

**INFLUENCE OF HEAD TEACHERS' INSTRUCTIONAL
SUPERVISION STRATEGIES ON PUPILS PERFORMANCE
IN KENYA CERTIFICATE OF PRIMARY EDUCATION IN
PUBLIC PRIMARY SCHOOLS IN RUMURUTI DIVISION,
KENYA**

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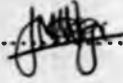
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**A Research Project Submitted in Partial Fulfillment of the Requirement for
the Degree of Master of Education in Educational Administration, University
of Nairobi.**

2012

DECLARATION

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



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E55/72729/08

This research project is submitted for examination with our approval as University Supervisors.

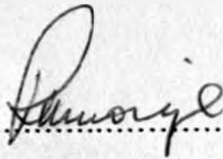


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DEDICATION

This work is dedicated to my wife Wanjira and my children; Maina, Wangui and Wambui. My mother Mary Wangui and my late father T. Nguru who sowed the mustard seed of education in me and nurtured it to maturity; all my brothers and sisters; the late Mr. and Mrs. S. Ngumbi without whose immense contribution, my aspiration for education would have died at an early age and Mr. Ndiritu (Gateway- Nyahururu) who spent his resources and time to save my life when I suffered injuries in a road accident during the very first semester of this course in December 2008.

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LIST OF ABBREVIATIONS AND ACRONYMS

AEO	Area Education Officer
ASAL	Arid and Semi-Arid Lands
DEO	District Education Officer
DQAS	Director of Quality Assurance and Standards
KEMI	Kenya Education Management Institute
KIE	Kenya Institute of Education
MoE	Ministry of Education
MoEST	Ministry of Education Science and Technology
QASO	Quality Assurance and Standards Officer

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ABSTRACT

The purpose of this study was to investigate the influence of the head teachers' instructional supervision strategies on pupil performance in KCPE in public primary schools in Rumuruti division, Laikipia West District. The reason for the poor performance in the division can only be discerned with focused investigations. Descriptive survey research design was adopted for the study, where a sample of 18 headteachers and 108 teachers were selected giving a total sample size of 126 respondents. The sample was selected through purposeful and random sampling technique. Two questionnaires were administered: one for headteachers and the other one for teachers. Average response rate of 89.35 percent was obtained which was deemed adequate for data analysis. The data collected was both qualitative and quantitative.

The results of the study suggest that the gender, age and duration of teaching of the headteacher does not have an influence on pupils KCPE performance. However, headteachers academic qualification was found to have a significant influence on pupil's performance. On whether the frequency of headteacher's classroom visitation influenced pupil performance, the study established that headteacher's visitation when the teacher is teaching significantly influenced pupil performance. The study also established that there was a significant effect on performance due to the frequency of headteacher's checking of teachers' records of work. The study sought to find the extent to which checking of pupils exercise books by headteachers influenced pupils performance. The findings indicated that the frequency of checking of pupils books significantly affected K.C.P.E. performance in public primary schools. The study established that 75.9% of the teachers often trained, an indication that teachers in Rumuruti Division are able to improve personal and organizational growth thus boosting the morale and commitment towards teaching. About 87.9% of the teachers confirmed that they regularly attended conferences, workshops and seminars.

The study recommends improvement of instructional supervision to enhance syllabus coverage through all classes, having frequent meetings with teachers to improve relationships and adopting instructional supervision strategies that motivate and reward teachers to improve performance. The Teacher's Service Commission and other relevant stakeholders should devise strategies or schemes towards headteacher's professional training and academic development to enhance headteacher's professional qualifications for sustained influence on pupils' performance.

CHAPTER ONE

INTRODUCTION

1.1 Background of the study

Instructional supervision is an important aspect in the teaching learning process. According to different scholars, instructional supervision covers two important areas: staff development and instructional development. Attention is focused on both teaching and non-teaching personnel in staff development. In instructional development attention is focused on curriculum and instruction to create a more effective and systematic way of providing efficient and meaningful instruction.

Kamindo, (2006) argues that for any organization to work effectively and achieve the desired objectives, a system directed towards guidance and assistance of all those concerned with the realization of the set objectives must be put in place. According to Glickman (1998) supervision is the 'glue' of a successful school. The administrator functions as a 'glue' in the sense that he or she successfully moulds the myriad elements of instructional effectiveness into successful school action where successful school action is ultimately manifested in high quality instruction resulting in strong levels of student achievement. Ogunsaju (1993) views the ultimate purpose of schools as the improvement of pupil learning but its immediate focus is on the teacher and the education setting as a whole. This implies that effectiveness of instructional supervision can improve the quality of

learning and teaching in the classroom since one of the purposes of instructional supervision is to improve the effectiveness of teachers so that he/she can contribute optimally to the attainment of the system goals.

According to Alphonso (1997) in Gachoya (2008), Supervision of instruction began as a system of external inspection where the inspectors who were laymen, inspected what the teachers were teaching and what the learners were learning. However the history of supervision as a formal activity exercised by educational administrators within a system of schools came into force in the late 1800s after the inception of the common school. During the first half of the 19th century, the population growth in the major cities of the United States necessitated the formation of city school systems. This upsurge in population made the task of inspecting schools a daunting one for superintendents. Since they had to see that teachers were adhering to the prescribed curriculum, and that the students were able to recite their lessons, their job was delegated to the school principal.

Inspection in Africa is as old as Western Education in Africa. In Uganda for example according to Ssekamwa (1997) and Mubarak (2000) in Ngelu (2007), the recommendations of Phelps Stokes Commission of 1924 established the Department of Education in 1925. The Department had responsibility of developing the syllabi and supervised how it was being followed in schools. During this period the inspector focused mainly on control and his major function

was to make judgment about the teacher rather than about the teaching and pupil's learning. However the Uganda Education Act of 1970 gave the inspectors legitimate powers to visit a school for inspection at any time. The school head must be informed of the inspectors intended visit and its purpose.

The history of supervision in Kenya can be viewed from two points in time: pre and post independence. In the pre-independence period several commissions were set up by the colonial government to look into the issue of supervision in education. This came with the establishment of the then Department of Education in 1909 (Mutua 1975).

Post-independence era has seen the government setting up Commissions and Task forces to look into Educational issues in Kenya. The Kenya Education Commission (Republic of Kenya, 1964) recommended for the establishment of one Education Officer and four AEOs for every hundred schools to strengthen supervision, that supervisors be carefully selected, trained and relieved of administrative duties. The Report also noted that head teachers required relevant training in order to effectively conduct supervisory activities.

The Education Act (1968) Revised 1980) Cap 211 Laws of Kenya, section 18, gave supervision and inspection a legal base. Though this section empowers Quality Assurance and Standards Officers (QASO) to enter and inspect any

learning institution, Khaemba (2010) notes that the Directorate of Quality Assurance and Standards (DQAS) has undergone major changes . These changes are based on basic tenets that improved relationships, teamwork, trustworthiness and believing in others. This encourages courtesy at work. Sessional paper No. 1 of 2005, on Policy Framework for Education, Training and Research, stresses the need for supervision. It states that, for the demands of the 21st century to be met through education, Kenya's education and training programs must be of high quality to make them globally competitive

The Kenya education system is to a large extent examination oriented. The quality of education tends to be evaluated in terms of the number of students passing national examination (Eshiwani, 1993). He states that poor performance not only leads to wastage through dropouts and repeaters but also denies a pupil the continuation of schooling through the formal process. This means that the number of pupils passing the Kenya Certificate of Primary Education (KCPE) in a region matters a lot to the stakeholders. Therefore the K.C.P.E has been used a basis for the judgment on the competency of individual or all teachers in the school. In cases where dismal performance is consistent such judgments have led to serious public condemnation of teachers.

Maluki (2006) observes that instructional effectiveness is directly related to student achievement such that the higher the effectiveness levels, the higher the

student's achievement levels. Ayot and Briggs (1992) are in concurrence with this statement in their suggestion that input or output studies should be carried out using learning achieved as seen from a student's performance in examinations. In a school, the input by teachers, pupils and the community depend on the headteachers' managerial practices. This results in pupils doing well in examinations while fewer instances of supervision or lack of it lead to laxity of teachers in their work and their mistakes are never corrected.

Schools can make a difference to pupil's achievement through the head teacher's supervisory leadership. It is the head teacher who sets the pace, leading and motivating the staff and the pupils to perform to their best. Griffins (1994) has noted that the absence of good school management and organization has led to the poor performance of bright students who would otherwise have recorded better results. Head teachers in effective schools therefore involve themselves in the improvement of instruction and training and are responsible for day-to-day assignment of duties and supervision of teachers.

Head teachers should supervise teachers' work by inspecting records such as schemes of work, lesson books, records of work covered and attendance registers. Musungu and Nasongo (2008) observed that headteacher frequency of internal supervision contributed towards better examination performance in Vihiga district. In their study, head teachers in high performing schools involved themselves in thorough supervision of teachers and pupils' work, proper tuition,

proper syllabus coverage and had a proper testing policy. This is in contrast to head teachers in average and the low performing schools who said they checked the work occasionally. This means that the quality of a head teacher in a school determines the way students perform. The way he/ she structures and administers the school, his/her relationship with the system, teachers and students has a strong effect on the student's examination performance.

Saksena (1998) also notes that performance in examinations depends on how well the student has prepared himself/herself, the in-put by teachers, the environmental factors and the head teacher's input. Instructional supervision is therefore a collaborative effort between the head teacher and the teachers which calls for mutual understanding between the two parties as they support each other so that their efforts can benefit the learners. According to Williams (1974), in situations where the head teacher's and teachers' relationship is strained, pupils' performance is likely to suffer.

Public primary schools in Rumuruti division- an Arid and Semi-Arid Land (ASAL) recorded dismal results in the KCPE between the years 2008 and 2010. This is evident from the mean scores that the division recorded between the years 2008 – 2010. Table1.1 compares the performance of Rumuruti division in the KCPE with other divisions in Laikipia West District. The Table shows that in the three consecutive years Rumuruti division had the lowest mean score in the

district. This is an issue of concern since poor academic performance is an indicator of a serious impediment in any country because education is a major contributor to economic growth (Atkinson, 1987). Education is regarded in most cases as the most important instrument of socialization, development, integration and reform.

Elimu Yetu Coalition (2003) decries the lagging behind of Arid and Semi-Arid Lands (ASAL) in enrolment, participation and performance in the national examinations. The body thus recommended that policies be put in place to stimulate enrolment, survival and better achievement by pupils in these areas. Poor pupil performance in the K.C.P.E in public primary schools in Rumuruti Division is not well understood and is a source of concern to stake holders. As such the problem may persist if expeditious investigations are not conducted on the issue.

Table 1.1 KCPE Divisional Ranking 2008 – 2010

Division	Mean score for the year		
	2008	2009	2010
Muhotetu	249.84	249.56	242.55
Sipili	245.38	247.34	240.58
Olmoran	228.59	231.13	232.18
Rumuruti	228.17	214.38	223.83

Source: DEO's Office Laikipia West 2011

1.2 Statement of the problem

Public primary schools in Rumuruti Division have been performing poorly in the Kenya Certificate of Primary Education (K.C.P.E). Between 2008 and 2010, the division was ranked last among the four divisions that constitute Laikipia West District. The academic performance of a school is appraised against its leader. Head teachers play significant roles in the determination of academic performance in a school; instructional supervision is one of them. The reason for the poor performance in the division can only be discerned with focused investigations. This study therefore sought to investigate whether the various strategies that head teachers employ in instructional supervision had any effect on KCPE performance in Rumuruti Division.

1.3 Purpose of the study

The purpose of this study was to investigate the influence of the head teachers' instructional supervision strategies on pupil performance in KCPE in public primary schools in Rumuruti division, Laikipia West District.

1.4 Objectives of the study

The objectives of the study were to:

- i) To examine how head teacher characteristics in instructional supervision affect pupil performance in the KCPE in Rumuruti Division.

- ii) To establish whether the frequency of head teacher's classrooms visitation had any influence on pupil performance in the KCPE in Rumuruti Division.
- iii) To determine whether checking of teachers' records of work by head teachers had any influence on pupil performance in the KCPE in Rumuruti Division.
- iv) To find out the extent to which checking of pupils exercise books by head teachers influenced pupil performance in the KCPE in Rumuruti Division.
- v) To establish whether Head teachers organized teachers' conferences and staff development courses for teachers in Rumuruti division.

1.5 Research questions

The study was guided by the following research questions:

- i) To what extent do head teachers' age, qualifications, gender and administrative experience influence pupil performance in the KCPE in Rumuruti Division?
- ii) How does the frequency of head teacher classroom visitation affect pupil performance in the KCPE in Rumuruti division?
- iii) To what extent does checking of teachers' records of work by head teachers influence pupil performance in the KCPE in Rumuruti Division?

- iv) To what extent does checking of pupils' exercises books by head teachers influence pupil performance in the KCPE in Rumuruti Division?
- v) To what extent do head teachers organize teachers' conferences and staff development courses for teachers in Rumuruti division?

1.6 Significance of the study

The findings of this study will be significant in various ways: first, it will provide an insight into the instructional supervision practices used by head teachers and how they contribute to good academic performance in schools in Rumuruti Division. Secondly it will serve as a point of reference for head teachers in Rumuruti division on supervisory skills that would lead to improved pupil performance in the KCPE examination. It will also enhance the head teacher readiness in solving problems that emanate from lack of instructional supervision. The findings of the study will be invaluable to the Ministry of Education (MOE) , Kenya Institute of Education (KIE) and Kenya Education Management Institute (KEMI) in issues pertaining to training needs for headteachers: it may assist these bodies in developing training materials that will help them equip the head teachers with comprehensive knowledge and that upgrading their core competences requisites in instructional supervision. This will be significant towards the achievement of better results in the KCPE examination.

1.7 Limitations of the study

The study was conducted in Rumuruti Division which is an Arid and Semi-Arid (ASAL) area therefore the findings cannot be generalized to other areas. Some of the respondents showed reluctance in participating in the study for lack of interest in it; some did not know the implications of completing the questionnaires. The study was constrained by the vastness of the division and the rain weather; this affected the pace of data collection and consequently, completion of the study. There was a possibility that some respondents may not provide accurate information for fear of victimization. The researcher assured all the respondents that their identity and information provided would be treated with confidentiality.

1.8 Delimitations of the study

This study focused on public primary schools in Rumuruti Division of Laikipia West District which is an ASAL area. Private schools which record better results were left out since supervisory strategies in the schools were dependent on the school managers or directors. The same schools sometimes do not observe the Ministry of Education (MoE) guidelines on instructional supervision. It focused on head teacher's strategies on instructional supervision and their influence on KCPE performance, leaving out other variables which influence performance such as staffing and motivation. The respondents included headteachers and teachers. They provided information on supervision strategies of headteachers in relation to headteachers' frequency of class visitation, checking of teachers' work and their influence on KCPE performance. Pupil's performance was limited to

the KCPE examination results which are summative leaving out formative evaluation.

1.9 Assumptions of the study

The study was conducted under the following basic assumptions:

- i) That the head teachers would cooperate by providing candid and truthful responses.
- ii) That head teachers were well informed about their supervisory duties and that the same was carried out in their schools
- iii) That professional guidance to teachers was provided.
- iv) That the KCPE examination was a reliable and accurate instrument for measuring achievement at the primary school level.

1.10 Definition of significant terms

Head teacher refers to a male or female teacher who is in charge of a school

Supervision refers to the process of checking teachers to ensure they are working appropriately.

Instructional supervision refers to the process of checking teachers to ensure that appropriate instructions are given.

Leadership refers to the position of being in charge of a school

Leadership style refers to the way head teachers take charge and run their schools

Teachers Conference refers to a formal meeting between a head teacher and a

teacher or a small group of teachers to discuss a class observation session.

1.11 Organization of the study

This study is organized into five chapters . Chapter one, the introduction, covers: background to the study, statement of the problem, purpose of the study, objectives of the study, the delimitations of the study, assumptions of the study and the definition of terms. Chapter two contains the literature review; supervision has been defined, history of supervision, purpose of supervision, head teacher instructional strategies on supervision, theoretical basis, conceptual framework and summary of reviewed literature. Chapter three focuses on research methodology that was used in this study. It contains the following sub- headings: research design, the target population, sample size and sampling procedure, research instruments, instrument validity and reliability, data collection procedures and data analysis techniques. Chapter four contains data analysis, presentation and interpretation. Chapter five deals with the summary, conclusion and recommendations of the study.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter contains literature review of previous studies on head teacher supervisory strategies on instruction. Literature review is on the following topics: definition of supervision, historical development of supervision, purpose of supervision, professional requirements for supervisors, supervisory styles, head teacher supervisory strategies, classroom visits, checking teachers' records, teachers' conferences, staff development, summary of reviewed literature, theoretical basis and conceptual framework.

2.2 Definition of supervision

The term supervision has as varied definitions as there are authors. Olembo, Wanga and Karugu (1992) define supervision as a process of interacting with teachers in order to improve the provision and actualization of learning opportunities for pupils, a process of guiding and influencing teachers and learners in order to achieve educational goals. Storey and Housego (1982) in Olembo et al (1992) view supervision as an intervention by a second party aimed at improving the standard of work done. Supervision therefore involves the use of expert knowledge and experiences to oversee evaluate and coordinate the process of improving teaching and learning activities in the school. This implies the process of ensuring that principles, rules, regulations and methods prescribed for

purposes of implementing and achieving the objectives of education are carried out effectively.

Supervision could also be seen as interaction involving an established relationship between and among people. Such interaction is greatly influenced by a pre-determined programme of instruction. According to Eye, Netzer and Krey (1971), the systematization of the interaction of those responsible for operating within the structure of administration is called supervision. The supervisor is therefore expected to initiate several activities that will lead to the merging of these two contexts such that harmony and satisfaction is achieved.

2.3 The history of supervision

Supervision as we know it today has evolved through phases of growth starting as an autocratic process to the democratic and participatory process that it is. In 1654 a statute was adapted in America that conferred selected men with the power to appoint people of sound faith and morals into teaching. Eye and Netzer (1971) referred to this first phase as the administrative inspection stage (1842 - 1875). Supervision during this phase was handled by people such as clergymen, the school warden, trusted select men and citizen committees who had no professional qualifications to handle the tasks. They concentrated on areas such as pupil achievement in subject matter, teaching methods, prudent financial management and the general management of the school.

The second phase, efficiency orientation phase (1876 – 1936) shifted attention from administrative supervision to the assistance of teachers in the improvement of their teaching effectiveness. Unlike in the previous setting when supervision was conducted by non professionals, men of profession were appointed. They provided a friendly atmosphere and cordial interpersonal relations.

In 1937, the third phase which was referred to as co-operative group effort, came into force. During this period, untrained teachers who required professional assistance were assisted by school supervisors. According to Alphonso (1997) in Gachoya (2008) supervision in the last quarter of the twentieth century consisted of supervising classroom instruction through direct observation and demonstration with a focus on the teachers' weaknesses. The responsibility of supervision was shared between principals and school supervisors.

In Britain, Her Majesty's Inspectorate (HMI) was established in 1839 (Ball 1963). This was at a time when the demand for an educational system under state supervision was increasing. A Privy Council made up of ministers of the Crown was appointed to prepare a plan for education and introduce improvement in the education system. The head teachers were to obtain the details of plan and inspections of buildings; the arrangement of desks and playgrounds; enquire whether the financial situation in the school was prudent, provision of books and

the proposed methods of instruction and discipline. They examined the class and gave a report on the time table.

The history of supervision in Kenya dates back to the colonial times. The colonial government established a Commission: Ormsby-gore Commission, in 1923 which recommended the supervision of education programs. In 1924 the first education ordinance, through a recommendation of the Phelp-stokes Commission empowered the government to develop, control and supervise education at all levels (Ngelu, 2007). In 1925 the Advisor Committee on the Indigenous Education produced the White Paper which advocated for a thorough system of supervision if the education system was to be functional and efficient. The Paper sought to have each mission make arrangement for effective supervision of their own schools.

In 1927, an education department led by the Director of Education, a chief inspector of schools, a supervisor of teacher education, inspector of schools with the headquarters clerical staff took charge of instructional supervision. District Education Boards (DEBs) were established in 1934 and were empowered to supervise the working and management of primary schools in Kenya. In 1945, the colonial government established rules which provided for the payment of supervisors.

The Beecher Report of 1949, recommended for more stringent supervision and inspection of primary schools, expansion of teacher training colleges and closer collaboration between the government and the missionaries in the provision of education. The Report also made a distinction between supervision and inspection. The Binn's Report of 1952 recommended that supervision be centralized to avoid duplication.

Independent Kenya government through the Kenya Education Commission, 1970 (Ndegwa Commission), recommended an overhaul of the inspectoral system in Kenya to enhance effectiveness. The Kenya Education Commission, 1988, (Kamunge Report) advocated for the establishment of government policy guidelines on supervision to enhance quality and relevance in the growth and provision of education in Kenya. The Commission recommended the strengthening of school supervision and inspection by recruiting school inspectors in the ratio of one inspector for every thirty schools. These recommendations came into practice through the decentralization of the Inspectorate Department to the zones where Zonal Inspectors of Schools (ZISs) were in charge.

The Inspectorate however developed into a fault-finding outfit that conducted 'snoopervision' instead of supervision (Olembo et al 1992). This created suspicion and distrust between the teachers and inspectors. The MoE has restructured the Inspectorate by renaming it the Directorate of Quality Assurance and Standards.

The Directorate is headed by the Director of Quality Assurance and Standards. The Directorate which seeks to achieve the Millennium Development Goals (MDGs) under the Vision 2030, believes that Education For All (EFA) cannot be achieved without promoting quality (Khaemba, 2010). To achieve quality, the Directorate has put in place a vision: to provide Quality Assurance and Standards assessment to all educational and training institutions.

2.4. The purpose of instructional supervision

Mgbodile (1996) argues that one of the purposes of supervision is to offer guidance to the teacher so that he can become complete, self-analysis, self critic and self improving. Instructional supervision without advise is a somewhat sterile activity which is unlikely to be acceptable to teachers. Generally, the purpose of supervision include: assessment of teachers work based on suitable criteria; provide a basis for concrete and constructive advise to improve the quality of educating the children. Supervision helps teachers to learn their problems and seek the best method of solving them: encourages the school to make a systematic effort to help pupils understand themselves and their feelings and be able to monitor their behavior.

Effective supervision gives the teacher security and helps them to develop confidence in the ability to isolate, analyze problems and develop problem solving techniques. It helps to determine whether a teacher should be transferred,

promoted, detained or dismissed. It helps in assessing the 'tone' of the school and in identifying some of its most urgent needs; know the effectiveness of classroom management by the teacher; and provide a guide for staff development.

2.5 Professional requirements for instructional supervisors

Supervision of instruction is a technical task that requires meticulous, firm and objective assessment. This is because in the absence of thorough instructional supervision in schools, indiscipline may become the order of the day resulting in laxity among teachers and pupils. Maranga (1977) in Mouka (2007) warns that instructional supervision therefore, cannot be left in the hands of charlatans or mediocre.

Teacher quality depends on their qualifications, experience and level of discipline which in turn determines the level of commitment. The quality of the headteacher is very crucial in determining examination outcomes in the school. A good headteacher is self-disciplined and committed to work and ensures proper management of school time and other resources. Pupils acquisition of knowledge, skills and ability are measured by the examination outcomes in the school. Schools which are well managed perform well in examinations.

Griffins (1994) observed that some supervisors do not provide expert knowledge and guidance to teachers due to poor preparation in formal training. This calls

upon the Ministry of Education (MoE) to carefully select instructional supervisors from among competent and dedicated teaching personnel. This however does not guarantee improved supervisory practices and thus calls for a change of attitude among teachers and head teachers on issues pertaining to instructional supervision (Gachoya 2008). In this regard the Ministry should select instructional supervisors with higher educational qualifications. Such supervisors are likely to perform better in the field than those with lower qualifications. Instructional supervisors with higher qualification display more confidence in their work place. They are also more accessible to quality information, and adapt to the ever dynamic occupational environment than their colleagues with lower qualifications, who are more often indisposed and ill-equipped in adapting to modern changes.

To ensure quality, instructional supervisors could be given a special aptitude test to test various aspects of their personality to determine their suitability. Obanya (2005) states that such an exercise stimulates confidence which is a basic ingredient for skill acquisition and performance. Instructional supervisors should exhibit many professional skills. These skills include: pedagogical skills, evaluation skills, disciplinary skills, motivational skills, reportorial skills, management skills, interactive skills and analytical skills.

Pedagogical skills include mastery of subject matter, teaching methods, improvisation, presentation of content, preparation of lesson notes and lesson

plans and units. This will influence the teachers since they will view the instructional supervisor as an expert who has valuable skills and knowledge. It is therefore important for the headteacher to work to become an expert and seek out common principles and practices so that he/she has something to offer to teachers as well as skills in observation. Evaluation skills involve questioning, continuous assessment tests and examination skills.

Disciplinary skills include class control, punishment, use of rules and regulations and maintenance of order. The headteacher must have the ability to accommodate or tolerate and if possible provide guidance and counseling services to the pupils. This is the only way genuine love and concern, positive and acceptable disposition between and among teachers and pupils can be realized. This results in a harmonious interpersonal relationship between teachers and students and this could engender learning and attainment of educational goals. However there are situations, where force is useful: where a teacher is failing, it may be necessary to insist that certain things be done if unpleasant consequences are to be avoided. This may be applied when getting some teachers to try new ideas which they may not be willing to adopt.

Motivational skills on the other hand include issues bordering on rewards and reinforcement. This is the way of boosting the morale of the teachers and the pupils and has the capacity of instigating increased performance. Head teachers

have an influence that could encourage teachers to move in a certain direction. They have considerable influence on promotion which will have an effect on the way the teacher will regard his/her advice. Teachers can also be rewarded through approval, encouragement and practice. On the other hand, reportorial skills include documentation of report cards, class register, log book and attendance book. It is prudent upon the head teachers to give time to correspondence with the MoE and its parastatals, community affairs, parents and visitors.

Headteachers also require management skills such as skills on time management, good use of teaching aids, difficult situation and student's behaviour. This is in view of the fact that primary school head teachers are so weighed down by routine administrative burdens. In the absence of good time management the head teachers may hardly find time for supervisory roles such as walkthroughs and observation of teachers as they teach.

Also of importance are interactive skills which include creation of rapport, teacher's personality and general characteristics and cooperation. Akinyemi (2012) argues that the importance of any office will rise or fall to the level of the occupant. His/her ability to inspire people, verbalise their thoughts and turn them into actions and make an emotional connection with them are some of the attributes that will cause one to be remembered as a leader. The headteacher is a trusted personal friend who ought not to be offended and this is beneficial because

it represents the best relationship that instructional supervisors can form within the establishments for which they are responsible.

Head teachers require analytical skills which include possession of statistical computation skills and interpretation of data. This enables instructional supervisors to understand the internal and external environments in which they work and the effects of change in one or more of these environments on their organizations. These skills, Okumbe (1999) observes, can be expanded through further training and staff seminars.

Instructional supervisors therefore, need to be sponsored to seminars and workshops. This will enable them to update their knowledge and skills on modern and acceptable techniques in instructional supervision. Clark (1995) and Heidenmen (1990) in their studies found out that qualified supervisors contributed significantly to teachers' achievements inside and outside the classrooms.

2.6 Supervisory styles

Dean (1992) says that a style in any aspect of work is something that one develops over a period as one develops confidence in what he /she is doing. Supervision styles exist on a continuum and this dictates the style a supervisor adapts to bring about appropriate behavior in a variety of situations (Sagimo, 2002). This implies that a supervisor style must ensure cooperation with the staff

in order to achieve an effective and efficient work output. Instructional supervision styles include: Authoritarian, democratic, clinical, developmental and collaborative styles.

2.6.1 Authoritarian Style

Kamindo (2008) states that authoritarian style is about control, accountability and efficiency of the worker in a super-ordinate subordinate relationship. The supervisor is taken as a father figure, an expert, a senior partner while the teacher is a passive recipient of the supervisor's instruction, is not an expert and is a junior partner to the supervisor. The instructional supervisor prescribes specific ways that the teacher has to follow and proper recording is emphasized. Records such as schemes of work, lesson plans and progress records must be properly kept.

This style emphasizes training of teachers to equip them with the requisite skills that would enable them perform better to fulfill the school's goal. The kind of training to be offered according to this style is determined by the supervisor. This approach to supervision can be interpreted as inspection, where the determines the educational outcomes and uses the teacher to achieve them.

It must be noted that it is comparatively easy for the supervisor to influence the teacher since the latter may fear the consequences. The supervisor should

remember that his/her vision requires understanding and commitment on the part of the teacher if the same is to have a long- term effects: otherwise a diversion from this may produce superficial results. This concurs with the Kenyan system where the productivity of teachers is measured on the basis of pupil performance in the KCPE. This is evident in the ranking of pupils and schools in the K.C.P.E.

2.6.2 Democratic style

Democratic style on the other hand stresses the importance of people at all levels in the institution, communicating and being involved in decision-making with the supervisor taking the role of an informal leader. Ogansaju (1993) adds that democratic supervision can increase an individual's knowledge, interest, ideals and powers, find his place in the society, and use his ability to shape both him/her and society towards higher goals.

Human personality is respected and a wide range of participation in the formulation of policies affecting teaching and learning is encouraged through the teachers voice. Democratic styles work under the assumption that teachers do their best in a supportive environment (Kamindo, 2008). It includes the provision of accurate knowledge and instruction and maintenance of good relationship with all.

Lucio and Mc Neil (1969) in Kamindo (2008), view supervision in terms of teacher's emotions which must be appealed to before action. Sergiovanni and Starrat (1983) explain the democratic style as one where teachers are viewed as whole persons other than packages of needed energy, skills and aptitudes to be used by administrators.

The democratic style in supervision is designed to work on the premise that effectiveness of instructional supervision can only be achieved through a collaborative effort between the supervisor and the teacher, and guidance that respects the personality of the individual. Under this style instructional supervision is designed to promote professional growth and development. This is in view of the assumption that the teachers are assisted professionally to develop their skills, commitment, abilities and capabilities.

2.6.3 Clinical supervision

Clinical supervision involves the consultative face to face interaction between the teacher and the supervisor. Clinical supervision as face to face contact with teachers has the intent of improving instruction and increasing professional growth. Clinical supervision is founded on the basis that the supervisor and the teacher consult, with the classroom forming the main focus. Both parties provide a feedback based on mutual understanding based on advice, suggestions and opinions. This collaborative effort promotes reflection and personal growth on the

part of the teacher (Kamindo 2008). As teacher instruction improves it results in increased pupil motivation, better classroom management and thus a conducive learning atmosphere.

2.6.4 Development Style

The developmental style is modeled on the realization and that individuals have different personalities. The supervisor is therefore expected to determine the teachers supervisory needs based on individual strengths and weaknesses. Kimball (2010) observes that respect for the personality of teachers by the supervisor involves being concerned about them and their problems, being willing to place their problems and desires ahead of their own and giving full consideration to their suggestions. The supervisor should create opportunities for teachers to make their opinion known, encouraging socializing activities that build friendly relations among the staff and providing working conditions that are comfortable and attractive. This calls upon the supervisor to vary his/her approach to different teachers by assessing the teacher's needs through observation as he/she works.

2.6.5 Collaborative style.

According to Harris and Ovando (1992) in Kamindo (2008), collaborative style is a process by which people of diverse expertise work jointly with equal status and

share commitment in order to achieve mutually beneficial goals. This style may involve peer coaching, professional dialogue and curriculum development. Teachers are encouraged to help and support each other in the improvement of their classroom practices. Peer support is important to teachers and may assist them shape in a major way their views and influences, commitment to teaching through establishment of trusting relationships and satisfying working relationships. Kamindo (2008) further states that an instructional supervisor can exploit the trust exhibited positively by facilitating teachers to establish ways of enhancing their classroom practices. This facilitating role and the ability to coordinate the activities of groups of teachers are important factors in the success of this approach to instructional supervision.

2.7 Supervisory strategies

The success of any organization solely depends upon the head or manager and therefore the success of any school in meeting the stated goals and objectives principally depends on its chief administrator (MOEST, 2004). Ogunsaju (1983) observes that, like their counterparts in industries, heads of schools are managers of schools responsible for the daily co-ordination of the various activities going on in the school. The Education Act (1968, Revised 1980) also outlines one of the functions of the head teacher as being responsible for the overall management, control and maintenance; and standards in the school. The Primary School Management Guide (1999), places school curriculum management on school inspectors and head teachers. It states that they should be conversant with all the

key statutes that provide the framework for educational policy and that of its structure. At the school level, the head teacher is regarded as an agent of instructional supervision on behalf of the DQAS. According to Dean (1992) delegation of authority to the school will enhance more monitoring and accountability by the supervisor. The headteacher thus bears the responsibility of being an instructional leader, supervisor and inspector. He/she should interpret the educational policies and objectives and implement the curriculum.

Acheson and Smith (2011) view an instructional leader as an administrator who emphasizes the process of instruction and facilitates the interaction of the teachers, pupils and the curriculum .This implies that it is only through the effectiveness of supervision of instruction that headteachers are able to reinforce and enhance teaching practices that will contribute to improved student learning. This can be achieved through the following instructional strategies:

2.7.1 Classroom visits

As the instructional leader the headteacher should visit the classrooms frequently to encourage the observation of teachers and then organize post-supervision conferences where issues of supervision could be deliberated. Such conferences enable teachers to discuss problematic areas with the supervisor. This encourages teachers to be keen on their work and mistakes detected in the course of supervision are corrected immediately.

Eshwani (1993) attributes poor pupil performance in public schools to ‘armchair’ head teachers who do not know what goes on in the classroom. He argues that ineffective instructional leadership leads to delinquent behavior among some pupils and their subsequent failure in national examinations. Griffins (1994) concurs with this statement in his argument that head teachers need to observe their teachers formally on a regular basis, make notes in the classroom and work with a clear commitment to discussing their observations with a teacher promptly in order to provide for in-school professional development. He adds that there is need to monitor the standards being achieved by their pupils, develop and implement strategies for the systematic monitoring of the work of their schools in order to evaluate standards of achievement, curriculum strengths and weaknesses and the quality of teaching and learning.

Physical observation of lesson presentation is the only way a headteacher can gain an insight into the quality of teaching and learning in the school. Calaghan (1971) cited in Kitavi (2005) observes that the instructional supervisor can only be able to access the teachers potential for excellence through watching the teacher present a lesson which he/she has prepared. Gachoya (2008) observed that through these visits, the supervisor can have an insight into quality benchmarks and performance.

According to Fischer (2011), Supervision of instruction through classroom visits may include; walk – throughs, informal class observations and formal class observations. A walk- through is an observation interlude lasting a minute or two which provides a quick look at teacher performance and environmental factors in the classroom. This is a more appropriate method since it is impromptu unlike the formal and informal which are planned and scheduled for by both the supervisor and the teacher. An informal visit on the other hand is an announced visit lasting more than ten minutes. During such a visit, the teacher's practices are observed and documented.

A formal observation is an announced visit lasting an agreed upon amount of time. According to Afolabi and Loto (2008), during the observation, the head teacher records what the teacher and the pupils say. The formal observation has a pre- and post conference session where the supervisor and the teachers hold a discussion on the lesson.

During lesson presentation the instructional supervisor is required to carefully pay attention to the introduction of the lesson and the teacher's ability to maintain the attention of the pupils throughout the lesson, teacher's knowledge of the subject matter in terms of structure and sequence, the teacher's voice quality, speech, clarity of expression, intelligibility and appropriateness of learning materials.

Andikinyi (2007) noted in her study that head teachers need to consider teachers' use of classroom management techniques such as pupil's participation in class activities, discipline, rewarding skills to reinforce good performance and conduct and the ability to identify cases and causes of pupil misbehavior. Teachers have a wide variety of teaching styles but of worth noting by supervisors is the fact that teaching is said to be effective if the stated objectives are achieved. The supervisor therefore needs to determine whether the teacher has achieved his/her stated lesson objectives.

2.7.2 Checking teachers' records of work

Record keeping is an important component in the running of the school. Teachers are required to make and maintain records such as the schemes of work, lesson plan, and records of work, mark books, progress record books and attendance registers. Daresh and playko (1992) in a research carried on how supervision impacted on curriculum implementation in schools in Boston found out that through supervision in the areas of checking teachers' records, a positive impact was realized in academic performance of pupils. Gachoya (2008) in a study carried out in Nyeri district observed that 70% of instructional supervisors assessed and advised teachers on proper preparation and keeping of professional records.

Republic of Kenya (2004) states that a scheme of work is an action plan made by teachers as part of preparation to teach. It is a breakdown of the topics in the

syllabus into teachable units. It shows what is to be taught at any particular time and the relevant learning activities for the lesson. It is therefore imperative for supervisors to check whether the teacher has adhered to the syllabus in terms of scope and depth, the learner's intellectual level and also the appropriateness of learning resources.

The lesson plan is an indication of the level of teacher's preparedness and his/ her effort in gathering information relevant to the lesson. This implies that a poorly written lesson plan reflects on the quality of the teacher and his/ her level of commitment to teaching. Afolabi et al (2008) note that supervision of the lesson plan should be based on the clarity and appropriateness of the learners' behavioral objectives, selection of appropriate teaching/learning resources, selection of appropriate evaluation techniques to determine achievement of objectives and the adequacy and relevance of lesson notes. Teaching can only be said to be effective if the stated objectives are achieved. Chapman (2001) in Gachoya (2008) found that teachers prepare and structure their lessons better when instruction in the school is regularly supervised. In essence this had direct implications on interpretation and delivery of the curriculum by the teacher and the resultant achievement by the learner.

2.7.3 Other records

Other invaluable records that the supervisor needs to see are; attendance register, record of work, pupils records and progress records. An attendance register is an

official list of the pupils which acts as a legal evidence of pupil absence or attendance. Blaise and Blaise (1994) in Gachoya (2008) in a study on how supervision affected pupils' attendance in boarding and day schools found out that registration in the morning to check absence or latecomers had improved attendance significantly. Punctuality to lessons was generally good. Nderitu (1999) in a study conducted in Nairobi and Central provinces noted that absenteeism led to loss of study time and consequently failure in examinations. Registration should not be confined to pupils' attendance alone; head teachers should mark the staff register to ensure teacher attendance. Kennedy king (1968) cited in Kitavi (2005) pointed out that with minimal supervision teacher absenteeism would be the order of the day as they tried to combine teaching with other business interests outside the school.

The supervisor should see to it that the attendance register is marked as per MoE regulations. Attendance registers should be marked at the beginning of each session. Lower primary has one session in a day while upper primary has two sessions: one in the morning and the other one in the afternoon.

A record of work is an accurate record of what has been covered and when it was covered. It assists the teachers when referring to what was taught, what teaching and learning strategies were applied and their effectiveness. The head teacher should supervise the keeping, maintenance and updating of records of work on a

regular basis. Teachers need to keep records to monitor pupil participation: performance and progress; a register of marks obtained by pupils in all the tests and written work; their achievements: duties and responsibilities; their health, and their family circumstances.

Progress records should show the individual pupil progress on a weekly basis in all tasks given in any subject. This will help the teachers in assessing how the learner is progressing. Teachers are also expected to mark pupils exercise books, set and mark examinations and maintain student progress records (Adkinyi 2007). Adkinyi (2007) further observes that pupils should be given assignments which should be marked , continuous assessment tests be done as part of evaluation and diagnostic tests be given to learners to help identify specific problems. Mbithi (2002) in a study done in Machakos noted that learners were not alerted on impending continuous assessment tests and were thus caught off guard. He also noted that most of the assignments were not marked and discussed. This left the learners at a loss as to the correctness of answers. It is therefore imperative that the head teacher as the instructional supervisor see that these records are kept.

2.7.4 Teachers' conferences

Within the educational system, particularly the primary level, some group of teachers may view supervision as a threat, insecurity of job, criticism, forceful act of increasing work output through negative motivation while on the other hand

another group may view supervision as a means or necessary tool for their personal development of sound mind; a means of increasing their knowledge and integration of self. Therefore head teachers and teachers need to organize round table conferences throughout the year as a means to communicate evaluation of the teacher's performance. Fischer (2011) observes that during the conference, deliberations are based upon the data that the head teacher has collected through observations and review of documents that relate to the supervision of the teacher. The conference offers the teacher an opportunity to expand his/her knowledge and concepts and the means to change unsatisfactory behavior or options for enhancement of performance.

A pre-conference is held before a formal observation and provides the administrator with the opportunity to obtain as much information about the upcoming observation as possible. The conference could be collaborative, guided or directive depending on the supervisor's sense of judgment. Kamindo (2008) states that a collaborative conference is effective when the teacher is able to identify problem areas, suggest alternatives, develop a plan and are ready and willing to grow professionally without much support.

A guided conference is effective for teachers who find it difficult to identify problem areas and alternatives to current practices and need support to carry out the action plan. This kind of conference can also be applied on a teacher who is unwilling or not committed to making the necessary changes. The conference

begins with the teacher presenting an overview and analysis of the lesson that was observed. The teacher identifies the strengths and weaknesses of the lesson while the administrator listens to the teacher. After this exchange, possible activities for the next steps are discussed.

During a guided conference it is the instructional supervisor who provides prompts to encourage the teachers thinking, to allow the teacher freedom to explore various possibilities, and to enable the teacher to make a commitment. The teacher is also encouraged to describe the lesson observed. The instructional supervisor should probe further information and possible plans for growth and time frames.

A directive conference is effective for teachers who find it difficult to identify areas of difficult, require a great deal of support and are unwilling or unable to change. When conducting a directive conference the instructional supervisor identifies the problems and allows the teacher to provide input. The instructional supervisor shares the details of a plan for support and assistance that is designed to enable the teacher meet his/her desired expectations. After the conference the instructional supervisor directs and monitors follow-up activities. The supervisor has a duty to provide support and monitor the time line activities.

During any of the conferences it is important to stay on the topic and focus on the data and documentation regarding the lessons observed. At the close of a conference there should be an agreed-upon statement clearly outlining the changes expected in the undesirable patterns of behavior and appropriate, specific growth activities that will achieve the desired outcomes. It is important to select changes that will have the greatest effects on pupil learning. It is also important to consider what is reasonable to achieve in the given time frame.

Fischer (2011) adds that a good conference should last 30 – 40 minutes. Longer sessions become an ordeal for both the supervisor and the teacher. The supervisor should have his or her thoughts well organized and keep the conference on track so that it can be completed in a timely manner. During the conference both parties should cite strengths and areas of concern. The supervisor should formulate questions that will help guide the teacher to review specific areas of performance. The teacher and the supervisor should develop strategies for the teacher's improvement. This is in view of the fact that the conference is ultimately designed to offer an opportunity for expansion of the teacher's thinking and develop means to strengthen performance. Therefore the conference should conclude with an agreed-upon statement clearly outlining the expected changes on teacher behavior and specific professional growth activities that will be utilized to achieve the desired changes. Both parties should also agree on the support, monitoring process, and timelines for skill transfer, observable changes and the data to be

reviewed. This agreement should put into consideration areas that will have the greatest impact on pupil learning and performance.

2.8. Staff Development

The quality of classroom instruction has a direct relationship to the quality of pupil learning. Thus, one of the most important aspects of instructional leadership is to provide and promote instructional improvement. Towards accomplishing this, Fischer (2011) notes that the instructional supervisor must be able to plan and deliver effective staff development programs. Musaaazi (1992) in Kitavi (2005) states that supervisory work encompasses several aspects; providing concrete advice to teachers and arranging courses and workshops for teachers. He further noted that the courses and workshops should be relevant and specific to areas found wanting by the supervisors and the individual teachers.

Okumbe (1999) observes that education for teachers does not stop at the award of a degree, diploma or a certificate course at the end of the initial training. He states that a single pre-service course however excellent it may be cannot suffice in the face of curriculum change. Curriculum restructuring and innovations due to social, cultural and technological changes, explicitly show the need for in-service courses. Olemba (1992) adds that such courses may take terms like refresher course, orientation course, updating course, induction course and crash programs. Worth noting is that the in-service education may take place at any time either as

a full-time study for the purpose of improving his/her instructional or personal knowledge, interest and skills.

Staff development programs should be continuous, comprehensive and designed for both personal and organizational growth. They should be developed as a collaborative effort between the instructional supervisor and teachers. The head teachers therefore need to ensure that the appropriate financial, material and time resources are provided for staff development. This will enhance professional growth and ensure improved student learning.

Summary of review of related literature

The supervision of instruction is a developmental process aimed at aiding teachers become more effective in planning and executing their class work .Reviewed studies have noted that only when this process is carefully planned can success be assured. The studies argue that the supervisory function is best utilized as a continuous process rather than one that responds to individual teacher's problems. Through the effective supervision of instruction, headteachers can reinforce teaching practices that will contribute to improved pupil learning. This study set to investigate the influence of head teachers' instructional supervision strategies on KCPE performance in Rumuruti Division Laikipia West District.

2.9 Theoretical basis

This study was based on Systems Theory to Educational Management by Kaufman (1972). A system is a set of elements or parts which possess some degree of independence or identity but which at the same time, form an integral part of a larger whole. Whole systems are composed of parts or subsystems which can be decomposed further into component elements. It involves thinking in terms of the whole problem, task, operation or group and its interacting sub-parts, as well as analyzing, selecting, implementing and monitoring the optimum alternative sequences, interactions, functions or component parts in order to achieve desired outcomes (Landers and Myers, 1977) in Olembo et al (1992).

Another proponent of this theory is biologist Ludwig von Bertalanffy. According to this theory, education has various players. These include; teachers, pupils, quality assurance and standards officers and parents. If one fails in his/her role, then the system fails.

The government through the MoE has responsibility of providing, promoting and co-coordinating education and training in Kenya. The Ministry executes this mandate through established structures and institutions at the Ministry Headquarters, county, district, divisional, zonal and institutional levels. It is responsible for formulating policies, implementing programs, establishing learning institutions, providing teaching staff and managing education in general.

To ensure efficient co-ordination of programs, the Ministry has several directorates. The Directorate of Quality Assurance and Standards (DQAS) is one of them.

The MoE, through the DQAS has the duty to ensure that quality education and training is provided in all primary, secondary and training institutions. This is done through monitoring curriculum delivery. The provision of quality education can only be realized through the participation of the teachers, parents, school managers and Quality Assurance Officers (QAS). The directorate attempts to bring all these parties together by providing quality assurance and standards assessments. This function entails monitoring of schools and teachers to ensure that the curriculum is delivered appropriately. To oversee this function, the Director of Quality Assurance and Standards assumes overall supervision over the other QAS Officers, head teachers and teachers.

Fulmer (1999) notes that a headteacher is both an administrator as well as a supervisor. When he/she is planning school work, allocating teachers to duties, formulating rules and regulations for the school, he/she is doing administrative work. When the headteacher is supervising the work of the teachers, checking records of work, disciplining staff and pupils and affecting adequate instruction, he/she is doing supervisory work. Sessional Paper No. 6 of 1988 recommended that school head teachers be trained as first line quality assurance officers. Head

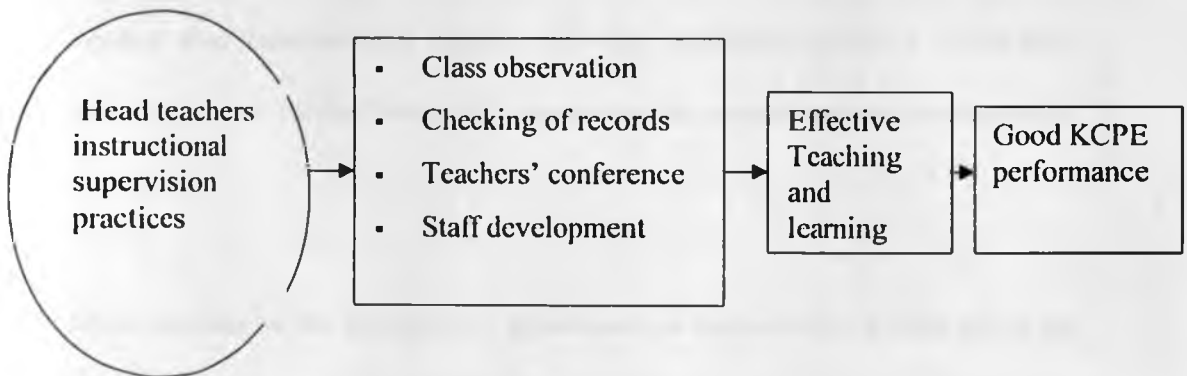
teachers therefore can be regarded as agents of instructional supervision at school level. As the quality assurance agents, they need to play their supervisory roles effectively to ensure quality in the education system

2.10 Conceptual framework

This study is conceptualized on the premise that head teacher instructional supervision strategies lead to effective teaching resulting in high academic achievement

This is shown diagrammatically below:

Figure 2.1: Conceptual framework



Source: The researcher 2012

The head teacher is considered the instructional leader of the school program. He/she is expected to possess superior knowledge about curriculum and instruction and to provide expert knowledge in all areas of the school program (Olembo et al 1992). He/she helps individual teachers to achieve organizational

goals by showing them how to get the job done with the least amount of wasted effort. He/she analyses the learning environment in order to identify factors that can hinder the teaching learning process and makes appropriate recommendations. He/she is a friend, an adviser and not a judge to the teacher.

The head teacher plays the role of an internal supervisor by checking the teachers' classroom work and assessing their overall performance based on pupil achievement. He /she regularly checks teachers' professional records and designs a well balanced and relevant curriculum. He/she organizes staff round table conferences and facilitates staff development to individual teachers. The head teacher also furnishes the DQAS with the individual teacher's information touching on the teacher's over all competence for promotional or developmental purposes.

Head teachers as the instructional supervisors in their schools should utilize the tremendous influence they have on their staff to ensure that pupils reap the benefits of instructional programs through good results in both formative and summative evaluation. Through the effective supervision of instruction head teachers can reinforce and enhance teaching practices that will contribute to improved pupil learning. The head teachers must hold teachers accountable in the provision of an appropriate and well planned program because pupil learning is the primary function of the school.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter focused on research methodology that was used in this study. It contains the following sub-headings ; research design, target population, sample size and sampling procedure , research instruments , instrument validity and reliability , data collection procedures and data analysis techniques.

3.2 Research design

The research design used in this study was the descriptive survey. The descriptive survey method involves asking a large group of people questions about a particular issue. Information is collected from a sample population as opposed to the whole population at a particular point in time (Fraenkel and Wallen, 1993).The study employed this design to establish opinions and knowledge about the influence of head teacher instructional supervision strategies and their influence on KCPE performance in Rumuruti division of Laikipia West district. Research is an expensive undertaking which has many cost implications hence the researcher's choice of this design. This design allows for faster data collection at a cheaper cost in comparison to face to face interviews (Grinnell, 1993).

3.3 Target population

According to Borg and Gall, (1993) target population comprises all the members of a real or hypothetical set of people, events or objects to which a researcher wishes to generalize the results of the study. This study targeted 26 headteachers and 186 teachers in public primary schools in Rumuruti division.

According to records obtained from the DEOs office, the division has two educational zones: Rumuruti and Mutara. It has a total of 26 public primary schools, sixteen in Rumuruti and ten in Mutara. Among these, only 21 schools had sat for KCPE in 2008 thus the researcher collected research data from these 21 schools. Both male and female headteachers and teachers were interviewed.

3.4 Sample size and Sampling Procedure

According to Best and Kahn (2006), an ideal sample for any study is large enough to serve as an adequate representation about which the researcher wishes to generalize and small enough to be selected economically in terms of subject availability and expense in both time and money. The researcher carried out the study in eighteen public primary schools. This number represented 69% and was deemed reasonable enough to draw generalizations about the target population. The schools were stratified into high performing with a mean score of 250 and above in KCPE, those with 200- 249 and those that scored below 200 marks. This was based on the divisional KCPE ranking. Purposive sampling method of data collection was used to pick respondents for each of the categories. According to

Kombo and Tromp (2006), purposive sampling targets a group of people believed to be reliable for the study: in this case headteachers and teachers. The researcher targeted eighteen head teachers and 108 subject teachers; six teachers were selected from each school representing a teacher for every examinable subject in class eight.

3.5 Research instruments

The data for the study was collected using questionnaires. The questionnaire is preferred as a method of data collection since it allows the researcher to reach the desired sample within a limited time. Borg and Gall (1993), note that questionnaires are used to collect basic descriptive information from a large sample. The questionnaire ensures confidentiality of the respondent and thus can gather candid and objective responses. Two questionnaires were prepared one for the head teachers and another one for class teachers. According to Kerlinger (1983) questionnaire will elicit information as to whether head teachers carry out instructional supervision and how it influences KCPE performance in the schools within the division.

The head teacher's questionnaire contained both open ended and close-ended questions. Section A of the head teacher's questionnaire contained questions that sought personal information of the respondent such as gender age, educational level, teaching experience in primary schools and their administrative roles in the

school. Section B sought information related to head teacher supervisory practices. The headteachers were expected to tick the appropriate response for close-ended questions and write their preferred answers in the spaces provided for open – ended questions. Section C of the questionnaire contained information related to KCPE performance.

The teachers' questionnaire had three sections, A, B and C. Section A sought the demographic information of the respondent. Section B sought information related to headteacher supervisory strategies on instruction. The respondent was expected to tick an answer 'yes' or 'no' and write a desired answer for open – ended questions. . Section C of the questionnaire contained information related to KCPE performance.

3.6 Validity of instruments

According to Best and Kahn (2006), validity is the degree to which a test measures what it is supposed to measure. This study used content validity which measured the degree to which data collected using the questionnaire was representative in terms of the desired content. In order to ascertain content validity the researcher conducted a pilot study in three schools which were not included for the main study. Mugenda and Mugenda (1999), state that the usual procedure in accessing content validity of a measure is to seek expert or professional advice in that particular field. Therefore after the pilot study, the researcher realized that the instrument could not measure the KCPE performance

and therefore used expert advice in order to facilitate the necessary information for the instrument. The expert rated the ability of each item in the questionnaire to measure what it was supposed to measure in order to provide the anticipated data. The required data was meaningfully analyzed in relation to the stated objectives and research questions. The questionnaire was then constructed in a way that related to each research question in terms of suitability and relevance.

3.7 Reliability of instruments

According to Grinnel (1993), reliability refers to the degree of accuracy in measurements an instrument provides. It ensures that the instrument generates similar data after repeated trials. To ensure reliability of the instruments, the researcher used the test-retest reliability. Test-retest, also referred to as stability over time (Best and Kahn, 2006), is the degree to which test scores are consistent after administration of the same test to the same subject after a later date. In test-retest reliability, the questionnaire was administered to a few subjects in three schools and the completed questionnaires were scored manually. The same process was repeated after three weeks. A comparison was made for the two trials. The researcher then used a Pearson's product moment formula for the test-retest to compute the correlation coefficient in order to ascertain the consistency of the responses every time the instrument was administered. A correlation coefficient of about 0.8 was obtained and this was considered to be sufficiently high to judge the instrument as reliable for the study.

3.8 Data collection procedures

In order to fulfill the legal requirements requisite for conducting research, the researcher obtained a letter of introduction from the University. This letter was used for introductory purposes at the National Council of Science and Technology offices to obtain a research permit. The researcher then sought clearance from the District Education Office and the District Commissioner, Laikipia West District to undertake the study. Upon obtaining a notification to collect data from the AEO Rumuruti Division, the researcher sought appointment with the head teachers and made arrangements to administer questionnaires. Questionnaires were administered to the respondents personally and collected by the researcher after three days.

3.9 Data analysis techniques

The study is a descriptive survey. According to Gay (1976), descriptive surveys use frequencies and percentages and tabulate them appropriately. This method was appropriate for this study since it involved the said description, analysis and interpretation of circumstances prevailing at the time of the study (Best and Kahn, 2006).

The data collected, was both qualitative and quantitative. Quantitative data for closed-ended question was coded and fed into the computer using the Statistical Package for Social Sciences (SPSS). The analyzed results were tabulated appropriately using graphs, charts, frequency distribution and simple percentiles to illustrate the responses to the questionnaires. Responses to open-ended

questions were recorded to determine the frequencies of each response. Responses were grouped according to their themes and presented in narrative form using descriptions.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction

This chapter presents the analysis, presentation and interpretation of the study. It provides general information of the study population on the instructional supervision strategies on pupil performance in KCPE in public primary schools in Rumuruti division, Laikipia West District.

4.2 Study Population

The study targeted a total population of 26 headteachers from 26 primary schools with 186 teachers in Rumuruti division. The sample was selected through purposeful and random sampling technique where a sample of 18 headteachers, 108 teachers were selected giving a total sample size of 126 respondents. A total of 126 questionnaires were administered, out of which 108 were collected as shown in Table 4.1.

Table 4.1: Questionnaire return rate

Category	Sample targeted	No. Collected	Percent return rate
Headteachers	18	17	94.4
Subject teachers	108	91	84.3
Totals	126	108	89.35

As shown in Table 4.1, an average response rate of 89.35 percent was obtained which was deemed adequate for data analysis. According to Sekaran (2006), a response rate of thirty percent (30%) is regarded as acceptable for most research purposes. This good response rate was attributed to the inter alia where the participants were informed well in advance of the purpose and objectives of the research. Secondly, the buy-in from the headteachers and teachers on influence of instructional supervision strategies on pupil performance.

4.3 Demographic distribution of respondents

The background information on gender, age, highest educational level and teaching experience of the headteachers and teachers were analyzed and the results presented in Tables and charts.

4.3.1 Gender representation

The study attempted to analyze gender representation of respondents as shown in Table 4.2.

Table 4.2: Gender representation of the of respondents

Gender	Headteachers		Teachers	
	Frequency	Percent	Frequency	Percent
Male	14	82.4	60	65.9
Female	3	17.6	31	34.1
Total	17	100	91	100

From the analysis, gender representation was captured, among the headteacher respondents, 82.4 percent were male, while 17.6 percent were female and conversely, among the teacher respondents majority 65.9 percent were male. From the study findings the response presents a true fact on the ground in the division where most headteachers and teachers are male as shown in Table 4.2. These results indicate that the study took into consideration the gender representation, hence the responses represent views of both gender.

4.3.2 Age representation

The age of the respondents varied from one category to the other as shown in Table 4.3

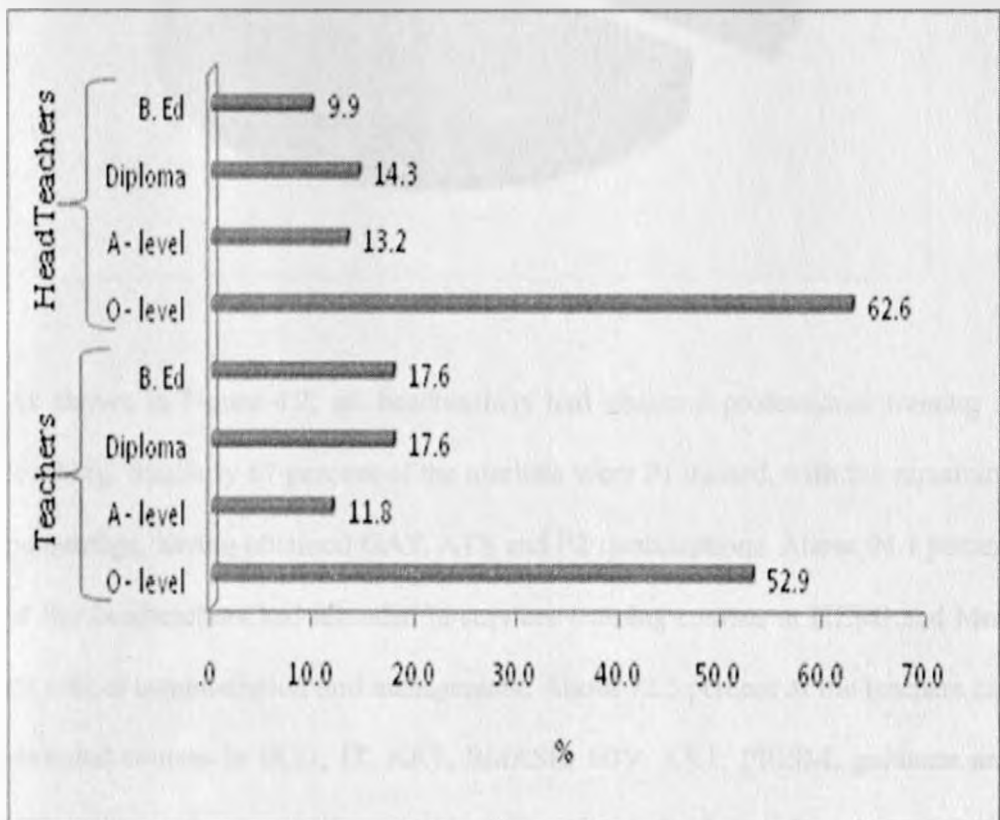
Table 4.3: Age representation

Age	Headteachers		Teachers	
	Frequency	Percent	Frequency	Percent
25 - 29 yrs	0	.0	9	9.9
30 - 35 yrs	1	5.9	24	26.4
36 - 40 yrs	4	23.5	20	22.0
41 - 45 yrs	2	11.8	21	23.1
46 - 50 yrs	6	35.3	11	12.1
Above 50 yrs	4	23.5	6	6.6
Total	17	100	91	100

As shown in Table 4.3, many of the headteachers , 35.3 percent, are aged between 46 to 50 years while 83.6 percent are aged between 36 to 50 years. The headteachers had served between 1 to 4 years as teachers and a similar duration as headteachers. Teachers had also taught between 1 and 8 years, meaning that the respondents were mature with adequate teaching experience to provide analytical opinion on the influence of instructional supervision strategies on pupil performance.

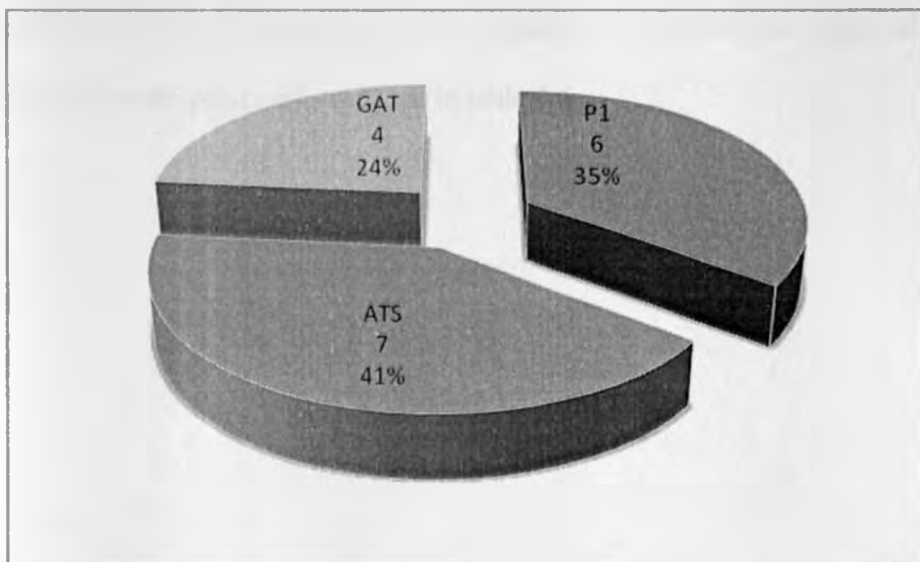
Another important demographic information collected was the respondents' gender and the findings were presented as shown in Figure 4.

Figure 4.1: Educational level of respondents



As shown in Figure 4.1, most of the headteachers, 62.6 percent and 52.9 percent of teachers, had attained O-level academic qualification with the remaining percentage having either, diploma, A level or Bachelor of Education degree. In addition all the headteachers had professional qualification in teaching as shown in Figure 4.2.

Figure 4.2: Professional qualification of head teacher respondents



As shown in Figure 4.2, all headteachers had obtained professional training in teaching. Similarly 67 percent of the teachers were P1 trained, with the remaining percentage, having obtained GAT, ATS and P2 qualifications. About 94.1 percent of the headteachers had attended in-services training courses at KEMI and MoE on school administration and management. About 72.5 percent of the teachers had attended courses in ECD, IT, KRT, SMASE, HIV, KRT, PRISM, guidance and counseling and examination marking (examiner) implying that they had the

necessary qualification to provide information on instructional supervision strategies.

4.4 Frequency of instructional supervision

To determine the frequency of instructional supervision by headteachers, the teachers were asked to indicate (1) if always, (2) if often, (3) if sometimes, (4) if rarely and (5) if never on a table with a number of instructional supervision roles and the results presented as shown in table 4.4.

Table 4.4 Frequency of instructional supervision

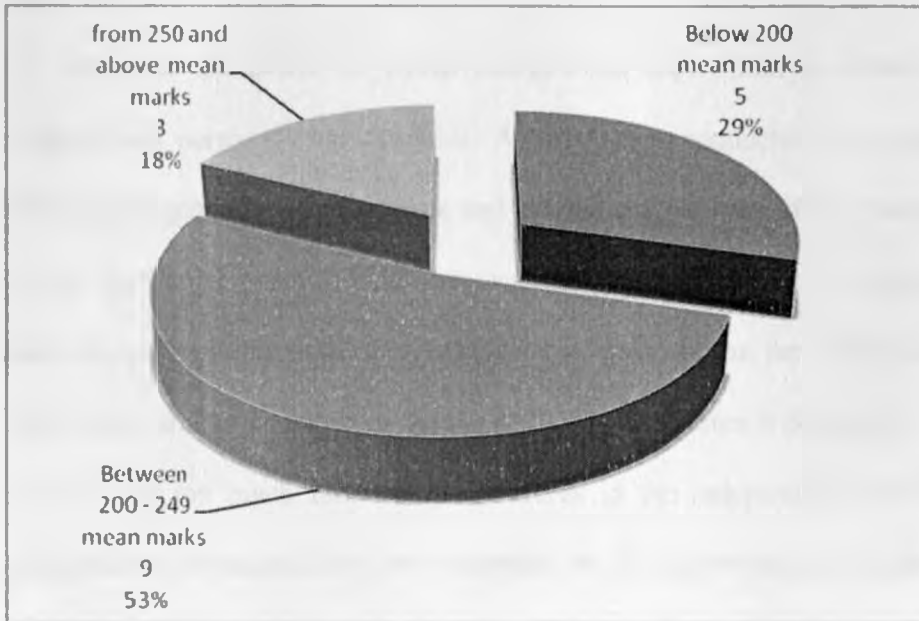
Instruction supervision	Frequency	N	Mean	Std.
		Statistic	Statistic	Error
Maintain and sign teachers attendance register	Always	17	1.29	.114
Inspect teachers scheme of work	Often	17	1.53	.174
Encourage teachers to attend the training	Often	17	1.59	.173
Check lesson planning & lesson notes	Often	17	1.59	.173
Discuss means of improving instruction with teachers	Often	17	1.71	.223
Check the implementation of the schemes of work	Often	17	1.71	.206
Send teachers to seminars/in-service teaching skills	Often	17	1.76	.219
Inspect records of work covered	Often	17	1.82	.196
Expose pupils to internal tests	Often	17	1.82	.154
Discuss to evaluate pupils performance with teachers	Often	17	1.88	.283
Advice staff on curriculum & instruction	Often	17	2.00	.192
Check the marking of pupils attendance registers	Often	17	2.00	.257
Carry out an evaluation of the teachers on performance	Often	17	2.18	.287
Expose pupils to external exams	Often	17	2.24	.265
Develop training programmes for teacher as need arise	Often	17	2.29	.239
Inspection of pupils books and assignments	Often	17	2.29	.166
Conduct walk through	Often	17	2.35	.226
Discuss lesson observation with teachers	Some times	17	2.65	.226
Visit teachers during teaching	Some times	17	3.06	.218
Valid N (listwise)		17		

As shown in Table 4.4 ,the research data shows that, out of the 19 supervisory roles of the headteacher, only maintenance and signing of teachers attendance register is always checked by the headteachers, other supervisory roles (number 2 to 17) are often checked while (18 -19), discussing lesson observation with teachers and visiting teachers during teaching are sometimes conducted by the headteacher. The findings indicate that headteachers often carry out key supervisory roles in their schools. This indicates that there is good interaction among the teachers, pupils and the curriculum in Rumuruti division. The findings are in line with the recommendation by Acheson and Smith (2011) who view an instructional leader as an administrator who emphasizes the process of instructional supervision and facilitates interaction within the school.

4.5 Pupil Performance

To determine the performance of the schools, headteachers were asked to indicate the performance of their schools in the KCPE and the results were presented as illustrated in Figure 4.3

Figure 4.3 Pupil performance



As shown in Figure 4.3, about 82 percent of the pupils had attained a mean score of less than 250 points, with only 18 percent having mean scores of more than 250 points. The maximum score for KCPE performance is 500 marks meaning the average performance should be 250 points. From the study only 18% of the schools had an average mean score above 250 points, with the remaining 82 percent having attained mean scores below 250 points: an indication of poor performance in Rumuruti division. This finding supports the statement of the problem that public primary schools in Rumuruti division have been performing poorly in KCPE examination.

4.6 Influence of head teachers personal characteristics on instructional supervision

To determine the extent to which instructional supervision is influenced by headteachers personal characteristics, ANOVA was conducted to examine the influence of gender, age, experience and the educational level of the headteachers on the pupils performance. The data was analyzed as follows: Statistics with loadings value greater than .05 meant that the variability of the independent and dependent variables were about the same. That is, the scores in dependent variable do not vary too much more than the scores in the independent variable. Put scientifically, it meant that the variability in the dependent and independent variable was not significantly different. There was homogeneity of variance between groups as assessed by Levene's test for equality of error variances and the results for each case was reported as follows;

Table 4.5: ANOVA on the effect of headteachers characteristics on pupils performance

Headteacher		Sum of		Mean		
Characteristics		Squares	df	Square	F	Sig.
Gender	Between	.382	2	.191	1.279	.309
	Groups					
	Within	2.089	14	.149		
	Groups					

	Total	2.471	16			
Age	Between	3.213	2	1.607	.977	.401
	Groups					
	Within	23.022	14	1.644		
	Groups					
	Total	26.235	16			
Academic	Between	10.133	2	5.067	5.115	.021
	Groups					
	Within	13.867	14	.990		
	Groups					
	Total	24.000	16			
Duration	Between	.076	2	.038	.069	.934
	Groups					
	Within	7.689	14	.549		
	Groups					
	Total	7.765	16			

From Table 4.5, it was evident that there was no significant influence on the gender of the headteacher, age of the headteacher and duration of teaching on pupil performance at $p > .05$ [$p=0.309, 0.41, 0.934$] respectively. These results

suggest that the gender, age and duration of teaching of the headteacher do not have an influence on pupils KCPE performance.

On the other hand there was a significant influence of the headteachers academic qualification on KCPE performance, at the $p < .05$ [$F(2, 14) = 5.15, p = 0.021$]. Post hoc comparisons using the Tukey HSD test indicated that the mean score for headteachers with KCPE mean score performance above 250 ($M = 2.0, SD = 0.663$) $p = 0.024$ and 200 to 249 ($M = 2.0, SD = 0.663$) $p = 0.024$ were significantly different from those with mean score below 200 ($M = 0.2067, SD = 0.727$) $p = 0.033$. This finding supports Clark (1995) and Heidenmen (1990) studies that found out that qualified headteachers contributed significantly to pupils achievements.

4.7 The influence of frequency of headteachers classrooms visitation on pupil performance

To determine the influence of headteachers visits to classrooms while the teacher is teaching on pupils' performance, ANOVA was conducted. The ANOVA statistics are presented as shown in Table 4.6.

Table 4.6: ANOVA on the visitation of teachers during teaching

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	29.443	4	7.361	5.327	.001
Within Groups	117.457	85	1.382		
Total	146.900	89			

As shown in Table 4.6, the analysis gave a statistically significant p value $p < .05$ with $[F(4, 85) = 5.327, p = 0.001]$ indicating that there is a significant influence of the headteachers visitation to class while the teacher is teaching on pupil performance. This finding is in agreement with Gachoya (2008) who observed that, the supervisors who made these visits were able to have an insight into the actual instructional practices through quality benchmarks and performance.

4.8 Effects of checking of teachers' records of work by headteachers on pupil performance

ANOVA was conducted to compare the influence of headteachers' frequency in checking of teachers' records of work on pupil performance and the ANOVA statistics are presented as shown in Table 4.4.

Table 4.7 : ANOVA on checking of teachers' records of work

	Sum of				
	Squares	df	Mean Square	F	Sig.
Between Groups	17.594	4	4.399	5.025	.001
Within Groups	74.406	85	.875		
Total	92.000	89			

As shown in Table 4.7, there was a statistically significant effect of the headteachers frequency of checking of teachers' records of work, at the $p < .05$ level [$F(4, 85) = 5.025, p = 0.001$]. A further, lavene test gave a significant p value > 0.05 $p = 0.01$, indicating that headteachers frequency of checking of teachers' records of work, significantly affect KCPE performance in public primary schools, supporting the research findings by Daresh and playko (1992) in in Boston that through supervision in the areas of checking teachers' records, a positive impact was realized in academic performance of pupils. The finding is also in line with the study by Gachoya (2008) in Nyeri district that instructional supervision significantly impacted on performance.

4.9 Effect of checking of pupils exercise books by head teachers on pupil performance

ANOVA was conducted to compare the influence of headteachers' frequency in checking of pupils exercise books by the headteachers on pupil performance and the ANOVA statistics are presented as shown in Table 4.4.

Table 4.8 : ANOVA on checking of pupils exercise books by the headteachers

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	17.905	4	4.476	3.723	.008
Within Groups	102.195	85	1.202		
Total	120.100	89			

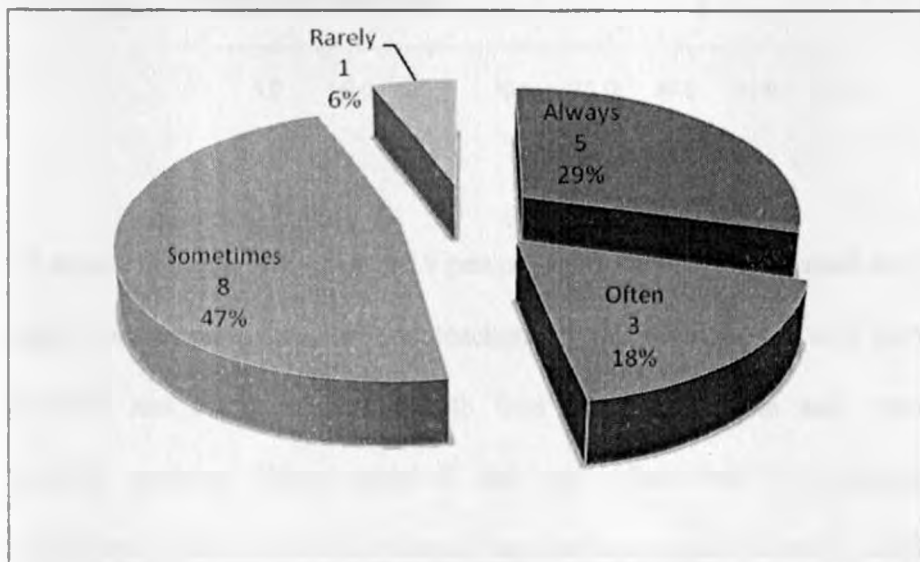
As shown in Table 4.8, there was a statistically significant influence of the headteachers frequency of checking of pupils exercise books by the headteachers at the $p < .05$ level with $[F(4, 85) = 3.723, p = 0.08]$. A further, lavene test gave a non significant p value < 0.05 indicating that headteachers frequency of checking of pupils exercise books, significantly influenced KCPE performance in public primary schools. This finding supports the observation by Afolabi and Loto (2008), thus: during the observation, the head teacher records what the teacher

and the pupils say, and mitigate the challenges that are likely to affect performance early enough.

4.10 Organizing teachers' conferences and staff development courses for teachers

To determine whether headteachers organize conferences and staff development courses the respondents were asked to indicate the courses implemented and the results were presented as illustrated in Figure 4.2

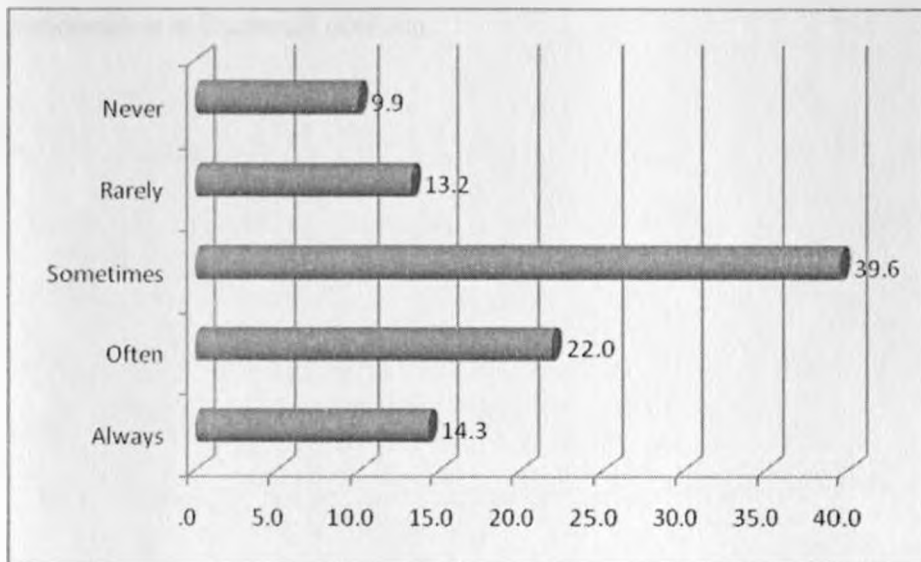
Figure 4.4 Organizing teachers' conferences and staff development courses for teachers



As illustrated in Figure 4.4, the headteachers responses were varied in their frequency at which they organize conferences and staff development programmes

for their teachers ranging from: sometimes, often to always. When teachers were asked to respond on the same the findings varied as presented in Figure 4.5.

Figure 4.5 Organizing teachers' conferences and staff development courses for teachers



As shown in Figure 4.5, about 75.9 percent of the teachers confirmed that they are often trained, an indication that teachers in the division are able to improve personal and organizational growth thus boosting morale and commitment towards teaching. When asked if they are often sent to conferences and workshops, a total of 87.9 confirmed that they are regularly sent to conferences, workshops and seminars. Through attending the collaborative conferences, the findings imply that, the teachers are able to identify problem areas, suggest alternatives, develop a plan and are ready and willing to grow professionally without much support, supporting the recommendations by Kamindo (2008).

In summary, the findings show that; academic qualification of the headteachers, frequency of classroom visitation, checking of teachers' records of work, checking of pupils exercise books, organizing teachers' conferences and staff development courses for teachers, significantly influence pupils' KCPE performance in Rumuruti division.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter explains the summary, conclusion, recommendations of the study and the extent to which the research objectives have been achieved. The study is focused on influence of head teachers' instructional supervision strategies on pupils performance in Kenya Certificate Of Primary Education in public primary schools in Rumuruti Division, Kenya.

5.1 Summary of the findings

Public primary schools in Rumuruti Division have been performing poorly in Kenya Certificate of Primary Education (K.C.P.E). The reason for the poor performance in the division can only be discerned with focused investigation. The academic performance of a school is appraised against its leadership; head teachers play significant roles in the determination of academic performance of a school; instructional supervision is one of them. Descriptive survey research design was adopted for the study. The sample was selected through purposive and random sampling technique where a sample of 18 headteachers, 108

were selected giving a total sample size of 126 respondents. A total of 126 questionnaires were administered, out of which 108 were returned. Average response rate of 89.35 percent was obtained which was deemed adequate for data analysis. The data was analysed using frequencies and ANOVA in SPSS statistical package.

The first objective of the study sought to examine how head teacher characteristics in instructional supervision affect pupil performance, The results of the study suggest that the gender, age and duration of teaching of the headteacher do not have any influence on pupils KCPE performance. However, headteachers academic qualification was found to have a significant different influence on pupils performance. This finding supports Clark (1995) and Heidenmen (1990) studies that found out that qualified headteachers contributed significantly to pupils achievements.

The second objective of the study sought to establish whether the frequency of head teacher's classrooms visitation influences pupil performance. The ANOVA analysis established that headteachers visitation to class while the teacher is teaching significantly influenced pupil performance. This finding was in agreement with Gachoya (2008) who observed that, the supervisors who made these visits were able to have an insight into the actual instructional practices through quality benchmarks and performance.

The third objective of the study sought to determine whether checking of teachers' records of work by head teachers affect pupil performance. There was a statistically significant effect of the headteachers frequency of checking of teachers' records of work, at the $p < .05$ level [$F(4, 85) = 5.025, p = 0.001$] supporting the research findings by Daresh and playko (1992) and Gachoya (2008) in Nyeri district that instructional supervision significantly impacted on performance.

The fourth, objective of the study sought to find the extent to which checking of pupils exercise books by headteachers influences pupil performance. The findings indicated that headteachers frequency of checking of pupils exercise books significantly affect KCPE performance in public primary schools. This finding supports the observation by Afolabi and Loto (2008) that, during the observation, the head teacher records what the teacher and the pupils say, and mitigate the challenges that are likely to affect performance early enough.

Lastly, the study sought to establish whether head teachers organize teachers' conferences and staff development courses for teachers in Rumuruti division. About 75.9 percent of the teachers confirmed that they are often trained, an indication that teachers in the division are able to improve personal and organizational growth thus boosting morale and commitment towards teaching. When asked if they are often sent to conferences and workshops, a total of 87.9

percent confirmed that they are regularly sent to conferences, workshops and seminars. Through attending the collaborative conferences, the findings imply that, the teachers are able to identify problem areas, suggest alternatives, develop a plan and are ready and willing to grow professionally without much support, supporting the recommendations by Kamindo (2008).

5.2 Conclusions

The study concluded that head teachers' age, gender and administrative experience did not significantly influence pupil performance in the KCPE, however, head teacher qualifications, significantly influenced pupil's performance agreeing with the study by Clark (1995) and Heidenmen (1990) that qualified head teachers contributed significantly to pupil's achievements.

From the ANOVA results: $p < .05$ with $[F(4,85)=5.327, p=0.001]$ the study concluded that the frequency of head teacher classroom visitation significantly affect pupil performance in the KCPE, concurring with Gachoya (2008) that, when the head teacher makes classroom visits, he/she is able to have an insight into the actual instructional practices through quality benchmarks hence influencing pupils performance.

In terms of checking of teachers' records of work by head teachers, the study concluded that head teachers who consistently checked records significantly impacted on pupils' performance.

The head teacher's frequency of checking of pupils exercise books, gave the head teacher opportunity to have a foresight of pupils performance for early

intervention thus concluding that it significantly affect KCPE performance in public primary schools.

Lastly, the study concluded that head teachers should organize teachers' conferences and staff development courses for teachers, to improve the teachers' personal and organizational growth thus boosting morale and commitment towards teaching. However, there was no evidence of reciprocal relationship on pupil's performance and this has been suggested as an area for further research.

To sum up, the study concluded that: academic qualification of the head teachers, frequency of classrooms visitation, checking of teachers' records of work, checking of pupils exercise books, organizing teachers' conferences and staff development courses for teachers, significantly influenced pupils KCPE performance in public primary schools in Rumuruti division.

5.3 Recommendations

The Teacher's Service Commission and other relevant stakeholders should devise strategies or scheme towards headteacher's professional training and academic development to enhance headteacher's professional qualifications for sustained influence on pupils' performance.

The headteachers should continue with focused instructional supervision, by checking the teacher's record books and pupils' record books to enhance performance. The process should be well planned to ensure it does not inflict fear, intimidate or cause loss of morale among the teachers.

The process of organizing seminars and conferences by supervisors should be well planned focusing on key school challenges, with specific metrics for evaluating their resultant effect on the pupils KCPE performance.

Finally head teachers should improve instructional supervision to enhance syllabus coverage through all classes; hold frequent meetings with teachers to improve relationships and hence good performance is recommended by this study.

The head teachers should adopt instructional supervision strategies that motivate and reward teachers to improve performance.

5.4 Areas for further research

The study recommends the following as areas for further research;

- i) Further study can be done on the influence of head teachers personal characteristics age, gender and administrative experience on a bigger population.
- ii) A similar study can be replicated on the processes and challenges of checking of teachers and students record books from a wider study population to validate these findings.
- iii) Effectiveness of conferences and seminars in promoting teachers personal and professional development and its relationship to students' performance can bring more insight on the impacts of the conferences and seminars organized by head teachers.

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APPENDICES

APPENDIX 1

Letter of introduction

Ngunjiri J. Mwangi

University of Nairobi

Department of Educational Administration and Planning

P.O. Box 92

Kikuyu

Dear Sir/Madam,

I am a post graduate student at the University of Nairobi, Department of Educational Administration and Planning, pursuing a Masters Degree in Education. I am carrying out a research on: "Influence of head teacher instructional supervision strategies on KCPE performance in public primary schools in Rumuruti Division".

You have been selected to be part of this study. I kindly request that you assist me in completing the attached questionnaire.

Yours faithfully,

Ngunjiri J. Mwangi

APPENDIX II

Questionnaire to the headteachers

I kindly request for your assistance in filling this questionnaires so that I can be able to conduct my study .Confidentially will be given to respondent.

Section A

Demographic data (Please answer appropriately)

- 1 What is your gender? Male Female
- 2 What is your age
25 – 29 yrs 30 – 35 yrs 36 – 40 yrs
41 – 45 yrs 46 – 50 yrs Above 50 yrs
3. What is your highest academic qualification?
O level A- level
Diploma B.E.d
4. What is your highest professional qualification?
P2 P1
ATS GAT
5. For how long have you been teaching? _____ years
6. For how long have you been in this school? _____ years
7. For how long have you been a head teacher?
Less than 5 years 5-10 years More than 10 years
8. Have you ever attended any in-service course since you were appointed?
as a headteacher? Yes No
9. Who was the training agency?
KESI MoE
Others (specify)
10. If yes, explain the area you were trained in

Section B

11. Please indicate the frequency of performing the given activities. Indicate *(1) If Always (2) If Often (3) If Sometimes, (4) If Rarely and (5) If Never*

ACTIVITY	FREQUENCY
	A
a) Maintain and sign teachers attendance register	
b) Advice staff on curriculum & instruction	
c) Develop training programs for teachers as need arises	
d) Encourage teachers to attend the training	
e) Send teachers to seminars/in-service to enhance teaching skills	
f) Discuss means of improving instruction with teachers	
g) Inspect teachers' schemes of work	
h) Check the implementation of the schemes of work	
i) Check lesson planning & lesson notes	
j) Inspect records of work covered	
k) Check the marking of pupils attendance registers	
l) Conduct walk throughs	
m) Visit teachers during teaching	
n) Discuss lesson observation with teacher	
o) Inspection of pupils books and assignments	
p) Expose pupils to internal tests	
q) Expose pupils to external exams	
r) Discuss to evaluate pupil performance with teachers	
s) Carry out an evaluation of the teachers on performance	

Section C: School Performance

12. Tick the average KCPE performance of your school in the last three years

Year	Excellent(A)	Very good(B)	Good(C)	Fair(D)	Poor(E)
2011					
2010					
2009					

13. What is the Average mean score of your school in the last three years

Year	2011	2010	2009	2008	2007
Average Mean score					

14. In your opinion what instructional strategies should headteachers put in place to influence better KCPE performance?

APPENDIX III

Questionnaire to the teacher

I kindly request you to complete this questionnaire .The information provided is strictly for the purpose of research and will be treated with confidentiality.

Section A

Demographic data (Please answer appropriately).

1. What is your gender? Male Female
2. What is your age?
25 – 29 yrs 30 – 35 yrs 36 – 40 yrs
41 – 45 yrs 46 – 50 yrs Above 50 yrs
3. What is your highest academic qualification?
O level A- level
Diploma B.E.d
4. What is your highest professional qualification
P2 P1
ATS GAT
5. For how long have you been teaching?
6. For how long have you taught in this school?
- 7 (a) Have you ever attended any teacher development course after your training
Yes No
- b. If yes, which course did you attend
- c. Has the above course helped you in curriculum & instruction
Yes No

SECTION B

8. Using a tick, Please indicate the frequency of the head teacher in supervising the following activities. Indicate (1) if always (2) if often (3) if sometimes, (4) if rarely and (5) if never

ACTIVITY	FREQUENCY
	A
a. Maintain and sign teachers attendance register	
b. Advice staff on curriculum & instruction	
c. Develop training programs for teachers as need arises	
d. Encourage teachers to attend the training	
e. Send teachers to seminars/in-service to enhance teaching skills	
f. Discuss means of improving instruction with teachers	
g. Inspect teachers' schemes of work	
h. Check the implementation of the schemes of work	
i. Check lesson planning & lesson notes	
j. Inspect records of work covered	
k. Check the marking of pupils attendance registers	
l. Conduct walk throughs	
m. Visit teachers during teaching	
n. Discuss lesson observation with teacher	
o. Inspection of pupils books and assignments	
p. Expose pupils to internal tests	
q. Expose pupils to external exams	
r. Discuss to evaluate pupil performance with teachers	
s. Carry out an evaluation of the teachers on performance	

Section C: School Performance

9. Tick the average KCPE performance of your school in the last three years

Year	Excellent(A)	Very good(B)	Good(C)	Fair(D)	Poor(E)
2011					
2010					
2009					

10. In your opinion what instructional strategies should headteachers put in place to influence better KCPE performance?

11.



NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

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

NCST/RCD/14/012/609

28th May 2012

Date:

Joseph Mwangi Ngunjiri
 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 pupils performance in Kenya Certificate of Primary Education in public primary schools in Rumuruti Division Kenya,”* I am pleased to inform you that you have been authorized to undertake research in Laikipia West District for a period ending 31st July, 2012.

You are advised to report to the District Commissioner and the District Education Officer, Laikipia West 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
 Laikipia West District.

OFFICE OF THE PRESIDENT

Telegrams: "DISTRICTER" Laikipia West
EMAIL: dclaikipiawest@yahoo.com



District Commissioner,
Laikipia West District,
P.O. Box 20 - 20321.
RUMURUTI

When Replying please quote:

REF: LKPW/ED/12/8 VOL 1 (38)

5th June, 2012

TO WHOM IT MAY CONCERN
LAIKIPIA WEST DISTRICT

RE: RESEARCH AUTHORIZATION

MR. JOSEPH MWANGI NGUNJIRI

The above named person from University of Nairobi is intending to undertake a research on "influence of head teachers" instructional supervisor strategies on pupils' performance in Kenya Certificate of Primary Education in public primary schools for a period ending 31st July, 2012.

Please accord him the necessary assistance.


H.K. VERNON
FOR: DISTRICT COMMISSIONER
LAIKIPIA WEST

CC

The District Education Officer
LAIKIPIA WEST

Telephone: 020 2328008

BOX 69

RUMURUTI



DISTRICT EDUCATION OFFICE

LAIKIPIA WEST

P O BOX 69

RUMURUTI

In replying please quote

Ref: LPW/EDG /6/VOL 2/58

DATE: 4/6/2012

RE: TO WHOM IT MAY CONCERN

Mr. Joseph Mwangi Ngunjiri is authorized to carry out research within the District's Educational institutions. Kindly grant him any assistance he may deserve.

BENSON KIMANI

FOR DISTRICT EDUCATION OFFICER

LAIKIPIA WEST DISTRICT

Research Permit No. NCSTRCD/14/012/609

Date of issue 28th May, 2012

Fee received KSH 1,000

THIS IS TO CERTIFY THAT:
Prof./Dr./Mr./Mrs./Miss/Institution
Joseph Mwangi Ngunjiri
of (Address) University of Nairobi
P.O. Box 30197-00100, Nairobi.
has been permitted to conduct research in

Location
Lalkipia West District
Rift Valley Province



on the topic: Influence of headteachers' instructional supervision strategies on pupils performance in Kenya Certificate of Primary Education in public primary schools in Rumuruti Division Kericho

Applicant's Signature

Secretary National Council for Science & Technology

for a period ending: 31st July, 2012

UNIVERSITY OF NAIROBI
"IKUYU" LIBRARY
P.O. Box 29010
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**

GPK6055t3mt10/2011



REPUBLIC OF KENYA

RESEARCH CLEARANCE PERMIT

(CONDITIONS—see back page)