

**INFLUENCE OF HEAD TEACHERS' INSTRUCTIONAL
SUPERVISION STRATEGIES ON CURRICULUM
IMPLEMENTATION IN PUBLIC PRIMARY SCHOOLS IN IMENTI
SOUTH DISTRICT, KENYA**

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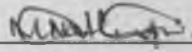
**A Research Project Submitted in Partial Fulfilment of the Requirements
for the Award of Degree of Master of Education in Educational
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DECLARATION

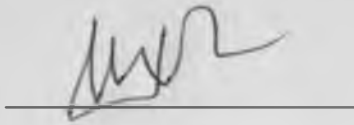
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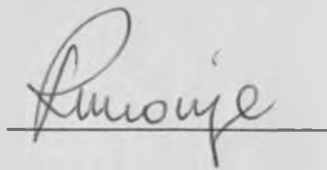


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DEDICATION

I dedicate this work to Duncan, Doris and Wilfred.

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I am greatly indebted to several individuals and parties for their contribution towards the success of this project .First of all, special gratitude goes to my supervisors Dr. Ibrahim khatete and Dr. Rosemary Imonje for their commitment, wise guidance, professional advice and encouragement during the proposal and project writing. I am also very grateful to all the lecturers of the faculty of education and all my classmates of the 2010-2012 master of Education regular class. I too cannot forget to thank my children Duncan and Doris and my mother charity that supported me in so many ways during the whole course. Special thanks go to Wilfred who gave me moral, spiritual and financial support as I produced the document. I wish to express my gratitude to all head teachers and teachers in Imenti South District who participated in this study. Finally, I wish to thank the almighty for his grace; for with it, I was able to realize this long cherished dream.

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LIST OF ABBREVIATIONS & ACRONYMS

DC	District Commissioner
DEO	District Education Officer
DQAS	Directorate of Quality Assurance and Standards
INSET	In-service Education and Training
KCPE	Kenya Certificate of primary Education
KIE	Kenya institute of Education
KESI	Kenya Education Staff Institute
KESSP	Kenya Education Structural Support Programme
KNEC	Kenya National Examinations Council
MOE	Ministry of Education
MOEST	Ministry of Education Science and Technology
NCST	National Council of Science and Technology
ROK	Republic of Kenya
UBE	Universal Basic Education
SPSS	Statistical Package for Social Scientists
TSC	Teachers Service Commission (Kenya)

ABSTRACT

The purpose of this study was to investigate the influence of head teachers instructional supervision strategies on curriculum implementation in public primary schools in Imenti South District .The study examined extent to which performance by head teachers and teachers influence curriculum implementation in public primary schools , extent to which head teachers supervision of syllabus coverage through results in the internal Examinations influences curriculum implementation in public primary schools , extent to which head teachers assessment of syllabus coverage influence curriculum implementation in public primary schools and the influence of head teachers frequency of checking teachers records on curriculum implementation in public primary schools .

The research design used was descriptive survey. The population of the study consisted of 50 public primary schools in Imenti South District. Out of the 50 schools 10 schools were selected to provide the sample schools which were randomly selected. The target population was public primary school head teachers and teachers in Imenti District .The research instrument used was the questionnaire, whose variables were tested for content validity and reliability. The questionnaire return rate was 100%.

From investigation 86% of the teachers agreed that the internal instructional supervision help teachers to improve in assessment and evaluation of pupils which influences curriculum implementation in public primary schools very much. As far as head teachers supervision of syllabus coverage through results in the internal examinations influencing curriculum implementation in public primary schools is concerned, the percentage of those who scored 250 marks and over is an average of 11% of those schools from which teachers were interviewed. From the survey, 80% of the head teachers surveyed were found to have covered 80 – 90% of the syllabus. It was also found that 70% of the head teachers were supervising teachers works daily and further 63% of the teachers were found their work being supervised by their head teachers daily.

From the research findings the researcher recommended that head teachers to coordinate and inspect teaching in their schools ,induct new teachers ,motivate students to learn and head teachers to be more involved in observation of teachers ‘ classroom performance than they are.

CHAPTER ONE

INTRODUCTION

1.1 Background of the study

The world Bank ,the United Nations Educational ,Scientific and cultural organization (UNESCO),and the United Nations development programme(UNDP)are bodies that have invested in education especially in developing countries and have identified education as important tool in economic development ,poverty and inequality eradication (World Bank,2002;UNDP,2006;2005)and Hanushek and Woobmann,2007).This position was confirmed during the 16th conference of common wealth. Education ministers in Cape Town in 2006(Common wealth secretariat, 2006), cited in kamindu (2008).

Education is a critical facet of human life. Education is a fundamental right of children regardless of their social, cultural, religious or economic status. Its quality has immediate impact on individuals and a long-term impact on economic stability of the society (Makotsi, 2003). It acts as a springboard for youth to get a start in productive and satisfactory life so as to make tangible contribution to the country's economic growth and development (Abagi, 1997). Olivia (1993) asserts that in truly educational oriented society, everyone is entitled to an opportunity to learn and progress. Everyone has the freedom to become, (through the educational system) what he /she is able to become .The value of educational supervision and inspection lies in the improvement of the teaching-learning situation for all and is reflected in the development of students generally.

One strategy for monitoring teaching and learning in schools and for enhancing quality and raising standards which has received a great deal of attention concerns supervision .It dates back to the birth of public education, when young nations used education to forge a common language and culture (Maw, 1996).Supervision was a key tool to ensure that all education staff respected the same rules and regulations followed as similar programme. For instance the first public inspection services in France were set at the end of the 18th century by Napoleon's programme. Other European countries followed out in the 19th century under colonial times, those services were transplanted into the colonies to assist in the control of the subjugated population,(Maw,1996).According to Clegy and Billington (1994)in Britain a major purpose of inspection is to collect a range of evidence ,match the evidence against a given criteria and make judgements.

Makotsi (2003) further asserts that an increasing number of countries have from the early 1990s onwards, attempted to reform supervision, not as the result of a radical political damage, but because of its in effectiveness. These reforms are inspired by the conviction that an effective supervision service is a key tool to monitor and improve education quality(Abagi,1997).They originated partly in the wave of democratization on the African continent, which demanded a less hierarchal relationship between teachers and supervisions and partly in the trend toward school autonomy which requires a profound shift in the role of school supervision from exercising administrative control to demanding accountability and offering support (Maw,1996).

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

Formal inspection of educational institutions in Kenya was commenced in 1995 when the inspectorate of education was set up .The inspection is thus self contained and influential having a finger in various piles besides .Inspection such as syllabus, curriculum reform examinations, school broadcasting and television (Olembo,Wanga and Karagu,1992).The Ministry of Education (MOEST) was recently structured into departments which co-ordinate and oversee the implementation of all education policies. One of these departments is the Quality Assurance and Standard Department (QASO), (previously the inspectorate) whose mandate is to ensure quality standards in Kenya by working closely with other stakeholders in the education sector (Chabala, 1994).

The Ministry of Education through strategic plan 2006-2011 asserts that the function of quality assurance entails monitoring schools and teachers to ensure the curriculum is delivered appropriately .Recently efforts have been made to

enhance the quality assurance function of the ministry. The Ministry of Education has stepped into rationale work as operational zones and institutions to ensure that quality assurance services are available to all learners. To improve the mobility to the local level, ASO have been provided with motorcycles and financial allocations to district education offices, increased finance and other logistical requirements (ROK, 2007).

The expansion of pupils population coupled with the introduction and implementation of free primary Education (FPE) in Kenya in 2003, has led to increased complexity of the school organization and indeed necessitated a greater attention of supervision more than ever before (UNESCO, FPE Monitoring Report, 2006). While the changes in curriculum were expected to be a challenge to teachers, FPE brought its own challenges. There has been influx of pupils in schools; the number of teachers has not increased to match the number of pupils .In some areas the teacher –pupil ratio is as high as 1:100 or more (ROK,2005) In addition the other challenge that teachers face is that of children who were previously in the streets joining school. These children usually have social problems such as drug abuse (Kenya Institute of Education, 2004) Teachers need extra skills to cope with these children. Quality assurance is concerned with the improvement of standards and quality of education programme. Instructional supervision is quite critical to educational institutions and indeed a useful vehicle which drives the education system towards the achievement of the desired goals with the need of obtaining useful outcomes (MOEST, 2004).

Instructional supervision is a very important aspect of a head teacher in a primary school, for any system or organization to function effectively and eventually achieve its objective previously set. It is necessary to establish a mechanism through which the set objectives would be achieved. Proper supervision of instruction facilitates the achievement of goals and objectives of Education. This means for quality education to exist and minimizing of instructional supervisory challenges, there must be adequate techniques of supervision (Goddard and Emersion, 1997). A handbook for inspection of educational institutions was published in 2000 to guide the supervision process. Then the MOEST produced strategic plan 2006-2011 that emphasized the role of QASOS in quality assurance under KESSP investment programme (MOEST, 2000; MOEST, 2006). Despite all the above interventions there exist a gap between the policy intention and its implementation on the ground regarding supervision. However according to the strategic plan 2006-2011, the KESSP investment programs is intended to strengthen implementation, co-ordination and accountability, thus reducing the need for close supervision of day to day operations. In schools this has been observed by the in-service Education and Training (INSET) which has tried to extend and develop serving teachers and other categories of educationists including head teachers their personal education, professional competence and general understanding of their role which they and the schools are expected to play. The quality of education is seen in terms of the number of students passing examinations (Eshiwani, 1993).

Historically in the early period of school supervision during the colonization of America up to the first half of the nineteenth century, supervision was based on monitoring the existing standards of instruction. No emphasis was laid on improving them (Spear, 1994) supervision recommended directing and checking up to see that people had done as they were directed. Leinward (1992) compared American education and that of other countries in terms of quality and quantity. Leinward found that the quality of education of America was lower than those of developed countries. In Philippines, a research was carried out on instructional supervision, its impact to teacher and student performance (Senar, 2003).

Research by Musungu and Nasongo (2005) revealed that the head teachers supervised teacher's work by checking the lesson books, schemes of work records of work covered, attendance registers, class attendance records and clock in clock out books. In colonial New England, supervision of instruction began as a process of external inspection one or more local citizens were appointed to inspect both what the teachers were teaching and what the students were learning. The inspection theme was to remain firmly embedded in the practice of supervision. Instruction of supervision in United Kingdom (UK) has been considered to be an essential component of specialist training in psychiatry and is conducted by education supervisor for one hour weekly.

However, in Botswana Instructional Supervision was carried out through a decentralization system of the inspection in a hostile and intimidating environment to teachers to make any meaningful impression on the

improvement of teaching standards. Later it recommended that instructional supervision was to be restructured so that the teachers and head teachers would play more meaningful and effective role. (<http://www.blomdcentral.com>).

In Kenya the head teacher acts as a link between the Teachers Service Commission (TSC) and the Kenya Institute of Education (K.I.E) in the implementation of curriculum (MOEST, 2000). However, according to strategic institute has tried to train educational managers including head teachers' to enhance close supervision. It argued that the tone of the school's effective instruction (Republic of Kenya, 1999). The teaching and learning is about individuals who are different unlike the standard tools and raw materials in a production unit industry (Thrupp and Willmott, 2003). It therefore needs supervision that has a human approach that would take into account differences in teacher and even schools (Acheson and Gall, 2003).

The government of Kenya in an attempt to improve the relationship between the supervisor and the supervisee and helping teachers change their negative perception towards the supervisor, changed the concept from Inspectorate to Directorate of Quality Assurance and standards (DQAS) in 2004. DQAS main aim includes providing independent evaluation of Quality and standards of Schools with the aim of helping teachers improve standards through curriculum implementation. A friendlier advisory

Performance of the schools will depend on the teachers who are responsible for implementation of curriculum. Instructional supervisors in schools ensure

that implementation takes place as required which can be achieved by working closely with individual teachers'. The relationship between a head teacher and teachers determine the attitude the teachers have towards supervision (Muchanje, 2004) which in turn affects curriculum implementation. It is against this background that the study seeks to look at head teachers' instructional supervisory strategies in public primary schools and how it affects curriculum implementation.

1.2 Statement of the Problem

Instructional supervision is a very important aspect of head teachers in a primary school for any system or organization to function effectively and eventually achieve its objective previously set. Primary schools in Imenti South have been performing poorly in KCPE. Moreover the performance of all the public primary schools has been dwindling. It was important to carry out studies to find out if the causes of poor performance are as a result of loopholes in Instructional supervision. Instructional supervisors in schools ensure that implementation takes place as required which can be achieved by working closely with individual teachers. The relationship between head teacher and teachers determine the attitude the teachers have towards supervision (Muchanje, 2004) which in turn affects curriculum implementation .This is because when Institutions are not keen on instructional supervision it provides an avenue for poor academic standards. Republic of Kenya (2009) carried out secondary summative evaluation through K.I.E and found out that most of the head teachers were unable to

carry out their roles effectively in supervision of curriculum implementation due to inadequate strategies. This called for involvement of head teachers in instructional supervision .This study therefore sets out to determine influence of head teachers' instructional supervision strategies on curriculum implementation in public primary schools in Imenti South District, Kenya.

1.3 Purpose of the Study

The purpose of the study was to investigate the influence of head teacher' instructional supervisory strategies on the implementation of curriculum in public primary schools in Imenti south District.

1.4 Objectives of the study were

The study sought to achieve the following objectives:-

- i.To establish the extent to which performance in terms of the number of lessons taught by head teachers and teachers influences curriculum implementation in public primary schools.
- ii.To determine the extent to which head teachers supervision of syllabus coverage through results in the internal examinations influences curriculum implementation in public primary schools.
- iii.To determine the extent to which head teachers assessment of syllabus coverage influence curriculum implementation in public primary schools.
- iv.To examine the influence of head teachers frequency of checking teachers records on curriculum implementation in public primary schools.

1.5 Research Questions were

The study sought to answer the following research questions:-

- i. To what extent does performance of head teachers and teachers in terms of the number of lessons they teach influence curriculum implementation in public primary schools?
- ii. What are the effects of head teachers' assessment of syllabus coverage through results in the internal examinations in curriculum implementation in public primary schools?
- iii. In what ways does the head teachers' classroom observation as teachers teach influence curriculum implementation in public primary schools?
- iv. To what extent does frequency of head teachers' supervision of teachers' records influence curriculum implementation in public primary schools?

1.6 Significance of the study

The findings of this study may be important for clarification of the primary school head teachers' and deputy head teachers' role in improving their instructional supervisory strategies. The study may also be used by the Ministry of Education to formulate policies to guide the school management on school supervision. The Directorate of Quality Assurance and Standards (DQAS) in conjunction with Kenya Education Management Institute (KEMI) would use the information to develop curriculum to be used in training supervisors. Universities which offer education courses would also benefit from the study for future reference.

1.7 Limitations of the Study

One of the limitations of the study was that some head teachers were not ready to allow other programmes to interfere with the school's programmes. However, the researcher consulted the DEO's office early to get to know the programmes in the schools. Some respondents were not being ready to give information but the researcher assured them of confidentiality.

1.8 Delimitations of the Study

This study will be carried out in one educational Imenti South District in public primary schools leaving out private primary schools which have different supervision strategies depending on the school management. Data was collected in only one district therefore findings were not be generalized to other districts because they would not have same working conditions.

1.9 Assumptions of the Study

Since supervision is a phase of administration this research assumes that effective supervisory strategies improve quality of teaching and learning. Supervision acts as a fundamental activity which is an integral part of an educational programme. It is also assumed that success in supervisory practice is influenced by teachers' attitude or view of supervisory strategies and is as a result of joint effort of head teachers and teachers.

1.10 Definition of significant terms

Assessment of syllabus coverage refers to making judgement about quality and quantity of teaching

Supervision refers to the attempt through second intervention to ascertain, maintain and improve the quality of work

Effectiveness refers to production or producing results that were intended.

Attitude refers to the provision that a state of reading or tendency to respond in a particular way. They are learned through life and embodied within our socialization process.

Implementation refers to putting into practice the learning activities.

Instructional supervision refers to activities which are undertaken to help a teacher to maintain and improve their effectiveness in the class activities.

Perception refers to the day- to- day sensory experience of teachers as far as the work of head teacher goes.

Strategies refer to methods used or ways of approach. (Approaches)

Curriculum refers to what is learned in schools; formal, informal and non-formal.

Motivation refers to the driving force within individuals by which they attempt to achieve some goal inorder to achieve some need intention.

Leadership refers to the influence, the art or the process of influencing people so that they can strive willingly towards the achievement of group goals.

Communication refers to the exchange of information and transmission of meaning among people.

Primary school refers to place where organised learning takes place at basic levels.

Professional qualification refers to a level a teacher has attained through training for example primary teacher one (P1) or primary teacher two (P2) after a specified period of training in teacher college.

Supervisor Refers to a person designed to give guidance to sound practice through frequent visits to motivate, guide, assist and support teaching in schools.

1.11 Organization of the Study

This study is organized in five chapters. Chapter one is made of introduction of the study which includes ; background, statement of the problem, purpose of the study, research objectives and research questions, significance of the study, limitation and delimitation of the study, assumptions of the study, definition of significant term and organization of the study.

Chapter two consists of literature review covering the following sub topics: definitions of Instructional supervision ,Roles of the head teacher as an instructional supervision Performance by head teachers and teachers in

relation to primary school curriculum ,Head teachers supervision of syllabus coverage leading to effectiveness and organization of the school ,Head teachers classroom observation in relation to supervision and types of supervision documents checked by head teacher in Instructional supervision and summary of literature review. Chapter three focuses on research methodology which includes research design, variables, location of the study, target population, sampling techniques and sample size, construction of research instruments, validity and reliability of instruments ,data collection procedures and data analysis techniques. Chapter four comprises of data, interpretation of results and discussions. Chapter five consists of summary, conclusions and recommendations of the study.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

Literature review included what has been written by other scholars on Instructional Supervision by the head teachers. It was divided into the following sections: Definitions of Instructional supervision, roles of a head teacher as an Instructional supervisor, performance by head teachers and teachers in relation to primary school curriculum, head teachers supervision of syllabus coverage leading to effectiveness and organization of the school, head teachers classroom observation in relation to supervision, documents checked by head teachers in instructional supervision, summary of literature review, theoretical and conceptual frame work.

2.2 Definition of Instructional Supervision

As a key role of the head teacher; Instructional Supervision refers to activities concerned with maintaining and increasing effectiveness in teaching by working with teachers. According to Harris (cited by Kamindo, 2008), Supervision is what school personnel has to do with adults and duties to maintain or change the school operation in a way that directly influences teaching processes employed to promote pupil learning. therefore it is directed toward maintaining and improving teaching –learning process of the school. Muoka (2007) defined supervision in terms of leadership and achievement of the set goals which involves stimulation of professional

growth, development of teaching ,selection and revision of educational objectives, use of materials for instructions and evaluation of the instructions .According to Olembo, Wanga ,and Karagu (1992)Supervision concerns the tactic of efficient and proper management of personnel in line with the goals of the administration of institutions.

Eye and Neizer (1971) define Instructional supervision as encompassing the process of directing ,controlling ,stimulating ,analysing ,appraising ,designing and implementing those behaviours directly and primarily to the improvement of learning hence good performance. Okumbe (1999) concurs with Olembo et al.(1992) that supervision is concerned with providing Instructional effectiveness through guiding and influencing teachers and students to strive towards desirable teaching and learning behaviours in order to achieve educational goals .Instructional Supervision therefore is a basic component of administration which stimulates teachers 'greater effectiveness and productivity. This can be achieved by ensuring that good teaching and learning takes place in school

2.3 Roles of the head teacher as an instructional supervisor

The head teacher facilitates the education programme in schools .These instructional programmes are a way of promoting teachers growth, effectiveness and improvement in KCPE performance .Major responsibility of administration is the supervision of subordinates' performance. Olembo (1992) identified major functions of supervisors, such as working closely with

teachers to establish problem and needs of students, building strong group morale and securing effective teamwork among teachers. This depicts head teacher as a team builder who is fully in control of the school programmes.

Learning is a life long pursuit and therefore educators need to be continuously educated in order to improve the quality of education hence high student performance. Head teachers' assist beginning teachers to translate theories learnt in teacher training colleges into classroom practice. They also evaluate or carry out appraisal of the teaching effectiveness in all school matters particularly those related to curriculum innovation. The Republic of Kenya (1988) recognized the important role of the head teacher as an instructional supervisor when it recommended the training of head teacher as first line inspectors of their schools. The Republic of Kenya (1999) also stated that heads of institutions are facilitators in the implementation of the total curriculum .It argued that the head teachers set the tone of the schools effectiveness in teaching and learning hence good performance. The head teacher also has a role of co-ordinating and directing his or her subordinates. Coordination is the process where the effort of a group synchronized so that the desired goal is obtained .The responsibility for coordination in a primary school rests mainly on the head teacher .It involves seeing that all the work is efficiently in harmony towards the common objectives of the school .Directing involves guidance towards improved performance and motivating the teachers to work effectively towards achieving the goals (Appleby,1984).

However results from research and experience show that most head teachers do not perform the roles as expected especially classroom observation .Head teachers are also expected to encourage participation in decision –making, enhance effective working relationship within departments and classes ,and help appraise teacher effectiveness by making follow up in improvement of classroom Instructions . They should also help teachers gain an understanding of the latest trends and development in education , teaching and plan orientation or induction of new teachers and lastly plan and direct in –service programmes for teachers . If these roles are not carried out as expected student performance will be below because teachers will not have carried out instructional activities as expected .The importance of school teachers and their profession is mainly based on the fact that the success or failure of Kenya’s educational system depends on them (Olembo ,1975).

2.4 Head teachers’ supervision of syllabus coverage for effectiveness and organization of the school

School effectiveness is conceived in terms of the quality and appropriateness of their instructional methods, positive classroom climates, and relationships with and among students (Wayne & Miskel, 2008). On the other hand school organization refers to a group of individuals in a given place whose efforts are deliberately coordinated for the purpose of imparting knowledge ,skills and attitudes to student or pupils in order to achieve pre-determined educational objectives or goals (Okumbe, 1988).The students ,tax payers and politicians however tend to favour outcome and efficiency (Wayne&

Miskel,2008).Hence need for head teachers supervision of syllabus coverage .A school is in economic terms, an industry which transforms a given quality of inputs into required outputs . According to Okumbe (1998),the education production function of a school is very complex .This is because non-school variables such as ability ,home background and other social and economic factors also affect the educational outcomes .The efficiency of a school is divided into internal and external efficiency .The internal efficiency is determined by how a school transforms its inputs into outputs. The external efficiency is judged by how well schools prepare pupils and students for their expected roles in society as predetermined by the aims of education (Okumbe, 1998)

For the purpose of this study ,internal efficiency is its major concern .In order to perform effectively and efficiently a school must be able to afford a foresighted educational leadership which is based on sound management principles and techniques .This means there should be sound supervisory strategies and skills in our primary schools. “The quality of schools output is very much determined by the nature of in puts and the effectiveness with which the tasks are carried out on transforming these inputs into outputs” Olembo Wanga and Karagu (1992). Leinward (1992) noted these about schools ,”Perhaps no other Institution in America society – from defence to big business ,to medicine is understood to be as vital to the country’s future as the American school everything that is right or wrong about society”.

2.5 Head teachers' classroom observation as part of supervision

According to oxford advanced learner's dictionary New 8th edition observation is the act of watching something carefully for a period of time, especially to learn something .In connection with teaching and learning a head teacher observes while in or outside the classroom on all the teaching learning activities .Then supervision is the attempt ,through second party intervention to ascertain ,maintain and improve the quality of work done (Okumbe,1998).Supervision in relation to schools may be defined as "a service to teachers and pupils both as individuals and in groups as a means of offering specialized help in improving Instruction. There are two types of supervision that are relevant to the study namely Instructional and Clinical supervision.

2.5.1 Instructional supervision

Instructional supervision refers to all those activities which are undertaken to help teachers maintain and improve their effectiveness in the classroom Okumbe (1998) portrays Instructional supervision as all activities which educational administrators may express leadership in the improvement of learning and teaching such as classroom observations .The development and execution of plans towards increased effectiveness in reading arithmetic and some other areas of school programmes. The head teacher or principal, the deputy head teacher, head of department are involved in instructional supervision .The principal has four important roles as follows: (a) Advisory

roles (b) the supportive role (c) The educative role (The judicial role .The last two are more essential for the study.

2.5.2 Clinical supervision

Clinical supervision is the rationale and practice designed to improve the teacher's classroom performance .Its principal data are obtained from the events that take place in the classroom. The analysis of this data and the relationship between the teacher and the supervisor forms the basis of the programmes ,procedures and the strategies designed to improve the students learning by improving teacher's teaching behaviour constitute clinical supervision Okumbe,1998).According to Kramer, Blake and Rexach (2005),Clinical Supervision is also called comprehensive school supervision .It is comprehensive in nature .it usually lasts two weeks .It is scheduled to undertake overall supervision of teaching and learning process in schools .Schools are checked ,teachers methodology and lesson notes inspected thoroughly students school attendance ,classroom management ,school-based assessment ,school community relations ,implementation of curriculum, method of instruction , school head-administration, teachers' punctuality amongst others are checked .Clinical supervision is the same as school-based instructional supervision.

A study on teachers ' attitude towards supervision of Instruction in America by Kramer,Blake and Rexach (2005) revealed that teachers in high performance secondary schools view supervision of instruction in a more

positive light than those from low performance, schools. Teachers from low performance schools and not feel they are motivated or encouraged during the observation .These supervisors fail to help them understand new instructional strategies and standards or identify resources for use in the classroom. This is in contrast to the attitudes of the responding teachers in high performance schools. Therefore, there is need to study the effects of instructional supervision by educational administrator of primary schools in Imenti South District, Kenya. Owing to the low performance evident in Imenti South schools .Feedback mechanisms in Instructional Supervision include: monitoring teachers, support staff, learners performance, student/ teacher records in relation to Instructional Supervision, feedback mechanisms show what goes on in Instructional Supervision. They show information relating to what goes on in the school and the types of property the school owns.

Eye and Neizer (1971) define instructional Supervision as encompassing the process of directing, controlling ,stimulating ,analysing, appraising ,designing, and implementing those behaviours directly and primarily to the improvement of learning hence good performance, Okumbe (1999) concurs with Olembo et al.(1992) that supervision is concerned with providing Instructional effectiveness through guiding and influencing teachers and students to strive towards desirable teaching and learning behaviours in order to achieve educational goals. Instructional supervision therefore is a basic component of administration which stimulates teachers' greater effectiveness and

productivity. This can be achieved by ensuring that good teaching and learning takes place in school.

2.6 Documents used in instructional supervision

Documents used in instructional supervision include record of work covered, schemes of work, lesson plans and lesson notes ,attendance registers ,school time tables, progress records and report forms .All these documents if used appropriately makes instructional supervisory strategies effective hence curriculum implementation through good performance in examinations. When the supervisor checks these documents he or she does incorporating all the supervisory strategies and so they have following meaning as per curriculum implementation.

2.6.1 Records of work covered.

This is a document which brings to the attention of supervisors what a teacher has covered in different subjects. According to ROK, (2009) it assist in coordinating teaching and monitoring progress made by teachers teaching different classes. It can be used when testing to set questions and also during transfers when a teacher is handing over a subject to another teacher.

2.6.2 Schemes of work

This is a professional document which every teacher should have. It is an interpretation of the syllabus for partial or subjects for an academic year for

each class. It shows what is to be taught in a week, month, a term and a Year (Fagbulu A.M, 1975).

2.6.3 Lesson plans /lesson notes in relation to curriculum implementation

This is a crucial document which shows whether teaching /learning is taking place. Through a lesson plan a supervisor is able to check if the teacher is teaching and to what extent as assigned by the supervisor (Republic of Kenya, 2009).

2.6.4 Staff attendance register

This is a document kept by the head teacher and at times by a deputy head teacher in a primary school. To prevent mischief it's marked by the deputy or head teacher but a teacher is given to sign by the end of the month .it shows whether a teacher is present or absent from duty. According to Fagbulu, (1975), "if a teacher knows in advance that he/she must be away from school he should obtain permission from the head teacher in a good time".

2.6.5 School timetable

The timetable is a magic chart that regulates the pulse of the school" Fagbulu, (1975).it dictates when a break should occur and when a day's work is done". Each class should have a copy of a timetable extracted from the master sheet and displayed in the classroom(Fagbulu,1975).Once the timetable is prepared, tested and approved it should be adhered to. According to Olembo, Wanga and Karagu (1992) the construction of the timetable involves decision governing

the kinds of instructional activities provided, the number of personnel needed, the sizes of instructional groups, length of instructional periods, staff work load and assignments of duties appropriate to staff interests and training.

2.6.6 Class attendance register

This is a document used to check the present and the absent pupils .Class attendance register can be used in understanding pupils who are in disciplined, can be used to explain cause of poor performance by a pupil and also encourages punctuality of teachers. Use of a class attendance register also is used as evidence in a case where a teacher has deserted his/her duties (Republic of Kenya, 2009).

2.6.7 Progress records

These are usually made by teachers and show academic progress of pupils. Most schools use them as they are also used to reveal other issues like indiscipline. They are usually maintained by the teacher.

2.6.8 Report forms

These are forms used by teachers to give feedback to the pupils. Teachers fill in their marks and pass the form over to the next teacher but do not follow up to study the results. Kukubo (2002) described the school report as one of the greater frauds in our education system in Kenya, this is so because at the end of the term the teachers frantically work against an impossible deadline to construct an incoherent document. “The teacher is aided in the fabrication of

the report by a readymade format; a form to fill in .Each teacher's entry is made in isolation. No subject teacher ever sees the final product.

2.7 Summary of literature review

The major concerns of the literature review are about influence of head teachers' instructional supervisory strategies on curriculum implementation. Areas discussed are definitions of Instructional supervision, roles of the head teacher as an instructional supervisor, performance by head teachers and teachers in relation to primary school curriculum, head teachers supervision of syllabus coverage leading to effectiveness and organization of the school, head teachers classroom observation in relation to supervision and types of supervision and documents checked by head teachers in instructional supervision. It is clear that in order for head teacher to get his bearing in the field of supervision and in development of appropriate skills for effective supervision strategies he or she needs to perceive his or her work in relation to that of the teachers and other components of the school. Supervisor should try to get teachers trust and confidence in order to be able to follow his or her advice when he or she is not there. Checking of instructional records is crucial as many instructional supervisory strategies were incorporated hence lead to improved curriculum implementation.

2.8 Theoretical framework

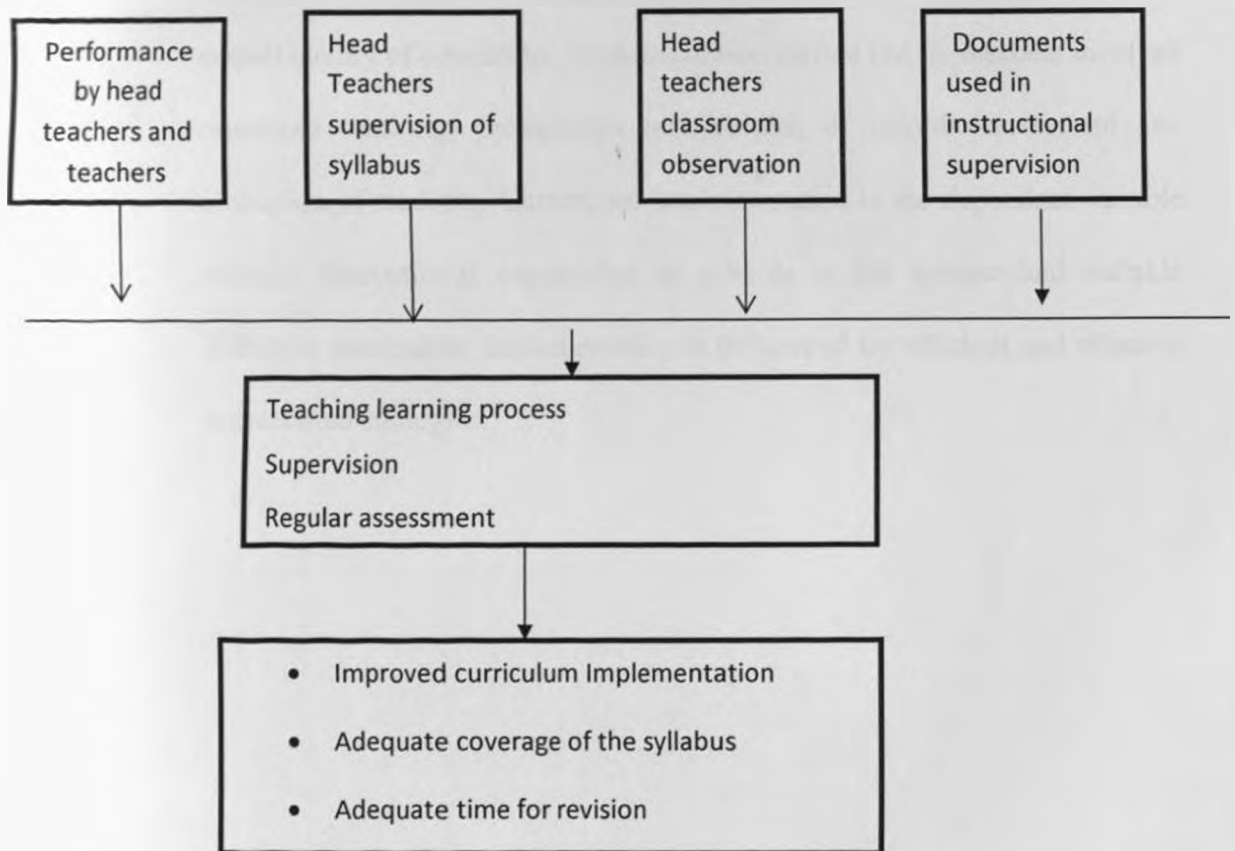
The study was based on Robert House Path-goal leadership theory of 1971 as cited by Koontz and Wehrich,(2007).The theory has its roots in the Ohio State

leadership research on initiating structure. Path-goal theory is based on assumptions that; effective leaders strengthen the efforts to performance expectancy by providing information, support and other resources to help the teachers complete their jobs.

Effective leaders influence employees satisfaction and performance by showing subordinates how performance can be instrumental in achieving desired rewards .The theory argues that people are satisfied with their work and will work hard if they believe that their work will lead to things that they highly value .Path-goal theory argues that managerial behaviours should be motivating to the extent that it increases goal attainment by subordinates in clarifying the path to achievement of these goals. This lead to an organized and a performing school. It is therefore the path that can lead to easier task performance by the subordinates by giving those guidelines and support .The Path-goal leadership theory is relevant to this study because head teachers are supposed to set goals and provide institutional frameworks necessary for their achievements.

2.9 Conceptual framework showing the expected influence of instructional supervision on curriculum implementation

Figure 1: Conceptual Framework the Expected Influence of Instructional Supervision on Curriculum Implementation



When supervisory strategies, teaching and learning processes are efficient and effective. The outcome would be improved curriculum implementation and academic achievements. The head teachers are encouraged to supervise and check the required documents regularly. Instructional supervision was aimed at improving curriculum implementation. This greatly contributes to the overall quality of education. Implementation carried out by teachers involved classroom teaching, preparations and keeping of records assessment and evaluation of students. Curriculum implementation is the dependent variable whereas instructional supervision in schools is the independent variable .Effective curriculum implementation is influenced by efficient and effective instructional strategies.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

Research methodology includes research design, target population, sampling techniques and sample size, research instruments, validity of research instruments, reliability of research instruments, data collection procedures and data analysis techniques.

3.2 Research design

This study used descriptive survey design. According to Orodho (2004) descriptive survey is a method of collecting information by interviewing or administering a questionnaire to a sample of individuals. The study used survey design since the area of the study has many teachers. The design helped to establish the situation on the ground. The researcher therefore solicited data from respondents by the use of Questionnaires as in survey research seeks to obtain information that describes existing phenomena by asking individuals about their perceptions or attitudes. This research design was found appropriate as it enabled the researcher to establish the extent to which supervisory roles of head teachers influence curriculum implementation.

3.3 Target population

The target population for this study was fifty public primary school head teachers and four hundred and twenty teachers in Imenti South District. Imenti

South District was selected for the study because it had all the characteristics and challenges common to public schools in Kenya such as head teachers encountering supervisory problems and poor performance in national examination.

3.4 Sample size and sampling procedures

A sample is a small portion of a target population. Sampling means selecting a given number of subjects from a defined population as representative of that population. Any statements made about the sample should also be true of the population (Mulusa,1990).It is however agreed that the larger the sample the smaller the sampling error .Mugenda and Mugenda (2005),suggest that for descriptive studies 10,20% of the accessible population is enough .The study used 20% of the schools . In these schools, Ten head teachers and eighty four teachers were selected for the study .

3.5 Research instruments

The researcher used questionnaires in data collection. This too was used because it enabled the researcher to collect data from the respondents within a short time. Mugenda and Mugenda (2003) say a questionnaire is commonly used to obtain important information about the population and each item in a questionnaire addresses a specific objective and research question of the study. Two types of questionnaires were administered. These were the head teachers' questionnaire and teachers' questionnaire, with the following sections; Section A in both required demographic information. Section B sort information on

headship. Section C intended to get supervisory strategies and Section D gave information on Instructional supervision.

3.5.1 Validity of research Instruments.

Mugenda and Mugenda (2003) define validity as the accuracy and meaningfulness of inferences of the results .content validity also known as curricular or sampling is used as is widely used in achievement test. To ensure validity of the questionnaires, appropriate and adequate items relevant to research questions were included. In addition supervisors were consulted to validate the instruments .Their comments were taken into account in revising the instruments in order to collect valid data.

3.5.2 Reliability of research instruments

Mugenda and Mugenda (1999), defines reliability as a measure of the degree to which a research instrument yield consistent results or data after repeated trials. Reliability used was test –retest to estimate the degree to which the same results could be obtained with a repeated measure of accuracy of the same concept in order to determine the reliability of the instrument. It was assumed that responses to the two tests were similar because the latter reflected the same content for respondents. Pearson’s product moment formula of the test-retest was employed to compute correlation coefficient. If a correlation coefficient of 0.8 was obtained that was considered high enough to judge the instrument as reliable for the study.

Then a retest was done after two weeks.

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

Where

N_x = the number of scores in X distribution (pre-test).

N_y = the number of scores in Y distribution (Re-test).

$\sum X^2$ = the sum of squared scores in x^2 distribution

$\sum y^2$ = the sum of squared scores in y^2 distribution

$\sum xy$ = the sum of products of paired x and y scores

3.6 Data collection procedure

A letter was obtained from the Department of Educational Administration and planning, University of Nairobi, to help seek a research permit from the National Council for Science and Technology. Thereafter, the District Education Officer (DEO) Imenti South District was contacted before commencement of the study. The head teachers, Deputy Head teachers and heads of subject panel' who participated was also informed about the study. The questionnaires were administered personally during piloting and final study. The completed questionnaires were collected immediately. Respondents were assured of confidentiality and research ethics adhered to.

3.7 Data analysis techniques

Data analysis is the process of bringing order and meaning to raw data collected (Mugenda and Mugenda, 1999). The data collected was edited to correct errors and omissions. Coding was done by assigning numerals to the responses to limit number of categories. The results were tabulated to facilitate the summary of items and detections of errors and omissions. After each table, a summary of findings was shown. The quantitative data was analysed using descriptive statistics formulae using statistical package for social sciences (SPSS) Version 15. The statistics to be calculated was frequencies, mean, modes, percentages and standard deviations which helped to determine the proportions, averages scores and variances for each set of scores in the sample. Qualitative data is coded separately, organised into themes and then assigned for each theme and then the frequencies of their occurrence computed

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction

This chapter focussed on the return rate of the Questionnaires, demographic information of the respondents, data interpretation and discussions of findings. The presentations were done based on the research objectives and research questions. The chapter mainly aims at finding out the influence of head teachers' instructional supervision on curriculum implementation through

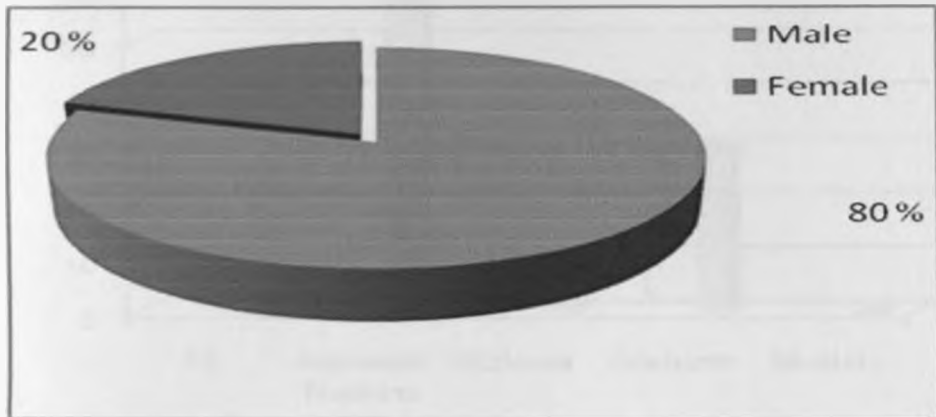
Analysis of data collected for the study. It is subdivided into two sections. Section one comprises the analysis of data collected from the head teachers from the ten schools whereas section two comprises the analysis of the data collected from the eighty four teachers from the ten schools selected as a sample in imenti south district, Kenya.

Each section has the following subsections; Subsection A analysis demographic information, Subsection B analysis information on headship, Subsection C analysis supervisory strategies and Subsection D analysis information on Instructional supervision.

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Figure 2: Distribution of Head Teachers by Gender

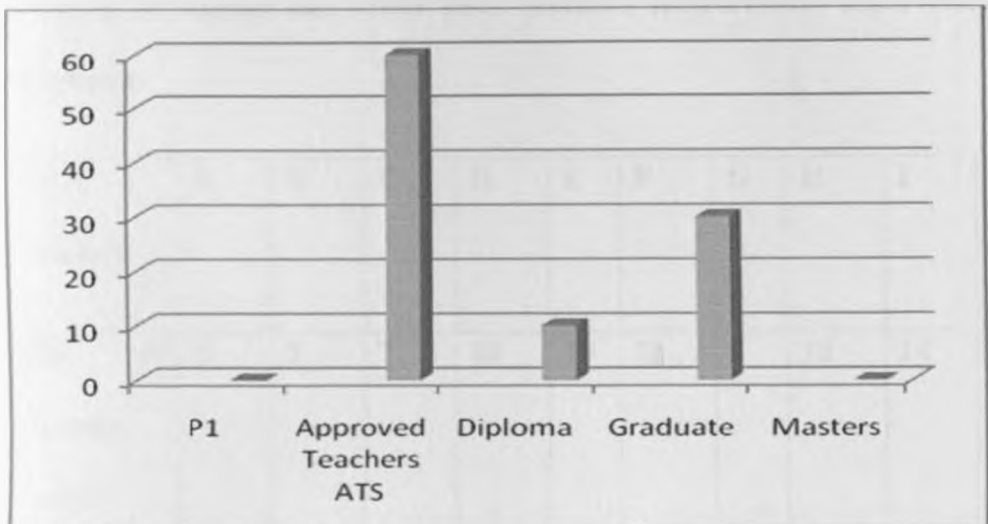
The researcher sought to find out gender of head teachers in various schools. This would assist in deducing the reasons for the performance.



It was revealed that majority of the head teachers were male as opposed to females .This shows that male chauvinism is highly cherished by the community believing that females cant make good leaders this is evident as results findings show 80% of the respodents were male head teachers while 20% of the respodents were female head teachers.

Figure 3: Distribution of Head Teachers by Professional Qualifications

The researcher sought to find out qualification of teachers. This would assist in assessing teacher competency.



Through the findings it was found out that majority of the head teachers were Approved teachers (ATS). This shows that after being trained as P1 teachers, they have no additional training but promoted on service basis hence the approved teacher status. The results showed that out of ten head teachers who were interviewed, 60 % were approved teachers ATS, 30 % were graduates, 10 % were diploma holders and there was no head teacher who was a p1 or a masters holder.

4.2. Distribution of head teachers' Age

Data on the ages of teachers indicate that most of the head teachers who were interviewed were over forty years of age.

Table 1: Lessons Taught by Head Teachers per Week

The researcher sought to find out the number of lessons taught by head teachers in various schools .This would assist in assessing whether number of lessons can affect head teachers Instructional supervisory strategies.

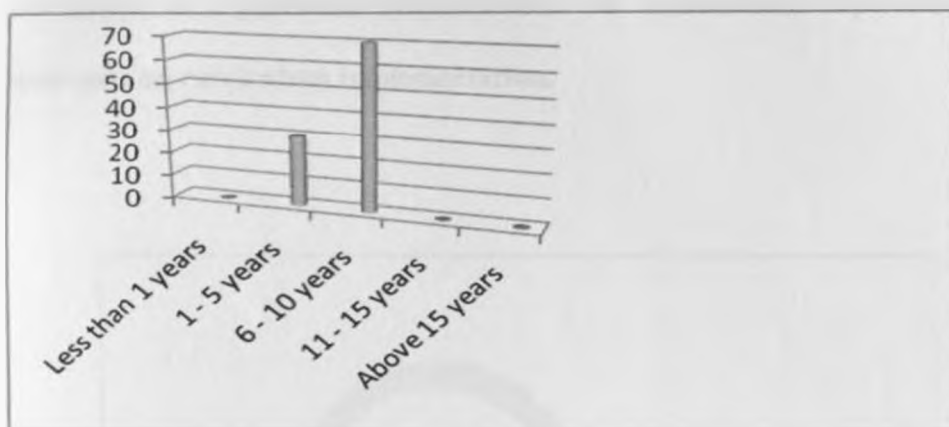
Head teachers	A	B	C	D	E	F	G	H	I	J
No. of lessons taught	5	5	7	18	10	18	5	18	14	18

From the analysis it was clear that, most head teachers teach eighteen lessons per week i.e the mode of the data and also represents 40 % of the head teachers interviewed, followed by those who teach five lessons per week which was the least number of subjects taught.

Its also clear that the average or the mean number of lessons taught by a primary head teacher in Imenti south district is twelve lessons per week.

Figure 4: Distribution of Head Teachers by Headship Experience

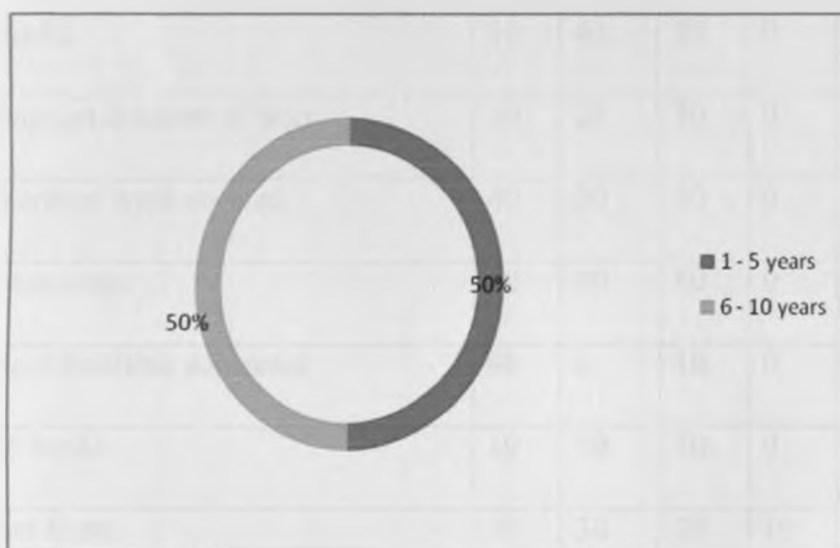
The researcher sought to find out whether the experience a teacher has in heading a school has influence on curriculum implementation.



From the graph above, it was found that 70 % of the head teachers interviewed have been primary school head teachers for a period of between six to ten years. It was further found that, 30 % of those interviewed have been head teachers in primary school for a period of between one to five years

Figure 5: Distribution of Head Teachers by the Number of Years in the Current School

The researcher sought to find out whether the number of years a teacher has stayed in a particular school affects his instructional supervision strategies on curriculum implementation.



To establish the number of years that the head teacher have been in the same school or station, a question was asked and from the above doughnut chart its clear that 50% of the respondent head teachers have been in the same school for a period of between one to five years and another 50 % for a period of between six to ten years. None was found to be in the same school for a period of either less than one year or more than fifteen years.

Table 2: Head Teachers Supervisory Strategies (in %)

The researcher sought to find out the rate at which head teachers apply different supervisory strategies. This would assist in assessing the best strategies.

Supervision strategies	VO	O	OC	R	N
Class room observation	50	30	20	0	0
Stop checks	30	40	30	0	0
Checking: (a) Schemes of work	50	20	30	0	0
(b) Records of work covered	40	20	40	0	0
(c) Lesson notes	50	10	40	0	0
(d) School timetable adherence	90	0	10	0	0
(e) Mark books	10	40	50	0	0
(f) Report forms	10	30	50	10	0
(g) Examination samples	20	50	30	0	0
(h) Mentoring new teachers	20	30	40	10	0
(i) Performance targeting with all teachers	30	30	40	0	0
(j) Assessment of syllabus coverage	30	20	50	0	0

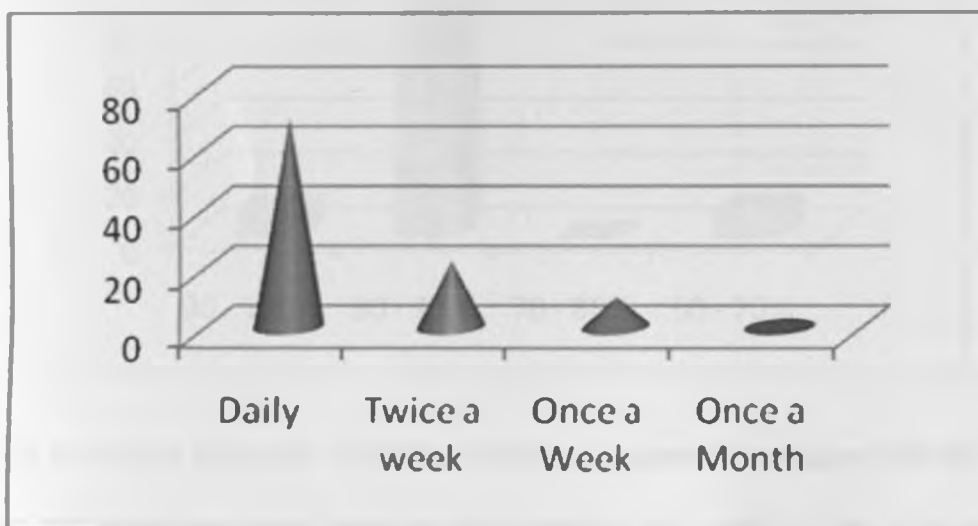
From table N0.4.2 50% of the head teachers in Imenti south district very often use classroom observation, 30 % often and 20% occasionally. 40 % of the head teachers often use stop checks, 30 % often and 30 % occasionally. The

survey further showed that, 50 % of the head teachers very often use checking the schemes of work, 30% occasionally and 20 % often. As far as checking the records of work covered are concerned, 40% of head teachers very often and another 40 % occasionally use this supervision strategy.

School time table adherence is very often used by 90 % of the head teachers and a 10 % of the head teachers often use the same as a supervision strategy. Mark books and report forms are occasionally used by 50 % of the head teachers in the area while 10 % of the head teachers rarely use this strategy. Examination samples, mentoring of new teachers and performance targeting with all teachers is occasionally used by 40 % of the teachers in Imenti south district as a strategy, although 50 % of them often use examination samples as a supervisory strategy. As far as the assessment of syllabus coverage is concerned, 30% of very often use this type of strategy, 20% often use this strategy and finally 50% of head teachers occasionally use it as a supervision strategy.

Figure 6: Distribution of Head Teachers' Frequency of Supervising Teachers Work

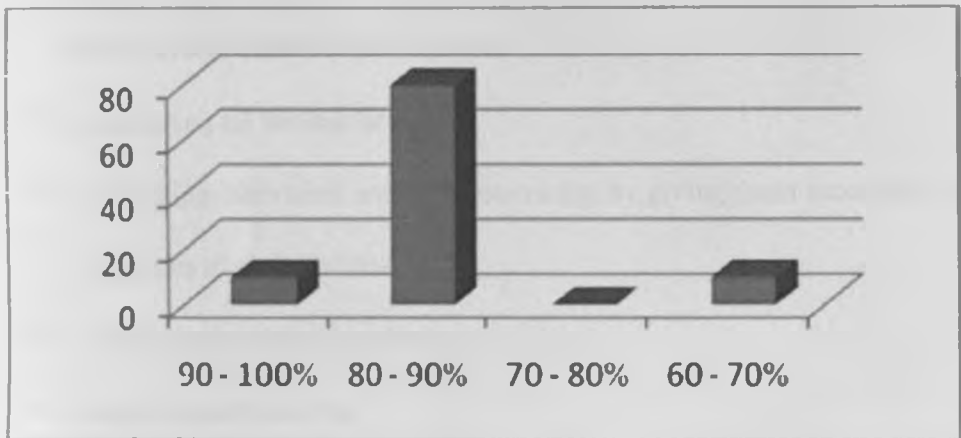
The researcher sought to find out the frequency of head teachers supervision of teachers work. This would assist in assessing commitment of a particular head teacher.



The findings of the study show that most head teachers of Imenti south District supervise teachers work on daily basis. The above statement is supported as 70% of the head teachers were found supervising teachers work daily, 20% of them supervised the teachers work twice a week, 10% of them were found supervising once per week and none of them who were interviewed was found supervising the teachers work once a week in Imenti south district.

Figure 7: Distribution of Syllabus Coverage Rating in Schools Between 2007-2011

The researcher sought to find out the syllabus coverage rating for five years. This would assist in rating the trend in which schools are moving.



To investigate the extent of syllabus coverage, a question was asked and 80% of the respondents were found to have covered 80 – 90% of the syllabus between years 2007 – 2011 further it was found that 10% of the head teachers in the schools in the area were found to have covered 60 -70% and 90 – 100% of the syllabus in their schools between years 2007 – 2011.

4.3 Ways of Encouraging Teachers to Efficiently and Effectively Implement the Curriculum

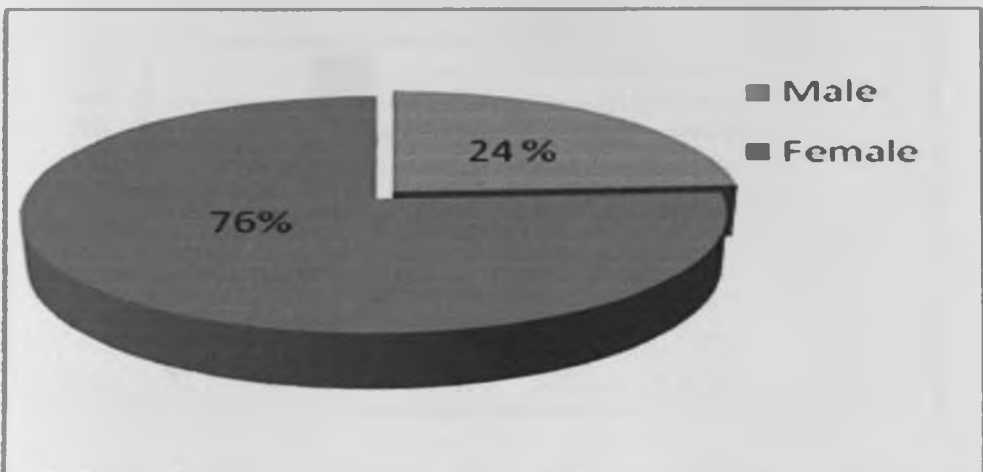
Various ways were recommended by head teachers in Imenti South District in relation to supervision and types of supervision and documents checked by head teachers in instructional supervision. It is clear that in order for head teacher to get his bearing in the field of supervision and in development of

appropriate skills for effective supervision strategies he or she needs to perceive his or her work in relation to that of the teachers and other components of the school. These ways include: -

- ❖ Taking both teachers and pupils on education tours, retreat, workshops
e.g.
SMASE and other subject courses.
- ❖ Monitoring all the teachers.
- ❖ Motivating individual and all teachers e.g. by giving them incentives, written vote
Of thanks to an individual.
- ❖ Supervising the work coverage.
- ❖ Frequent staff meeting.
- ❖ Benchmarking with other schools.
- ❖ Appraisals where necessary.
- ❖ Rewarding Teachers by giving them gifts and organizing parties and trips.
- ❖ Appreciating good performance by calling pupils and teachers' names in front of
The parents meeting.

Figure 8: Distribution of Teachers by Gender

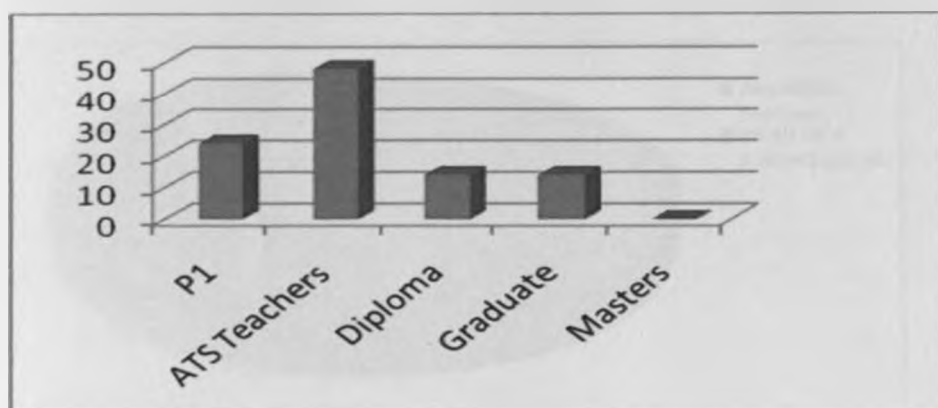
The researcher sought out to find the distribution of gender in the schools. This would assist in finding the most dominant group in the community.



The findings of the study revealed that most of the classroom teachers were females this is so because out of the 84 teachers sampled ,76% of them were found to be female teachers while still results shows that 24% of the respondents were male teachers. This shows that females are the dominant sex in the community.

Figure 9: Distribution of Teachers by Professional Qualification of Teachers.

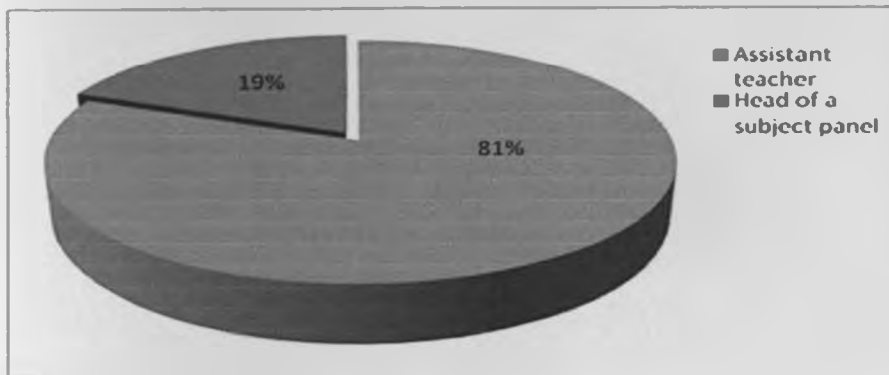
The researcher sought to find out professional qualifications of teachers. This would assist in assessing the quality of education offered in schools.



The results of the study showed that that majority of the teachers were approved teachers ATS meaning they have no additional training except the graduate and diploma holders. Out of eighty four teachers who were surveyed, 48% were approved teachers ATS, 14% were graduates, 14 % were diploma holders, 23% of the teachers were p1 holders and there was no teacher who was a masters holder.

Figure 10: Distribution of Teachers by Position Held in School

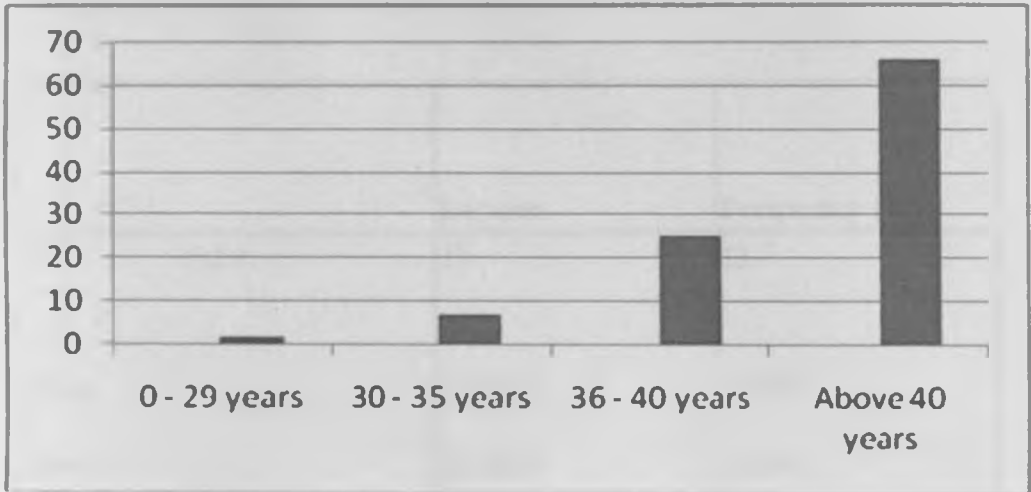
The researcher sought to find out distribution of teachers position in the schools. This would assist in assessing those with leadership skills.



Findings show that most of the teachers in Imenti South District are assistant teachers meaning they don't hold any leadership positions in the school either due to lack of leadership skills or preferring to be led rather than leading. 81% of the teachers who were investigated were found to be assistant teachers and the remaining 19% were found to be head of a subject panel.

Figure 11: Distribution of Teachers by Age

The researcher sought to find out distribution of teachers age. This would assist to assess whether there is a strong work force in schools or not.



The findings revealed that the greatest percentage of teachers in Imenti South District is above forty years of age. To find out the age of teachers in Imenti South district, a question was posed to determine how old they were. From their response, 66% were found to be over 40 years of age, 25% were aged between 36 to 40 years of age, 7 % were of age between 30 to 35 years and finally 2% of the teachers in Imenti South district were below 29 years old.

Table 3: Distribution of Teachers by Lessons Taught by Teachers per Week

The researcher sought to find out the number of lessons taught by a teacher per week. This would assist in finding out whether there are enough curriculum implementors in the school or not.

		Lessons	Frequency (%)
N	Valid	13	13
Mean		29.4615	8.3077
Median		29.0000	3.0000
Mode		30.00 ^a	2.00
Std. Deviation		4.97687	10.03647
Variance		24.769	100.731
Minimum		22.00	2.00
Maximum		40.00	38.00
Percentiles	25	25.5000	2.0000
	50	29.0000	3.0000
	75	33.0000	10.0000

From the table above, it's clear that the arithmetic mean which is a single value that summarizes a set of data. It locates the centre of the values of the lessons taught by teachers in imenti south district is 29.46 which can be approximated to 30 lessons taught by a teacher per day. The teacher who

teaches the highest number of lessons is 40 which is shown by the maximum of the data. The one who teaches the least number of lessons teach 22 lessons which is given by the minimum value from the table. The mode or the most common number of lessons taught per day is 30 lessons. This is also represented by 38% from the frequency column. Variance is used to compare the variability in two or more sets of data. The variability of the number of lessons is 24.77. This shows that the number of lessons taught by the teachers is very different. Hence this explains that the teachers have a large work load and therefore may lead to inadequate curriculum implementation.

Table 4: Distribution of Teachers by the Number of Years that a Teacher has been in the Current School

The researcher sought to find out the number of years a teacher has stayed in a particular school .This would assist in checking performance consistency.

No. of years	Frequency (%)
Less than 1 year	5
1 – 5 years	36
6 – 10 years	32
11 – 15 years	15
Above 15 years	12

The findings revealed that most of the teachers in Imenti South District have overstayed in the schools .To establish the number of years that a teacher has been in the current school, a question was asked and from the table above its clear that 36% of the surveyed teachers have been in the same school for a period of between one to five years and another 32% for a period of between six to ten years, 12% of the teachers have been in that school for than 15 years. 5% was found to be in the same school for a period of less than one year.

Table 5: Distribution of Head Teachers by the Number of Years that a Teacher has been under the Current Head Teacher.

The researcher sought out to find whether the number of years a head teacher has stayed in a certain school affect performance of teachers and curriculum implementation.

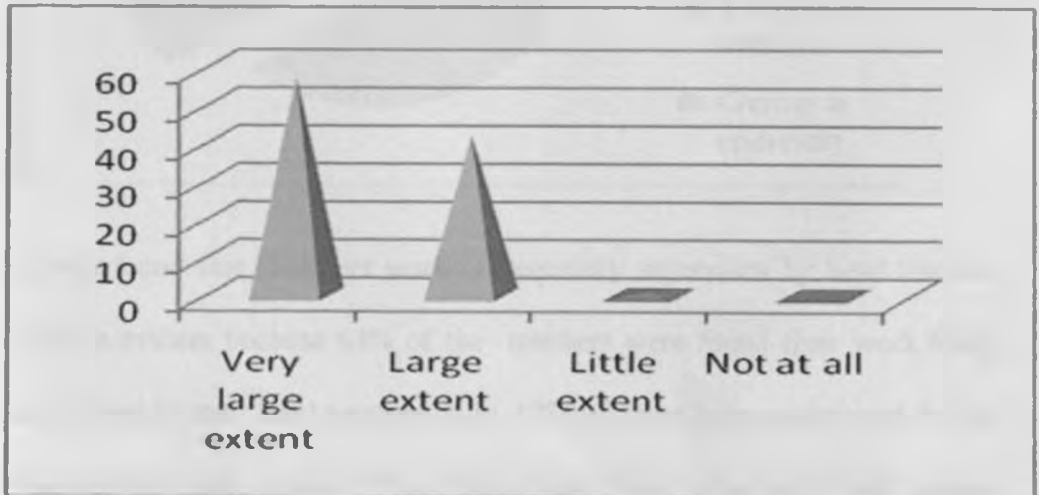
No. of years	Frequency (%)
Less than 1 year	6
1 – 5 years	71
6 – 10 years	20
11 – 15 years	2
Above 15 years	2

From the table above, it was found that 71% of the teachers interviewed have been under the current head teachers for a period of between one to five years. It was further found that, 20 % of those were interviewed have been

under the current head teachers in their school for a period of between six to ten years. 6% of those interviewed were found to be under the current head teacher for less than one year. 2% of them were found to be under the current head teacher for a period of eleven to fifteen and above fifteen years. This brings to the attention that both the head teachers and teachers have been used to each other hence affecting curriculum implementation in one way or the other

Figure 12: Extent at which the Head Teachers' Instructional Supervision Strategy Influence the Rate of Syllabus Coverage.

The researcher sought to find out how head teachers instructional supervision affects syllabus coverage.

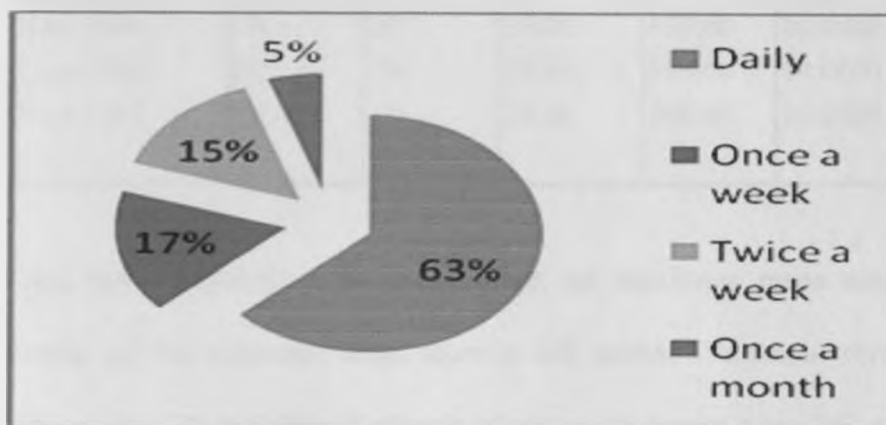


The findings of the study revealed that head teachers' instructional supervision strategies influence syllabus coverage in one way or the other. As far as syllabus coverage is concerned, 57% of the teachers surveyed agreed that head teacher supervision strategy influences the rate of syllabus coverage in a very large extent, 42% of them agreed it affects large extent while none of the

respondent teacher agreed either that head teacher supervision strategy influences the rate of syllabus coverage in little extent or not at all.

Figure 13: Frequency at which Teachers' Work is supervised by the Head Teacher.

The researcher sought to find out if preparation of teachers' professional documents takes place. This would assist in improving curriculum implementation



It was found that teachers work is frequently supervised by head teachers. This is evident because 63% of the teachers were found their work being supervised by their head teachers daily, 17% of them being supervised by the head teachers once a week, 15% of them were found being supervised twice a week and 5% of those interviewed were found being supervised by their head teachers once a month in Imenti south district. This frequent supervision makes teachers more thorough in their preparation hence leading to effective curriculum implementation.

Table 6: The Mean Scores of the Schools for the Years 2007 – 2011

The researcher sought to find out the mean scores in schools for a period of five years. This would assess the direction the schools are leading to.

Descriptive Statistics

	N	Minimum	Maximum	Sum	Mean	Std. Deviation
Mean	10	205.00	295.00	2500.00	250.0000	30.27650
Year 2007	10	.00	32.00	100.00	10.0000	10.54093
Year 2008	10	.00	39.00	100.00	10.0000	13.56466
Year 2009	10	.00	37.00	100.00	10.0000	13.02135
Year 2010	10	.00	28.00	100.00	10.0000	10.03328
Year 2011	10	.00	28.00	100.00	10.0000	11.39200

Data indicate that from the above table, the maximum mean score is 295 marks and the minimum mean score is 205 marks. The mean score mark is 250 marks. The number of schools whose mean scores were 250 marks and over were 32,39,37,28 and 28 in the year 2007,2008,2009,2010 and 2011 respectively. The standard deviation provides a great deal of information on whether the population is a normal distribution or not. The higher the standard deviation, the normal the population is distributed, the distribution of mean scores of schools in the district is 30.28. The standard deviation of the percentage of those who scored 250 marks and over is an average of 11% of those schools from which teachers were interviewed

Table 7: Correlations

The researcher sought to find out the relationships of mean score in different years. The responses are below.

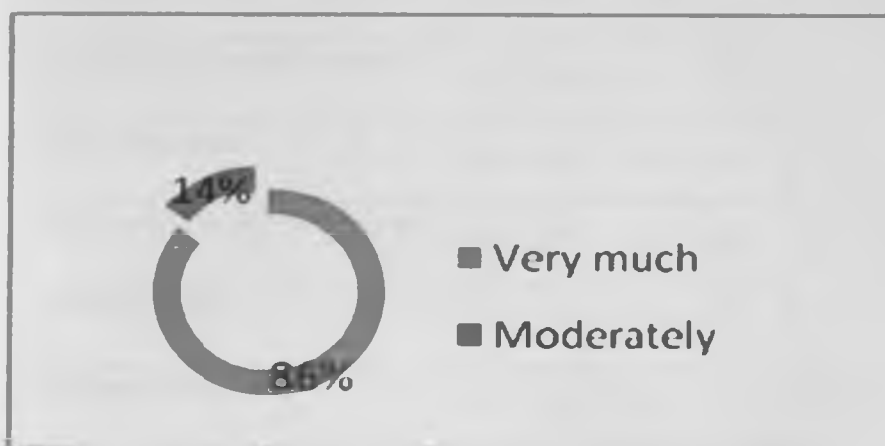
Pearson Correlation	Mean	Year 2007	Year 2008	Year 2009	Year 2010	Year 2011
Mean	1	-.077	.038	.144	.296	.792
Year 2007	-.077	1	.232	.288	-.065	-.211
Year 2008	.038	.232	1	.862	.266	-.266
Year 2009	.144	.288	.862	1	.551	-.051
Year 2010	.296	-.065	.266	.551	1	.558
Year 2011	.792	-.211	-.266	-.051	.558	1

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

The table above further shows the correlation coefficients which is the relationship in the mean scores of various schools in different years. The correlation is very high or very strong between the mean scores of years 2008 and 2009 with a coefficient of 0.862. On the other hand the correlation is very weak between the mean scores of years 2007 and 2011 with a coefficient of -0.211.

Figure 14: Extent at which the Internal Instructional Supervision Help Teachers to Improve in Assessment and Evaluation of Pupils

The researcher sought to find out relationship between internal Instructional supervision and improvement in assessment and evaluation of pupils.



The findings of the study revealed that 86% of the teachers agreed that the internal instructional supervision help teachers to improve in assessment and evaluation of pupils very much, 14% of the respondents agreed on the same moderately and none of the respondents said either that the internal instructional supervision help teachers to improve in assessment and evaluation of pupils very little or not at all.

Table 8: Supervision Strategies (%)

The researcher sought to find out extent of supervision strategies in schools .This would assist in explaining the level of performance. The responses are below.

Supervision strategies	SA	A	LA	DA
Class room observation	54	42	3	1
Stop checks	29	47	23	1
Checking:(a)Schemes of work	52	8	40	0
(b) Records of work covered	41	44	15	0
(c) Lesson notes	54	27	19	0
(d)School timetable adherence	90	9	1	0
(e)Mark books	32	34	34	0
(f)Report forms	32	36	32	0
(g)Examination samples	31	60	9	0
(h)Mentoring new teachers	10	18	72	0
(i)Performance targeting with all teachers	34	57	9	0
(j)Assessment of syllabus coverage	43	54	3	0

From the table above, 54% of the teachers in Imenti south district believe that their head teachers strongly apply use of classroom observation, 42 % apply, 3% little apply and 1% don't apply. 29% of the teachers in Imenti south district believe that their head teacher strongly applies use stop checks, 47 % apply, 23% little apply and 1% doesn't apply. The survey further showed that,

52 % of the teachers believe that their head teacher strongly applies use checking the schemes of work, 8% apply and 40 % little apply. As far as checking the records of work covered are concerned, 41% of teachers believe that their head teachers strongly apply and another 44 % apply and 15% little apply this supervision strategy.

School time table adherence is believed by 90% of the teachers to be strongly applied by the head teachers and a 9 % of the teachers apply while 1% of the teachers believe in the same as a supervision strategy. Mark books and report forms are strongly applied by 32 % of the head teachers in the area, 34% is applied while 32% of the head teachers rarely use this strategy. Examination samples, mentoring of new teachers and performance targeting with all teachers is applied by 60%, 18% and 57% of the teachers respectively in Imenti south district as a strategy, although 72 % of them little apply mentoring of new teachers as a supervisory strategy. As far as the assessment of syllabus coverage is concerned, 43% of teachers surveyed believe their head teachers strongly apply this type of strategy, 54% believe they apply this strategy and finally 3% of teachers believe that their head teachers little apply this as a supervision strategy in Imenti South District.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter focused on the summary of the findings, conclusions, recommendations and suggestions for further research based on influence of head teachers instructional supervision strategies on curriculum implementation in primary schools.

5.1.1 Summary of findings

The study was carried out to investigate the influence of head teachers instructional supervision strategies on curriculum implementation in primary schools in Imenti South District .Four research questions were formulated to guide the study. The research showed that all the head teachers who were interviewed were over forty years of age; 80% of the respondents were male head teachers while 20% of the respondents were female head teachers. Among the head teachers; a majority were approved teachers ATS with 60% of those interviewed; Half of them teach 18 lessons per week ; 70 % of the head teachers interviewed have six to ten years experience as primary school head teachers; The frequency of performance of instructional supervisory practices by head teachers were found high because 70% of the head teachers were found supervising teachers work daily, 20% of them supervised the teachers work twice a week,10% of them were found supervising once per week; The activities that were found to be performed frequently by the head teachers

were: Class room observation, checking schemes of work, checking lesson notes, school time table adherence. Stop checks, checking mark books, report forms, examination samples, mentoring new teachers assessing syllabus coverage and Performance targeting with all teachers were found to be performed least by head teachers in Imenti South district.

The objectives of the study included:

- i. To establish the extent to which performance by head teachers and teachers influences curriculum implementation in public primary schools.
- ii. To determine the extent to which head teachers supervision of syllabus coverage through results in the internal examinations influences curriculum implementation in public primary schools.
- iii. To determine the extent to which head teachers assessment of syllabus coverage influence curriculum implementation in public primary schools.
- iv. To examine the influence of head teachers frequency of checking teachers records on curriculum implementation in public primary schools.

5.1.2 Performance by head teachers and teachers influences curriculum implementation in public primary schools in Imenti South District.

The performance by head teachers and teachers' influences curriculum implementation in public primary schools was surveyed from two

perspectives. It was surveyed from the perspective of the head teachers and from the perspective of the teachers.

From investigation 86% of the teachers agreed that the internal instructional supervision help teachers to improve in assessment and evaluation of pupils which influences curriculum implementation in public primary schools very much, 14% of the respondents agreed on the same moderately and none of the respondents said either that the internal instructional supervision help teachers to improve in assessment and evaluation of pupils very little or not at all.

Majority of head teachers teach eighteen lessons per week which is represented 40 % of the head teachers interviewed, followed by those who teach five lessons per week which was the least number of subjects taught but on the teachers side, the one who teaches the highest number of lessons is 40 while the one who teaches the least number of lessons is 22 and the most common number of lessons taught per day is 30 lessons which is represented by 38% of the teachers who were surveyed.

5.1.3 The extent to which head teachers supervision of syllabus coverage through results in the internal examinations influences curriculum implementation in public primary schools in Imenti south district.

Extent to which head teachers supervision of syllabus coverage through results in the internal examinations influences curriculum implementation in public primary schools was surveyed from the perspective of the teachers. The mean

score mark was 250 marks and the number of schools whose mean scores were 250 marks and over were 32,39,37,28 and 28 in the year 2007,2008,2009,2010 and 2011 respectively and the percentage of those who scored 250 marks and over is an average of 11% of those schools from which teachers were interviewed.

5.1.4 The extent to which head teachers assessment of syllabus coverage influence curriculum implementation in public primary schools in Imenti south District.

Extent to which head teachers supervision of syllabus coverage influences curriculum implementation in public primary schools was also surveyed from two perspectives. It was surveyed from the perspective of the head teachers and from the perspective of the teachers.

80% of the head teachers surveyed were found to have covered 80 – 90% of the syllabus, further it was found that 10% of the head teachers in the schools in the area were found to have covered 60 -70% and 90 – 100% of the syllabus in their schools between years 2007 – 2011. On the teachers side, 57% of the teachers surveyed agreed that head teacher supervision strategy influences the rate of syllabus coverage in a very large extent, 42% of them agreed it affects large extent while none of the respondent teacher agreed either that head teacher supervision strategy influences the rate of syllabus coverage in little extent or not at all.

5.1.5 The influence of head teachers' frequency of checking teachers records on curriculum implementation in public primary schools in Imenti south District.

70% of the head teachers were found supervising teachers work daily, 20% of them supervised the teachers work twice a week, 10% of them were found supervising once per week while 63% of the teachers were found their work being supervised by their head teachers daily, 17% of them being supervised by the head teachers once a week, 15% of them were found being supervised twice a week and 5% of those interviewed were found being supervised by their head teachers once a month in Imenti south district.

5.2 Conclusions of the study

This research provides an assessment of the effectiveness of the head teachers' instructional supervision in primary schools in Imenti south district. Instructional supervision helps improve head teachers and teachers performance which in turn leads to curriculum implementation. It can also be deduced that Instructional supervision through results in external examinations leads to syllabus implementation hence curriculum implementation. Assessment of syllabus coverage by head teachers too lead to curriculum implementation .Finally instructional supervision enhances head teachers frequency of checking teachers' records on curriculum implementation. It was concluded that the trend has contributed to the rising performance in K.C.P.E examinations result in Imenti South district.

5.3 Recommendations of the study

It was also recommended that head teachers should coordinate and inspect teaching in their schools, induct new teachers, motivate students to learn and punishing inefficient teachers.

It is further recommended that head teachers should be more involved in observation of teachers' classroom performance than they are.

It is also recommended that the local community and the parents should participate more in the provision of quality learning resources.

It was recommended that, Stop checks, checking mark books, report forms and mentoring new teachers be improved as strategies of instructional supervision.

It was also recommended that head teachers should be re trained on roles of effective instructional supervision on academic achievement. It was also recommended that head teachers should involve head of departments in instructional supervision through effective delegation of duties.

5.4 Suggestions for further research

The following are suggestions are recommended.

- Further research on why there is poor performance and yet schools are properly staffed.
- Similar study on teachers' perception towards head teachers' supervisory strategies.
- Study should be done on whether head teachers supervisory strategies are adequate for curriculum implementation.

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APPENDICES

APPENDIX A

LETTER OF INTRODUCTION TO RESPONDENTS

MURITHI MAGDALINE MUTHONI

UNIVERSITY OF NAIROBI,

P.O BOX 30197,

NAIROBI.

Dear sir/madam,

Ref: Influence of head teachers' instructional supervisory strategies on curriculum implementation in public primary schools in Imenti South District, Kenya.

I am a post-graduate student at the University of Nairobi pursuing a Master of Education degree course. Am carrying out research as indicated above.

This is to kindly request you to undertake this study in your school. The information is for academic purpose only.

Thank you in advance for your anticipated cooperation.

Yours faithfully,

Murithi Magdaline Muthoni.

APPENDIX B

HEAD TEACHERS' QUESTIONNAIRE

This study is purely for academic purposes and all information shall be treated with a lot of confidentiality and shall only be used for the purpose of this research.

Section A: Demographic information

1. What is your gender?

Male () Female ()

2. What is your professional qualification?

(a) P1 () b) Approved teacher ATS () c) Diploma ()

d) Graduate () e) Masters ()

3. Please indicate your age in years

(a) Below 30 years () b) 30 – 35 years () c) 36 – 40 years

d) Above 40 years ()

Section B: Information on headship

4. How many lessons do you teach per week?.....

5. How many years have you been the head teacher in primary school

(a) Less than one year() b) 1 – 5 years() c) 6 – 10 years()

d) More than 15 years

6. How many years have you been the head teacher in the current station?

(a) Less than one year() b) 1 – 5 years() c) 6 – 10 years

d) 11 – 15 years e) More than 15 years

Section C: Head teachers supervisory strategies.

7. Please mark with a tick to indicate to what extent you agree with the statement on the supervision strategies you use in your school. KEY: very often (VO) often (O) occasionally (O), rarely (R) never (N).

Supervision strategies	VO	O	OC	R	N
Class room observation					
Stop checks					
Checking: (a) Schemes of work					
(b) Records of work covered					
(c) Lesson notes					
(d) School timetable adherence					
(e) Mark books					
(f) Report forms					
(g) Examination samples					

(h)Mentoring new teachers					
(i)Performance targeting with all teachers					
(j)Assessment of syllabus coverage					

Section D: Information on instructional supervision

8.How frequent do you supervise teachers work?

- (a) Daily () b) Twice a week () c) Once a week ()
d) Once a month ()

9. How do you rate syllabus coverage in your school between 2007-2011?

- (a) 90%-100% () b) 80%-90% () (c) 70%-80% () (d) 60%- 70% ()

10. How do you encourage teachers to efficiently and effectively implement the curriculum?

APPENDIX C

QUESTIONNAIRE FOR TEACHERS

Section A: Demographic information.

1. What is your gender? Male () Female ()

2. What is your professional qualification?

(a) P1 () b) Approved teacher ATS () c) Diploma ()

(b) Graduate () d) Masters ()

3. What is your position in the school?

(a) Assistant teacher () b) Head of a subject panel ()

4. What is your age in years?

(a) Below 30 years () b) 30-35 years () c) 36-40 years ()

d) Above 40 years ()

Section B: Information on headship

5. How many lessons do you take per week?.....

6. How many years have you been in the current school ?

(a) Less than one year () b) 1-5 years () c) 6-10 years

d) 10-15 years () e) More than 15 years ()

7. How many years have you been under the current head teacher?

(a) Less than one year () b) 1-5 years () c) 6-10 years ()

(b) d) 11-15 years () More than 15 years ()

8. To what extent does the head teachers instructional supervision strategies influence the rate of syllabus coverage?

(a) Very large extent () b) Large extent () c) Little extent ()

(b) Not at all ()

Section C: Information on instructional supervision

9. How frequently is your work supervised by the head teacher?

(a) Daily () b) Twice a week () c) Once a week () d) Once a month ()

10. Please write the mean scores of your school for the years indicated below:

(a) 2007 () b) 2008 () c) 2009 () d) 2010 () e) 2011 ()

11. To what extent does internal instructional supervision help teachers to improve in assessment and evaluation of pupils?

(a) Very much () b) Moderately () c) Very little () Not at all ()

Section D: Head teachers instructional supervision strategies

12. The following are supervisory strategies that enhance instructional supervision among teachers. Show by indicating against each strategy that are applied by your head teacher. Strongly applied (SA) apply (A) little applied (LA) don't apply (DA).

Supervision strategies used by head teachers	SA	A	LA	DA
Class room observation				
Spot checks				
Checking: (a) schemes of work				
(b)Records of work covered				
(c)Lesson notes				
(d)school timetable adherence				
(e)Mark books				
(f)Report books				
(g)Examination samples				
(h)Mentoring new teachers				
(i)Performance targeting with all teachers				
(j)Assessment of syllabus coverage				

Thank you very much for your thought and time in filling this questionnaire.



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NAIROBI-KENYA

Website: www.ncst.go.ke

Our Ref: NCST/RCD/14/012/750

Date: 22nd June 2012

Magdaline Muthoni Murithi
University of Nairobi
P.O.Box 30197-00100
Nairobi.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on "*Influence of headteachers instructional supervision strategies on curriculum implementation in public primary schools in Imenti South District, Kenya*," I am pleased to inform you that you have been authorized to undertake research in **Imenti South District** for a period ending 30th September, 2012.

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

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

DR. M. K. RUGUTT, PhD, HSC.
DEPUTY COUNCIL SECRETARY

Copy to:

The District Commissioner
The District Education Officer
Imenti South District.

THIS IS TO CERTIFY THAT:

Date of issue

22nd June, 2012

Prof./Dr./Mr./Mrs./Miss/Institution

Fee received

KSH. 1,000

Magdaline Muthoni Murithi
of (Address) University of Nairobi
P.O.Box 30197-00100, Nairobi.
has been permitted to conduct research in



Imenti South
Eastern

Location
District
Province

on the topic: influence of headteachers
Instructional supervision strategies on
curriculum implementation in public
primary schools in Imenti South District,
Kenya.

Magdaline Muthoni Murithi
Applicant's
Signature

[Signature]
Secretary
National Council for
Science & Technology

for a period ending: 30th September, 2012.

UNIVERSITY OF NAIROBI
LIBRARY
P. O. Box 30197
NAIROBI

CONDITIONS

1. You must report to the District Commissioner and the District Education Officer of the area before embarking on your research. Failure to do that may lead to the cancellation of your permit
2. Government Officers will not be interviewed with-out prior appointment.
3. No questionnaire will be used unless it has been approved.
4. Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries.
5. You are required to submit at least two(2)/four(4) bound copies of your final report for Kenyans and non-Kenyans respectively.
6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice



REPUBLIC OF KENYA

RESEARCH CLEARANCE
PERMIT

GPK60553mt10/2011

(CONDITIONS—see back page)