

**FACTORS INFLUENCING HEAD TEACHERS' INSTRUCTIONAL
SUPERVISION PRACTICES IN PUBLIC PRIMARY SCHOOLS IN
KINANGO SUB-COUNTY, KENYA**

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DECLARATION

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

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DEDICATION

I dedicate this work to my wife Rehema, my children, Fatuma, Salim, Mwanaisha, Binti and Mariam and to my friend Mwanauli Kalume for their prayers and overwhelming support while I worked my project.

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ABBREVIATIONS AND ACRONYMS

CDE	County Director of Education
CEB	County Education Board
EFA	Education for All
ESQAC	Education Standards Quality Assurance Council
KEMI	Kenya Educational Management Institute
KCPE	Kenya Certificate of Primary Education
MOE	Ministry of Education
MoEST	Ministry of Education Science and technology
NGO	None Government Organization
PRISM	Primary School Management
QASO	Quality Assurance and Standards Officer
SbTD	School Based Teacher Development
SCDE	Sub-County Director of Education
TSC	Teacher Service Commission
US	United States

ABSTRACT

The purpose of the study was to investigate the factors influencing head teachers' instructional supervision practices in public primary schools in Kinango Sub-County, Kenya. The study objectives sought to determine the influence of head teachers' teaching workload, administrative experience, head teachers' qualification and inservice training on instructional supervision practices in public primary schools in Kinango Sub-County, Kenya. The study employed descriptive survey design. The target population for the study all the 130 public primary schools head teachers 1400 teachers in Kinango Sub-County. The sample size was 313 respondents consisting of 33 head teachers and 280 teachers. Simple random sampling was used to select schools where respondents were picked purposefully. The research instruments were self constructed questionnaires administered to head teachers and teachers. A test re-test technique was used to estimate the degree to which the same results could be obtained with repeated measure accuracy. A correlation of about 0.76 and 0.81 were obtained were obtained for head teachers and teachers respectively. After analysis data was presented using frequency tables. The study established that the highly experienced head teachers were more effective in instructional supervision as they possess rich knowledge, skills and attitude necessary for adequate performance of their supervision roles. The study also concludes that head teachers' professional qualification is critical factor in instructional supervision. The study further concludes that inservice training affects instructional supervision greatly because of the techniques gained when one is working through insets as shown by 97 per cent of the respondents. The study recommends that the school administrators' workload should be reduced so that they can address both their administrative duties and participate fully in their instructional supervisory roles. The government should ensure balancing of staffing in every school to avoid understaffing. The school administrators should be in-serviced and mainly on supervisory skills. This could be done through induction workshops for newly promoted head teachers so as to keep them cope with the challenging administrative and supervisory roles, simply because the primary school curriculum keeps on changing always. The school administrators should be in-serviced and mainly on supervisory skills

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

Education is an important catalyst in any country's social, economic and political development. Globally it is recognized as a basic human right, thus a form of investment that contributes to the development of both an individual and society. Basic education strengthens individuals' capacity, families and communities to access health, higher education, economic and cultural opportunities and service.

Investment in quality primary education is a foundation for subsequent higher levels of education. Most countries committed to provide quality education for all by the year 2015. The United Nations Educational Scientific and Cultural Organizations (UNESCO, 1994) recognized education as one of the basic human rights. The links between education and economic growth, income distribution and poverty reduction are well established.

Education equips people with knowledge and skills they need to increase income and expand opportunities for employment. This is true for households and for national economies. Levels of productivity, economic growth and patterns of distribution are intimately linked to the state of education and the distribution of educational opportunity. Increasing global economic interdependence and the

growing importance of knowledge –based processes in economic growth have both raised the premium on education and the cost associated with education deficits. . Education for all global report (EFA 2009)

Improved access to good quality basic education is one of the foundations for broad-based growth. However it is through effective instructional supervision in educational institutions that quality education is realized.

School supervision in general has existed in all countries for many decades and occupies a pivotal position in the management of education, which can be understood as an expert technical service most importantly concerned with scientific study and improvement of the conditions that surrounds learning and pupil growth (Alemayehu, 2008). Supervision of instructions began in colonial New England as a process of external inspection. Local citizens would inspect what the teachers were doing and what students were learning, rather than the improvements of teaching or student's learning (Gregory, 2010).

Supervision was formalized in the late 1830s when common schools were formed. Professional administrators undertook supervisory activities and placed attention on assisting the teachers to improve their teaching effectiveness Kombi (1998). Muthoni (2012) further asserts that an increasing number of countries have from the 1990s onwards attempted to reform supervision because of its

effectiveness as a key tool in monitoring and improving education quality. Muthoni further observes that the value of education supervision lies in the improvements of teaching and learning situations and consequently students' achievements. In Britain, the main purpose of inspection is to collect a range of evidence match them against a given criteria and make judgments. The World Bank (2010) noted that in England supervision is bestowed on the office for Standards in education of children's' services and skills, local authorities and school boards and emphasize on three aspects; i) students' outcomes; ii) School processes; and iii) the context in which schools are operating. My take on the same is that effective supervision depends on how the teachers are supported by the heads of institutions.

Gregory (2011), notes that Students are supervised by their teachers who are primarily supervised by the school principals/ head teachers with a view to improving teacher quality and retention. According to De Grauwe (2007), an infective supervisor should be a little more informed of modern methods of administration and those of teaching. It is the supervisor who is responsible for quality and internal supervision which is a tool for attainment of quality.

According to Hoerr (2008), head teachers effectiveness can have a positive effect on students' academic achievement, organizational management and staff development. Their leadership can promote human relations, school improvement and collaboration with stake holders including students, teachers, support staff,

parents and community.

The head teacher should be able to supervise students, teachers and support staff in order for the mission of the school to be accomplished. Khaemba (2009) observed that the head teacher should ensure that teachers conform to their professional ethics. The head teacher should supervise them in such areas as class attendance, testing of students, keeping and using professional documents such as schemes of work, lesson plans progressive records, records of work covered and lesson notes.

Effective professional development may take many forms; it should not be limited to formal off-site kinds of programs. Dialogue and reflections with colleagues, peer and supervisor observations and keeping journals are all effective ways for teachers to advance their knowledge (UNICEF, 2000). A program in Kenya, the Mombasa School Improvement Project, built on this approach to professional development and showed that teachers supported with in-service as well as external workshop training improved significantly in their abilities to use child-centered teaching and learning behaviors (Anderson, 2000)

Republic of Kenya (1964) emphasized the importance of instructional supervision in secondary schools and mandated head teachers the role of school based supervision of instructions. On the other hand the Kamunge Report (1988) established an inspectorate in the MoE charged with supervision and inspection of teachers on School Based Quality Assurance and Standards (MOEST, 2009).

The Basic Education Act, (2013) stresses on the need for instructional supervisions by establishing Standards and Quality Assurance Council (ESQAC) whose functions is assessment of teachers and maintenance of quality standards and relevance of education in institutions of basic education.(Republic of Kenya, 2013).this is done through instructional supervision for quality teaching and learning.

The Basic Education Act (2013) empowers the Cabinet Secretary for Education, Teachers Service Commission (TSC), National Education Board, national quality assurance bodies and the County Education Board (CEBs) with the mandate of maintenance of standards quality and relevance of education and training. In relation to the study at institutional level it sought to investigate the factors influencing head teachers' instructional supervision practices.

Head teachers are in charge of supervision at school level. Workload has been cited as one of the challenges hampering effective execution of instructional supervision among head teachers. Glanz and Sullivan (2007) indicate that head teachers are given many non-institutional duties hence they do not have the time to undertake continued and meaningful supervision.

Similarly, Muoka (2007) found out that heavy work is one of the challenges that face the head teachers in performing effective instructional supervision. According to UNESCO (2006) teacher pupil ratio in Kenya is high leading to increased work load for teachers and this affects head teachers' effectiveness in instructional

supervision. The researcher attempts to establish the performance of KCPE in Kinango Sub-county by comparing it with that of neighboring sub counties that make up Kwale County. The data available at Kwale County Education Office is as presented in Table 1.1

Table 1.1 Kwale County KCPE analyses between 2011 and 2015

Year	2011	2012	2013	2014	2015
Kinango Sub- County	218.00	223.14	244.20	229.20	231.26
Matuga Sub- County	231.79	216.80	216.27	229.86	235.89
Msambweni Sub-County	228.66	214.00	233.14	233.86	238.60

Source: Kwale County Education Office (2015)

As presented in Table 1.1 shows that results in Kinango Sub-County have generally been below average for the last five years. Schools have the necessary learning resources, adequate staffing levels, Teacher qualification hence therefore it was possible that instructional supervision was being the deficient factor. Instructional supervision plays an important role in the performance of teachers. For this role to be effectively achieved, Factors influencing head teachers’ instructional supervision practices must to be analyzed hence the need to carry out the study.

1.2 Statement of the problem

According to the Inspectors' Handbook (2000) the Kenya government recognizes the importance of instructional supervision in improving teaching and learning. Thus over time, efforts have been made to enhance the quality of instructional supervision by rationalizing head teachers' workload and training head teachers on supervision practices to ensure that quality instructional supervision is available at schools.

To improve mobility at the sub county level, Quality Assurance and Standard Officers (QASOs) have been provided with motorcycles and increased financial allocations to sub-county education officers and other logistical requirements to guide on the quality of head teachers' instructional supervision (MoEST, 2012) and numerous in-service training at various workshops and seminar for head teachers'.

All other factors that influence academic performance are addressed except individual and institutional factors of a head teacher. Facilities and human resources in Matuga, Msabweni and Kinango Sub-counties are more or less similar and yet there are differences in academic achievements. This study therefore seeks to investigate the factors influencing head teachers instructional supervision practices.

1.3 Purpose of the study

The purpose of the study was to investigate the factors influencing head teachers' instructional supervision practices in public primary schools in Kinango Sub-county, Kenya

1.4 Objectives of the study

The study objectives were:

- 1.11 To determine the extent to which perceived effectiveness in instructional supervision is influenced by the amount of head teacher' teaching workload in kinango Sub County.
- 1.12 To establish the influence of administrative experience on head teachers' effectiveness on instructional supervision practices.
- 1.13 To determine the influence of head teachers' qualification on instructional supervision practices in public primary schools.
- 1.14 To establish the influence of in-service training on instructional supervision practices in public primary schools

1.5 Research questions

The study sought to answer the following questions:

- (i) How does head teachers' teaching workload influence their instructional supervision practices in Kinango Sub-County?
- (ii) To what extent do the head teachers' administrative experiences influence the instructional supervision practices?

- (iii) How does head teachers' qualification influence instructional supervision practices in public primary schools?
- (iv) How does in-service training influence instructional supervision practices in public primary schools?

1.6 Significance of the study

The findings may help the head teachers, Sub county Directors of Education (SCDE), Sub County Directors Quality Assurance and Standards Officers (SCDQASO) improve their supervision skills, identify challenges they face as instructional supervisors and find possible solutions in an effort to improve teaching and learning in their institutions.

The findings may be useful to teachers wishing to be head teachers in future to acquire knowledge and skills for effective instructional supervision. The findings may also be used in addressing issues related to instructional supervision practices by head teachers in the sub county. Finally the finding may be useful to future researchers undertaking similar or related studies hence broaden body of knowledge in instructional supervision.

1.7 Limitation of the study

Mugenda and Mugenda (2009) defined limitation as an aspect of research that may influence the outcomes negatively but over which the researcher has no control. Limitations encountered by the researcher entailed some respondents' failure to bring back the questionnaires in good time but the researcher made an effort to

collect them in person. The respondents shared information in the process of filling the questionnaires hence affecting the findings. The researcher sensitized the respondents on the importance of filling the questionnaires independently and assured them of their confidentiality

1.8 Delimitation of the study

This study was confined to public primary schools in Kinango Sub-County, excluding the private schools in the sub county since factors influencing head teachers instructional practices in these schools may be different because they were administered differently depending on the proprietors' inclination with different supervision practices that may not be uniform in all the schools. The study also delimited to factors influencing head teachers' instructional supervision practices leaving out other factors that affect performance since these factors play a major role that influence performance of head teachers.

1.9 Basic assumptions

The study was conducted based on the following assumptions;

The head teacher and teachers were to be honest and give truthful responses to the questions in the study instruments to reflect the reality on the ground

Those respondents were to be co operative in answering the questionnaires

1.10 Definition of significant terms

Instructional supervision refers to a constant process that aims at improving classroom teaching by providing needed services to the teachers.

Supervision refers to an internal mechanism adopted by principals for school self evaluation geared towards helping teachers to improve on their teaching and learning activities for the purpose of improving performance and achieving educational objectives.

Workload refers to the lessons taught and other administrative duties expected of a head teacher in a learning institution that is public primary school.

1.11 Organization of the study

This study will have five chapters. The first chapter will be introduction covering background to the study, statement of the problem, purpose of the study, limitation of the study, delimitation of the study, assumption of the study, definition of significant terms and organization of the study.

The second chapter deals with review of literature which covers general overview of instructional supervision and instructional supervision practices, summary of review of literature, theoretical perspective and conceptual framework.

The third chapter focuses on research methodologies which will cover research design, target population, validity and reliability, data collecting procedures, data analysis techniques and ethical considerations.

The fourth chapter focuses on data analysis, interpretation and discussion of findings. The fifth chapter focuses on the summary of the study, conclusions, recommendations, and suggestions for further research.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

In this chapter, the researcher will review literature related to school factors influencing head teachers' instructional supervision practices in public primary schools in Kananga Sub-County, Kenya.

The review focuses on the concept of head teachers' teaching work load, administrative experience, head teachers' training and teachers' attitudes towards instructional supervision and their influence on instructional supervision practices. The chapter ended with a theoretical and conceptual framework.

2.2 The concept of instructional supervision

According to Olive and Pawlas (1997), supervision is a service provided to teachers, both individually or in groups, for the purpose of improving instruction, with the students as the ultimate beneficiary. They also noted that was means of offering teachers a specialized help in improving instruction

Instructional supervision is a set of activities by a school leader working directly with a teacher that improves the teaching and learning process involving a cycle of systematic planning, observation, and diagnosis and renewed planning. Dipaola and Hoy (2005).

Drake and Roe (2003), defined instructional supervision as the process through which the principal attempts to work with the teachers and other staff members cooperatively to improve teaching and learning in the schools.

According to Wanzare (2012), instructional supervision embraces all activities that are directed specifically towards establishment, maintenance, and improvement of teaching and learning process in schools. These activities may depend on factors like head teachers' teaching work load, level of training, administrative experience and in-service training. This is in agreement with Sergiovanni and Starrat (2002), who observed that supervisory functions are so important in helping schools contribute effectively to rigorous and authentic learning.

According to Marshall (2010), offered a ten point explanation of why head teachers' supervision more times than not misses the mark. According to him, head teachers evaluate only a tiny amount of teaching and that micro-evaluations of individual lessons don't carry much weight. He observes that the lessons that head teachers evaluate are often a typical to which isolated lessons give an incomplete picture of instruction.

2.3 Head teachers' workload and instructional supervision practices

According to a study by UNESCO (2006), findings indicated that as a result of

Free primary education as from 2003, pupil to teacher ratio is high leading to increased workload which affects head teachers' effectiveness in instructional supervision. However, according to a study by Kimeu (2010) in his study found that, majority of the head teachers feel that the leadership responsibilities increase their workload and recommended that, head teachers need adequate time for their management functions as well as ample time for instructional supervision.

At the same time, Glanz and Sullivan (2007) indicate that head teachers are given many non-institutional duties hence they do not have the time to undertake continuous and meaningful supervision. The finding of Muoka (2007), equally found out that heavy work is one of the challenges that face the head teachers in performing effective instructional supervision. However, head teachers as supervisors should empower teachers to be self-reflective and participate in the supervisory process.

Head teachers are professionally trained teachers as well as supervisors in their respective schools which double up their workload to teaching and school administration. According to Wawira (2012), this doubling up of the tasks has been a challenge to many head teachers who have constantly lamented of being overwhelmed and in relation to the study the workload really influence head teachers 'instructional supervision practices in public primary schools and it also brings confusion regarding their job specification as most opt to either concentrate on one of the two tasks; teaching or administrative work.

According to a study by Issa (2012), teaching load of the head teacher influences the effectiveness of the head teachers' instructional supervision.

The finding supports the finding of Turkey Honest significant difference (HSD), test which revealed that teaching load significantly influenced supervision especially on the head teachers' ability to observe teachers in class, give feedback after classroom observation and checking the teaching aids used by teachers. Human resources are the most valuable assets of any organization. Ogunu (2005), cited lack of time as a challenge to school supervision and asserted that secondary school principals are so weighed down by routine administrative burden that they hardly find time to visit the classrooms and observe how the teachers are teaching.

A study by Abdille (2012) revealed that work load affected head teachers instructional supervision. Most of the head teachers indicated that work load affected their position to a greater extent since their performance in the schools is judged depending on how well they are able to control and coordinate the schools in one direction

2.4 Head teachers' administrative experience and instructional supervision practices

The free online dictionary defines experience as knowledge and skills acquired through a direct personal participation or observation of an event. In this study, the definition of administrative experience adopted is the length of time the head

teacher has been serving in that capacity.

According to Olembo (1992), administrative experiences, offers head teacher's superior knowledge, skills and attitudes that would enable them discharge their instructional duties effectively. A research study by the Association of Chartered Certified Accountants shows that employers are now laying emphasis on international work experience when recruiting accountants since it is an important tool for business growth (Global Work Experience, 2013). Mwiria (1995) carried out a study on the constraints and challenges to effective primary school management in Eritrea. He found out that limited teaching and administrative experience had a great deal to do with administrative deficiencies observed in those with less than five years of administrative experience.

However, Wawira (2012) found that administrative experience does not significantly influence instructional supervision practices in public primary schools. This contrasts with a study done by Xueming Luo at the University of Texas. He found that the longer a CEO serves the more the firm employee dynamics improve. But an extended term strengthens customer ties only for a time, after which the relationship weakens and the company's performance diminishes. Wawira (2011) observed that head teachers' job and teaching experiences influence teachers' perception towards head teachers' instructional supervision practices. This means that such teachers are readily willing to accept instructional guidance from experienced head teachers.

As instructional and supervisory leaders, Olembo et al (1992) point out that head teachers should be trained on various education issues so as to impart on them appropriate knowledge, skills and attitudes that would enable them discharge their duties effectively. Studies done in Kenya by (Nyandiko, 2008 & Kirui, 2012) both found that head teachers' experiences have a positive influence on implementation of curriculum change and instructional supervision practices

In Kenya, almost all primary school teachers undergo a two-year formal training course where they are trained to cover all subjects. It has now been established that the content being covered during the two years training period is too wide. As a result, the mastery of content by trainees as well as acquisition of appropriate pedagogical skills is inadequate (MoEST, 2006).

According to De Grauwe (2001), head teachers in many countries are promoted on the basis of seniority and experience whereby, they automatically become the instructional supervisors at the school level. In some developing countries, like Kenya, most primary school teachers do not possess higher qualifications in the form of degrees and diplomas but they occupy supervisory positions on the basis of seniority and long service. It would be proper for supervisors to possess higher qualifications and longer years of teaching experience than the teachers they supervise so as to have sufficient knowledge and experience in both content and pedagogy to be able to confidently assist, guide and support them. The

government of Kenya recognizes this to be the case thus in Kenya the appointment of school heads by Teachers service commission (TSC) has for long been based on experience of teachers. The more number of years one has taught, the higher the chance of promotion to the principal level. An individual has to have served as senior teacher and deputy head teacher for a period of not less than five years. (TSC, head teachers' manual, 2002). The above scholars seem to agree that administrative experience influence instructional supervision and it is against this backdrop that the researcher intends to carry out this study and find out whether head teachers' administrative experience has influence in instructional supervision. The study has not been carried out in public primary schools in Kinango Sub-County. This study, therefore seeks to determine whether head teachers' administrative experience influences their instructional supervision practices.

2.5 Head teachers' qualification and instructional supervision practices

The need for training was also identified by Muoka (2007). The findings of the study showed that instructional supervision enhances goal development, program development, control, coordination of instruction, motivation, problem solving, professional development and evaluation in teaching.

The researcher recommended enlightenment of instructional supervisors, through workshops, seminars, conference and other refresher courses on modern techniques of supervision successfully consulted. However, according to Mutua (2008) the training and quality of personnel do not guarantee improved

supervisory practices unless such are accompanied by a total commitment, dedication and change of attitude by both the supervisors and teachers towards each other.

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 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.

Mutua (2008) is in disagreement with Muoka as he said that it should be only if it is accompanied by commitment, dedication and change of attitude by both the supervisor and the teacher. This study is to find out influence of head teachers' qualification on instructional supervision.

2.6 In-service training and instructional supervision practice.

Gordon and Ross Gordon (2004) posit that effective supervision requires trained personnel with knowledge, interpersonal skills and technical skills who are prepared to provide necessary and appropriate support to the teaching staff. A study by Rotich (2014) in Longisa division in Bomet District observed that in-service training of head teachers ensures acquisition of relevant knowledge

skills and attitudes on supervision of instructions as the major role played by INSETs in instructional supervision. This concurs with Mbithi (2007) who opines that in-service training of educational administrators ensures a high degree of competence and a sense of responsibility hence, Mbithi asserts that before an officer is placed in a new responsibility he or she must undergo additional in-service training to keep them up to date with new techniques. This means that head teachers who participated in INSETs were able to deliver quality supervision services in their schools.

Further the finding concurs with Okumbe (1998) who recommended that if supervision is to be successful and encourage human relations, both the inspectorate personnel and the teachers should be trained; for the inspectors to be well versed in techniques that enhanced good human relations in supervision and for the teachers to know what to expect of supervisory practices required for doing a particular job. He further notes that employees become an asset of an organization and there is increased productivity since training improves efficiency and productivity of employees.

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. The MoET, further runs various improvement programs in the form of in service courses seminars, workshops and conferences for teachers as a form of professional development

2.7 Summary of the literature review

Different studies carried out actually agree that certain factors influence head teachers' instructional supervision. 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. Mwiria (1995) and Eshwani (1984) revealed the management deficiencies among head teachers with less experience'. They recommend According to Adhola (1987), Mwiria (1995), Musani (2007), head teachers professional training has a great influence on instructional supervision.

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 supervisor. Mwiria (1995) recommended determination of minimum levels of experience of teachers before appointment to leadership position and proper pre-and in service courses for head teachers. 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. However Flath (1989) carried out a study that revealed that a typical principal performs an enormous number of tasks every day and only 11 percent relates to instructional leadership.

Berlin (1988) on the other hand argues that if schools are to progress the principal cannot allow daily duties to interfere with the leadership role in curricula. Therefore, every head teacher needs an inbuilt supervision system to provide the

cohesion and direction necessary to achieve the purpose of the educational institution.

2.8 Theoretical framework

This study will be guided by the Contingency Theory developed by William Richard Scott (1981). Contingency Theory is an organizational theory that claims that there is no best way to organize a corporation, to lead a company, or to make decisions. Instead, the optimal course of action is contingent (dependent) upon the internal and external situation.

A contingent leader effectively applies his or her own style of leadership to the right situation. Two types of behaviors proved to be especially typical of effective leaders: consideration, leader behaviors that include building good rapport and interpersonal relationships and showing support and concern for subordinates and initiating structure, leader behaviors that provided structure (e.g., role assignment, planning, scheduling) to ensure task completion and goal attainment.

A leader's behavior is contingent to the satisfaction, motivation and performance of his or her subordinate. This theory explains, that performance of principals' instructional supervision practices depend upon effort for example a head teacher can motivate his teachers for improvement of performance. According to this theory an effective leader is guided by both the external and internal situations. This Theory is relevant to this study because the head teachers' as leaders in a school have a role

in management or doing things, in different situation that calls for different approach to handle, manage, and solve the arising issues concerned Management and organization is an ‘Open system’, which embrace anomalies or challenges every now and then, which requires ‘adaptable’ and ‘situational’ solution in order to overcome or solve the problem or issue concerned. School environments are not the same. However, this theory fails to adequately explain exactly what should be done about the leaders situational mismatch in the work place (Northhouse 2007pg 118-120), it is fit to this study. This Theory has its strengths that it is reliable, It has prediction powers, Suggests not to expect leaders to be equally effective in all situation Sirjie virkis Tallin university (2009).

2.9 Conceptual framework

Orodho (2004), defines conceptual framework as a mode of representation where a researcher represents the relationship between variables in the study and depicts them diagrammatically.

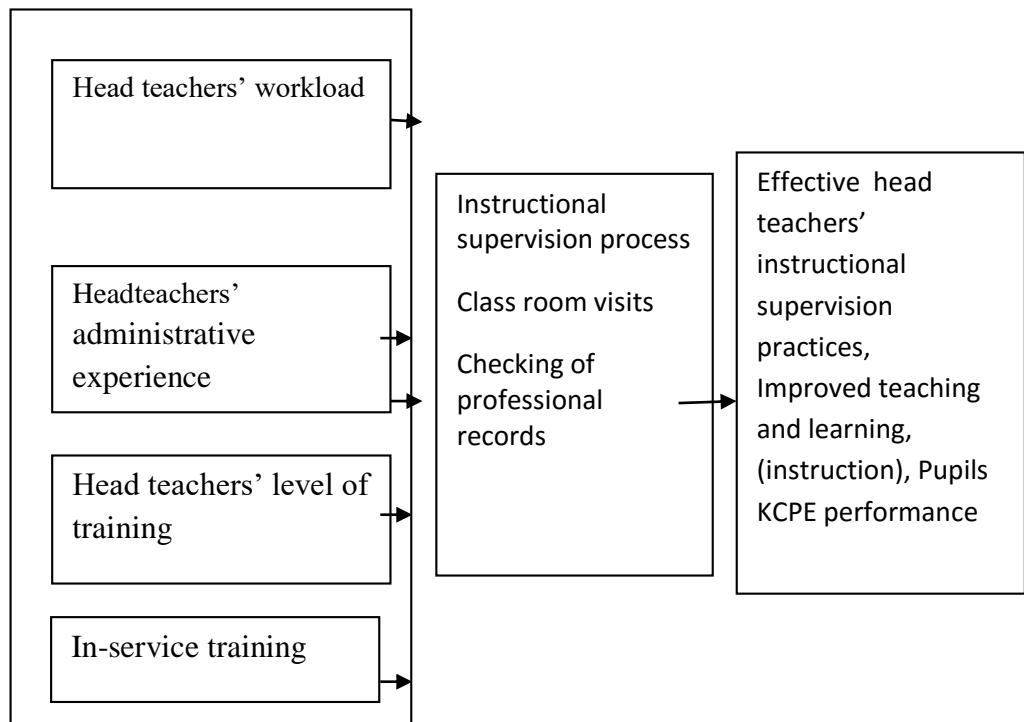


Figure 2.1 Conceptual frameworks of the factors influencing head teachers' instructional supervision practices in public primary schools. The study will be conceptualized based on the variables used in the study. It will be conceptualized that instructional supervision practices are influenced by various factors; These will be head teachers' teaching work load, levels of training in instructional supervision, administrative experience and in-service training.

The independent variables influence the instructional supervision practices thus resulting in improved teaching and learning (instructions) hence good instructional supervision practices by head teachers.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter discusses the research methodology that will be used in this study and provide a general framework for the research. It presents the research design, target population, sample size and sampling procedures, description of research instruments, validity and reliability of instruments, data collection procedures and data analysis techniques.

3.2 Research design

This study used descriptive survey to establish the factors influencing instructional supervision in public primary schools in Kananga sub-county. According to Gay (1992), descriptive survey research design is a method used to investigate educational issues and to determine and report the way things are and where.

It was the most appropriate design in obtaining information that best describe the existing phenomenon through asking questions in order to know more about peoples' attitudes, perceptions and practices

3.3 Target population

According to Orodho (2005), target population is a set of elements that the researcher focuses upon and to which the results obtained by testing the sample

should be generalized. For this study the target population will constitute all the 130 public primary schools in Kananga Sub-county with a population of 130 head teachers 1,400 teachers

3.4 Sample size and sampling procedures

Table 3.1 shows the total target population of head teachers and teachers in respect to the sample size for data collection that will be used for the study.

Category of Respondents	Target Population	Sample Size	Percentage %
Head teachers	130	33	25.0
Teachers	1400	280	20.0
Total	1530	313	20.0

According to Mugenda and Mugenda (2003), a sample size is a small portion of the target population, while sampling is a research technique that is used in selecting a given number of subjects from the target population as a representative of that population. Mugenda and Mugenda (2003) recommend 10 percent to 30 percent of the target population as an adequate sample for a study.

The researcher took take 25 per cent and the sampled size was 33 head teachers, 280 teachers from public primary schools representing 20 per cent of the target population in Kananga Sub-county.

The researcher employed simple random sampling technique to select 33 schools. Simple random sampling is a technique in which each and every item of the population has an equal chance of being included in the sample. In applying this technique the researcher obtained the names of all public primary schools in Kinango Sub-county and wrote them on identical slips of papers.

The slips of papers were folded and mixed in a container. A blindfold selection was made with replacement before another unit was selected. This was done repeatedly until all 33 schools were selected. The same technique was used to select 8 teachers from each sampled school. The 33 head teachers of the 33 sampled schools were purposively picked

3.5 Research instruments

The study used questionnaires for the head teachers and the teachers. According to Combo and Tromp (2006), a questionnaire is a research instrument that gathers data over a large sample. It can reach a large number of subjects who are able to read and write independently. It is preferred as it allows anonymity of respondents and uniformity of questions.

Section A of both head teachers' and teachers' questionnaires was used to collect personal information of the respondents. Section B were questions related to instructional supervision involving relevant questions to each category of the respondents. The questionnaires used in the study had both closed and open-ended

questions. Open ended questions allow greater depth of response.

3.6 Validity of instruments

Validity is the degree to which a test measures what it purports to be measuring. Validity can also be said to be the degree to which results obtained from analysis of data actually represent the phenomenon under investigation (Orodho, 2004)

The researcher used test, face and content validity of the questionnaire. Face validity was checked by way of employing the pretesting method. Content validity refers to the capacity of the instrument to provide adequate coverage of a topic. (Magenta 1999) states that the usual procedure in assessing content validity of a measure is to seek expert or professional advice in that particular field.

Supervisors of this study, who are the experts in the University's school of education, were consulted to validate the instruments. Their comments were taken into account in revising the instruments in order to collect valid data. Prior to embarking on data collection, the researcher did pilot study in two primary schools, 2 head teachers and 20 teachers in Kananga sub-county which have similar socio-demographic features within the sub-county. Supervisors, whose recommendations, were in-cooperated in the final questionnaires.

3.7 Reliability of research instruments

Reliability is the ability of a research instrument to measure characteristics of interest over time. It is the degree to which a research instrument yields consistent

results or data after repeated trials. If a researcher administers a test to a subject twice and gets the same scores on the second administration as the first test, then there is reliability of the instrument Magenta and Magenta, (2003)

The test-retest reliability method was used to establish the extent to which the content of the instruments was consistent in producing the same response every time the instrument was administered. This involved administering the same instrument twice to the same group of subject with a time lapse between the first and the second test. The reliability co efficient between two scores was calculated using the Pearson product-moment correlation formula as illustrated.

$$r = \frac{N\sum XY - (\sum X)(\sum Y)}{[\sum X^2 - (\sum X)^2][\sum Y^2 - (\sum Y)^2]}$$

Where N=No. of values or elements

X=first score

Y=second score.

The researcher computed the reliability co efficient for the questionnaires.

Magenta and Magenta (2003) assert that co efficient of 0.8 or more implies that there is a high degree of the reliability of data. The coefficient for the head teachers and for the teachers indicating the above co efficient was assumed fit, reliable and used for the study. (Best & Kahn, 1988)

3.8 Data collection procedures

Data collection procedure refers to gathering of specific information aimed at providing or refuting some facts. Combo and Tromp (2006), Prior to the commencement of data collection, the researcher was cleared by the Department of Educational administration and Planning in the University of Nairobi.

A research permit was obtained from the National Commission for Science, Technology and Innovation.

A copy of the permit and an introductory letter was be presented to the County Director of Education, Kwale and then to Kananga Sub County Director of Education. The researcher visited the sampled schools informing the head teachers of the study and the administration of the questionnaires. Thereafter the questionnaires were administered and collected at agreed time and date in person.

3.9 Data Analysis techniques

After collection of data, the instrument was checked for completeness and clarity. Data was analyzed both quantitatively and qualitatively based on the study objectives. Quantitative analysis applied for close ended questions that provided the respondents with alternative responses from which to choose. Qualitative analysis was used on open ended questions that required the respondents to give their own opinions.

Descriptive statistics was used to summarize quantitative data. Analyses involved editing the questionnaires, tabulating and coding the responses. Data was processed using Statistical Packages for Social Sciences (SPSS) computer programme. Frequency distributions, percentages and mean scores and standard deviations was computed and tabulated. The results were discussed thematically For each item according to themes. The data was then edited and coded and reported using descriptive narratives of the views, experiences and opinions of the respondents. Descriptive statistics were used to analyze the coded responses.

3.10 Ethical considerations

The researcher had to seek permission from the head teachers of the sampled schools so that he would be able to establish good rapport with the respondents. The researcher asked the respondents to willingly and honestly fill the questionnaires. They were assured that the data to be collected would be used for the purposes of the research and that their identity would remain confidential.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTEPRETATION

4.1: Introduction

This chapter focuses on the findings from the analysis of the data collected.

The data collected was aimed at addressing the purpose of the study which was to investigate. It questionnaires response rate, Demographic and background information of respondents, influence of head teachers' teaching workload, influence of administrative experience, influence of qualification and in-service training on instructional supervision practices in public primary schools in Kinango sub county, Kenya. The work is organized based on the four research objectives of the study. The presentation is based on data from head teachers' and teachers' questionnaires.

4.2 Questionnaires return rate

The researcher distributed questionnaires to 33 head teachers and 280 teachers.

Table 4.1 Questionnaires return rate

Category	Frequency		percent (%)
	distributed Questionnaires	questionnaires returned	
Head teachers	33	33	100%
Teachers	280	275	98%
Total	313	308	98%

The findings in Table 4.1 indicates that the 33 head teachers sampled participated in the study. This represent a return rate of (100%). However (98%) of the sampled teachers took part in the study and returned the questionnaires. This response was possible because the respondents were knowledgeable about instructional supervision as they were involved in instructional supervision in school. The questionnaires were self administered to the respondents who completed and them immediately and the researcher collected them immediately. The high response rate indicated that they were very cooperative.

4.3 Socio – demographic information of the respondents

The researcher collected socio demographic information of the respondents. This included the age, level of education, administrative and experience gender of the participants.

4.3.1 Age distribution of the respondents

The study sought information on the age of the respondents. Table 4.2 presents a summary of the age distribution for all the categories.

Table 4.2: Head teachers and teachers distribution by age

Age	head teachers		Teachers		Total	
	F	%	F	%	F	%
21- 30	0	0	62	23	62	20
31- 40	3	9	86	31	89	29
41 -50	27	85	89	32	116	38
Above 50 years	3	6	38	13	41	13
TOTAL	33	100	275	100	308	100

As shown in the Table 4.2 above, Majority (38%) of the head teachers and teachers in Kinango Sub County were elderly with majority of them being over 40 years. The elderly of majority of head teachers may be attributed to the many years of experience that a teacher requires to rise to the post of a head teacher. The study also indicates that many of the head teachers are in the age bracket of 41-50 years meaning they are old enough to handle instructional supervision for their long service hence have acquired a lot of experiences in instructional

supervision at school level. These findings are in agreement with De Grauwe (2001) that head teachers in many countries are promoted on basis of seniority and experience.

The findings are in agreement with the kipngeno (2014) who established that the majority of head teachers in Bomet District were aged 45 years and above. . The study also indicates that many of the head teachers are in the age bracket of 41-50years meaning they are old enough to handle instructional supervision for their long service.

4.3.2 Academic qualification of the respondents

The study was further interested in finding out the level of education of the respondents. The data are presented in the Table 4.3 below

Table 4.3 Academic qualification of respondents

Level of Education	Respondents					
	Head teachers		Teachers		Total	
	F	(%)	F	(%)	F	(%)
PI	6	18	112	41	118	38
ATS			26	9	26	8
Diploma	17	52	68	25	85	28
B. Ed	10	30	58	21	68	22
Post Graduates			11	4	11	4
Total	33	100	275	100	308	
100						

Table 4.3 shows that majority (52%) of the sampled head teachers had a diploma and none had an ATS or a post graduate as his highest professional qualification. As for the teachers, majority (38%) were P1 certificate holders with 4% graduates. This was a positive gesture that human resource with high professional qualification was moving to manage primary schools. The findings also suggest that the respondents have relevant qualifications to teach in public primary schools.

4.3.3 Administrative experience of respondents

The questionnaires sought information on administrative experience of respondents in terms of number of years they have served in the current administrative post. Table 4.4 summarized the results.

Table 4.4 Administrative experience of respondents

Working experience	head teachers	
Experience	F	%
Less than 1 year	4	12.1
1 - 5 years	7	21.2
6 - 10 years	6	18.2
11 – 20 years	10	30.3
Over 20 years	7	18.2
	33	100.0

The results in table 4.4 suggests that most of the head teachers have served in the administrative position between 11 – 15 years. This was represented by (30.3%) of the sampled headteachers. It also revealed that a high percentage of the head teachers most of the head teachers have gained enough experience on instructional supervision.

4.3.4 Gender of respondents

The researcher collected information on the gender of respondents. The findings are presented in Table 4.5 below

Table 4.5 gender of respondents

Gender	Head teachers		Teacher s	
	N	(%)	N	(%)
Male	29	88	169	61
Female	4	12	106	39
Total	33	100	275	100

The results of Table 4.5 show that a significant number (88%) of the head teachers were male while majority of the teachers (61%) of them were male. Majority of the administrative personnel in the school are males. These are represented by (88%) of head teachers, (61%) of teachers indicating that Kananga sub county is a male dominated zone because majority of the teachers were male. The few females in administrative position indicate that female

teachers view leadership positions as male domains. The findings therefore show that there was great gender disparity among the head teachers because there was very few female head teachers in charge of instructional supervision.

The findings are in agreement with Cubillo and Brown (2003) who stated that the teaching profession internationally is dominated by women except in a few countries. However despite the large number of women in the profession they are greatly underrepresented in management positions. Supervision of instructions in public primary schools are affected by many factors as cited in the literature review. Some of the factors are head teachers' teaching workload, administrative experience, head teachers qualification and head teachers' in-service education and training.

4.4 Factors Influencing Head teachers' Instructional Supervision Practices.

Supervision of instruction in primary schools are affected by very many factors as cited in the literature review. Some of the factors are head teachers 'teaching workload, administrative experience, head teachers' qualification and head teachers 'in-service and education and training. This study aimed to established factors influencing instructional supervision practices in public primary schools in Kinango sub county. The data was obtained through own constructed questionnaires administered to head teachers, and Teachers in public primary schools. Responses from the questionnaires were organized and analyzed using

descriptive statistics supported by tables and figures based on the objectives of the study.

4.4.1 Influence of head teachers' workload on instructional supervision practices.

The first research question sought to establish the extent to which headteachers' workload influence instructional supervision the head teachers were asked several questions on their workload based on classroom teaching administrative meetings within the school, administrative meetings outside the school, classroom visitation, dealing on pupils discipline, meeting parents meeting stakeholders and mobilizing financial resources the responses were as follows.

Table 4.6 Headteachers' workload and classroom teaching

Intensity	Head teachers		Teachers	
	F	%	F	%
Very demanding	28	84	180	65
Demanding	5	16	90	33
Fairly demanding	-	-	-	-
Not demanding	-	-	5	2
Total	33	100	275	100

The findings as shown in the Table 4.6 observed that 16% of head teachers indicated that classroom teaching was demanding while majority (84%) of the head teachers indicated that this was very demanding of all the other tasks. This suggests that all the head teachers in the sub county felt overworked which could be attributed to their handling of administrative duties. The study also indicated that (65%) of the teachers showed that was very demanding while (2%) of the teachers showed that it was not demanding at all.

Table 4.7 Head teachers' workload and attendance to administrative meetings

Intensity	frequency	percent
Very time consuming	30	85.71
Fairly time consuming	5	14.29
Less time consuming	-	-
Total	35	100

Findings in Table 4.7 indicate that (87.71 %) of the head teachers find administrative meetings time consuming probably they only happened occasionally and often took place with the head teachers' consent. the staff meetings and other meetings within the schools were planned in advance.

About attendance to workshops 79 percent of the teachers showed that it was not time consuming and probably most workshops and in-service courses were conducted over the school holidays.

Table 4.8 Head teachers' workload and attendance to classroom observation

Intensity	Head teachers		Teachers	
	F	%	F	%
Very demanding	17	49	99	36
Demanding	8	23	17	6
Moderate	6	17	11	43
Not demanding	4	11	41	15
Total	35	100	275	100

Table 4.8 shows that (49%) of the head teachers and (36 %) of the teachers indicated that it was time consuming while 11% of the head teachers indicated that it was not demanding. The findings indicate that despite that headteachers' workload is enormous, classroom observation is given a

priority. It could be possible that head teachers are good time managers as stressed by some scholars. ‘Time is a unique resource’ one cannot rent or buy time. Time wasted shall never be recovered. Drucker (1970).

Table 4.9 Head teachers’ workload and community relations

Intensity Teachers	Head teachers			
	F	%	F	%
Very time consuming	17	48	113	41
Fairly time consuming	11	32	28	10
Less time consuming	7	20	134	49
Total	35	100	275	100

The findings in Table 4.9 indicates that 52 Percent of the head teachers’ did not find that dealing with parents and community was time consuming. It was also confirmed by 59 percent of the teachers. This could be was contributed by parents visiting the school where need arise following school and involved on special meetings like academic clinics or fundraise. Probably the pupils were highly disciplined that parents are not often called on discipline cases of their children.

4.4.2 Head teachers’ administrative experience and instructional supervision practices

Research question 2 sought to find out the extent to which head teachers’ administrative experience influenced instructional supervision practices in public primary schools. The respondents were asked to indicate the extent to which they thought head teachers administrative experience generally influence their supervision practices. Their responses are tabulated in Table 4.10 below

Table 4.10 Administrative experience and instructional supervision practices

Responses	Head teachers		Teachers	
	F	%	F	%
Strongly agree	27	82	224	81.0
Agree	6	18	47	17.0
Disagree	-	-	4	2.0
Total	33	100.0	275	100.0

From Table 4.10 it is evident that the majority of the head teachers indicated that administrative experience affects supervision of instruction in public

primary schools. These are represented by (82%), of the sampled head teachers, (81%) teachers respectively.

From the finding it means that administrative experience of the head teachers, and teachers should be considered as a requirement when appointing them to the administrative position. The respondents were also asked to indicate their levels of agreements on the aspects of experience in relation to supervision of instructions in public primary schools in Kinango Sub County. Their responses are summarized in Table 4.11

Table 4.11 Head teachers administrative experience and instructional supervision practices

1. Strongly Agree 2. Agree 3. Indifferent 4. Strongly Disagree

Aspect of experience percent	key	frequency	
Administrative experience and acquisition of knowledge, skills and attitudes	2	126	40.9
Limited experience contributes to administrative deficiencies	1	230	74.6
Experience influences teachers perception towards supervision practices	3	4	1.3

The findings of Table 4.11 indicate that most of the respondents do appreciate the work done by the administrative experience in instructional supervision. Most of the (43.2 %) show that administrative experience guarantees gaining of knowledge, skills and attitudes very important for instructional supervision. The results also show that 74.6 percent of the respondents suggest that limited experience contribute to administrative deficiencies in head teachers with less experience. This means that there should be minimum level of experience before appointing teachers to leadership positions. Head teachers' experience is very important in instructional supervision as reflected by majority of the respondents (66.8%)strongly noted found out that experience influences teachers perception towards supervision practices.

The researcher sought to find out for how long the head teachers' and teachers had worked in their current positions

Table 4.12 working experience of respondents

Working Experience in	Head teachers		Teachers	
	F	%	F	%
%				
Years				
Less than 5	3	9.0	89	32.0
Years				
5-10 years	10	30.0	80	29.0
10-15 years	14	43.0	55	20.0
15 years and	6	18.0	51	19.0
Above				
Total	33	100	275	100

The results in Table 4.12 suggest that most head teachers have served in the

administrative position between 10 -15 years. This was represented by (43%) of the sampled head teachers. The study also show that majority of the teachers have not served as teachers for more than 5years in their present stations. This is an indication that most of the teachers have not got enough experience on instructional supervision from their head teachers. This finding is supported by various studies for example Wawira (2011) and Mwiria (1995). Mwiria found that limited teaching and job experience contributed to administrative deficiencies in less experienced head teachers in Eritrea schools.

According to Wawira (2011) head teachers job and teaching experience influence teachers' perception towards head teachers' instructional supervision practices. The study therefore established that head teachers' administrative experience affect instructional supervision practices in public primary schools in Kinango Sub County.

4.4.3 Head teachers' professional qualification and instructional supervision practices.

Research question 3 sought to determine the influence of head teachers' qualification on instructional supervision practices in public primary schools in Kinango Sub- County. The respondents were asked to indicate the extent to which they thought head teachers qualification generally influence their supervision practices. Their responses are tabulated in Table 4.13.below

Table 4.13 Level of education of respondents

Level of Education	Respondents					
	Head teachers		Teachers		Total	
	N	%	N	%	N	%
PI	6	18	112	41	118	38
ATS			26	9	26	8
Diploma	17	52	68	25	85	28
B. Ed	10	30	58	21	68	22
Post Graduates	-	-	11	4	11	4
Total	33	100	275	100	308	100

Table 4.13 shows that majority (52%) of the head teachers had a diploma and non had an ATS or a post graduate as his highest professional qualification. As for the teachers, majority (38%) were P1 certificate holders with 4% graduates. This was a positive gesture that human resources with high professional qualification were moving to manage primary schools.

Another key study finding was that from the 33 head teachers, their highest

qualification was a diploma non a bachelor of education holder. This could be an obstacle to effective instructional supervision since some of the teachers they were to supervise were more educated than them 11 (4%) of the teachers were post graduates.

Evans (1999) had stated that the successful supervisor of 21st century will need to be very professional, competent, highly trained and a well motivated individual. Some of the teachers they were to supervise were more educated than them. The finding shows that all the head teachers and teachers in Kinango sub county public primary schools were trained in that all the teachers and head teachers had attended training institutions at various levels.

However findings also indicate that majority of the head teachers in kinango Sub County did not sought higher education. The findings are in agreement with Mosoti (2013) who found that 50% of the teachers had a PI certificate as compared with 39% of the head teachers.

4.4.4 Head teachers' in-service training and instructional supervision practices

Research question 4 sought to find out the extent to which head teachers' in-service training influence instructional supervision practices in public primary schools. The respondents were asked to react to several statements intended to describe the head teachers 'role on in- service training on instructional

supervision. The table below shows the headteachers who had been exposed to in-service training. Their responses are summarized in Table 4.14

Table 4.14 Roles played by head teachers' INSETs in instructional supervision practices

Rates	F	%
In-service training of head teachers ensures acquisition of knowledge skills and attitudes	210	68.2
In-service training creates awareness on how teachers may participate in instructional supervision	36	11.7
In-service training promotes effective instructional Supervision and human relations.	62	20.1
Total	308	
100.0		

The data on Table 4.14 indicates that the majority of the respondents (68.2%) who responded cite that in-service training of head teachers ensures acquisition of relevant knowledge, skills and attitudes on supervision of instructions as the major role played by INSETs in instructional supervision. This concurs with Mbithi (2007) who opines that in-service training of educational administrators ensures a high degree of competence and a sense of responsibility hence, Mbithi asserts that before an officer is placed in a new responsibility he/she must undergo additional in-service training to keep them up to date with new techniques. This means that head teachers who

participated in INSETs were able to deliver quality supervision services in their schools. Further the finding concurs with Okumbe (1998) who recommended that if supervision is to be successful and encourage human relations, both the inspectorate personnel and the teachers should be trained; for the inspectors to be well versed in techniques that enhanced good human relations in supervision and for the teachers to know what to expect of supervisory practices. Respondents were also asked to indicate the INSET they have attended in the last ten years. The results are summarized in Table 4.15 below

Table 4.15 Responses on In-service training and education attended by the respondents

The Table 4.15 below shows a list of the agencies head teachers had been exposed to training.

Agency	head teachers	
	F	%
AEO	26	79
KEMI	32	97
NGO	30	90
PRISM	10	30
SbTD	6	18
SCDE OFFICE	29	88

The results of Table 4.15 indicate that most of the INSET programmes offered by the MoEST target the head teachers with (97%) of them showing that they took part in KEMI head teachers' trainings. Other INSETS head teachers took part include primary school management (PRISM), diploma course offered by Kenya educational management institute in conjunction with the ministry of education science and technology.

There was disparity in INSET participation amongst the head teachers concerned with internal curriculum supervision in public primary schools which impact negatively on efficient supervision. This is because some of the head teachers did not participated in INSETS geared towards education management. Majority did not participate well in SbTD and PRISM hence lack skills, knowledge and attitudes related to their work.

The above concurs with Mbithi (2007) who opines that in-service training of educational administrators ensures a high degree of competence and a sense of responsibility. Mbithi asserts that before an officer is placed in a new responsibility he/she must undergo additional in-service training to keep them up to date with new techniques. This means that head teachers who participated in INSETs were able to deliver quality supervision services in their schools.

Table 4.16 Responses on frequency of head teachers’

Instructional supervision practices

1. Once a week 2. Once a month 3. Once a term 4. Once a year

5. Never

Instruction supervision practices	percentage				
	1	2	3	4	5
Classroom visitation/observation as the lesson progresses	18	36	33	9	3
Holding model teaching sessions	12	36	30	21	-
Provision of school based in – service	12	42	24	18	-
Monitoring class attendance by teachers	54	24	12	9	-
Ensuring timely preparations of schemes of work	24	76	-	-	-
checking pupils’ homework assignments and exercise books	45	39	12	3	-

The results of Table 4.16 suggest that the head teachers carried out following once a week monitoring teachers' class attendance, as shown by majority of the respondents 54% and checking pupils' homework, assignments and exercises books as shown by 45% of the respondents. Those instructional practices rated as being undertaken once a month were ensuring timely preparation of schemes of work as shown by majority of the respondents 76% and provision of school based in-service as shown by 42% of the respondents. The findings show that the teachers carry out various supervision practices at varied levels of frequency.

In-service training of head teachers ensures acquisition of relevant knowledge, skills and attitudes on supervision of instructions as the major role played by INSETs in instructional supervision. This concurs with Mbithi (2007) who opines that in-service training of educational administrators ensures a high degree of competence and a sense of responsibility hence, Mbithi asserts that before an officer is placed in a new responsibility he/she must undergo additional in-service training to keep them up to date with new techniques.

This means that head teachers who participated in INSETs were able to deliver quality supervision services in their schools. Further the finding concurs with Okumbe (1998) who recommended that if supervision is to be

successful and encourage human relations, both the inspectorate personnel and the teachers should be trained; for the inspectors to be well versed in techniques that enhanced good human relations in supervision and for the teachers to know what to expect of supervisory practices.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary of the study, the summary of the research finding, conclusions, recommendations and suggestion for further research.

5.2 Summary of the study

The main purpose of the study was to establish factors influencing head teachers' instructional supervision practices in public primary schools in Kinango sub county, Kenya. The ultimate aim was to establish a basis for recommendations on certain factors influencing head teachers instructional supervision practices in public primary schools with a view to helping realize improved head teachers' instructional supervision.

The sample size consisted of 33 head teachers, 280 teachers. The researcher used descriptive survey design, simple random sampling for schools and purposive sampling for the respondents. The main instrument was own constructed questionnaires for the head teachers and teachers.

The findings obtained are presented in forms of frequency tables. The objectives of the study were. to determine the extent to which perceived effectiveness in instructional supervision practices is influenced by the head teachers' teaching

workload in public primary schools in Kinango sub county, to establish the influence of administrative experience on head teachers' instructional supervision practices in public primary schools in Kinango sub county, to determine the influence of head teachers qualification on instructional supervision practices in public primary schools in Kinango sub county and to establish the influence of in-service training on instructional supervision practices in public primary schools in Kinango Sub-county.

Data was processed using Statistical Packages for Social Science (SPSS) and analyzed using descriptive statistics such as means, percentages standard deviations supported by frequency Tables.

5.3 Summary of the study findings

The research report had four objectives. The first objective of the study sought to determine the extent to which perceived effectiveness in instructional supervision practices is influenced by the head teachers' teaching workload in public primary schools in Kinango sub county.

The study established that head teachers' teaching workload is critical in supervision of instructions. This is because majority of the respondents (84.0%) of the head teachers and (65.0%) of teachers strongly indicated that head

teachers teaching workload influence instructional supervision practices in public primary schools in Kinango sub county.

The second objective of the study sought to establish the influence of administrative experience on head teachers' instructional supervision practices in public primary schools in Kinango sub county. The study established that administrative experience affect head teachers' instructional supervision practices as the study reveals that (82.0%) of the respondents indicated that administrative experience influence head teachers' instructional supervision practices. The third objective of the study sought to determine the influence of head teachers qualification on instructional supervision practices. The study established that head teachers' professional qualification was critical in that

Table 4.2 shows that majority (52%) of the head teachers had a diploma and none had an ATS or a post graduate as his highest professional qualification. As for the teachers, majority (38%) were P1 certificate holders with 4% graduates. This was a positive gesture that human resources with high professional qualification were moving to manage primary schools. Another key study finding was that from the 33 head teachers, their highest qualification was a diploma none a bachelor of education holder. This could be an obstacle to effective instructional supervision since some of the teachers they were to supervise were more educated than them (4%) of the teachers were post graduates.

Evans (1999) had stated that the successful supervisor of 21st century will need to be very professional, competent, highly trained and a well motivated individual. Some of the teachers they were to supervise were more educated than them. The finding shows that all the head teachers and teachers in Kinango sub county public primary schools were trained in that all the teachers and head teachers had attended training institutions at various levels.

However findings also indicate that majority of the head teachers in Kinango Sub County did not sought higher education. The findings are in agreement with Mosoti (2013) who found that 50% of the teachers had a PI certificate as compared with 39% of the head teachers.

The groups of head teachers rated as more effective in instructional supervision are those with low workload as as the had time to carry out thorough supervision Between the highly experienced head teachers and those with medium level of experience, the group that was rated more effective was that group that composed of the highly experienced head teachers.

5.4 Conclusion of the study

Based on the above findings, the study concludes that the administrative structures in the school such as the head teachers, deputy head teachers and senior teachers should be exposed to various instructional practices so as to be conversant with best practices of instructional supervision.

The study also concludes that workload significantly affect head teachers' instructional practices in that it leads to increased workload amongst the head teachers and the available staff. Teachers therefore could not mark pupils' assignments and this contributes to a decline in academic performance. On the other hand, head teachers could not plan for instructional supervision practices since they spend more time on administrative issues in expense of supervision instructions.

The study also concludes that head teachers' administrative experience influence instructional supervision practices greatly. This was because it was indicated by the majority of the respondents that head teachers' administrative experience equips them with relevant knowledge, skills and attitudes necessary for adequate performance of their supervision role. They were rated to be effective in instructional supervision

Further the study concludes that head teachers' professional qualification is a critical factor influencing head teachers' instructional supervision practices in public primary schools in kinango Sub County. It also concludes that the number of head teachers in most of the sampled schools had lowest qualification than some of the teachers the supervise being a challenge to supervise a teacher with higher qualification.

The study also concludes that in-service training affects instructional supervision practices greatly. This was due to the fact that more knowledge, skills and attitudes in when someone is working through INSETs.

5.5 Recommendations of the study

Having investigated the factors influencing head teachers instructional supervision in Kinango sub county and measures that could be taken to improve effective instructional supervision in public primary schools in Kinango sub county, the following recommendations were made:-

1. The school administrators' workload should be reduced so that they can address both their administrative duties and participate fully in their instructional supervisory roles. This can be done by the government ensuring balancing of staffing in every school to avoid understaffing
2. The school administrators should have high professional qualifications to be better role models to their teachers and pupils. They have the overall responsibility over the school programme and also they are expected to have a superior knowledge about curriculum and instruction and to provide expert leadership in all areas of the school programme.
3. The school administrators should be in-serviced and mainly on supervisory

skills. This could be done through induction workshops for newly promoted head teachers so as to keep them cope with the challenging administrative and supervisory roles, simply because the primary school curriculum keeps on changing always. The study further recommends that the Most put a higher qualification requirement for those aspiring to become administrators.

5.6 Suggestions for further research

Based on the findings of this study, the researcher recommends that further Studies are done in the following areas.

Establish the factors affecting performance of head teachers and deputies in public primary schools.

The school administrators should be in-serviced and mainly on supervisory skills. This could be done through induction workshops for newly promoted head teachers so as to keep them cope with the challenging administrative and supervisory roles, simply because the primary school curriculum keeps on changing always.

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APPENDIX I: LETTER OF INTRODUCTION

University of Nairobi,
Department of Educational
Administration and Planning.
P.O Box 92 Kikuyu, Nairobi.
Date.....

The Head teacher
.....Primary school.

P.O Box.....

Kinango

Dear Sir/Madam

RE: PERMISSION TO ADMINISTER QUESTIONNAIRES

I am a student at the University of Nairobi currently pursuing a Master’s degree in education. As part of assessment, I am required to carry out a research on ‘Factors influencing head teachers’ instructional supervision in Kinango Sub County’. The purpose of this letter is to kindly request your authority to gather the required information from you and a few of your teachers. All the information given will strictly be used for the purpose of this study only and your identity will remain confidential.

Your assistance and support will highly be appreciated

Yours Faithfully,
Rashid Mjimba Khamis

APPENDIX II: QUESTIONNAIRE FOR HEADTEACHERS

Please put a tick () in the appropriate bracket or fill in the information as your response to the following question. DO NOT write your name or that of your school. The information will be completely confidential.

Section A: Background Information

1. What is your gender? Male () Female ()
2. What is your age bracket? Below 25 years () 25-34 () 35- 44() above 45 years ()
3. What is your highest academic qualification?
PI Certificate () Diploma () B. Ed () Others.....
4. How many years have you served in your current post?
Less than 5 years () 5-10 years () 10-15 years () 15 years and above ()
5. What is the teacher-pupil ratio in your school?
1:45 () 1:65 () 1:75 () Any other
6. How long have you served a;
(i) Senior teacher..... years
(ii) Deputy Head teacher..... years
(iii) Head teacher elsewhere.....years
(iv) Head teacher in this school or elsewhere.....years

SECTIONB: Factors influencing head teachers instructional

supervision

7. Have you been exposed to management training by the following agencies?

	AGENCY	YES	NO
i)	AEO		
ii)	KEMI		
iii)	NGO		
iv)	PRISM		
v)	SbTD		
vi)	SCDE Office		

8. How many pupils are in your school.....males.....females.

9-How would rate the workload in terms of the roles bellow being a challenge to instructional supervision?

	Workload	Very serious challenge	Serious challenge	Fairly serious	Not a challenge
i)	Administrative meetings within the school				
ii)	Administrative within outside the school				
iii)	Dealing with pupils discipline				

iv)	Meeting parents				
v)	Meeting stakeholders				
vi)	Mobilizing financial resources				
vii)	Dealing with teachers' concerns				
viii)	Coordinating co-curricular Activities				
vii)	Coordinating departmental Activities				
ix)	Attending to learners with special needs				

10. Explain the frequency with which you do the following practices

1. One a week 2. Once a month 3. Once a term 4. Once a year 5. Never

	Instructional supervision practices	1	2	3	4	5
i)	Classroom visitation as the lesson progresses					
ii)	Holding model teaching sessions					
iii)	Provision of school based in-service courses					
iv)	Monitoring class attendance by teachers					

APPENDIX III: QUESTIONNAIRE FOR TEACHERS

Please put a tick () in the appropriate bracket or fill in the information as your response to the following question. DO NOT write your name or that of your school. The information will be completely confidential.

Section A: Background information

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

2. How old are you?

21 – 30 years [] 31 – 40 years [] 41 – 50 years [] Over 50 years []

3. What is your highest level of education?

PI [] ATS [] College diploma [] Bachelors' degree [] Postgraduate degree []

4. How long have you served as a teacher?

Less than 1 year [] 1 – 5 years [] 6 – 10 years [] 11 – 20 years []

Over 20 years []

Section B: Factors influencing head teachers' instructional supervision practices

5. How would you rate your the headteachers' workload in your school?

Very demanding [] Demanding [] Fairly Demanding [] Not demanding

6. Does your head teacher?

	Task	Yes	No
i)	Checks professional records		
ii)	Visit Classroom to observe Teaching and learning process		
iii)	Checks student lesson notes		
iv)	Evaluates syllabus coverage		
v)	Provide support to his teachers		
vi)	Monitor subject heads on supervision.		

7. To what extent are the following tasks a challenge on head teachers'

Instructional supervision.

	Task	Very large extent	Large extent	Fairly large extent	Not at all
i)	Pupils discipline				

ii)	Attending to parents				
iii)	Teaching load				
iv)	Dealing with stakeholders				
v)	Administrative meetings within the school				

Thank you for your participation

APPENDIX IV :LETTER OF AUTHORIZATION



**NATIONAL COMMISSION FOR SCIENCE,
TECHNOLOGY AND INNOVATION**

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Ref. No.
NACOSTI/P/16/35288/11979

Date:

17th June, 2016

Rashid Hamis Mjimba
University of Nairobi
P.O. Box 30197-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on ***“Factors influencing head teachers instructional supervision practices in public primary schools in Kinango Sub County Kenya,”*** I am pleased to inform you that you have been authorized to undertake research in **Kwale County** for the period ending **17th June, 2017.**

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

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


DR. STEPHEN K. KIBIRU, PhD.
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
Kwale County.

The County Director of Education
Kwale County.

APPENDIX VI: MAP OF THE STUDY LOCATION

