENDIX III: **QUESTIONNAIRE FOR THE TEACHERS**

Section one: Demographic Data

Kindly tick as appropriate against the adjacent box

1. Please indicate your Gender

Male [ ]   Female [ ]

2. Please tick against your highest academic qualification

Certificate [ ]   Diploma [ ]   Undergraduate [ ]
degree

Masters Degree [ ]   PhD [ ]

3. How long have you been a teacher in this school?

Less than one year [ ]   1yr- 5 yrs   betwee[ ] – 10   [ ]

Over 10 yrs [ ]

4. What subject area do you teach?**..**

Section Two. Staffing levels

5.Given the official Curriculum Based Establishment of the school is you subject
area understaffed? Tick as appropriate

Yes   ( )   No   ( )

b)   If yes,

6.What is the ideal teaching load per week per teacher in your subject?
…………………

7. What is the current average teaching load (number of lessons per week per teacher in the school? (Tick as appropriate)

 Below15 lessons   ( )   16-20   ( )   21-25   ( )   26-30   ( )

      31- 35   ( )   above 35   ( )

8. Is there some form of instructional supervision that goes on in your subject area?

        Yes   ( )   No   ( )

9. If yes, who carries out the supervision?

The head teacher   ( ) the deputy head teacher   ( )

Subject head   ( )   Subject teachers   ( )

10. In a scale of one to five, indicate by ticking the aspects of the instructional supervision that are mostly carried out in your subject area. (one indicates not done and five indicates very frequently done on a weekly basis)

	1	2	3	4	5
Lesson planning					
Preparation of scheme of work					
Lesson notes					

Classroom interaction					
Preparation of examinations and tests					
Administering of tests and examinations					
Marking of examinations and tests					
Use of teaching and learning materials					
Remedial teaching					

11. What is the influence of staffing levels in your subject area on instructional

supervision?..

12. Is instructional supervision a cause of friction between the teachers and the

supervisor in your subject area?

Yes   (   )   No   (   )

Section Three: Provision of teaching and learning materials

13. Does your subject area have adequate teaching and learning materials?

     Yes   ( )   No ( )

     If no,

14. What are the three critical reasons for the inadequacy?

     ………………………………………………………………………………

     ………………………………………………………………………………

15. How does the inadequacy affect instructional supervision in your subject?………………………………………………………………………

     …………………………………………………………………………………..

Section Four: Level of training of the supervisory skill in instructional supervision

16. As the head of subject have you undergone any formal training(s) in instructional supervision after graduating from college?

    Yes   ( )   No   ( )

17. If yes, who organized the training?

    a. The Ministry of Education   ( )

    b. Private publishing firm   ( )

    c. Any other   ( )

18. Has the training(s) you have received been beneficial to you in enhancing your supervisory skills?

    Yes   ( )   No   ( )

19. How do you rate your competency in effectively carrying out instructional supervision in your subject area?

Very competent   ( )Somehow competent ( )   Not competent   ( )

20. As the head of subject have you been presented by the school or Ministry of Education for any formal training on instructional supervision?

    Yes   ( )   No   ( )

21. If yes, on average how many such training sessions have you attended in over the last two years?

    ……………………………………………………………………………………

    ……………………………………………………………………………………

Section Five: Extent of involvement of teachers in the supervision process

22. Does the school have a clear and documented policy for instructional supervision?

      Yes   ( )   Somehow   ( )   No   ( )

23. As the supervisor how do you communicate to the teachers on planned supervision sessions?

    …………………………………………………………………………………

    …………………………………………………………………………………

24. Do the teachers in your subject area cooperate with you during sessions of instructional supervision?

      Yes   ( )   Somehow   ( )No   ( )

25. What reasons do you give for the answer you have given above in question 13?…………………………………………………………………………

    …………………………………………………………………………………..

26. What other school based factors do you feel influence instructional supervision in your subject area?………………………………………………

27. What recommendations do you give to enhance instructional supervision in your school?………………………………………………………………

THANK YOU

86

APPENDIX IV: INTERVIEW GUIDE FOR THE SUB COUNTY'S QUALITY AND STANDARDS OFFICER

1. Is your Sub County staffed or under staffed on instructional supervision?

2. What recommendations would you give to enhance provision resources and materials for instructional supervision in the sub county?

3. Does the training of head teachers and teachers influence on instructional supervision in the sub county?

4. Are teachers involved in instructional supervision process in your sub county?

5. Does your sub county have policy framework on the instructional supervision?

6. Whatyour role in the county as Quality and Standards Officer?

THANKS.

APPENDIX V: AUTHORIZATION LETTER

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

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

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

13/08/2015

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

TO WHOM IT MAY CONCERN

Dear Sir/Madam,

RE: ALFRED SAITAGA – REG. NO. E55/79031/2012

This is to certify that **Alfred Saitaga** is our Master of Education student in the department of Educational Administration and Planning of the University of Nairobi. He is currently working on his research project entitled *"School Based Factors Influencing Head Teachers Instructional Supervision in Public Primary Schools in Laikipia North Sub-County"*.

Any assistance accorded to him will be highly appreciated.

DR. GRACE NYAGAH
CHAIRMAN
DEPARTMENT OF EDUCATIONAL ADMINISTRATION AND PLANNING

APPENDIX VI: RESEARCH PERMIT