

**SCHOOL BASED FACTORS INFLUENCING HEAD TEACHERS  
SUPERVISION IN PUBLIC PRIMARY SCHOOLS IN SOUTH POKOT  
SUB-COUNTY, KENYA**

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Educational Administration**

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## **DECLARATION**

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

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## **DEDICATION**

This research project is sincerely dedicated to my husband Reuben  
Apetammoi and our children Abel Krop, Jonathan Pkemoi, and Ruth Cheptoo.

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## **ABBREVIATIONS AND ACRONYMS**

<b>GDP</b>	Gross Domestic Products
<b>EFA</b>	Education for All
<b>UPE</b>	Universal Primary Education
<b>KNUT</b>	Kenya National Union of Teachers
<b>UNESCO</b>	United National Education Scientific and Cultural Organization
<b>QASOS</b>	Quality Assurance and Standards Officer

## ABSTRACT

The purpose of the study was to establish school based factors influencing head teachers' supervision in public primary school in South Pokot Sub-County Kenya. The objectives research aimed to establish the extent to which class size, headteacher's workload, physical facilities and adequate staff on head teachers' supervision in public primary school in South Pokot Sub-County Kenya. The study was guided by Theory X and Theory Y and it adopted descriptive survey research design. The target population of this study was from 62 public primary schools in South Pokot Sub-County. Stratified random sampling was applied to select the three QASOs and 19 schools where 19 head teachers were selected. Simple random sampling was used to sample 150 teachers to participate in the study. Questionnaires and Interviews guides were used to collect data from the teachers, head teachers and Quality Assurance and Standard Officers (QASO). Analysis of descriptive statistics and inferential statistics was conducted and the results were presented in form of frequency distribution tables. The study achieved 79.1 percent total response rate. From the study findings show that head teachers supervisory role in maintain pupils discipline had a significant role in the class size because they were able to handle the teacher-pupil ratio to offer proper instructional process. Results from these findings showed that a majority of the head teachers were able to balance their workload with supervision practices making them to manage their role as supervisors in public primary schools in South Pokot. The findings show that head teachers workload did not hinder their supervision practices in the schools. On the physical facilities, the teachers strongly disagreed that schools have enough toilets/latrines for all the school members. The study found that majority of schools in South Pokot Sub-County are understaffed. These show that a majority of the schools lacked adequate staff to cater for the instructional needs of the schools which influence head teachers' supervisions. The researcher concludes that various institutional factors affect supervision of head teachers in South Pokot Sub-County. Supervision was rarely done and when it was carried out the head teachers did not check all aspects and concentrated on the aspects that took little time such as checking schemes of work and lesson plan. Activities such as siting in class to supervise teaching were rarely carried out. The researcher concludes that head teachers' workload is by far the most significant factor affecting head teachers' supervision. The researcher recommends that head teachers workload should be reduced to enable him/her focus on their administrative duties. This can be achieved by employing more teachers to take lessons. Support staff such as head teachers' secretary and bursar would relieve the head teacher of some of the duties. The study suggested that future studies can look at private schools to compare the findings.

## CHAPTER ONE

### INTRODUCTION

#### 1.1 Background to the Study

Supervision in schools is a broad concept and was ideally constructed by Anglo- American scholars as eroded with moral interpersonal, instructional and administrative dimension (Sergiovani Law and Glover, 2010). The correct literature on supervision falls into four categories: First, prescriptive models describe supervision and leadership as the integration of the task of direct assistance to teachers .group developments .staff development, curriculum development and action research however professional norms which calls for principal to engage more actively in leading the school instructional programmes and in focusing staff attention on pupils outcome prevalent (South Worth, 2013).

The concept of supervision and its practices in education can be traced back to early American educational system Okumbe (2009). The supervisory trends from 1960s to present supervision evolved from inspection where inspectors made judgments about the teachers rather than teaching teachers viewed inspectors as fault finders and penalty imposers to the offenders who were teachers It evolved further to present nature which is clinical supervision which assist the teachers to improve their instructional effectiveness. Okumbe further outlined an increasing number of countries as from 1990Ss onward of attempted to reform supervision because of its effectiveness.

In Britain, the inspectorate was established in the middle nineteenth century when the demand of an educational system under the state supervision was increasingly demanded. Schools were largely administered through supervision as mere procedure rather than helping functions. Awuah (2010) pointed out that schools leaders in Ghana used supervision to improve teaching with ongoing support and guidance for benefits of pupils and pupils. According to Bore (2012) supervision is an act of enhancing human relation and teachers to control them but rather to work cooperatively with them. The supervisor must therefore ensure adequate valid criteria based on the data available.

World Bank (2012) state that the quality of education in Uganda under Universal Primary Education (UPE) is unsatisfactory as there is inadequate teaching due to high teachers pupil ration and overcrowding in classes that negatively affect the standards of education. In Kenya there has been massive increase in enrolment figures in primary schools after introduction of free primary education (FPE) policy in (2013) according to Kenya Nation Union of Teachers (KNUT) 2014 teachers currently are at 80,000 though not evenly distributed throughout the country, which has led to poor performance of examination in rural counties. High teachers shortage lead to high pupil teacher ratio which according to cabinet secretary for education. Performance has become worse since inception of FPE Otieno, (2014).

Wethava (2008) noted that increase in enrolment overwhelmed teachers and made them unable to give individual attention used to pupils, teachers could not mark pupil's assignments whereas head teachers and QASOS focus mostly on management of FPE grants compromising supervision practices in similar studies by Kamindo (2008). She concluded that introduction of FPE policy has made head teachers to be managers, accountants, record keepers and supervisors instead of instructional supervisors.

In Kenya, supervision of primary schools is the duty of head teacher, the ministry of education instructs the head teachers, have role to supervise teachers by ensuring that lessons are planned, lessons are structured with interested beginning revision of previous knowledge and teachers use voice variation and summary of major points at and teacher have good relationship with the pupils and teachers follow-up curriculum strictly (Kimeu, 2010) with recent education reforms and increased primary schools enrolment the ministry has hired undercover inspectors who are dispatched to educational institution to establish the level of conformity with standard.

The role of head teachers in primary schools supervision is being a supervisor on behalf of the quality assurance and standards (QASOS) at schools levels (Awako, 2014) points out that QASOS are supposed to offer technical guidance to the head teachers to enable them in to their supervision functions actively. Kimondo (2006) points out that while head



teachers are immediate supervisors in schools they are not prepared for the role.

## **1.2 Statement of the Problem**

Despite being adequately trained and their capacity improved, head teachers of public primary schools in South Pokot sub-county have not provided the much needed leadership and management as in far as supervision of other teachers and schools academic performance are concerned (Kimeu, 2010). Poor performance and mismanagement of schools has persisted despite leaving the requisite equipment. Survey on performance of examinations curriculum Implementation and syllabus coverage has shown that majority of schools which display good results have adequate facilities and human resource (Musungu & Nasogo, 2008). Certainly, the same cannot be said to South Pokot Sub County.

The nature and quality of supervision within a school is presumed to have effects on the experience, practice and job satisfaction of the teachers. It is further assumed to influence pupils' outcome, such as achievements. These contrasting positions coupled with poor academic performance and massive teacher's attrition caught the attention of the researcher interest. The study thus investigated the influence of school based factors on head teachers supervisions practice in public primary schools in South Pokot sub-county, Kenya.

### **1.3 Purpose of the Study**

The purpose of the study was to establish school based factors influencing head teachers' supervision in public primary school in South Pokot Sub-County Kenya.

### **1.4 Objectives of the Study**

The objectives research aimed to establish the following:

- i. To establish the extent to which class size affects head teachers' supervision in public primary school in South Pokot Sub-County Kenya.
- ii. To establish the extent to which headteacher's workload influence head teachers' supervision in public primary school in South Pokot Sub-County Kenya.
- iii. To examine how physical facilities influence head teachers' supervision in public primary school in South Pokot Sub-County Kenya.
- iv. To establish the influence of adequate staff on head teachers' supervision in public primary school in South Pokot Sub-County Kenya.

### **1.5 Research Questions**

- i. To what extent does class size affects head teachers' supervision in public primary school in South Pokot Sub-County Kenya?
- ii. To what extent does headteachers' workload influence head teachers' supervision in public primary school in South Pokot Sub-County Kenya?
- iii. How do physical facilities influence head teachers' supervision in public primary school in South Pokot Sub-County Kenya?
- iv. What is the influence of adequate staff on head teachers' supervision in public primary school in South Pokot Sub-County Kenya?

### **1.6 Significance of the Study**

The findings of the study may be significant to the school administrators, who include principals, deputy principals and heads of departments. The study may provide data that may be used to improve management practices for improved supervision skills.

The findings of the study can also help teachers to understand headteachers supervision. This may make it easy for head teachers to carry out supervision without resistance from teaching staff in public primary schools.

The results of the findings may be used by the Ministry of Education in policy formulation that may guide administrators in appointing head

teachers in public primary schools.

Researchers and scholars can use the information generated by this study to improve their work. The study also adds to the existing body of knowledge on school based factors and its influence on supervision in schools in Kenya.

### **1.7 Limitations of the Study**

The study faced by the following challenges;

Given the cultural norms of the local community, it was expected that many respondents developed fear and turn hostile. The researcher looked for assistants who hail from the area and understood the geographic.

Many of the head teachers were afraid of divulging sensitive information. The researcher informed the respondents that the findings were only used for academic purpose.

### **1.8 Delimitation of the Study**

The study covered South Pokot south sub-county and findings may be generalized to other parts of Kenya. The study was centered on school based factors influencing head teachers' supervisions in public primary schools. The study only covered 62 public primary schools in Pokot South Sub County.

### **1.9 Assumption of the Study**

The study was based on the assumption that the respondents were willing to participate by giving relevant details that pertains the study topic. The study further assumed that the information from the respondents helped in answering the study objectives.

### **1.10 Definition of the Significant Terms**

Some terms are used in this study that many have different meanings in different contexts these terms are used according to their meaning in this study.

**Class size** refers to number of pupils in teacher's classroom daily for whom the teachers responsible and accountable for.

**Supervision** refers to the constant process that aims on improving classroom teaching by providing necessary instructional support to teachers.

**Staffing** refers to the number of teachers employed in a particular public school

**Supervision** refers to the head teacher's support directed at organizing teachers, pupils and teaching materials in order to implement the objectives of education in Kenya.

**School based factors** refer to aspects within the school which can either affect implementation of instructions positively or negatively.

**Workload** refers to the responsibilities and duties expected of the head teacher.

### **1.11 Organization of the Study**

The study was organized into five chapters. Chapter one comprises background of the study, statement of the problem, purpose of the study, objective of the study, research questions, and significance of the study it also comprises of limitations and delimitations of the study, assumption of the study, definition of significant terms and organization of the study. The second chapter provides the literature review related to supervision among head teachers as affected by the four study variables; class size, workload, physical facilities and adequate staff as well as the summary of literature review, theoretical and conceptual framework are also presented in this chapter. The third chapter deals with research methodology which comprises of research design, target population, sampling technique and sample size, research instrument, validity of research instruments, data collection procedures, data analysis and ethical considerations. Chapter four presents data analysis interpretation and discussions of findings. Chapter five focuses on summary of the study, conclusion, recommendation of the study and suggestions for further research.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

In this chapter, the researcher viewed literature related to school based factors including head teacher instruction supervision practices in public primary schools in Pokot South Sub-County. The review conceptualized under the objectives of the study and mostly focused on teacher's perception towards supervision, staffing, class size and head teachers workloads and their influences on supervision practices. The literature review is presented in form of theoretical and conceptual framework.

#### **2.2 The Concept of Supervision**

Supervision is seen to be concerned with teaching and process with head teacher acting as teacher interim of pedagogical and instructions rather than taking hands off and being concerned with administration (Hallinger & Heck, 2008). According to Smith (2014) an instructional leader is an administrator who emphasis the process of instruction and facilitates the instruction of teacher, student and curriculum. Instructional leaderships refer to the specific branch of educational leadership that addresses curriculum and instructions. Mendez (2016) indicates that there are more forces that serves to shape and describe a school, the public, the staff and the pupils and that these forces interact through the curriculum. The role of the

instructional leader is to manipulate these forces in order to maximize quality of supervision.

Wiles and Bonde (2013) defined supervision as a general leadership function that coordinates and manages those schools activities concerned with learning. Furthermore, supervision could be seen as an interaction involving some kinds of established relationship between and among people such that people influence people such interactions are greatly influenced by predetermined programme of instruction on this regard, systemization of the interaction of those responsible for operating within the structure of administration is called supervision, thus the supervisor is expected in the course of his/her duty to initiate several activates that will lead to the successful merging of these two contexts in order to achieve harmony and satisfaction. Other researchers define supervision as all efforts to monitor performance (Duke, 2015). From above definitions, it is clear that supervision is close to leadership and school management in centers schools total performance realization of its goals and objectives.

Leithwood (2014) identified from variants; the narrow which restricts in focus to the teacher behavior which enhance pupil learning and the broader type which focuses additionally on other organizational variables such as school culture which the leadership believes influences teacher behaviour. It is worthy to note that head-teacher alone cannot fulfill all of a school needs for supervision. There are numerous school based factors that influence



effective supervision of head teachers. They are leadership style, the school climate, nature of training and learning organization.

### **2.3 Class Size and Head Teachers' Supervision**

Class size according to web refers to the number of pupils in a course or classroom in school specifically either the number of pupils or pupils being taught by individual in a classroom. In European union members countries, there are approximately 97.2 million pupils enrolled in educational establishment this has resulted to high teachers pupils ratio pupil teacher ratio within primary education ranges from an average of less than ten pupils per teacher (1:10) in Lithuania in 2010 to almost double the rate in Czech Republic of France and united Kingdom (all above 18 pupils per teacher (1:18).

World Bank (2012) pointed out the quality of education in Uganda under universal primary Education (UPE) is unsatisfactory as there is inadequate teaching due to high teacher pupil ratio and overcrowding in classes that negatively affect the standards of education. In Kenya there has been massive increase in enrolment figures in primary schools after introduction of free primary education policy 2003 according to Kenya national union of Teachers (KNUT) 2014 teachers currently are at 80,000 though not evenly distributed throughout the country, which had led to poor performance in exams in rural counties.

High teacher ratio according to cabinet secretary for education performance has become worse since inception of FPE. Wathera (2008) noted that increase in enrollment overwhelmed teachers and not able to give individualized attention to pupils. Teacher could not mark pupils' assessment whereas head teachers and QASOS focus mostly on management of FPE grants compromising supervision. Most schools the sub county have large class size it proves had to effectively carry out supervision.

#### **2.4 Head-Teacher's Workload and Head Teachers' Supervision**

Head teachers are school managers at the same time they are professionally trained teachers as well as supervisors in their respective schools which double up their workload to teaching and school administration. According to the study by Abdille (2012) revealed that workload affected head teachers supervision most of the head teachers indicate that work load affected their position to a greater extent since their performance in schools is judged depending on how well they are able to control coordinate the schools in one direction.

Oguni (2005) cited lack of time as a challenge to school supervision. He asserted that secondary school principals are weighed down by routine administrative burden that they hardly find time to visit the classroom and observe how the teachers are teaching according to Wawira (2012), the doubling up of the head teachers tasks has been a challenge to many head

teachers who have constantly lamented of being overwhelmed. It also brings confusion regarding their job specification as most opt to either concentrate on one of the two task teaching or administration work.

Isa (2012) teaching load of head teacher influence activeness of the headteacher supervision in addition Buckley et al (2004) revealed that teaching workload significantly influenced supervision especially on head teachers ability to observe teachers in class, give feedback after classroom observation and checking the teaching aids used by teachers. It is researcher view that effectiveness of head teachers in supervision is determined by the amount of the load head teacher has. This is supported by Buckley et al (2004) who concluded that output is higher where teachers have low teaching load.

The teaching load in primary schools in South Pokot Sub-County has been high thus affecting the performance of head teachers. Head teachers of South Pokot Sub-County are faced with the same work load like head teachers elsewhere in the country. However to the best of the researcher's knowledge, no similar study has been carried out in public primary schools in South Pokot Sub-County therefore this study seeks to establish the extent to which head teachers workload influences their supervision.

## **2.5 Physical Facilities and Head Teachers' Supervision**

It is generally agreed that a schools physical facilities, such as classrooms, laboratories, desks and books have a direct bearing on good performance among pupils in developing countries (Ayoo, 2010). Physical facilities have a bearing on quantitative growth and quality of education. Certain minimum of class space per pupil and other requirements like furniture; toilet facilities and recreational grounds are prerequisite for quality education (Republic of Kenya, 2015). Research on school effectiveness suggests that minimum standards must be met for schools to be effective. Ministry of Education guidelines on pupil to classroom and pupil to desk ratios are 1:1.6 meters and not higher than 1:2 respectively while each pupil must have sufficient seating space (Republic of Kenya, 2015).

Nguru (2016) observes that crowded classes in their sitting positions make it difficult for children to write while teachers find it difficult to move around to help a needy child or mark pupils work while the lesson is going on. Gakuru (2012) points out that teachers work comfortably in lockable classrooms. This is because they can leave their teaching aids in class without fear of damage or theft. They do not have to take them down after the lesson, which demotivates them. Libraries, laboratories and workshops also boost performance. The lack of libraries was responsible for the declining standards in English while lack of laboratory equipment had affected standards in the sciences (Republic of Kenya, 2009).

According to Lezotte (2011), in effective schools there is an orderly, purposeful, business-like atmosphere, which is free from the threat of physical harm. Lezotte (2011) also spoke of schools not only needing to eliminate undesirable behaviour but of teaching pupils the necessary behaviours to make the school safe and orderly. Desirable behaviours would include cooperative team learning, respect for human diversity, and an appreciation of democratic values. Teachers must also model these desirable behaviours (Lezotte, 2011).

School is a multidimensional concept. It helps us to understand how schools differ in their climate. What causes these variations and how these underlying influence affects school effectiveness (Kunnanatt, 2007) continuous interaction among school community creates a school organizational climate holy and Miskel (2015) defined school climate as "the set of internal characteristics that distinguish one school from another and influence the behavior of each school members. Kunnanatt (2014) came up with eight dimensions of school climate in teachers and headteacher behaviour as follows disengagement refers to teachers' tendency to be "not with it", it describes a group which is "not in gear" with respect with task at hand.

## **2.6 Adequate staff and head teacher's supervision practices**

According to Onyango (2008) human resource is the most important resources in a school organization he adds that teachers' comprises the most

important staff in school. Opinio (2012) notes that when considering staff capacity both competence and the number of the staff needed to deliver services to the client is the important. Okumbe (2008) concurs that staff needs to be trained and developed so as to acquire basic competencies and skills that enables them fit into their work. Pupils' to teachers ratio refer to the number of learners enrolled in a given level of education divided by the number of the teachers in the system (William, 2009).

Pupil: teacher ratio is a significant measure of quality education. This is because in a system where the ratio is high learners may lack personal attention from teacher while the less academic learner are likely to lag behind consequently learner progress through the curriculum may hindered a factor that may lead to dismissal performance in the exit of examination (Nkinyangi, 2013). Pupil-student teacher ratio in learning environment learners are more likely to get more one- on - one time with the teacher Moreover, teachers may get to know the individual student's better, thereby enhancing teacher capacity to identify areas where the pupils may need assistance on the final analysis. Learners get more value out of their education.

This observation tends to support the view that other factors held constant (e.g. learner's family background, material, input and so on), teachers factor is the most powerful determinant of learners academic achievement. According to Nyandiko (2008) headteacher are experiencing staff shortages

which hinders realization of the curriculum demands. He further observed that in Kenya there exists unbalanced distribution of teachers with most teachers preferring working in urban, pre-urban and high potential areas UNESCO (2006) findings indicated that with increased number of pupils as a result of free primary education as from 2003, teacher pupil ratio is high leading to increased work load for teachers and this affects headteacher effectiveness in supervision. The current staffing levels in Pokot South Sub - County is at all-time low. It is difficult for head teachers to carry out supervision when there are massive transfers

## **2.7 Summary of Literature Review**

This section reviewed on school based factors and their influences on implementation of supervision practices by head teacher in public primary schools in Pokot South Sub - County specifically the study have reviewed extensive literature on teachers' perception towards supervision, staffing level, class size and head teacher teaching workload. Reviewed literature indicates teachers will naturally opposed to supervision as the view it has an assessment tool aimed at fault finding (Figueroa, 2014 Opudo and Bore (2012) explored some issues affecting supervision and they noted that understaffing and increased enrollment affected supervision negatively through increased workload amongst liable staff. It should however, be noted that reducing the number of pupils alone does not improve quality of supervisions and instructions or lead to education achievement (Nakabugo,

2013). Head teachers workload reduces the effectiveness of their supervision role (Glanz & Sullivan, 2007). Increased number of pupils as a result of free primary Education as from 2003, teacher pupil ratio is high leading to increased workload for teachers and this affects heads teachers effectiveness in supervision (UNESCO, 2006).

## **2.8 Theoretical Framework**

The study was guided by Theory X and Theory Y. They are theories of human motivation created and developed by McGregor (1960). The two theories have been used in human resource management, organization development, and organization communication and organization behavior. They describe two contrasting models of workforce motivation. They are two distinct sets of assumptions that managers, in general, have about employees and which often turn out to be self- fulfilling prophecies (Patience, 1973).

Theory X assumes that employees are naturally unmotivated and dislike working, and this encourages managers to take charge and control workers to ensure that they do the work through authoritarian style of management. According to this view management must actively intervene to get things done. This style of management assumes that workers dislike working, avoid responsibilities and need to be directed. Theory X assumes that employees have to be controlled forced and threatened to deliver what is needed, need to be supervised at every step with controls put in place and

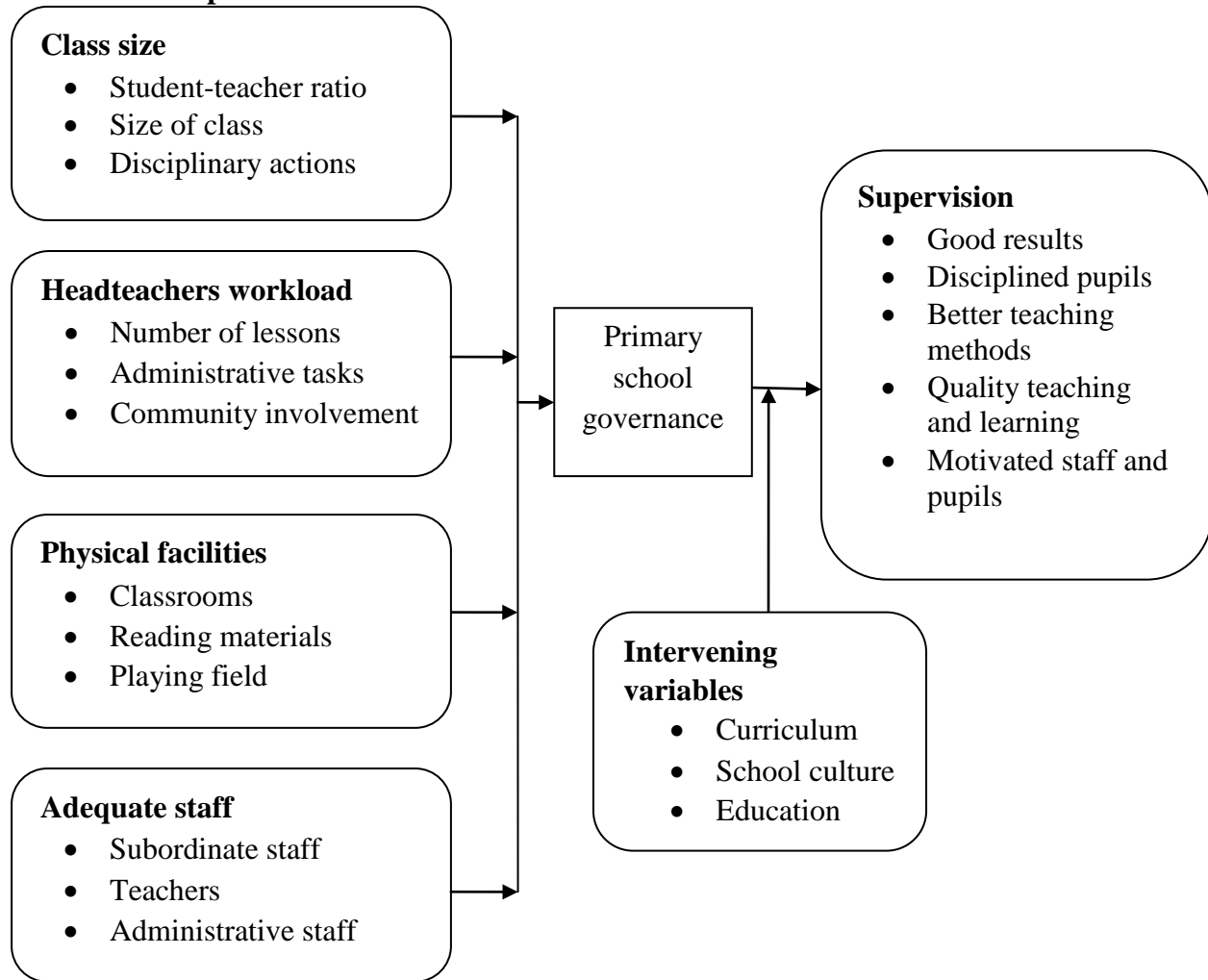


need to be enticed to produce results; otherwise they have no ambition or incentive to work (Sahin, 2012).

Theory Y expounds a participative style of management that is decentralized. It assumes that employees are happy to work, are self-motivated and creative and enjoy working with greater responsibility and are motivated to fulfill the goals they are given. Theory Y also assumes that workers seek and accept responsibility and do not need much direction and consider work as a natural part of life and solve work problems imaginatively (Sahin 2012).

Theory X and theory Y are relevant to this study because supervision is part of head-teacher's management mandate and in every organization there are the two kinds of employees the unmotivated and motivated the responsibility of the head teacher is to direct them. A head teacher management style is strongly influenced by their beliefs and assumption about what motivates if he/she believes that teachers dislike work he will tend towards an authoritarian style of management on the other hand if he/she assumes that teachers like work he will tend to adopt a participative style in supervision. In this study, the head teacher needed to realize the appropriate style to apply in order to improve his or her management.

## 2.9 Conceptual Framework



**Figure 2.1: Conceptual framework**

The purpose of the current study was to establish school based factors influencing institutional supervision among school head teachers. The school based factors were therefore independent variable while supervision is dependent variable as shown above. The way teachers perceive supervision in schools and classrooms is important factor that determines the outcomes of supervision process. Most teacher view supervisors as faultfinders, punishment imposers and they fear that supervisors will report

their weaknesses to the school administrators, and consider supervision as nothing of value to offer to them.

Staff levels are very important in an organization this is because adequacy of teaching staff result to good performance in a system while where the ratio is high learners may lack personal attention from the teachers and learners are likely to lag behind, this also make the supervision work of head teachers difficult as they have to oversee a large number of pupils therefore leaving little time for supervision activities in the classroom. The amount of load a head teacher determines the effectiveness in supervision. Education inputs will be influenced positively where teachers have a low teaching load. Head teachers hardly have time to visit classroom and observe teachers teaching hence this affects their supervision effectiveness.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter gives a detailed outline of how the study was carried out. It presents research, design, target population, sample size and sampling procedure, research instruments, validity and reliability of instruments data collection procedures, data analysis technique and ethical considerations.

#### **3.2 Research Design**

This study adopted descriptive survey research design which involves collecting data in order to answer questions on current status of subject of the study. The data assisted in determining school based factors that affect supervision practices among primary head teachers in public primary schools in Pokot South Sub-County. Descriptive survey allowed the researcher to describe, record analysis and report on these relationships. This research design also enabled the researcher collect data using questionnaires.

#### **3.3 Target Population**

The target population of this study was from 62 public primary schools in South Pokot Sub-County. The total number of respondents was therefore 62 head teachers, three Quality Assurance and Standards Officers and 500

teachers (DEO office South Pokot Sub-County, 2015).

### **3.4 Sampling Technique and Sample Size**

According to Mugenda and Mugenda (2003) a sample is a small portion of target population, while sampling is research technique that is used to select a given number of subjects from the target population. Mugenda and Mugenda (2003) recommended 10-30% of the target population as an adequate sample for a study.

The researcher applied stratified random sampling to select respondents to participate in the study. Stratified random sampling technique in which every individual in population gets equal chance of being selected and thus justifies generalizability ability of findings. Stratified sampling technique is a method in which researcher divides entire target population into different sub-groups and then randomly selects the final subjects proportionally from different sub-groups.

**Table 3.1: Sampling Frame and Sample size**

<b>Educational Zone</b>	<b>No. of teachers (30%)</b>	<b>No. of head teachers (30%)</b>	<b>QASO</b>
Chebon	70	7	1
Lelan	45	6	1
Kabichbich	35	6	1
<b>Total</b>	<b>150</b>	<b>19</b>	<b>3</b>

*Source: Pokot South DEO 2018.*

### **3.5 Research Instruments**

The study used primary means of data collection. Questionnaires and key informant interviews (KIIs) were used to collect data from the teachers, head teachers and Quality Assurance and Standard Officers (QASO). The researcher used questionnaires for data collection from teachers. Questionnaires were considered for the study because they could enable the researcher obtain in-depth information from respondents, permit the use of standardized questions and have uniform procedure. They also require less time, are less expensive and its collection of data from a wide population (Orodho & Kombo, 2013). The questionnaires were used in the study had both closed and open ended question to allow more information to be solicited from the respondents.

KIIs were used to collect data from head teachers and QASO. Interviews were useful in gathering in-depth information about the view point and opinions of limited number of respondents. The interview schedule is interview with pre-coded question to produce quick, cheap and easy quantitative data which is high in reliability (Mugenda & Mugenda, 2010). The researcher preferred interviews because they were useful to obtain detailed information about personal feelings and they have high chance to achieve a high response rate.

### **3.6 Validity of Research Instruments**

Validity of a test is the measure of how well a test measure what is supposed to measure. Content validity was used in this study. Content validity is the degree to which the instrument measures what the test is designed to measure. This was important for the establishment of accuracy and truthfulness of the research. In order to a certain content validity, the supervisors in the school of education, Department of Educational Administration and Planning University of Nairobi were consulted to validate the instrument.

### **3.7 Reliability of Research Instruments**

Reliability is a measure of how consistent from the test the instruments are (Kombo & Tromp, 2006). An instrument is reliable when it can measure a variable accurately and consistently and obtain the same results under the

same condition over a period of time. To test reliability of the instrument the study used the test re-test technique. Test re-tests reliability was measured by administering instruments twice to the same groups of subjects. The retest was done after a period of two weeks and the responses were analyzed manually. The reliability coefficient was determined using Pearson Product Co-efficient.

The measurement procedure was considered to be reliable if there was a strong relationship between the two sets of scores. If the coefficient is 0.7 above them, the instrument was deemed reliable and was used for research (Best & Khan, 2012).

### **3.8 Data Collection Procedures**

A letter was obtained from the Department of Education, University of Nairobi to enable the researcher to get research permit form National Commission of Science Technology and Innovation (NACOSTI). The research contacted County Commissioner West Pokot County Director of Education for a consent letter addressed to Picot Sub-County Educational Officer. The researcher drew a visit schedule and visits the schools personally to get consent from head teachers to administer the instruments. The visits enabled the researcher establish rapport and familiarize with the respondents. The questionnaires were administered to the teachers and collected on a later date. The researcher paid a visit to the school heads and enquired from them when they were available for interview. The interviews



were done based on respondents' convenient time.

### **3.9 Data Analysis Technique**

The data was collected by use of questionnaire, interview schedules and focus group discussion. The data was analyzed using descriptive statistics (frequencies and percentage). The descriptive analysis was appropriate for this study because it involved the description, analysis and interpretation of circumstances prevailing at the time of the study. Descriptive statistical technique was used to analyze various items of the questionnaire, this included average, percentages, frequencies and totals. This study used frequencies and percentages because it easily communicates the research, findings to majority of readers (Gay, 2012). Frequencies easily show the number of subjects in a given category. A number of tables and charts were used to present the data findings.

### **3.10 Ethical Considerations**

Ethical considerations were addressed at the beginning before starting filling in the questionnaire. Any sensitive issues that could have been distressing to the participants were considered. It was made clear to the participants that they can terminate the questionnaire at any stage should they felt uncomfortable with certain questions. To ensure confidentiality of the participant's welfare, their identities was protected and any names used.

## **CHAPTER FOUR**

### **DATA ANALYSIS, PRESENTATION AND INTERPRETATION**

#### **4.1 Introduction**

This chapter presents the analysis and interpretations of the data collected. The findings are presented in line with the study objectives. Analysis of descriptive statistics and inferential statistics was conducted and the results were presented in form of frequency distribution tables.

#### **4.2 Questionnaire Response Rate**

The research was conducted on a sample of 172 respondents which comprised of 3 QASOs, 19 head teachers and 150 teachers to which questionnaires were administered to teachers and interviews involving the QASOs and head teachers conducted. The response rate is indicated in Table 4.1.

**Table 4.1 Response rate**

<b>Respondent</b>	<b>Expected sample</b>	<b>Returned sample</b>	<b>Percentage (%)</b>
Teachers	150	115	76.6
Head teachers	19	19	100.0
QASOs	3	2	66.7
<b>Total</b>	<b>172</b>	<b>136</b>	<b>79.1</b>

Out of the 150 issued questionnaires to teachers, 115 were returned duly filled in making a response rate of 76.6 percent, which was sufficient for statistical reporting. On the other hand, all the head teachers and 66.7 percent of the QASOs were available for the interviews. The study achieved 79.1 percent total response rate. The response rate was as adequate according to Mugenda and Mugenda (2003) and also Kothari (2004), a response rate of above 50 percent is adequate for a descriptive study. Babbie (2004) also asserted that return rates of above 50 percent are acceptable to analyze and publish, 60 percent is good, 70 percent is very good while above 80 percent is excellent. Therefore from a response of 79.1 percent the study can generalize the results to the entire target population.

### **4.3 Demographic Characteristics**

The study considered that it was of essence to establish the background information of the respondents. This was inspired by the need to establish whether there exists any close relationship among respondents' demographic characteristics on school based factors and head teachers' supervision. Adebay and Bakare (2014) observed that supervision factors are strongly associated to different demographic factors.

Understandably the demographic information of the QASOs, head teachers and teachers and their influence to supervision practices helps the management of schools to design class size and other motivation aspects for performance enhancement. Knowledge of demographic characteristics of the respondents who took part in the study is useful in highlighting their important characteristics. Thus the study sought to establish the respondents' insight by seeking their demographic characteristics which included the gender, length of service, highest academic qualification and duration in the current station. The sub-sequent section presented the study findings of participants' demography.

#### **4.3.1 Gender**

The study sought to ascertain the information on the respondents involved in the study concerning their gender. It was necessary to indicate the gender of the respondents so as to establish whether there was any significant

relationship between gender composition of supervision practices by teachers, QASOs and head teachers. According to Bodovski (2013) gender of respondents was guided by the logic that many psychologists argue that males and females perceive and interpreted things differently even though they may be exposed to the same kind of environment. Therefore the study sought the gender composition of the head teachers, QASOs and teachers. The findings on teachers' distribution by gender are indicated in Table 4.2.

**Table 4.2 Teachers' gender distribution**

<b>Gender</b>	<b>Frequency (f)</b>	<b>Percent (%)</b>
Male	53	46.1
Female	62	53.9
<b>Total</b>	<b>115</b>	<b>100.0</b>

Table 4.2 indicates that 53.9 percent of the teachers in public primary school in South Pokot Sub-County were female. The study findings showed that the majority of the teachers were female though the study was not gender biased. Then the two QASOs were male while eleven of the 19 head teachers were male. The findings imply that men are dominant among the governance on primary schools while the teaching fraternity was dominated

by females. Thus, the study revealed that respondents' gender was significant to head teachers' supervision.

These findings were in line with Acker (2006) who observed that gender equality was a very important trait, as it can be used to improve performance of all staff involved. Since it is argued that females and males perceive and interpret things differently, a right gender mix for respondents is a good ingredient of improving school governance practices. Acker argued that gender equality fosters teamwork and also creates a sense of unity and an aspect of working together for a common goal with every individual effort whether male or female being important to the attainment of the overall objectives.

A gender sensitive institution provides a favorable environment where a staff or a supervisor is supposed to interact with other colleagues of the opposite gender in pursuit of excellence and achievement of set targets. Further, Maitland (2009) suggested that having a gender mix on the head teachers and the QASOs is invariably better than a single gender board as it encourages people to air different opinions from their gender perspectives.

#### **4.3.2 Level of Education**

The teachers were requested to indicate their highest level of education. Table 4.3 presents the findings.

**Table 4.3 Teachers highest level of education**

<b>Qualification</b>	<b>Frequency (f)</b>	<b>Percent (%)</b>
P1 Certificate	59	51.3
Diploma	18	15.7
Bachelor's Degree	25	21.7
Master's Degree	13	11.3
<b>Total</b>	<b>115</b>	<b>100.0</b>

The data presented on Table 4.3 shows that slightly more than half, 51.3% of the teachers had a P1 certification as their highest level of education, 15.7% of the teachers had attained a diploma, while 21.7 % of the teachers had a bachelor's degree and 11.3% of the master's degree as their highest level of education. This implies that the teachers were qualified to handle their positions and therefore form the right respondents for practices influencing head teachers' supervision. Owing to the responsibility vested in the head teachers and QASOs in the overall governance of supervision practices in primary schools, it is imperative that the supervisors not only be

persons with good education, but must also be people with sufficient practical knowledge in educational management (Hill & Grossman, 2013).

### 4.3.3 Duration of Service

The respondents were requested to indicate the duration of service in their respective posts. The findings were recorded in Table 4.4.

**Table 4.4 Teachers' length of service in current station**

<b>No. of years</b>	<b>Frequency (f)</b>	<b>Percent (%)</b>
1 – 5 years	29	25.2
6 – 10 years	41	35.7
11 – 15 years	27	23.5
16 year and above	18	15.7
<b>Total</b>	<b>115</b>	<b>100.0</b>

The result findings on Table 4.4 show that most of the teachers (35.7%) have worked for between 6 years and 10 years. The study findings implied that teachers had been in the teaching profession long enough to give credible information for the study variables based on the length of experience. Data collected during the interview with the head teachers and



QASOs showed that their experience ranged from 5 years to 10 years. This implies the majority of the respondents had gained enough experience in accordance with the part 1 of the fourth schedule of the basic education Act (2013) which stipulates that the QASOs and head teachers should hold office for at most six years.

Contrary, long service duration also enables instructional supervisors have certain characteristics such as promptness, adequate command of instructional materials and confidence. This is expected to translate to better academic performance. In a study on the relationship between teaching profession and human capital, Harris & sass (2011) found that teaching profession depends highly on the governance practices and that the skills could be acquired through experience.

#### **4.4 School based factors and head teachers' supervision**

This section presents the study findings on the study variables. The data is presented in line with the study variables on the influence of school based factors which include class, workload, physical facilities and adequate staff on head teachers' supervision in public primary schools in South Pokot Sub-County, Kenya. The results of the study are presented subsequently below.

##### **4.4.1 Class size and head teachers' supervision**

The first study objective sought to determine the influence of class size on head teachers' supervision in public primary schools in South Pokot.

Therefore the respondents were issued with statements on class size to show the extent to which they agree to the influence of class size on head teachers' supervision. They were to respond on a five point likert scale where 1= strongly agree, 2 = Agree, 3 = Uncertain, 4 = Disagree and 5= strongly disagree. Teachers' responses were presented in Table 4.5.

**Table 4.5 Class size and head teachers' supervision**

Class size	F		f		F		f		f	
	F	%	f	%	F	%	f	%	f	%
All pupils have a copy of school rules and regulations	16	13.9	23	20.0	0	0.0	23	20.0	53	46.1
The head teacher of this school is strict on pupils' dressing code	62	53.9	22	19.1	0	0.0	22	20.0	8	7.0
The head teacher of this school maintains that pupils get permission before leaving the school.	92	80.0	8	7.0	0	0.0	0	0.0	15	13.0
The head teacher of this school is strict on pupils' class attendance.	107	93.0	8	7.0	0	0.0	0	0.0	0	0.0
The head teacher of this school is strict on pupils having exams.	77	67.0	31	27.0	0	0.0	0	0.0	7	6.1
Pupils are always punished for the right cause in this school	77	67.0	22	19.1	0	0.0	8	7.0	8	7.0
The disciplinary committee handles pupils' cases in this school.	45	39.1	8	7.0	0	0.0	24	20.9	38	33.0
The head teacher maintains that all pupils are equally punished in this school	55	47.8	22	19.1	0	0.0	0	0.0	38	33.0

Data presented in Table 4.5 shows that most of the teachers (46.1%) indicated that they strongly disagreed that all pupils have a copy of school

rules and regulations, a majority of the teachers (53.9%) indicated that they strongly agreed to the notion that the head teacher of this school is strict on pupils' dressing code. On the other hand, a majority (80%) of the teachers strongly agreed that the head teacher of their school maintains that pupils get permission before leaving the school.

Also, a majority (93%) of the teachers strongly agreed that the head teachers are strict on pupils' class attendance. According to 67 percent of the teachers strongly agreed that the head teachers are strict on pupils having exams and that pupils are always punished for the right. The findings also revealed that most of the headteachers did not visit classrooms to conduct supervision of the teaching and learning process. The findings concur with Okoth (2018) found that just over half of the headteachers made classroom visits.

However, 53.1 of the teachers strongly disagreed that all pupils have a disciplinary file for recording their punishments, while 65.2 percent of the teachers strongly agreed that pupils are given reasonable punishments. According to 33 percent of the teachers felt that the disciplinary committee does not handle pupils' cases in the primary schools, while, most of the teachers (47.8%) strongly agreed that the head teachers maintain that all pupils are equally punished in public primary schools.

From the study findings it implies that school population depicted in the class size influenced head teachers' supervisions. These show that head teachers supervisory role in maintain pupils discipline had a significant role

in the class size because they were able to handle the teacher-pupil ratio to offer proper instructional process.

The study results were contrary to the report by World Bank (2012) that pointed out that there is inadequate teaching due to high teacher pupil ratio and overcrowding in classes that negatively affect the standards of education. According to the data collected during an interview with the QASOs and the head teachers the study established that there was every high teacher pupil ratio causing a conflict in the provision of adequate resources for all the learners. The class size was established to have a significant influence on head teachers' supervision.

The results were in line with Wathera (2008) who noted that increase in enrollment overwhelmed teachers and not able to give individualized attention to pupils. Teacher could not mark pupils' assessment whereas head teachers and QASOS focus mostly on management of FPE grants compromising supervision. Most schools the sub county have large class size it proves had to effectively carry out supervision.

#### **4.4.2 Head teachers' Workload and head teachers' supervision**

The second study objective sought to establish the influence of head teachers' workload on their supervision practices in public primary schools in South Pokot. Therefore the respondents were issued with statements on head teachers' workload to show the extent to which they agree to the

influence of head teachers' workload on their supervision practices. They were to respond on a five point likert scale where 1= strongly agree, 2 = Agree, 3 = Uncertain, 4 = Disagree and 5= strongly disagree. Teachers' responses were presented in Table 4.6.

**Table 4.6 Head teachers' Workload and head teachers' supervision**

Head-teachers' Workload		1		2		3		4		5	
		f	%	f	%	f	%	f	%	f	%
i.	Maintains school climate that is conducive for teaching and learning	60	52.2	31	27.0	8	7.0	0	0.0	16	13.9
ii.	Checks the teacher's lessons notes and offers correction/advice.	46	40.0	38	33.0	16	13.9	7	6.1	8	7.0
iii.	Regularly evaluates the teachers instructional methods and makes his contribution without obviously being judgmental	32	27.8	45	39.1	0	0.0	8	7.0	30	26.1
iv.	Talks to teachers as colleagues and discusses classroom affairs with them	69	60.0	16	13.9	8	7.0	8	7.0	14	12.2
v.	Is supportive of classroom concern of the teachers	69	60.0	22	19.1	0	0.0	8	7.0	16	13.9
vi.	Ensures that all departments has teachers	70	60.9	22	19.1	0	0.0	0	0.0	23	20.0
vii.	Eradicates cheating in examinations among pupils	10 0	87.0	15	13.0	0	0.0	0	0.0	0	0.0
viii	Monitors pupils discipline	75	65.2	24	20.9	8	7.0	0	0.0	8	7.0
ix.	Maintains school climate that is conducive for teaching and learning	68	59.1	39	33.9	0	0.0	4	3.5	4	3.5
x.	Checks the teachers lessons notes and offers correction/advice	75	65.2	24	20.9	4	3.5	6	5.2	6	5.2

Data presented in Table 4.6 shows that a majority (52.2%) of the teachers strongly agreed that head teachers maintaining school climate that is conducive for teaching and learning. This shows that teachers had different opinions on the level of agreement they responded with on the influence of head teachers' workload on supervision practices in their schools. This implied that head teachers are overwhelmed with ensuring a balance on the school climate to ensure that pedagogical process is effective for pupils' academic performance.

Only 40 percent of the teachers strongly agreed that head teachers in their schools check the teacher's lesson notes and offers correction/advice, while 39.1 agreed that head teachers regularly evaluate the teachers' instructional methods and make his contribution without obviously being judgmental. A majority (60%) strongly agreed that head teachers talk to teachers as colleagues and discuss classroom affairs with them and thus they were subsequently supportive of classroom concerns of the teachers.

According to 60.9 percent of the teachers they strongly agreed that head teachers in their schools ensure that all departments have teachers, while an overwhelming majority (87%) strongly agreed that head teachers are committed to eradicating cheating in examinations among pupils. Again, 65.2 percent of the teachers strongly agreed that head teachers monitor pupils' discipline, 59.1 percent strongly agreed that their head teachers maintain school climate that is conducive for teaching and learning, and 65.2 percent



of the teachers strongly agreed that head teachers check the teachers lessons notes and offers correction/advice.

Results from these findings implied that a majority of the head teachers were able to balance their workload with supervision practices making them to manage their role as supervisors in public primary schools in South Pokot. The findings show that head teachers workload did not hinder their supervision practices in the schools. Further, during an interview with the head teachers, 14 out of the 19 head teachers indicated that they delegate some of their governance practices to ensure that their workload did not affect their effectiveness in carrying out supervision. Two head teachers stated that they clearly share responsibilities with other administrative bodies like the deputy head teacher, panel heads and senior teachers to ensure that the supervision practices were effective in their schools.

Data collected from the interview with the two available QASOs stated that head teachers lack adequate time for supervision because of the other governance role to ensure efficacy in public primary schools. The findings showed that head teachers' workload highly influences their supervision practices because where they were expected to balance their workload with supervisory role they overstrain to deliver to expectations. The findings agree with the results in a study by Abdille (2012) that revealed that workload affected head teachers supervision most of the head teachers indicate that work load affected their position to a greater extent since their

performance in schools is judged depending on how well they are able to control coordinate the schools in one direction.

#### **4.4.3 Physical facilities and head teachers' supervision**

The third study objective sought to establish the influence of physical facilities on teachers' supervision practices in public primary schools in South Pokot. Therefore the respondents were issued with statements on head teachers' workload to show the extent to which they agree to the influence of head teachers' workload on head teachers' supervision. They were to respond on a five point likert scale where 1= strongly agree, 2 = Agree, 3 = Uncertain, 4 = Disagree and 5= strongly disagree. Teachers' responses were presented in Table 4.7.

**Table 4.7 Physical facilities on head teachers' supervision**

	Physical facilities	1		2		3		4		5	
		F	%	F	%	F	%	f	%	F	%
i.	The teachers use teaching and learning aids	29	25.2	62	53.9	24	20.9	0	0.0	0	0.0
ii.	The school has enough textbooks for	7	6.1	26	22.6	8	7.0	8	7.0	66	57.4
iii.	The school has enough toilets/latrines	31	27.0	30	26.1	0	0.0	8	7.0	46	40.0
iv.	Classrooms are well ventilated	46	40.0	15	13.0	0	0.0	0	0.0	54	47.0
v.	Chairs and desks are	30	26.1	23	20.0	0	0.0	8	7.0	54	47.0
vi.	Balls and nets for games are	44	38.3	8	7.0	8	7.0	8	7.0	47	40.9
vii.	The school playing field is adequate for	45	39.1	15	13.0	0	0.0	16	13.9	39	33.9
viii.	The laboratories are sufficient	16	13.9	8	7.0	8	7.0	16	13.9	67	58.3

Information contained in Table 4.7 shows different levels of teachers' agreement that physical facilities influence head teachers' supervision. Majority of teachers, 53.9 percent agreed that the teachers use teaching and learning aids during the lesson, while 57.4 percent of the teachers strongly disagreed that their schools have enough textbooks for use by the pupils. This findings show that the teaching and learning resources were inadequate for effective instructional process in public primary schools in South Pokot Sub-county.

On the physical facilities, 40 percent of the teachers strongly disagreed that schools have enough toilets/latrines for all the school members, 47 percent strongly disputed that classrooms were well ventilated and that chairs and desks were comfortable, 40.9 percent strongly disagreed that balls and nets for games were enough, while 58.3 percent indicated that they strongly disagreed that the laboratories are sufficient and well equipped, though 39.1. Percent of the teachers strongly agreed that the school playing field is adequate for extra-curricular activities. This implies that majority of the schools lacked adequate physical facilities to enhance effective supervision practices.

From an interview with the head teachers and the QASOs majority of the head teachers were preoccupied on managing the overstretched facilities in public primary schools and addressing the lack of essential physical facilities like ICT resources, sufficient classrooms to facilitate effective

instructional process thus, influencing their supervision practices. The findings agree with Nguru (2016) who observes that crowded classes in their sitting positions make it difficult for children to write while teachers find it difficult to move around to help a needy child or mark pupils work while the lesson is going on.

#### **4.4.4 Adequate staff and head teachers' supervision**

The fourth study objective sought to establish the influence of adequate staff on teachers' supervision practices in public primary schools in South Pokot. Therefore the respondents were issued with statements on adequate staff to show the extent to which they agree to the influence of adequate staff on head teachers' supervision. They were to respond on a five point likert scale where 1= strongly agree, 2 = Agree, 3 = Uncertain, 4 = Disagree and 5= strongly disagree. Teachers responses were presented in Table 4.8.

**Table 4.8 Adequate staff and head teachers' supervision**

Adequate staff	1		2		3		4		5	
	F	%	F	%	f	%	F	%	f	%
The school has employed enough teachers to handle the	13	11.3	15	13.0	7	6.1	14	12.2	66	57.4
The school has hired enough workers for the	15	13.0	7	6.1	16	13.9	23	20.0	54	47.0
The school workers are regularly trained on	8	7.0	8	7.0	16	13.9	15	13.0	68	59.1
Teachers spend time after school with pupils who have individual	0	0.0	23	20.0	24	20.9	7	6.1	61	53.0
The school staff motivate pupils to learn	54	47.0	53	46.1	0	0.0	0	0.0	8	7.0
Pupils are trusted to work together without supervision	24	20.9	45	39.1	8	7.0	0	0.0	38	33.0
Teachers attend lessons regularly	75	65.2	16	13.9	0	0.0	8	7.0	16	13.9
Teachers encourage pupils to complete	91	79.1	16	13.9	0	0.0	0	0.0	8	7.0

Study results presented in Table 4.8 show that 57.4 percent of the teachers strongly disagreed that the schools have employed enough teachers to handle the pupils academics comfortably, 47.0 percent strongly disagreed that the schools have hired enough workers for the school needs, while 59.1 percent strongly disagreed that the school workers were regularly trained on their job, also 53 percent of the teachers disagreed that they spend time after school with pupils who have individual problems. These show that a majority of the schools lacked adequate staff to cater for the instructional needs of the schools which influence head teachers' supervisions.

Contrary, 47.0 percent of the teachers strongly agreed that the school staff motivate pupils to learn, 39.1 agreed that pupils were trusted to work together without supervision. 65.2 strongly agreed that teachers attend lessons regularly, while an overwhelming majority (79.1%) of the teachers strongly agreed that teachers encourage pupils to complete school. These study findings implied that the staff in public primary schools contributed to head teachers' role in conduction supervision practices.

Information obtained during an interview with the head teacher and QASO respondents revealed that a majority of the schools in South Pokot are understaffed making curriculum implementation difficult which also influence head teachers' supervisions. Inadequate teaching influence the level of head teachers balancing their time on teaching and learning process and monitoring instructional process becomes difficult. The study findings

imply that adequate staffing of schools significantly influence head teachers' supervision. The study results agree with Opinio (2012) who notes that when considering staff capacity both competence and the number of the staff needed to deliver services to the client is the important, while Okumbe (2008) concurs with this arguing that staff needs to be trained and developed so as to acquire basic competencies and skills that enables them fit into their work.

#### **4.8 Head teachers' supervision**

The dependent variable of the study was on head teachers' supervision thus, the respondents were issued with statements on head teachers' supervisions to show the extent to which they agree to the head teachers' supervision in their schools. They were to respond on a five point likert scale where 1= strongly agree, 2 = Agree, 3 = Uncertain, 4 = Disagree and 5= strongly disagree. Teachers' responses were presented in Table 4.9.



**Table 4.9 Supervision practices influencing head teachers' supervision**

Supervision practices	1		2		3		4		5	
	F	%	F	%	f	%	f	%	f	%
School discipline policies	78	67.8	14	12.2	0	0.0	15	13.0	8	7.0
Amount of school fees charged	0	0.0	0	0.0	0	0.0	8	7.0	107	93.0
Availability of teachers	92	80.0	16	13.9	0	0.0	0	0.0	7	6.1
Learning environment affect	100	87.0	15	13.0	0	0.0	0	0.0	0	0.0

Data presented in Table 4.9 shows that a majority (67.8%) of the teachers strongly agreed that the school discipline policies influenced head teachers' supervisions while, and high majority (93%) of the teachers strongly disagreed that the amount of school fees charged influenced head teachers' supervision. According to 80 and 87 percent of the teachers strongly agreed that availability of teachers and the learning environment respectively influence head teachers' supervision. This implies that other supervisory practices mandated to the head teachers influence their supervision practices in public primary schools in South Pokot.

## **4.9 Inferential statistics informing the study**

The inferential statistics informing the study was also performed. They include model summary of the study, analysis of variance and regressions discussed below.

### **4.9.1 Analysis of variance and head teachers' supervision**

Table 4.10 provides the results on the analysis of the variance (ANOVA). This was to establish whether there was any significant difference among the variables means. Independent variables were explored to determine whether there existed any significance difference with the dependent variable (head teachers' supervision). It was necessary to use ANOVA to compare the means of variables for statistical significance.

**Table 4.10: Analysis of variance and head teachers' supervision**

<b>Indicator</b>	<b>Sum of Squares</b>	<b>df</b>	<b>Mean Square</b>	<b>F</b>	<b>Sig.</b>
Regression	40.373	4	10.093	54.818	0.000b
Residual	43.821	238	0.184		
Total	84.194	242			

Table 4.10 results indicate that the overall model was statistically significant. Further, the results imply that the independent variables which include class size, head teachers' workload, physical facilities and adequate staff are good predictors of head teachers' supervision. This was supported by an F statistic of 54.818 and the reported p value (0.000) which was less than 0.05 level of significance. Therefore, the result findings from the ANOVA showed that there exist a significant difference between the independent variables and the dependent variable. This is supported by Eberts, Hollenbeck & Stone (2002) study who found that head teachers' workload and adequate staff improves overall head teachers' supervision.

#### **4.9.2 Model summary of the relationship between variables**

A model summary of the combined influence of independent variables on the dependent variable was presented. The results presented in table 4.21

present the fitness of model used in the regression model in explaining the study phenomena.

**Table 4.11: Model summary of the relationship between variables**

<b>Indicator</b>	<b>Coefficient</b>
R	0.692
R Square	0.480

Table 4.11 presents class size, head teachers' workload, physical facilities and adequate staff were found to be satisfactory variables in explaining head teachers' supervision. This is supported by coefficient of determination also known as the R square of 48 percent. This means that class size, head teachers' workload, physical facilities and adequate staff explain 48 percent of the variations in the dependent variable which is head teachers' supervision in South Pokot Sub County. This therefore shows that there are other factors that affect the head teachers' supervision which are not included in the model. This results further means that the model applied to link the relationship of the variables was satisfactory. These findings compares and contrasts with that of Ayoo (2000) who observed that there are other factors that affect head teachers' supervision that range from classroom visitation, checking of schemes of works, maintaining

teachers logbook, checking of pupils' exercise books post observation conferencing and generally not adhering to school and classroom rules and procedures affect supervision as a governance practice in primary schools.

#### **4.9.3 Correlation matrix of various factors and head teachers'**

##### **supervision**

The results of the correlation analysis between independent variables; class size, head teachers' workload, physical facilities and adequate staff and dependent variables; head teachers' supervision are presented in Table 4.12.

**Table 4.12: Correlation matrix of research variables**

Variables		Class size	Workload	Physical facilities	Adequate staff	Supervision practices
Class size	Pearson Correlation		1.314**	.225**		0.124.448**
	Sig. (2-tailed)			0	0	0.053.000
Workload	Pearson Correlation	.314**		1.207**	.177**	.454**
	Sig. (2-tailed)		0	0	0.001	0.006.000
Facilities	Pearson Correlation	.225**	.207**		1.204**	.406**
	Sig. (2-tailed)			0.001	0	0.001.000
Adequate staff	Pearson Correlation	0.124.177**	.204**			1 .450**
	Sig. (2-tailed)			0.053	0.006	0.001 .000
Head teachers' supervision	Pearson Correlation	.448**	.454**	.406**	.450**	1
		.000		.000	.000	.000

Table 4.12, the results revealed that class size and head teachers' supervision are positively and significantly related ( $r=0.448$ ,  $p=0.000$ ). This results show that there was significant relationship between class size and

headteachers' supervision practices in schools. The findings imply that in schools with high class sizes the head teachers' supervision practices. The table further indicated that head teachers' workload and head teachers' supervision are positively and significantly related ( $r=0.454$ ,  $p=0.000$ ). It was further established that physical facilities and head teachers' supervision were positively and significantly related ( $r=0.406$ ,  $p=0.000$ ). Similarly, results showed that adequate staff and head teachers' supervision were positively and significantly related ( $r=0.450$ ,  $p=0.000$ ). This implies that an increase in any unit of the variables leads to an improvement in head teachers' supervision.

Head teachers' workload and class size to teachers induces the spirit to work hard because of the school population/class size. This in turn will be translated to improved head teachers' supervision. Similarly, sufficient adequate staff ensure that all jobs are able to adequately addressed. Head teachers will also be able to manage their governance roles with the teaching roles. Physical facilities enable schools to evaluate their progress. All these initiatives will lead to improved overall performance of pupils. The research variables were therefore correlated.

#### **4.9.4 Regression analysis of independent variables and dependent variable**

Regression analysis was carried out to establish the overall effect of the independent variables to the dependent variables. The independent variables were regressed against the dependent variable. Result findings of the regression were presented in Table 4.13.

**Table 4.13: Regression analysis of independent variables and dependent variable**

<b>Variable</b>	<b>B</b>	<b>Std. Error</b>	<b>Beta</b>	<b>t</b>	<b>Sig.</b>
(Constant)	-0.388	0.225		-1.72	.087
class size	0.291	0.053	0.275	5.503	.000
Workload	0.262	0.05	0.264	5.258	.000
Physical facilities	0.228	0.05	0.223	4.531	.000
Adequate staff	0.34	0.051	0.324	6.708	.000

Table 4.13 on regression of coefficients results shows that class size and head teachers' supervision are positively and significantly related ( $r=0.291$ ,



p=0.000). The table further indicates that provision of workload and head teachers' supervision are positively and significantly related ( $r=0.262$ ,  $p=0.000$ ). It was further established that physical facilities and head teachers' supervision were positively and significantly related ( $r=0.228$ ,  $p=0.000$ ) while adequate staff and head teachers' supervision were also positively and significantly related ( $r=0.340$ ,  $p=0.000$ ). This multiple regression model links the relationship between the independent variables (class size, head teachers' workload, physical facilities and adequate staff) and dependent variable (head teachers' supervision). This therefore means that class size and head teachers' workload induces renewed morale to work hard in order to enhance supervision practices. This in turn improves the performance of the entire school governance. Physical facilities enable both pupils and teachers to remain focused to the core objective of improving performance.

This overall model shows that class size will increase head teachers' supervision by 0.291 units. Head teachers' workload will increase the supervision practices by 0.262 units. Physical facilities will also lead to increased head teachers' supervision by 0.228 units. Further, adequate staff will improve head teachers' supervision by 0.340 units.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

#### **5.1 Introduction**

This chapter presents a summary of the major findings of the study as well as the conclusions made from them. The section also presents recommendations made by the researcher as well as suggestions for future studies related to school-based factors influencing head teachers' supervisions.

#### **5.2 Summary of the Study**

The purpose of the study was to establish school based factors influencing head teachers' supervision in public primary school in South Pokot Sub-County Kenya. The objectives research aimed to establish the extent to which class size, headteacher's workload, physical facilities and adequate staff on head teachers' supervision in public primary school in South Pokot Sub-County Kenya. The study was guided by Theory X and Theory Y and it adopted descriptive survey research design. The target population of this study was from 62 public primary schools in South Pokot Sub-County. Stratified random sampling was applied to select the three QASOs and 19 schools where 19 head teachers were selected. Simple random sampling was used to sample 150 teachers to participate in the study. Questionnaires and Interviews guides were used to collect data from the teachers, head teachers

and Quality Assurance and Standard Officers (QASO). Analysis of descriptive statistics and inferential statistics was conducted and the results were presented in form of frequency distribution tables. The study achieved 79.1 percent total response rate.

On the first study, the findings show that most of the teachers (46.1%) indicated that they strongly disagreed that the head teachers are strict on pupils having exams and that pupils are always punished for the right. From the study findings show that head teachers supervisory role in maintain pupils discipline had a significant role in the class size because they were able to handle the teacher-pupil ratio to offer proper instructional process.

The second study objective sought to establish the influence of head teachers' workload on their supervision practices in public primary schools in South Pokot. Results from these findings implied that a majority of the head teachers were able to balance their workload with supervision practices making them to manage their role as supervisors in public primary schools in South Pokot. The findings show that head teachers workload did not hinder their supervision practices in the schools. Further, during an interview with the head teachers, 14 out of the 19 head teachers indicated that they delegate some of their governance practices to ensure that their workload did not affect their effectiveness in carrying out supervision. Two head teachers stated that they clearly share responsibilities with other administrative bodies like the deputy head teacher, panel heads and senior

teachers to ensure that the supervision practices were effective in their schools. Data collected from the interview with the two available QASOs stated that head teachers lack adequate time for supervision because of the other governance role to ensure efficacy in public primary schools. The findings showed that head teachers' workload highly influences their supervision practices because where they were expected to balance their workload with supervisory role they overstrain to deliver to expectations.

On the physical facilities, 40 percent of the teachers strongly disagreed that schools have enough toilets/latrines for all the school members, 47 percent strongly disputed that classrooms were well ventilated and that chairs and desks were comfortable, 40.9 percent strongly disagreed that balls and nets for games were enough, while 58.3 percent indicated that they strongly disagreed that the laboratories are sufficient and well equipped, though 39.1 percent of the teachers strongly agreed that the school playing field is adequate for extra-curricular activities. This implies that majority of the schools lacked adequate physical facilities to enhance effective supervision practices. From an interview with the head teachers and the QASOs majority of the head teachers were preoccupied on managing the overstretched facilities in public primary schools and addressing the lack of essential physical facilities like ICT resources, sufficient classrooms to facilitate effective instructional process thus, influencing their supervision practices.

The fourth study objective sought to establish the influence of adequate staff on teachers' supervision practices in public primary schools in South Pokot. Study results show that 57.4 percent of the teachers strongly disagreed that the schools have employed enough teachers to handle the pupils academics comfortably, 47.0 percent strongly disagreed that the schools have hired enough workers for the school needs, while 59.1 percent strongly disagreed that the school workers were regularly trained on their job, also 53 percent of the teachers disagreed that they spend time after school with pupils who have individual problems. These show that a majority of the schools lacked adequate adequate staff to cater for the instructional needs of the schools which influence head teachers' supervisions. These study findings implied that the staff in public primary schools contributed to head teachers' role in conduction supervision practices.

Information obtained during an interview with the head teacher and QASO respondents revealed that a majority of the schools in South Pokot are understaffed making curriculum implementation difficult which also influence head teachers' supervisions. Inadequate teaching influence the level of head teachers balancing their time on teaching and learning process and monitoring instructional process becomes difficult. The study findings imply that adequate staffing of schools significantly influence head teachers' supervision.

### **5.3 Conclusions of the Study**

The researcher concludes that various institutional factors affect supervision of head teachers in South Pokot Sub-County. Supervision was rarely done and when it was carried out the head teachers did not check all aspects and concentrated on the aspects that took little time such as checking schemes of work and lesson plan. Activities such as sitting in class to supervise teaching were rarely carried out. The researcher concludes that head teachers' workload is by far the most significant factor affecting head teachers' supervision. The study found that on top of their administrative duties, head teachers also taught pupils in lessons.

The study found that majority of schools in South Pokot Sub-County are understaffed. The researcher concludes that understaffing negatively affects head teachers supervision. The effect here is two pronged; first, since there are less teachers, the available teachers have to take in more lessons meaning that they have to forego adequate lesson preparation. Secondly due to the shortage of teachers, the head teacher has to take up lessons himself or herself meaning that he or she has very little time to do other duties like supervising the teachers. Therefore the study establishes that head teachers' teaching workload, school staffing, Class size and physical facilities influences head teachers' supervision in South Pokot Sub-County.

#### **5.4 Recommendations of the Study**

The researcher recommends that:

- (i) Head teachers workload should be reduced to enable him/her focus on their administrative duties. This can be achieved by employing more teachers to take lessons. Support staff such as head teachers' secretary and bursar would relieve the head teacher of some of the duties.
- (ii) More teachers should be employed to relieve the burden of lesson hours on the existing teachers and head teacher. The government, non-governmental organizations and the community can cost share to employ more teachers.
- (iii) QASOs should hold trainings for teachers to explain to them what is expected of them in their day to day work. This will go a long way in changing negative perceptions they may have against supervision.
- (iv) The TSC and the Ministry of Education should offer school administration with regular administrative training facilitated to ensure that they are well acquitted with their responsibilities as administrators and supervisors.

#### **5.5 Suggestions for Further Studies**

The study suggested that;

- i. The current study focused on public primary schools in South PokotSub-County. Future studies can look at private schools.
- ii. A comparative study can be carried out on supervision in other sub-counties in West Pokot County for the generalization of the study findings.



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**APPENDICES**

**APPENDIX I: INTRODUCTION LETTER**

Pauline Chemakal Komoltudo

**University of Nairobi,**

P.O Box 92,

Kikuyu.

To the Head Teacher

.....Primary School

Dear Sir/Madam,

**RE: PERMISSION FOR DATA COLLECTION**

I am a post graduate student from the University of Nairobi pursuing a Master Degree in Educational Administration and Planning. I am undertaking a research on “**School Based Factors Influencing Head Teachers Supervision in Public Primary Schools in South Pokot Sub-County, Kenya**”. Your school has been selected and I hereby request for your kind assistance during this time of collecting data. It is anticipated that the study will give an insight into supervision with a view to enhance effectiveness supervision. The study findings will be used for academic purposes only and your identity will be treated with utmost of confidentiality.

Yours sincerely,

Pauline Chemakal Komoltudo

## APPENDIX II: QUESTIONNAIRE FOR TEACHERS

The purpose of this questionnaire is to collect data on influence of school based factors influencing head teachers' supervision in public schools in South Pokot Sub-County. The researcher assures you that the information gathered will be treated with utmost confidentiality and for academic purposes only. Please tick (✓) where appropriate or fill in the required information.

### PART A: BACKGROUND INFORMATION

1. What is your gender?

Male [       ]

Female [       ]

2. Level of education

Masters [       ]      Bachelors [       ]

Degree [       ]      B. Ed [       ]

Diploma [       ]      Others

(Specify).....

3. For how long have you been teaching in this school?

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

11 – 15 years [       ]       16 and above [       ]

**SECTION B: school based factors and head teachers’ supervision**

**Influence of class size on head teachers’ supervision**

4. To what extent do you agree on the following statements on influence of class size on head teachers’ supervision in your school? Use a scale of 1-5 where 1= strongly agree and 5= strongly disagree.

<b>Class size</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
All pupils have a copy of school rules and regulations					
The head teacher of this school is strict on pupils’ dressing					
The head teacher of this school maintains that pupils get permission before leaving the school.					
The head teacher of this school is strict on pupils’ class					
The head teacher of this school is strict on pupils having					
Pupils are always punished for the right cause in this school					
All pupils have a disciplinary file for recording their punishments.					
The disciplinary committee handles pupils’ cases in this school.					
Pupils are given reasonable punishments.					
The head teacher maintains that all pupils are equally punished in this school					

**Influence of Head teachers’ Workload on head teachers’ supervision**

5. To what extent do you agree on the following statements on influence of workload on head teachers on supervision in your school? Use a scale of 1-5 where 1= strongly agree and 5= strongly disagree.

<b>Head-teachers' Workload</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Maintains school climate that is conducive for teaching and learning					
Checks the teacher's lessons notes and offers correction/advice.					
Regularly evaluates the teachers instructional methods					
Talks to teachers as colleagues to discuss classroom observations with them					
Is supportive of classroom concern of the teachers					
Ensures that all departments have teachers					
Eradicates cheating in examinations among pupils					
Monitors pupils discipline					

#### **Influence of physical facilities on head teachers' supervision**

6. To what extent do you agree on the following statements on influence of physical facilities on head teachers' supervision in your school? Use a scale of 1-5 where 1= strongly agree and 5= strongly disagree.

<b>Physical facilities</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
The teachers use teaching and learning aids during the					
The school has enough textbooks for use by the pupils					
The school has enough toilets/latrines for all the school members					

Classrooms are well ventilated,					
Chairs and desks are comfortable and adequate					
Balls and nets for games are adequate					
The school playing field is adequate for extra-curricular					
The libraries are sufficient and well equipped					

### **Influence of adequate staff on head teachers' supervision**

7. To what extent do you agree on the following statements on influence of class size on head teachers' supervision in your school? Use a scale of 1-5 where 1= strongly agree and 5= strongly disagree.

<b>Adequate staff</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
The school has employed enough teachers to handle the pupils academics comfortably					
The school has hired enough workers for the schools needs					
The school workers are regularly trained on their job					
Teachers spend time after school with pupils who have individual problems					
The school staff motivate pupils to learn					



Pupils are trusted to work together without supervision					
Teachers attend lessons regularly					
Teachers encourage pupils to complete school					

### Head teachers' supervision

8. To what extent do you agree on the following statements on head teachers' supervision in your school? Use a scale of 1-5 where 1= strongly agree and 5= strongly disagree.

	1	2	3	4	5
School discipline policies					
Amount of school fees charged					
Availability of teachers					
Learning environment					

**Thank you for your participation**

### **APPENDIX III: INTERVIEW GUIDE FOR HEAD TEACHERS**

1. Describe the teacher-student ratio in your school
2. Are the classrooms able to host all pupils
3. What challenges does your school have in relation to class size and your frequency in conducting supervision?
4. How do the class size aspects affect your supervision practices?
5. To what extent does your workload influence your frequency of conducting supervision?
6. Does your workload affect your supervisory roles within the institution?
7. Does your school have enough physical facilities? Explain
8. How does availability of physical facilities influence your supervision
9. Do you have adequate staff in the school?
10. How does the number of staff affect your supervisory work?
11. Explain how as a head teacher you carry out supervision?
12. What do you face any challenges hindering you from conducting supervision?

#### **APPENDIX IV: INTERVIEW GUIDE FOR QASO**

1. What is the teacher-student ratio in the region
2. What challenges do schools in this area face in relation to class size and head teachers' supervision?
3. How does the challenge affect head teachers supervision due to their workload?
4. Do the head teachers' workloads limit their supervisory duties? Explain
5. Do schools in the region have adequate physical facilities? Explain
6. How does availability of physical facilities influence head teachers supervision?
7. Do schools in this area have adequate staff? Explain
8. How does the number of staff influence head teachers' supervisory work?
9. How do the head teachers carry out supervision? Explain
10. How do you conduct supervision?

## APPENDIX V: AUTHORIZATION LETTER



### NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

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NAIROBI-KENYA

Ref. No. **NACOSTI/P/19/96138/31777**

Date: **25<sup>th</sup> July, 2019**

Pauline Chemakal Komoltudo  
University of Nairobi  
P.O Box 30197-00100  
**NAIROBI.**

#### **RE: RESEARCH AUTHORIZATION**

Following your application for authority to carry out research on *“School based factors influencing head teachers instructional supervision practices in Public Primary Schools in South Pokot Sub-County Kenya.”* I am pleased to inform you that you have been authorized to undertake research in **West Pokot County** for the period ending **23<sup>rd</sup> July, 2020.**

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

Kindly note that, as an applicant who has been licensed under the Science, Technology and Innovation Act, 2013 to conduct research in Kenya, you shall deposit **a copy** of the final research report to the Commission within **one year** of completion. The soft copy of the same should be submitted through the Online Research Information System.

**GODFREY P. KALERWA., MSc, MBA, MKIM  
FOR: DIRECTOR-GENERAL/CEO**

Copy to:

The County Commissioner  
West Pokot County.

The County Director of Education  
West Pokot County.

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

## APPENDIX VI: RESEARCH PERMIT

**THIS IS TO CERTIFY THAT:**  
**MS. PAULINE CHEMAKAL KOMOLTUDO**  
**of UNIVERSITY OF NAIROBI, 92-902**  
**KIKUYU, has been permitted to conduct**  
**research in Westpokot County**  
**on the topic: SCHOOL BASED FACTORS**  
**INFLUENCING HEAD TEACHERS**  
**INSTRUCTIONAL SUPERVISION**  
**PRACTICES IN PUBLIC PRIMARY**  
**SCHOOLS IN SOUTH POKOT**  
**SUB-COUNTY KENYA**  
**for the period ending:**  
**23rd July, 2020**

Permit No : NACOSTI/P/19/96138/31777  
Date Of Issue : 25th July, 2019  
Fee Received :Ksh 1000



  
Applicant's  
Signature

  
Director General  
National Commission for Science,  
Technology & Innovation


**THE SCIENCE, TECHNOLOGY AND**  
**INNOVATION ACT, 2013**

**The Grant of Research Licenses is guided by the Science,**  
**Technology and Innovation (Research Licensing) Regulations, 2014.**


**CONDITIONS**

1. The License is valid for the proposed research, location and specified period.
2. The License and any rights thereunder are non-transferable.
3. The Licensee shall inform the County Governor before commencement of the research.
4. Excavation, filming and collection of specimens are subject to further necessary clearance from relevant Government Agencies.
5. The License does not give authority to transfer research materials.
6. NACOSTI may monitor and evaluate the licensed research project.
7. The Licensee shall submit one hard copy and upload a soft copy of their final report within one year of completion of the research.
8. NACOSTI reserves the right to modify the conditions of the License including cancellation without prior notice.

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