INFLUENCE OF HEADTEACHERS' LESSON SUPERVISION ON PUPILS' PERFORMANCE IN CURRICULAR ACTIVITIES IN PRE-PRIMARY SCHOOLS IN KASARANI SUB-COUNTY, KENYA

BY

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DECLARATION

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

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DEDICATION
This research project is dedicated to my family, the education fraternity and all other beneficiaries. God bless you abundantly.
ACKNOWLEDGEMENT

I wish to express my sincere gratitude and great appreciation to; My Heavenly Father for enabling me to complete this research project. I would like to thank all people who contributed to my learning process.

All my lecturers Early Childhood Studies Department and especially my supervisors Dr.Juliet Mugo and Dr.Nyakwara Begi without whose professional expertise, devotion, guidance, inspiration, encouragement, mentorship and interest in my study, this work would not have been completed. I deeply thank them for their tireless support.

To all those who were involved in my study, Kasarani MEO Office, pre-primary school headteachers and teachers involved. I also appreciate Ms Maureen Njeri for her input and many others not mentioned but highly appreciated.
ABSTRACT

School heads use lesson supervision to improve teaching and learning by providing teachers with on-going support and guidance. Research studies done have shown that lesson supervision can improve instructional practices as well as improve pupils’ performance. Supervisors have the opportunity to identify areas where teachers have difficulties and need improvement, thus provide assistance and support to teachers individually and in groups. Despite many studies carried out on lesson supervision in primary and secondary schools, not much is known on what goes on in pre-primary schools. The purpose of this study therefore was to investigate the influence of head teachers’ lesson supervision on pupils’ performance in curricular activities, in Kasarani Sub-County, Nairobi County, Kenya. The main objective of the study was to find out the influence of supervision of lesson on pupils’ performance based on clinical supervision model by Morris Cogan (1950). Descriptive research design was employed using the survey method. Stratified random sampling technique was used to select a proportionate number of private and public pre-primary school head teachers and teachers. A total sample of 48 pre-primary school head teachers and teachers was selected for the study drawn from 24 pre-primary schools in the district. Data were collected by use of questionnaires and pupils’ performance test. Pilot study was done in one public and one private pre-primary school. Validity and reliability were tested using data corrected in the pilot study. Data were analyzed by use of qualitative and quantitative methods. Validity of the instruments was ensured by ascertaining that the research instruments were related in content to the study objectives. As for reliability it was tested using test retest technique and a correlation coefficient score of 0.8 obtained. Descriptive and inferential statistics were used to analysis data. Information was presented using frequency tables, means and percentages. One way ANOVA and t-test were used to determine the differences between head teachers’ supervision and their demographic characteristics. Results from the study revealed that majority of the head teachers conduct lesson supervision with an aim of helping teachers to maximize their efforts in rendering services to the learners. Results from the study also showed that effective lesson supervision improved the quality of teaching and learning in classrooms. This in turn improved pupils’ performance. In order to maintain and improve lesson supervision, head teachers need to be relieved some administrative and teaching duties in order to prioritize lesson supervision and all stakeholders should collaborate to ensure effective lesson supervision.
<table>
<thead>
<tr>
<th>Abbreviation</th>
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<tr>
<td>ADE</td>
<td>Assistant Director of Education</td>
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<tr>
<td>DICECE</td>
<td>District Centre for Early Childhood Education</td>
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<tr>
<td>DQAS</td>
<td>Directorate of Quality Assurance and Standards</td>
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<td>ECDE</td>
<td>Early Childhood Development and Education</td>
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<td>EFA</td>
<td>Education for All</td>
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<td>HOD</td>
<td>Head of Department</td>
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<td>LGA</td>
<td>Local Government Area</td>
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<td>MDG</td>
<td>Millennium Development Goals</td>
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<td>MOE</td>
<td>Ministry of Education</td>
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<td>QASO</td>
<td>Quality Assurance and Standards Officer</td>
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<td>TSC</td>
<td>Teachers' Service Commission</td>
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CHAPTER ONE
INTRODUCTION AND CONTEXT OF THE STUDY

1.0 Introduction

This chapter presents background to the study, statement of the problem and the purpose of the study. It also covers objective of the study, significance of the study, delimitation and limitations of the study as well as theoretical and conceptual framework.

1.1 Background to the Study

Supervision of teachers during lesson delivery is an exercise that governments use with the aim of improving children’s learning outcomes globally, regionally and locally. In New York for example, public schools’ supervision of instruction is the responsibility of the school administrators (a title usually used for a head of school). In addition primary schools coaches are often called upon to facilitate the observation and supervision process (Glanz, Shulman & Sullivan 2007). The coaches are usually directed by administrators to visit classrooms to work with teachers to model lessons. The coaches are requested by teachers to share best practices with them. The coaches’ act as follow-up to administrator’s lesson observation of a teacher. Both the administrators and teachers view the coaches as instructional mentors but not ‘instructional leaders’. They are similarly viewed as collaborators responsible for helping teachers implement initiatives. It is therefore evident that supervision of instruction in New York is well received by both supervisor and supervisee.

Elsewhere and specifically in England supervision of instruction began as a process of external inspection. However with the multiplication of schools during the first half of nineteenth century the job was delegated to the school principals. The principals not only supervise teachers but also
monitor the work of other staff who work in and around the school as well as the behavior of students in the school with the help of assistant principals (assistant head teachers) state university (2012). In this view one of the most important roles of school principals therefore is that of supervision of instruction.

In Asian countries, for example Korea, Nepal and Bangladesh schools’ authority perceive lesson supervision as a means of improving children’s curricular activities. However, IIEP study (2007) reveals that teachers here complain of supervisors’ attitude which are authoritarian and bureaucratic, as well as lack of professional knowledge.

Awuah (2011), in a study in Ghana, Africa reveals that supervision of instruction in both private and public schools has generally been the responsibility of school inspectors and personnel within the schools. External supervisors (those located outside the schools) include the Assistant Director of Education (ADE) and circuit supervisors and inspectors at the District and regional officers in the education service. At primary school level, inspectors (or circuit supervisors) from the district education offices inspect school facilities and provide assistance and support to teachers as well as head teachers. Inspectors at the regional offices and headquarters on the other hand normally conduct inspection in senior high schools, technical and teacher training colleges. Internally head teachers in primary schools supervise instruction and in addition they also perform administrative and managerial duties. This reveals that Ghana Education services recognize the importance of external and internal supervision of schools. With such activities in place, it is most likely that the quality of education in Ghana is high and that teachers have positive perceptions towards their supervisors since they appear to offer support to them.
Sibanda, Motopa & Maphosa (2011) in Zimbabwe which is another African country report that elementary schools operate with an appointed substantive school head, normally a senior teacher who is appointed on basis of seniority. One of his/her duties is to oversee teaching and learning in the school. This includes inspecting teachers’ professional documents like schemes of work, lesson plans as well as observing lessons while teachers teach. However, the same study revealed that perceptions held by teachers on lesson supervision by school heads were largely negative. These negative views are normally caused by wrong supervision, which is autocratic in nature and supervisors assume an all-knowing role and always have something to teach the supervisee. This report is evidence that teachers’ lessons in progress in Zimbabwean schools are supervised by an appointed school head though with perception challenge. The regional accounts provided above even though important are not in our local context and there was need to find the situation in our country.

Locally in Kenya the responsibility of supervision is vested upon the Ministry of Education Science and Technology. The inspectorate which is based in the Ministry of Education (MoE) has long been and still uses supervision as a major device to monitor the quality of education in the country. The Kenyan schools’ inspection mirrors closely that of their former colonial masters, specifically Britain, (Wanzare, 2001). The Education Act chapter 211, section 18 of the laws of Kenya places the legal responsibility of supervision of schools on Directorate of Quality Assurance and Standards (DQAS) formerly the inspectorate (Republic of Kenya, 2003, 2004, 2005, Silsil, 2008). The Teachers’ Service Commission (TSC) the body that employs teachers in Kenya recognizes the head teacher as the overall supervisor of all academic and administrative activities in the schools. Mugo (2009) however notes that headteachers’/teachers’ demographic attributes could influence how well or not they perform their duties. In private schools lesson
supervision may be undertaken by school managers or other personnel depending on the school’s management. A study by Waweru (2002) reveals that education in Kenya is managed by various offices and bodies whose roles are not clearly defined thus conflicts and confusion faces headteachers in their tasks. A headteacher in primary school in Kenya combines administrative duties with full teaching load. In such a case supervision would not be a priority to a headteacher with a full teaching load and books of accounts to keep. This therefore calls to the need to focus on external supervision.

In regard to lesson supervision in pre-primary school, the government is already implementing measures that seek to improve the performance in Early Childhood Development and Education centre (ECDE). One of the measures is to enhance the capacity of supervisors and inspectors to ensure quality ECDE programmes. There is also an effort to have pre-primary school as part of primary school both in rural and urban areas, thus expand and improve comprehensive early childhood care and education which is one of the Dakar EFA goals of 2000. It is also an achievement of universal primary education which is MDGs goal number two, (Kabiru and Njenga, 2009). Supervision and inspection of ECDE has been a function of District Centres for Early Childhood Education (DICECE) staff while the same role in primary level is charged on the DQAS and head teachers. With the pre-primary schools being restructured to operate as part of the primary school an issue of concern seems to emerge, that is, supervision will be managed by various bodies and offices whose roles are not clearly defined (Waweru 2002). In this perspective therefore there was need to conduct a study on influence of head teachers’ lesson supervision on pupils’ performance in curricular activities in pre-primary schools in Kasarani district, Nairobi county.
According to information cited in this section, all countries world-wide recognize supervision of lessons as a means of improving all that goes on in schools. Supervision of lessons, however, may be done by different personnel such as school principals or headteachers who are involved directly especially in school’s instruction and managerial roles. This study however will concentrate on perception held by teachers where headteachers are the direct supervisors of lesson as well as its influence on pupils’ performance in curricular activities.

1.2 Statement of the Problem

Lesson supervision ensures that all staff respect appropriate rules, routine, procedures and regulations to achieve set objectives. In a school setting the overall supervisor is the principal or the headteacher. However, although countries world-wide recognize lesson supervision as a means of improving educational outcomes, Glanz, Shulman & Sullivan (2007), Awuah (2011), Sibanda (2011) and Waweru (2002) found that lesson supervision conducted by school heads has continued to experience challenges. Some of the challenges being perception held by supervisee during lesson supervision. In Korea, Nepal, Bangladesh and Zimbabwe for example, teachers complain about supervisors being authoritarian and bureaucratic as well as lack of professional knowledge (Sibanda, 2011). However teachers in private schools may view it differently. Oguntimehin & Oni (2010) assert that supervision in private schools in Ijebu-North (Nigeria) is more thorough than that in public schools and that better performance is attributed to headteachers’ adequate and thorough lesson supervision which is never compromised.

In Kenya, Early Childhood Development and Education Centres have been integrated into primary school where the already overloaded headteacher is expected to supervise the teachers. Formerly supervision and inspection of ECD has been a function of the QASOs. There might
therefore arise conflict and confusion of roles. There was therefore need to conduct a study to investigate pre-primary school head teachers’ lesson supervision and its influence on pupils’ performance in curricular activities in Kasarani Sub county, Nairobi county.

1.3 Purpose of the Study
The purpose of the study was to investigate Headteachers’ lesson supervision and its influence on pupils’ performance in curricular activities as perceived by both Headteachers and teachers.

1.4 Objectives of the Study
The specific objectives of the study were:

i. To find out if Headteachers supervise lessons in pre-primary schools.

ii. To determine if there is a difference in teachers’ and Headteachers’ perceptions of lesson supervision between private and public pre-primary schools.

iii. To find out whether Headteachers’ lesson supervision influences pupils’ performance in curricular activities.

iv. To identify personal qualities of headteachers contributing to their lesson supervisory ability.

1.5 Research Questions
i. Do head teachers conduct lesson supervision?

ii. How do teachers and head teachers perceive lesson supervision in both private and public pre-primary schools?

iii. What is the influence of head teachers’ lesson supervision on pupils’ performance on curricular activities?

iv. Which are the demographic factors that influence head teachers’ lesson supervision?
1.6 Significance of the Study
This study was to provide very important information on the effects of lesson supervision on pupil’s performance. It also provides information on what influences teachers’ perception towards headteachers’ lesson supervision.

The Ministry of Education may use the findings of this study to ensure that policies guiding lesson supervision are implemented by ensuring that school heads supervise lesson delivery in pre-primary schools. This in turn will improve educational outcomes.

Head teachers and school managers in private pre-primary schools may use the findings of the study to enlighten teachers on benefits of lesson supervision and thus change any negative perception of the same.

1.7 Delimitation and Limitations of the study

1.7.1 Delimitation of the Study
The study is confined to lesson supervision in pre-primary schools in Kasarani sub county, Nairobi County. The argument of this study is that teaching is a major function in school and therefore it is crucial to understand whether Headteachers conduct lesson supervision. Teachers who were included in this study were only those who teach in pre-primary schools.

1.7.2 Limitations of the Study
The study was limited to one district in the county due to financial constraints. The constraints were overcome by raising funds by securing a loan to conduct the research. The findings of the study may be generalized to pre-primary schools in the district and those others in the county with similar characteristics.
1.8 Assumptions of the Study

The study was guided by the following assumptions namely; Pre-primary school teachers have different attitudes towards lesson supervision by headteachers, there is a government policy in place governing lesson supervision in pre-primary schools, headteachers are competent enough to undertake lesson supervision in pre-primary schools. The researcher also assumes that lesson supervision improves pupils’ achievements in curricular activities.

1.9 Theoretical and Conceptual Frame Work

This study was guided by Clinical Supervision Model by Morris Cogan (1950)

1.9.1 Clinical Supervision Model (1950)

The idea of clinical supervision was developed based on the idea of diagnosis and treatment in the medical field in 1950s in a laboratory in Havard University Master of Arts in teaching programme. Cogan’s model has been picked by others such as Acheson and Gall (2003) Glickman et al (1995, 2007) Lovel and Wiles (1985) and Sergiovanni and Starrat (2002). All the proponents of clinical supervision see it in terms of stages with particular emphasis on the consultative face to face interaction between the teacher or supervisee and supervisor which is the trade mark for clinical supervision.

Sergiovanni (1984) in his human ecological theory concurs with these sentiments and shows how good relations or interactions can improve work productivity. His theory similarly involves harnessing available human resources in ways such as building and maintaining staff morale encouraging growth and creativity, promoting support staff and encouraging participatory decision making in order to improve performance in schools.
Chandan (1986) also reiterates that understanding human behavior and affecting it positively can increase productivity and improve performance. He emphasized that the level of performance of an employee is a function of his ability and motivation. Teachers can be motivated by having cordial working environment. This could also be complimented on accomplishment of given responsibility or assignments as well as opportunities for growth and advancement to be future supervisors themselves. Motivation can be ensured with provision of tasks that enhance competencies or skills and attitudes in teaching. The outcome will depend on the degree to which the headteacher can be able to motivate both teachers and learners. Where the headteacher is a good motivator, the outcomes to be expected are equally good school performance, high discipline standards and active participation of teachers in all school activities.

The model has been considered for use because it shows that “face to face contact” and the interactions of teachers and Headteachers if applied in the current study, the results will be improved school performance in teaching and learning as well as increase in professional growth. Similarly Acheson and Gall (2003) and Sergiovanni and Starrat (2002) assert that for clinical supervision to work, the supervisors mind emotions and actions work together to achieve the primary objectives. In other words a headteacher should give room to clear consultation between him and the teachers. The focus should be that the feedback provided to the teacher by the Headteachers should have a mutual understanding and relationships. Mutual interactions can help the headteacher to be able to identify areas for improvement in teaching methods, mastery of subject matter, teaching skills and individual concerns for the teachers. Teachers may in turn admit that improvement leads to their professional growth.
1.9.2 Conceptual Framework

The relationship between the independent variable (lesson supervision) and the dependent variable (children’s performance) is described in figure 1.1 below.
Pupils' Performance in Curricular Activities

Head teachers' lessons supervision
- Checking teachers' professional records
- Observing teaching and learning

Head teachers' and teachers' perceptions of lesson supervision as influenced by:
- Gender
- Age
- Educational level
- Working experience

Influence of type of school on lesson supervision:
- Private school
- Public school

Key:
- Dependent variables
- Independent variables

Figure 1.1 Conceptual framework diagram

Source: Researcher
As shown in fig 1.1, head teachers’ ability to supervise lesson can be influenced by his/her demographic characteristics such as gender, age, educational level and working experience. Similarly, checking of teaching records and also teaching/learning activities by the headteacher may influence children’s learning performance. In addition, the headteachers’ and teachers’ perceptions depending on age, teaching experience and gender as well as type of school can influence how well or not they discharge their duties. This may finally affect how well or not children perform in curricular activities.

1.10 Operational Definition of Terms

Curricular Activities: All activities planned by the teacher that enable learners acquire knowledge, skills and attitudes in an educational setting.

Demographic Characteristic: This refers to teachers’ age, teaching experience and gender.

Lesson Supervision: All the activities which are undertaken to help teachers maintain and improve their effectiveness in teaching.

Perception: This refers to pre-primary school headteachers’ and teachers’ attitude, beliefs, feelings and behavior (actions) towards lesson supervision.

Teaching experience: It refers to the number of years a pre-primary school teacher has been teaching.

Type of school: It refers to public or private school.
CHAPTER TWO
LITERATURE REVIEW

2.0 Introduction

This chapter presents literature reviewed on important topics and studies related to the study. It covers the definition of lesson supervision, teachers and headteachers' perception of lesson supervision and pupils' performance. The chapter ends with a summary of the reviewed literature.

2.1 Lesson supervision

Lesson supervision has been defined in different ways by different persons. It has been sometimes used interchangeably with lesson observation and instructional supervision. Davidson-Taylor (2002) and Silsil (2008), for example define lesson observation as an organized way that requires the headteacher or principal to visit all classrooms to look specifically at teachers' instructional practices and student learning. This matches what Rossi (2007) calls "walk through". He defines it as "frequent, focused, brief visits to classrooms that allow principal to observe firsthand teaching and learning that are occurring in the classroom. It is followed by a conversation between the principal and the teacher about what was observed.” It is not about walking around aimlessly but well-planned and purposeful observations. Lesson supervision therefore should be an active person-to-person process that relies on deeds, involvement and participation to create better schools. Hoy and Forsyth (1986) describe this instruction as “any set of activities planned to improve teaching as its central aim”. It involves a cycle of systematic planning observation and analysis of the teaching-learning process.
Supervision of lesson is of great importance to all stakeholders. Supervisor ensures that all staff respect appropriate rules, routines procedures and regulations to achieve set objectives. In a school setting the overall supervisor is the principal or the head teacher. Dawo (2011) (quoted in European Journal (2011); observes that a school is as great as the headteacher because everything in a school, the plant, the staff, the curriculum methods and techniques of teaching and human relationships is a manifestation of him/her. Success of a school to a large extent is attributed to the helm of leadership. School heads give their institutions images of their potentialities through drive, supportive skills to mould the mission, vision and motto statements to an approximate reality. It is through supervision that the headteacher gets a clear framework of activities and responsibilities of each member of staff in school. Through supervision teachers are guided and influenced to strive towards the desired educational goals and objectives.

In their research on factors prompting pupils' academic performance in privately owned junior high schools in Accra, Ghana, Okyerefo, Fiarreh & Lamptay (2011) investigated factors prompting pupils' academic performance in privately owned junior high schools. The study involved 121 respondents drawn from all pupils (100), teachers (115) and proprietors (16) of three privately owned junior high school. Data gathered from these respondents revealed that teachers were present at school regularly due to the effective supervision from school authorities. Pupils were supervised by their teachers and teachers themselves were supervised by their various heads of departments. The supervisors visit the class while teaching is in progress to watch and observe the ways in which the lessons are delivered. They also observe the extent to which the pupils are able to grasp what is being taught. It was also revealed that sometimes the teachers even invited a head teacher to come and observe their lessons. This study was conducted in junior secondary schools but the current study focused on pre-primary schools.
study determined whether or not supervision in the sampled schools was conducted in similar ways.

2.2 Headteachers’ Lesson Supervision

One of the most important roles of a school head in any school is that of being an instructional leader (Olivia, 1993, Glickman, Gordon and Ross-Gordon 2007). The school head oversees teaching and learning in school to ensure that quality instruction takes place. Leithwood et al (2004) observes that effective instructional leadership affects the quality of teaching and student learning.

In England the supervision of teachers to see that they are following prescribed curriculum and the behaviour of students in the school has been delegated to the school principal (headteacher). This was necessitated by the multiplication of schools which made it an impossible task for external inspection during the first half of nineteenth century, State university (2012). In New York city (USA) it is also the responsibilities of the school heads to supervise all that goes on in a classroom, (Glanz, Shulman and Sullivan, 2007).

Ngala (1997 suggests that Headteachers need supervise teachers by ensuring that lessons are planned early, lessons are structured with an interesting beginning, revision of previous knowledge and teachers use of voice variation and summary of major points at the end, teachers use backups teaching properly, teachers have a good relationship with their students and teachers follow up the curriculum strictly. The headteacher provides feedback to the teacher which in turn will help teachers reflect on what actually took place in teaching-learning process.
In Africa, supervision of instruction in schools by school heads is widely practiced. In Zimbabwean schools for example lessons in progress are supervised by an appointed school head, Sibanda (2011). Elsewhere in Ghana Internal supervision of schools is done by Headteachers Awuah (2011).

In Kenya, the Teachers’ Service Commission (TSC) recognizes the headteacher as the overall supervisor of all academic and administrative activities in the school Silsil (2008). School heads in their supervision roles have the endowment to create positive learning environment for example removing administrative constraints that may prevent teachers from maximizing their efforts in rendering services to students. Teachers are key players in the school and the major determinants of school performance.

This part of literature reveals Headteachers authority and responsibility of lesson supervision. Teachers should realize that this is a government requirement and view it positively whenever the head of school visit their class for lesson supervision. The government should also recognize the duties a headteacher has to perform and delegate them to other personnel for effective lesson supervision. During the study, the researcher will therefore seek to find out the perception of teachers towards lesson supervision in pre-primary schools under study.

2.3 Teachers’ and Headteachers’ Perception of Lesson Supervision and Type of School

Teachers and Headteachers view lesson supervision differently. In Asian countries, for example Korea, Nepal and Bangladesh schools’ authority perceive lesson supervision as a means of improving children’s curricular activities. However, IIEP study (2007) revealed that teachers on the other hand complain of supervisors being authoritarian and bureaucratic.
Elsewhere Sibanda, Mutopa and Maphosa (2011) conducted a study on teachers’ perception of lesson supervisions by school heads in Zimbabwean primary schools. The study aimed at establishing teachers perceptions of lesson observations by their school heads in selected schools in Karoi district in Mashonaland West Province of Zimbabwe. Sixty five qualified primary school teachers were purposefully selected from fifteen schools in the district. The study concluded that there could be challenges emanating from the supervisory styles adopted by school heads that fail to make them adequately perform their role as instructional leaders. Teachers reported that they did not benefit from lesson observation by school heads as these were largely fault-finding exercises and no post-observation were held thus teachers were not helped. These negative perceptions of supervisory capabilities held by teachers may hinder a meaningful role in teacher professional development. The current study sought to establish pre-primary school teachers’ perceptions of lesson supervision.

Similarly, Awuah (2011) in his study on supervision of instruction in public primary schools in Ghana he sought to find out teachers and head teachers’ perspectives on supervision of instruction. The study involved 187 teachers and 37 heads. In the study teachers reported that their supervisors exhibited supervisory behaviour which in their views would impede their performance in the classroom. Teachers provided statements such as “my supervisor is too harsh, is autocratic and disrespectful”. Others indicated that their supervisors are fault-finding and corrected teachers in presence of pupils and imposed ideas on them. On the other hand, headteachers felt that teachers were recalcitrant and refused to accept suggestions. Some (65%) Headteachers remarked that their teachers did not welcome lesson supervision and some became annoyed when being supervised. In the current study it was to be determined whether or not there existed a difference in teachers’ and headteachers’ perception of lesson supervision.
However Ghanaians private school teachers supported lesson observation and attributed it to their higher performance as compared to that of public school. For instance Etsey, Amedahe & Edjah (2005) in their study of some private and public schools in Ghana revealed that academic performance is better in private schools due to more effective supervision of work. Thus, effective supervision improves the quality of teaching and learning in the classroom (Neagley and Evans, 1970). Also the attitude of some public schools teachers does not engender good learning process for the pupils. Some teachers leave the classroom at will without attending to their pupils because there is insufficient supervision by circuit supervisors. This concludes that; lesson observation are necessary and should be perceived positively by all teachers whether in public or in private schools. The current study was to establish the perception held by pre-primary school teachers towards lesson supervision by school heads.

Ankomah and Hope, (2011) similarly conducted a study on comparison of public and private basic school heads instructional supervision and teachers attitudes towards the same. The population comprised of 439 basic schools (380 public and 59 private) from 6 districts of Brong Ahafo with 93 respondents (Headteachers and teachers). Results revealed that private school teachers perceive their Headteachers as practicing instructional supervision to a greater extent than public school teachers. In their view Headteachers and that the Headteachers instructional supervision improved teachers' instruction and influenced student performance. To a large extent therefore, private school teachers perceive Headteachers lesson observation positively as compared to those in public schools who take it to be a bother. The study was to establish whether or not teachers in private pre-primary schools sampled perceived supervision more positively than their counterparts in public pre-primary schools.
Waweru (2002) in her study on challenges facing primary school Head teachers in Kamwangi Division, Thika District, Kenya found out that a headteacher in a Kenyan primary school combines many roles ranging from administrative duties, full teaching, keeping books of account. The same headteacher is supposed to supervise ongoing teaching in classroom. In such a case the headteacher would not take supervision as a priority and where he/she has to it might not be at his/her best. This may call for Headteachers being relieved some duties in order for them to be able to offer their best during supervision process. The revelations of the study were that supervision in ECDE programmes was managed by DICECE staff. With the restructuring of pre-primary schools to operate as part of primary school (Kabiru and Njenga, 2009) caution that there might exist conflict of duties.

2.4 Head teachers personal attributes as a pre-requisite to efficient lesson supervision

According to Mugo (2009), personal attributes are important factors in ensuring how well or not, teachers/head-teachers discharge their duties. Personal attributes of the head-teacher such as gender, age, professional qualifications or educational level, work experience among others are some of the important pre-requisites that can contribute to how well or not they discharge their duties.

Goode (1989); Seifert, Hoffnung, Skeels & Dye (1987) rightly affirm that gender and age have influence in the way people act. Gender for instance influences our personal preferences and what we do. Women for example are more driven by their emotions, are likely to be gentle/tender towards others or those around them due to cultural expectations. In school and particularly pre-school, female head-teachers would be more likely motherly or not due to their emotional built than would their male counterparts. Maturity in age on the other hand contributes
to more stable and responsible behavior. Mature head-teachers in terms of age are thus more likely to make the right decisions in regard to their work and to uphold the expected professional values. During the study head-teachers' maturity in terms of age and also gender were established as pre-requisites that may boost their performance in supervision of teachers' lessons.

The study also focused on head-teachers work experience. Work experience relates to how long the head-teacher has worked or practices the required skills needed in his/her work and are an important attribute that was considered. Like in the case for maturity in age, the more the teachers' years in service the more chances they have to practice. The length or duration of practice therefore, not only helps head-teachers to do well in their job but also to perfect their work. Best (1963) emphasizes the importance of practice in achieving good results. In a case study in Kisumu North East and West Districts Ajowi, Simatwa & Ayodo (2011) sought to establish assessment of management practices of induction for newly appointed teachers in Secondary School found out that teachers with less than five years of experience prefer lesson observation more than the experienced teachers. Older teachers (over 30 years) felt they are experienced and capable of teaching without supervision. Training is another attribute that determines how well or not one learns to perform in his/her professional area. During training one is exposed to work expectations and techniques to ensure quality service delivery (Benaars et al., 1994 and Okumbe, 1998). Training if done once without further advancement later on in form of re-training may not be very useful since human beings tend to forget (Reitman, 1974; Bouston & Swarzentruber, 1991). Trained workers thus require constant re-training or in-servicing in order to refresh their minds and to ensure they acquire new skills and knowledge. A preliminary study conducted in 2007 by Mugo (2009), to find out the nature of training and how often the teaching personnel were in-serviced revealed that majority of them have never been in-
serviced for many years which had a negative impact on their effectiveness in regard to safety provision of children in pre-schools. Training and/or in-service training of head-teachers is an important pre-requisite to how skillfully they perform their supervision role particularly on teachers preparation and presentation of their lessons. The above study however, focused on training/in-servicing issues in regard to safety issues but not lesson supervision. There was therefore need to conduct the current study in order to find out whether or not head-teachers in both public and private schools sampled had a basic training in teaching and educational management as a way to improve their supervisory roles in regard to teachers’ lessons in pre-schools.

2.5 Influence of Head teachers and Teachers Perception of Lesson Supervision

The term perception refers to one’s awareness or opinion of something. It can be equated to one’s attitude which involves one’s beliefs, feelings and actions. Perceptions/attitudes in other words entail an evaluation containing three interactive components cognitive, affective and behavioral components of an idea, event, object or person (Zanna and Rempel, 1988; Begi, 2007). These components in a person ultimately influence the way they think, feel and do. If for example, head-teachers’ and teachers’ perception or their view of supervision of lessons is positive in that it is an important tool for use to improve children’s learning performance, they will both embrace it in the right manner for good results.

The Cognitive component of an attitude/perception as Zanna & Rempel (1988) reveal, encompasses beliefs or the kind of knowledge/thinking one regards to be true or untrue and affects one’s judgment. If head-teachers and teachers for example believe that supervision is a noble venture geared towards improving school performance, they could act upon this belief and
work towards attainment of this goal in the best possible way. If on the other hand they believe contrary, they will not work in the best manner towards improving their school’s performance. Beliefs therefore influence people’s cognitive conviction either positively or negatively.

The affective component on the other hand has to do with our feelings/emotions or internal perceptions such as happiness, anger, frustration etc. If we feel happy about something we similarly respond to the situation positively and if unhappy, negatively. A devoted head-teacher/teacher who is saddened to see children in their school performing poorly due to a fellow teacher or colleague not performing their job properly would appreciate vigilant supervision of lessons to put this kind of teacher in check. Head-teachers/teachers who are devoted to their work would therefore view lesson supervision positively and recognize it as a tool to improve their school’s performance. On the other hand, the un-devoted head-teacher/teacher would have a negative perception of supervision.

Finally, the behavioral component includes one’s intended actions. Teachers who believe that lesson supervision has positive benefits would work with their whole strength including during their own spare time to ensure they met the lesson supervisory goals set by their schools unlike those with negative beliefs and feelings. A sensitive head-teacher would similarly supervise teachers under him vigilantly and reward those who did well.

Zanna & Rempel (1988) further state that attitude/perceptions are formed in four ways as described below.

The first is through direct experience or simply by being personally involved in doing something whereby the end result contributes to success. One therefore learns how to achieve the desired
outcome by appreciating processes that contribute to success. In future one does not have to think twice about how to get positive outcome since they are already cognitively aware of the end result. If for example teachers’ lesson preparation records and actual lesson delivery are regularly supervised and their school’s performance is reputedly good, they learn through pairing good performance with their efforts and exemplary supervision by their heads. This motivates them to keep ensuring they work hard to remain at the top.

Secondly, attitudes could be formed vicariously through seeing other successful people getting rewarded. Others thus gets motivated to think they could equally succeed. For example, appreciation of a teacher for good performance by the head-teacher after supervision either verbally or through a letter, could be a positive reinforcement to others thereby motivating them to work harder towards their school’s good performance in order to be rewarded too.

Thirdly, another way through which attitudes could be formed is assimilating of attitudes from others by means of observing their successful experiences and actually embracing what they do practically. The head-teacher who observes a positive trend of good performance or a teacher who observes another teacher whose children’s performance is extremely good simply internalizes the positive efforts by their colleague that contribute to the good performance for they are motivated to do the same or repeat desirable efforts.

Lastly, cognitive consistency also helps shape attitudes and has to do with maintaining the same un-conflicting beliefs/thoughts, feelings and actions on a given situation on different occasions over a long period. This means that head-teachers/teachers who are consistent in attitude towards their school’s good performance due to lesson supervision exercise, develop strong values and will not be easily swayed or misled by other disgruntled elements that their hard work or efforts
in ensuring good school performance are in vain. During the study, efforts were made to find out head-teachers and teachers’ perceptions of lesson supervision and its relationship with children’s school performance.

2.6 Head teachers Lesson Supervision and Pupils Performance

Lesson supervision is one aspect which researchers have theorized and shown empirically that it can improve instructional practices and consequently improve pupils performance (Blase & Blase, 1999; Rous, 2004). Researchers have found that such visits provide supervisors opportunity to identify areas where teachers have difficulties and / or need improvement. Such knowledge helps supervisors provide assistance and support to teachers individually and in groups. Similarly, supervisors’ physical presence in the classrooms affords teachers the opportunity to seek assistance from supervisors, boost morale and confidence and encourages them to strive to improve pupils’ performance. In this study the researcher was to find out whether or not lesson supervision influences pupils’ performance.

Researchers have also shown empirically that lesson supervision provides supervisors the opportunity to assess teachers’ lesson delivery strategies and also better provides them with the necessary guidance and support for instructional improvement (Blasé & Blasé, 1999, Glanz, Shulman & Sullivan, 2006, Pansiri, 2008, Rous, 2004, Sergiovanni, 2009, Tyagi, 2009). Questions posed and suggestions made during the supervision process can serve as guides and prompts to help teachers reflect on their actions, behavior and performance and to make changes for improvement. When teachers’ reflective behavior and thought processes are enhanced, they are, motivated to implement new ideas, vary their instructional strategies and respond to pupils’ diversity (Blasé & Blasé, 1999). These behavioral changes on the part of teachers are likely to
lead to improved student outcomes'. In the current study the researcher was to establish whether supervisors provided necessary guidance and support for instructional improvement.

Keruskin (2005) conducted a study with high school principals who had incorporated the use of walkthrough observation tool (lesson supervision). Keruskin’s study involved five high school principals, comprising all high schools in Virginia schools district. The number supervisions conducted during a year varied between schools from weekly to monthly to once a quarter. Each classroom’s supervision varied in time from five to fifteen minutes. Keruskin also interviewed five teachers from each high school on the impact of walkthroughs (lesson supervision) on their instruction and student achievement. Principals used the data collected during walkthroughs to inform their decisions for staff development. They reported the walkthroughs improved instruction by focusing teachers on practices and strategies. Teachers were collaborating and shared best practices. Teachers on the other hand agreed that collaboration on instructional practices; classroom management and instructional tools were a positive result of process. Teachers also noted that more students were engaged in their learning and it created an open door culture between teachers. Both principals and teachers cited increased standards of learning scores (summative state testing requirement) increased test scores and grades, as well as less student failures. Keruskin (2005) concluded that the use of the walkthrough observation tool impacted student achievement from the “perspectives of the principals and teachers.” This study sought to establish whether lesson supervision helped to improve pupils’ performance in curricular activities.

Oguntimehin and Oni (2010) conducted a study with 310 private and public primary school teachers on “teachers’ perception of private primary schools contribution to educational
development in Ijebu-North L.G.A (Local Government Area), Nigeria” 218(70.3%) teachers agreed that supervision of teachers by headteachers is more thorough in private primary schools than in public primary schools. The study further revealed that the better performance of private school pupils was not as a result of more qualified teachers in private schools but as a result of better supervision from the school heads owing to the fact that in Nigeria a private school is not only an educational or social venture but also a profit making venture and therefore adequate and thorough supervision cannot be compromised. The headteacher pays serious attention on supervision.

2.7 Summary of the literature review

The literature reviewed has shown that effective lesson supervision by a headteacher may help improve quality of teaching and learning in classroom as well as improve pupils’ academic achievements. Literature reviewed has also shown that teachers may hold different perceptions of lesson supervision by their school heads depending on their personal attributes. On the other hand Headteachers’ mutual relationships, mastery of learning content and use of feedback may hinder or promote positive perception. Teachers in privately owned schools also perceive lesson supervision more positively as compared to their counterparts in public schools.

The lesson supervisor therefore needs defined supervision roles, cultivation of friendly relationship; being a team worker, a consultant and an advisor to teachers rather than being controller and a fault finder. Lesson supervision carried out in the right motives therefore will improve teaching and learning in schools, which consequently will ensure achievement of educational objectives.
The reviewed literature has also shown that Headteachers may be overwhelmed with the kind of roles they have to undertake in their day to day work. They have many duties to perform ranging from administrative duties, full teaching and keeping books of accounts as well as supervise lesson delivery. Further, supervision in pre-primary schools in Kenya has been under the management of DICECE staff. Upon the new move of restructuring pre-primary schools to operate as part of primary school, conflict of personnel's duties may arise. There was need therefore to investigate whether head teachers' lesson supervision inferences pupils' performance in curricular activities.
CHAPTER THREE
RESEARCH METHODOLOGY

3.0 Introduction

This chapter presents research methodology which includes the research design, location of the study, target population, sampling techniques and sample size. Others are research instruments, pilot study and data collection techniques and data analysis. The chapter further describes logistical and ethical considerations.

3.1 Research Design

The study employed the descriptive research design and specifically using the survey method. This is because questionnaires administered to the subjects enabled the researcher collect information needed. The survey design was also used because of its convenience in collecting extensive data from a large sample within a short time (Miller, 1991). It obtains information that describes existing phenomena by asking individuals about their perspective, attitude, behaviour or values (Mugenda and Mugenda1999). The primary aim of using exploratory research is to help the researcher discover the important variables in the given situation and then the aim of descriptive research is to provide an accurate and valid representation of those variables. Exploratory research helps discover something of interest and gives directions, while descriptive research encapsulates it. Importantly, descriptive research does not attempt to show or establish any causal links between variables; it merely describe them (Webb, 1992).
3.2 Independent and Dependent Variables

3.2.1 Dependent Variables

The dependant variable in this study was pupils’ performance in curricular activities. Curricular activities are all planned activities that enable learners acquire knowledge, skills and attitudes in educational setting.

Document analysis of children’s progress record together with a designed test in line with school’s curriculum to rate how well or not children performed were used to fill a pupil’s performance score proforma sheet (appendix iv).

3.2.2 Independent Variables

These are variables that generally influence the dependent variable. The independent variables were;

i. Headteachers lesson supervision. The researcher established whether headteachers lessons supervision influenced pupils’ performance. This was done with the help of children’s progressive record and researcher’s designed test.

ii. Type of school. It was investigated whether school type i.e. either private or public pre-primary school had influence on headteachers’ lesson supervision. Private pre-primary schools belong to individuals or organizations while public pre-primary schools are government sponsored schools.

iii. Perceptions held by both teachers and headteachers towards lesson supervision.
The researcher used self-administered questionnaires (appendices ii and iii) to establish the perception of headteachers’ and teachers’ perception of lesson supervision in private and public pre-primary schools.

3.3 Location of the study

The study was conducted in Kasarani sub county of Nairobi County Kenya. Kasarani is one of the nine sub counties in Nairobi County. It borders Westland sub counties to the West, Makadara to the South and Kiambu County to the North. The District has two educational zones, Roysambu and Ruaraka. The district was selected due to its cosmopolitan nature and has all types of pre-primary schools that are representative of the Kenyan pre-primary schools, ranging from private, public and non-formal pre-primary schools. Kasarani sub county exam analysis indicates differences in performance which may be attributed to how pre-primary pupils are nurtured due to the fact that they are the foundation of their primary schools. Also the head teachers and teachers working in the schools are drawn from all over the country. It was also considered due to its diverse residential areas which range from upper, middle to low classes, for example, Muthaiga, Thome, Githurai, Mararui and Mathare.

3.4 Target Population

In this study the target population consisted of 79 pre-primary schools in Kasarani District, Nairobi County. A population refers to the larger group from which the sample is taken (Kombo and Tromp, 2006).
### Table 3.1 Total Number of Pre–Primary Schools

<table>
<thead>
<tr>
<th>Types of school</th>
<th>Number of schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public pre-primary school</td>
<td>25</td>
</tr>
<tr>
<td>Private pre-primary school</td>
<td>54</td>
</tr>
<tr>
<td>Total</td>
<td>79</td>
</tr>
</tbody>
</table>

Source: Kasarani sub county MEO’S office.

#### 3.5 Sampling Techniques and Sample Size

To select the desired sample size of the study, the following described sampling technique was used.

##### 3.5.1 Sampling Technique

Purposive sampling method was used to select Kasarani Sub County. In order to have a representative sample for both teachers and headteachers (supervisors) of both private and public pre-primary schools; a random sampling technique was used. This ensured that each individual supervisor and supervisee in the population had an equal opportunity to be selected in the sample. All the schools were put in sub-groups of private and public, and then in each sub-group school to be included were selected using simple random sampling. All the names of the schools were put in two separate tins according to their sub-group, and the sample size required for each group were picked.

##### 3.5.2 Sample Size

The sample size consisted of twenty four (24) pre-primary school teachers and twenty four (24) head teachers selected from both private and public pre-primary schools in the district on the basis of 30%. The rationale of this sample size is due to the stratified nature of the schools in the
Mugenda and Mugenda (2003) assert that in stratified random sampling subjects are selected in such a way that the existing sub-groups in the population are more or less reproduced in the sample.

Table 3.2 Sample Size of Pre-Primary Schools, Teachers and Head Teachers Sampled

<table>
<thead>
<tr>
<th>Type of school</th>
<th>Number of school sampled</th>
<th>Number of teachers and headteachers sampled</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public pre-school</td>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td>Private pre-school</td>
<td>16</td>
<td>16</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>24</strong></td>
<td><strong>24</strong></td>
</tr>
</tbody>
</table>

Table 3.2 shows that twenty four pre-primary school teachers and headteachers were sampled. Eight of the teachers and headteachers were from public pre-primary schools while the remaining 16 were from private sector. This translated to a sample size of 24 teachers and a similar number of headteachers from 24 pre-primary schools.

3.6 Research Instruments

Research instruments used to collect data in the study were questionnaires and pupil’s performance scores proforma.

3.6.1 Questionnaire

There was a questionnaire for head teachers and also for teachers. A questionnaire is an instrument that gathers data over a large sample. Questionnaire was used because it provides a
way of eliciting self report on participant’s opinions, attitudes, beliefs and values (Sproull, 1988). It also encourages honest responses to sensitive questions since it guarantees confidentiality and anonymity. Through questionnaires one is also able to reach many respondents within a short time. The instruments had four parts A, B, C and D. Part A sought background and demographic information, part B collected data on lesson supervision, part C gauged supervisors and supervisee’s perception on lesson supervision, while part D of the questionnaire measured importance of lesson supervision. Section A number 1 of the questionnaire was made of a 2 point scale, assigned 1 point for male and 2 for female. Numbers 2-4 a 5 point scale was used. Section B was made up of a 4-likert scale with 17 items. The questionnaire also included open-ended items in section B questions 18-24 and section C. In section D rating and ranking using points 1-5 was used.

3.6.2 Pupils performance test

The researcher also designed a test in line with the curriculum used in the schools. With teachers’ help children did the activities in presence of the researcher. Document analysis of children’s progress record was also used. Scores of pupil’s test and progress record were summarized in the pupil’s performance scores proforma for more analysis (appendix iv).

3.7 Pilot study

The research instrument was pre-tested with headteachers and teachers in two pre-primary schools (one private and the other public). The pre-primary schools involved in the pilot study were not part of the sample of the study. The instrument was piloted to test the appropriateness of the items to headteachers and teachers in order to enhance the validity reliability of the
instrument. The pilot study enabled the researcher to familiarize herself with administration of
the instrument.

3.7.1 Validity
Validity is described as the ability of instruments being used to help the researcher to draw
meaningful and justifiable conclusions about a sample or population from data collected
(Bryman, 2004). Content validity was used to test the validity of the instruments, whether or not
they covered the content in pre-primary syllabus and handbook as well as variables and
objectives of the study.

3.7.2 Reliability
Reliability is described by Creswell (2005) as the stability of the instrument drawing the same or
near equal results when administered to the same sample or closely matched sample or when
scored by different people and the results are the same or near enough (Crowl, 1996). The study
used the test-retest methods to determine the reliability of the instruments. The researcher
administered the instruments twice on a two weeks' interval. Cronbach Alpha method was used
to determine the reliability of the research instruments. Cronbach Alpha is a measure that
determines interval consistency taken care of the average inter-item correlation (Polit & Hungler,
1995) Results of the two scores was then correlated and a coefficient of 0.7 and above was
deemed reliable.

3.8 Data Collection Techniques
After obtaining a research permit, the researcher sought permission to collect data from the
schools' administration. The researcher then organized a familiarization meeting with the head
teachers and pre-primary school teachers from the District. The questionnaires were administered to pre-primary school teachers and the head teachers in their respective schools.

3.9 Data Analysis

Qualitative and quantitative methods were used to analyze the data. Descriptive and inferential statistics were calculated using SPSS. Specifically descriptive statistics calculated included frequencies, means, standards deviations and percentages. Inferential data were subjected to statistical tests to determine influence between the means derived from the samples.

3.10 Logistical and Ethical Considerations

Logistics in research refers to all those processes, activities or actions that a research must address or carry out to ensure successful completion of a research project (Mugenda & Mugenda, 1999). The researcher obtained a research permit from the Ministry of Education Science and Technology and authority letter from the District Officer and schools' administrators. The researcher then organized a visit to the schools to inform teachers the purpose of the study. All the information collected during the study was kept confidential and was not made available to anyone who was not directly involved in the study. Data was collected from the schools before noon; this is because in most schools classes go up to noon.
CHAPTER FOUR
DATA ANALYSIS, RESULTS AND DISCUSSIONS

4.0 Introduction

This chapter presents research results and discussions. It begins with demographic information followed by descriptive results organized according to research objectives and research questions. The objectives of the study were:

i. To find out if head teachers supervise lessons in pre-primary schools.

ii. To determine if there is a difference in teachers’ and Headteachers’ perceptions of lesson supervision between private and public pre-primary schools.

iii. To find out whether head teachers’ lesson supervision influences pupils’ performance in curricular activities.

iv. To indentify personal qualities of head teachers contributing to their lesson supervisory ability.

4.1 Demographic Information of the head teachers

Personal characteristics of the headteachers were studied in order to establish how these qualities contributed to their lesson supervisory roles. They include gender, age, professional qualifications and number of years in their current position.
4.1.1 Headteachers’ Gender

The questionnaire was administered to 24 headteachers to establish their gender. Out of these, 16 were from private pre-primary schools and the remaining 8 were from public pre-primary schools. The results are presented in Table 4.1

<table>
<thead>
<tr>
<th>Type of school</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Private</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Valid Male</td>
<td>4</td>
<td>25.0</td>
<td>25.0</td>
<td>25.0</td>
</tr>
<tr>
<td>Female</td>
<td>12</td>
<td>75.0</td>
<td>75.0</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>16</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
<tr>
<td><strong>Public</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Valid Male</td>
<td>5</td>
<td>62.5</td>
<td>62.5</td>
<td>62.5</td>
</tr>
<tr>
<td>Female</td>
<td>3</td>
<td>37.5</td>
<td>37.5</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>8</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

Table 4.1 shows that 4 (25%) of the 16 (100%) respondents in private schools were males while 12 (75%) of them were females. In public schools, 5 (62.5%) were male while 3 (37.5%) were females. The results show that there is a female dominance in private pre-primary schools, while in the public schools pre-primary schools it’s the opposite. This partly explains some skeweness in gender equality in Kasarani District schools.
4.1.2 Head teachers’ Age

The headteachers’ age was established and the results are presented in Table 4.2

Table 4.2 Head teachers’ Age Level

<table>
<thead>
<tr>
<th>Type of school</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Private Valid</td>
<td>Below 30 yrs</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>30-34 yrs</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>35-39 yrs</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>40-44 yrs</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>45 and above</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>16</td>
</tr>
</tbody>
</table>

| Public Valid   | 30-34 yrs   | 1       | 12.5 |
|                | 35-39 yrs   | 1       | 12.5 |
|                | 40-44 yrs   | 2       | 25.0 |
|                | 45 and above| 4       | 50.0 |
|                | Total       | 8       | 100.0 |

The study found out that most of the head teachers were above forty years of age. In private pre-primary schools 43.8% of the head teachers were above 45 years while in public pre-primary schools 50% were above 45 years of age. This clearly shows that the majority of head teachers in both private and public pre-primary schools may be competent as regards advice given to teachers during lesson supervision. Ajowi, Simatwa & Ayado (2011) in their study conducted in Kisumu Northeast and West Districts on management practices of induction for newly appointed
teachers also found out that 76% of HOD were over 40 years of age which is an indication that they are capable of guiding newly appointed teachers.

4.1.3 Headteachers’ Professional Qualification

The head teachers’ professional qualifications were established to determine how prepared or not they were to implement the ECDE curriculum. The results are presented in Table 4.3 below.

Table 4.3 Highest Professional Qualification

<table>
<thead>
<tr>
<th>Type of school</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Private Valid</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Masters Degree</td>
<td>2</td>
<td>12.5</td>
</tr>
<tr>
<td>Bachelors Degree</td>
<td>4</td>
<td>25.0</td>
</tr>
<tr>
<td>Diploma in ECD</td>
<td>4</td>
<td>25.0</td>
</tr>
<tr>
<td>P1-Certificate</td>
<td>4</td>
<td>25.0</td>
</tr>
<tr>
<td>Total</td>
<td>14</td>
<td>87.5</td>
</tr>
<tr>
<td>Missing System</td>
<td>2</td>
<td>12.5</td>
</tr>
<tr>
<td>Total</td>
<td>16</td>
<td>100.0</td>
</tr>
<tr>
<td><strong>Public Valid</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bachelors Degree</td>
<td>1</td>
<td>12.5</td>
</tr>
<tr>
<td>Diploma in ECD</td>
<td>5</td>
<td>62.5</td>
</tr>
<tr>
<td>P1-Certificate</td>
<td>1</td>
<td>12.5</td>
</tr>
<tr>
<td>Total</td>
<td>7</td>
<td>87.5</td>
</tr>
<tr>
<td>Missing System</td>
<td>1</td>
<td>12.5</td>
</tr>
<tr>
<td>Total</td>
<td>8</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Table 4.3 shows the result of head teachers’ professional qualifications. Out of the 24 head teachers sampled highest professional qualification of these respondents in private pre-primary schools was masters’ degree 12.5% while in public pre-primary schools was Bachelors degree with a similar percentage. The overall result shows that all respondents were substantially knowledgeable to respond to the research questions. These professional qualification may provide head teachers (supervisors) opportunity to identify areas where teachers have difficulties.
in their lesson delivery and offer support and assistance to teachers individually and in groups as noted by Blasé & Blasé, 1999 and Rous, 2004.

4.1.4 Length of time worked

The pre-primary school head teachers experience in their current position was investigated to establish whether they were experienced enough to handle supervision exercise. The results are presented in Table 4.4 below.

Table 4.4 Headteachers’ Years of Experience

<table>
<thead>
<tr>
<th>Type of school</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Private</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Valid</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Less than 5 yrs</td>
<td>1</td>
<td>6.3</td>
</tr>
<tr>
<td>5-10 yrs</td>
<td>6</td>
<td>37.5</td>
</tr>
<tr>
<td>10-15 yrs</td>
<td>1</td>
<td>6.3</td>
</tr>
<tr>
<td>15-20 yrs</td>
<td>5</td>
<td>31.3</td>
</tr>
<tr>
<td>More than 20 yrs</td>
<td>3</td>
<td>18.8</td>
</tr>
<tr>
<td>Total</td>
<td>16</td>
<td>100.0</td>
</tr>
<tr>
<td>Public</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Valid</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5-10 yrs</td>
<td>1</td>
<td>12.5</td>
</tr>
<tr>
<td>10-15 yrs</td>
<td>2</td>
<td>25.0</td>
</tr>
<tr>
<td>15-20 yrs</td>
<td>2</td>
<td>25.0</td>
</tr>
<tr>
<td>More than 20 yrs</td>
<td>3</td>
<td>37.5</td>
</tr>
<tr>
<td>Total</td>
<td>8</td>
<td>100.0</td>
</tr>
</tbody>
</table>

As relates to the length of time the respondents worked as head teachers, the study found out that 1(6.3%) of the respondents in private pre-primary schools has worked for less than 5 years, while in public pre-primary schools all head teachers have an experience of more than five years. However the highest percentage of head teachers in both private and public pre-primary schools has a working experience of more than 15 years. In private pre-primary schools it was (50.1%) and public (62.5%) as shown in Table 4.4. This implies that the head teachers are experienced
enough to handle supervision exercise and offer supervisee good advice of what is expected of them in the profession. Ajowi, Simatwa & Ayodo (2011) in a case study in Kisumu North, East and West Districts on management practices of induction for newly appointed teachers, reported that older and experienced head teachers offer good advice to novice teachers guiding them to easily get in the profession.

4.2 Head teacher’s lesson supervision

Head teacher’s lesson supervision is one of the variables in this study. Objective 1 of the study sought to find out whether head teachers conduct lesson supervision. To answer the question: Do head teachers conduct lesson supervision?

To answer the above question head teachers and teachers answered open ended questions on challenges faced during lesson supervision and ways of improving pre-primary lesson supervision. The results are presented in Table 4.5

<table>
<thead>
<tr>
<th>Table 4.5: Headteachers lesson supervision</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Type of school</strong></td>
</tr>
<tr>
<td>Overall mean: lesson Private</td>
</tr>
<tr>
<td>Supervision-HT Public</td>
</tr>
<tr>
<td>Overall mean: lesson private</td>
</tr>
<tr>
<td>Supervision- Teachers public</td>
</tr>
<tr>
<td>Overall mean</td>
</tr>
</tbody>
</table>
The results above show that lesson supervision in pre-primary schools is taking place both in private and public schools. The overall mean was 1.87. This implies that lesson supervision is faced with some challenges. One of the challenges outlined by Headteachers is that they are overburdened with other administrative roles. Challenges given by teachers were; most Headteachers don't remain up to the end of the lesson. And the teaching demonstration offered by their supervisors is inadequate; this could be attributed to the number of teacher he/she has to supervise in a given period. Waweru(2002) in her study on challenges facing primary school Headteachers in Kamwangi Division, Thika District. Kenya found out that a Headteacher in a Kenyan primary school combines many roles ranging from administrative duties, full teaching, keeping books of account and also supervise ongoing teaching in classroom.

4.3 Differences in Head teachers’ Perceptions of Lesson Supervision between public and private Schools

Objective 2 of the study sought to find out the perceptions held by both the teachers and Headteachers on Headteachers’ lesson supervision. Data on whether there was a difference in teachers and Headteachers perceptions of lesson supervision was investigated in the study, to answer the question: How do teachers and Headteachers perceive lesson supervision in both private and public pre-primary school?

To answer the above question, teachers and Headteachers were asked to rate how they experience supervision in their current school based on a four point likert scale. The range was always to never, always was assigned 4point and never 1point, less than 2 was deemed low and above 2 high. 17 items were presented to the respondents and the results are presented in Table 4.6.

42
Table 4.6 Headteachers’ perception of Lesson Supervision by type of school

<table>
<thead>
<tr>
<th>Type of school</th>
<th>N</th>
<th>Minimum</th>
<th>Maximum</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Private</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Using control to affect pre-primary teachers lesson delivery</td>
<td>16</td>
<td>1</td>
<td>4</td>
<td>2.38</td>
<td>1.147</td>
</tr>
<tr>
<td>Inspecting pre-primary teachers lesson delivery practices for errors</td>
<td>16</td>
<td>1</td>
<td>4</td>
<td>2.06</td>
<td>.854</td>
</tr>
<tr>
<td>Evaluating pre-primary teachers classroom lesson delivery</td>
<td>16</td>
<td>1</td>
<td>3</td>
<td>2.06</td>
<td>.680</td>
</tr>
<tr>
<td>Assessing pre-primary teachers classroom lesson delivery</td>
<td>16</td>
<td>1</td>
<td>4</td>
<td>2.44</td>
<td>.892</td>
</tr>
<tr>
<td>Demonstrating teaching techniques</td>
<td>16</td>
<td>1</td>
<td>4</td>
<td>2.27</td>
<td>.704</td>
</tr>
<tr>
<td>Making informal visits to pre-primary classrooms</td>
<td>16</td>
<td>1</td>
<td>3</td>
<td>2.13</td>
<td>.640</td>
</tr>
<tr>
<td>Formally observing teaching and learning in pre-primary classrooms</td>
<td>16</td>
<td>1</td>
<td>3</td>
<td>2.00</td>
<td>.816</td>
</tr>
<tr>
<td>Conferencing with pre-primary teachers to plan for lesson observation</td>
<td>16</td>
<td>1</td>
<td>4</td>
<td>2.19</td>
<td>.750</td>
</tr>
<tr>
<td><strong>Overall Mean</strong></td>
<td></td>
<td></td>
<td></td>
<td>2.19</td>
<td>.810</td>
</tr>
<tr>
<td><strong>Public</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Inspecting pre-primary teachers lesson delivery practices for errors</td>
<td>8</td>
<td>1</td>
<td>3</td>
<td>2.00</td>
<td>.535</td>
</tr>
<tr>
<td>Demonstrating teaching techniques</td>
<td>8</td>
<td>1</td>
<td>4</td>
<td>2.38</td>
<td>.916</td>
</tr>
<tr>
<td>Conferencing with pre-primary teachers to plan for lesson observation</td>
<td>8</td>
<td>1</td>
<td>3</td>
<td>2.00</td>
<td>.535</td>
</tr>
<tr>
<td><strong>Overall Mean</strong></td>
<td></td>
<td></td>
<td></td>
<td>2.13</td>
<td>.662</td>
</tr>
</tbody>
</table>
Table 4.6 shows that using control to effect pre-primary school teachers lesson delivery (mean 2.38) and assessing pre-primary teachers content knowledge (2.44) influenced the effectiveness of lesson supervision in private schools to a larger extent, while in public schools demonstrating teaching techniques (mean 2.38) and inspecting pre-primary teachers, lesson delivery practices for errors (mean 2.00) were some of the items that were cited influencing the effectiveness of lesson supervision. Both private and public respondents felt conferencing with pre-primary teachers to plan for lesson observation (mean 2.19 and 2.00 respectively to some extent positively influenced lesson supervision.

These results reveal that head teachers in both private and public pre-primary schools conduct supervision positively with an aim of helping their teachers maximize their efforts in rendering services to their learners. They conference with their teachers and plan for lesson supervision, revealing positive perception of lesson supervision from both parties. Though a smaller percentage of pre-primary schools headteachers felt inspection of lesson delivery was done for errors (mean 2.00) this negative perception can be outdone by the many positive items voted for.

Further analysis was done to determine the perception held by both teachers and head teachers from both categories of schools and the results are presented in Figure 4.1 below:
The results above show that both teachers and headteachers from both categories of schools perceive lesson supervision by their headteacher positively. The overall mean for teachers in private pre-primary schools is 1.9 while for the Headteachers in same category of schools is 1.8. In public pre-primary mean for teachers is 2.0 while for the Headteachers is 1.68. These results were closely related.

A t-test was further run to investigate if there was a significant difference in teachers’ and headteachers’ perceptions of lesson supervision between private and public pre-primary schools as shown in Table 4.7.
Table 4.7 Independent Samples Test

<table>
<thead>
<tr>
<th></th>
<th>Levene’s Test for Equality of Variances</th>
<th>t-test for Equality of Means</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>F</td>
<td>Sig.</td>
</tr>
<tr>
<td>Overall Mean: Lesson Supervision HT</td>
<td>.180</td>
<td>.676</td>
</tr>
<tr>
<td></td>
<td>Equal variances assumed</td>
<td>Equal variances not assumed</td>
</tr>
<tr>
<td>Overall Mean: Importance of Lesson Supervision HT</td>
<td>2.358</td>
<td>.139</td>
</tr>
<tr>
<td></td>
<td>Equal variances assumed</td>
<td>Equal variances not assumed</td>
</tr>
<tr>
<td>Overall Mean: Importance of Lesson Supervision Teachers</td>
<td>.756</td>
<td>.394</td>
</tr>
<tr>
<td></td>
<td>Equal variances assumed</td>
<td>Equal variances not assumed</td>
</tr>
</tbody>
</table>

The t-test results revealed that the calculated value of -0.520, -0.404 and -1.209 is significantly lower than the critical value of 1.960 at 0.05 level of significance.
The results therefore clearly show that there is no significant difference in teachers’ and head teachers’ perceptions of lesson supervision and its influence on pupils’ performance between private and public pre-primary schools.

4.4 Head teachers’ Lesson Supervision and Pupils Performance in Curricular Activities

Objective 3 of the study sought to find out whether head teachers’ lesson supervision influence pupils’ performance in curricular activities. Data on influence of head teachers’ lesson supervision was investigated in the study to answer the question: What is the influence of head teachers’ lesson supervision on pupils’ performance on curricular activities?

To answer the above question head teachers were asked to rate the influence of lesson supervision on pupils’ performance based on importance of lesson supervision on a four point likert scale. The range was strongly agree (1) to strongly disagree (4). The overall mean response is shown in Table 4.8.
Table 4.8 Headteachers’ Lesson Supervision and Pupils Performance in Curricular Activities

<table>
<thead>
<tr>
<th>Type of school</th>
<th>N</th>
<th>Min</th>
<th>Max</th>
<th>Mean</th>
<th>Std.Dev</th>
</tr>
</thead>
<tbody>
<tr>
<td>Private</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lesson supervision ensures teachers prepare well for lessons</td>
<td>12</td>
<td>1</td>
<td>3</td>
<td>1.58</td>
<td>.669</td>
</tr>
<tr>
<td>Lesson supervision promotes syllabus coverage</td>
<td>16</td>
<td>1</td>
<td>3</td>
<td>1.75</td>
<td>.577</td>
</tr>
<tr>
<td>Lesson supervision ensures teachers presence</td>
<td>16</td>
<td>1</td>
<td>4</td>
<td>2.13</td>
<td>.806</td>
</tr>
<tr>
<td>Lesson supervision helps curb pupils’ in disciplinary cases</td>
<td>16</td>
<td>1</td>
<td>3</td>
<td>1.75</td>
<td>.856</td>
</tr>
<tr>
<td>Lesson supervision help schools improve their performance</td>
<td>16</td>
<td>1.20</td>
<td>2.60</td>
<td>1.8781</td>
<td>.55467</td>
</tr>
<tr>
<td>Overall mean: Importance of lesson supervision (HT)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Public</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lesson supervision ensures teachers prepare well for lessons</td>
<td>6</td>
<td>2</td>
<td>2</td>
<td>2.00</td>
<td>.000</td>
</tr>
<tr>
<td>Lesson supervision promotes syllabus coverage</td>
<td>7</td>
<td>1</td>
<td>3</td>
<td>1.86</td>
<td>.690</td>
</tr>
<tr>
<td>Lesson supervision ensures teachers presence</td>
<td>7</td>
<td>1</td>
<td>3</td>
<td>2.00</td>
<td>.816</td>
</tr>
<tr>
<td>Lesson supervision helps curb pupils’ in disciplinary cases</td>
<td>7</td>
<td>1</td>
<td>4</td>
<td>2.29</td>
<td>1.113</td>
</tr>
<tr>
<td>Lesson supervision help schools improve their performance</td>
<td>7</td>
<td>1.25</td>
<td>2.60</td>
<td>2.0071</td>
<td>.52949</td>
</tr>
<tr>
<td>Overall mean: Importance of lesson supervision (HT)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The results of Table 4.8 show that in both types of pre-primary schools supervisors know the importance of and practice it in their schools and attribute it to their higher performance. The overall mean in private pre-primary school is 1.88 and 2.01 in public pre-primary school.

Both private and public pre-primary school supervisors are of the opinion that lesson supervision help curb pupils in discipline cases (private mean 2.19 and public 2.29). The same respondents felt lesson supervision ensures teachers presence (private mean 2.13 and public 2.00). Overall this part explains that effective supervision improves the quality of teaching and learning in classroom due to learners' behavior in classroom and teachers 'attendance. Neagley and Evans (1970) observe that some teachers leave the classroom at will without attending to their pupils due to insufficient supervision by circuit supervisors. The teachers in schools under study may not have behaved this way because the results revealed that there was sufficient lesson supervision by the head teachers. Similar results were reported by Keruskin (2005) who conducted a study with high school principals who had incorporated use of lesson supervision in high school in Virginia. The study revealed that use of lesson supervision (walk through observation) impacted student achievement from the perspectives of the principals and teachers. This study finding was also consistent with Blasé and Blasé 1999, Glanz, Sholman and Sullivan, 2006, Pansiri 2008, Raus 2004, Sergiovanni 2009, Tyagi 2009, who have shown empirically that lesson supervision, provides supervisors the opportunity to assess teachers’ lesson delivery strategies and therefore provide teachers with necessary guidance and support for instructional improvement, leading to improved student outcomes. On the use of information gathered for various purposes as per appendix 11 section D part 2, results are presented in Table 4.9
Table 4.9 Use of Information Gathered During Lesson Supervision

<table>
<thead>
<tr>
<th>Type of school</th>
<th>N</th>
<th>Min</th>
<th>Max</th>
<th>Mean</th>
<th>Std dev</th>
</tr>
</thead>
<tbody>
<tr>
<td>Private</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Evaluating teachers for promotion</td>
<td>16</td>
<td>1</td>
<td>5</td>
<td>3.31</td>
<td>1.302</td>
</tr>
<tr>
<td>Grading schools</td>
<td>16</td>
<td>1</td>
<td>5</td>
<td>3.63</td>
<td>1.147</td>
</tr>
<tr>
<td>Disciplining teachers</td>
<td>16</td>
<td>1</td>
<td>5</td>
<td>3.31</td>
<td>1.352</td>
</tr>
<tr>
<td>Public</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Evaluating teachers for promotion</td>
<td>8</td>
<td>1</td>
<td>5</td>
<td>3.25</td>
<td>1.282</td>
</tr>
<tr>
<td>Disciplining teachers</td>
<td>8</td>
<td>2</td>
<td>5</td>
<td>3.88</td>
<td>1.126</td>
</tr>
<tr>
<td>Grading</td>
<td>8</td>
<td>1</td>
<td>4</td>
<td>2.63</td>
<td>1.061</td>
</tr>
</tbody>
</table>

Results from Table 4.9 reveal that head teachers from both categories of schools were of the opinion that information gathered during supervision visits be used for evaluating teachers for promotion, mean in private school was 3.31 while in public school was 3.25, as well as disciplining teachers, mean in private was 3.31 and in public was 3.88. This explains that headteachers who are the supervisors wish their teachers to treat lesson supervision as an important tool that will help in achievement of educational goals.

A pupil’s score sheet was also sent with teachers questionnaires. The researcher designed a test in line with the curriculum used in the schools with teachers’ help, children did the activities and the researcher marked. Scores from a document analysis of children’s progress record were added to the scores got to get a percentage score. The scores were indicated in the score sheet and a mean score calculated for each activity. This was to enable the researcher find out the relationship between headteachers lesson supervision and pupils’ performance in curricular activities. The results are as shown in table 4.10.
### Table 4.10 Pupil’s Performance Score Proforma

<table>
<thead>
<tr>
<th>Type of School</th>
<th>Activity</th>
<th>N</th>
<th>Minimum</th>
<th>Maximum</th>
<th>Mean</th>
<th>Std.Dev</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Private</strong></td>
<td>Reading</td>
<td>16</td>
<td>39.00</td>
<td>90.00</td>
<td>50.29</td>
<td>13.23</td>
</tr>
<tr>
<td></td>
<td>Drawing</td>
<td>16</td>
<td>40</td>
<td>96.90</td>
<td>51.17</td>
<td>15.72</td>
</tr>
<tr>
<td></td>
<td>Arithmetic</td>
<td>16</td>
<td>40</td>
<td>99.10</td>
<td>56.32</td>
<td>20.49</td>
</tr>
<tr>
<td></td>
<td>Manipulation</td>
<td>16</td>
<td>30</td>
<td>95.60</td>
<td>49.89</td>
<td>16.21</td>
</tr>
<tr>
<td></td>
<td>Writing</td>
<td>16</td>
<td>40</td>
<td>80</td>
<td>51.35</td>
<td>13.10</td>
</tr>
<tr>
<td><strong>Public</strong></td>
<td>Reading</td>
<td>8</td>
<td>40</td>
<td>80</td>
<td>51.04</td>
<td>15.33</td>
</tr>
<tr>
<td></td>
<td>Drawing</td>
<td>8</td>
<td>30</td>
<td>90</td>
<td>48.63</td>
<td>17.85</td>
</tr>
<tr>
<td></td>
<td>Arithmetic</td>
<td>8</td>
<td>45</td>
<td>90</td>
<td>69.98</td>
<td>17.96</td>
</tr>
<tr>
<td></td>
<td>Manipulation</td>
<td>8</td>
<td>16.82</td>
<td>80</td>
<td>50.85</td>
<td>21.70</td>
</tr>
<tr>
<td></td>
<td>Writing</td>
<td>8</td>
<td>18.22</td>
<td>70</td>
<td>47.6525</td>
<td>16.01</td>
</tr>
</tbody>
</table>

Table 4.10 shows that Arithmetic in both types of schools is performed well. The overall mean score in private pre-primary school was 56.32 while in public pre-primary school it was 69.98. Activity with a lower score in private pre-primary school is manipulation (49.89) while in public pre-primary school is Writing with a mean score of 47.65. Generally, all activities scored over 40%, which teachers felt was good for beginners. The comparison for the activities in both types of schools is shown in figure 4.2 below.
The performance for both private and public pre-primary schools was good. This could be as a result of the supervision that is exercised by the head teachers as revealed in (Table 4.5 items 2, 7, 11 and 14) that is, Headteachers/supervisors use of control to effect pre-primary teachers lesson delivery; they assess pre-primary school teachers content knowledge as well as demonstrating teaching techniques. Teachers from both private and public pre-primary schools also agreed that Head teachers conference with pre-primary teachers to plan for lesson observation. This depicts that Head teachers lesson supervision influence pupils’ performance in both private and public pre-primary school.

These findings however do not agree with Oguntimehin and Oni (2010). Their study on private and public school teachers’ perception of private schools contribution to educational
development in Ijebu-North L.G.A Nigeria revealed that performance in private schools was better than in public schools due to thorough supervision in private primary schools. The study further revealed that better performance of private schools was not as a result of more qualified teachers in private schools but was as a result of better supervision from the school heads owing to the fact that the private sector is not only a provider of education or social venture but also a profit making institution.

This notion is not held by teachers and head teachers of schools under study. Head teachers in both categories of schools pay serious attention on supervision.

4.5 Influence of Head teachers’ Demographic Factors on Lesson Supervision

Objective 4 of the study sought head teachers’ personal qualities and their ability to supervise lesson in public and private pre-primary schools. Data on whether head teachers’ demographic characteristics influence head teachers’ lesson supervision was investigated in the study, to answer the question: Which are the demographic factors that influence head teacher’ lesson supervision?

To answer the above question one way ANOVA test was run between and within the groups of respondents and the results are shown in table 4.11
Table 4.11 Headteachers’ lesson supervision and demographic characteristics.

<table>
<thead>
<tr>
<th>Demographic Characteristics</th>
<th>Sum of squares</th>
<th>Df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig</th>
</tr>
</thead>
<tbody>
<tr>
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<td>.122</td>
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<td>Within groups</td>
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<td>19</td>
<td>.112</td>
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<td>Age</td>
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<td>.086</td>
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<td>.121</td>
<td>1.20</td>
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<tr>
<td>Within Groups</td>
<td>2.243</td>
<td>19</td>
<td>.118</td>
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The results on whether gender influenced Headteachers lesson supervision in public and private pre-primary schools table 4:12 shows an f- statistics of 1.086, df(4,19), p= 0.392. f-statistics of 1.086 was not statistically significant. This depicts that gender does not influence Headteachers lesson supervision.
Results on age similarly revealed that age does not influence Headteachers' lessons supervision, $f=0.916$, df (3, 17) $p=0.454$ and therefore the hypothesis was accepted. The result also revealed that professional qualifications does influence Headteachers lesson supervision $f=1.193$, df(4,19), $p=0.346$. F statistics of 0.346 is not statistically significant, the hypothesis was accepted. Working experience does not influence Headteachers lesson supervision ($f=0.397$) was not statistically significant at 0.05 level.

The results of ANOVA tests revealed that none of the demographic factors investigated influenced Headteachers lesson supervision. This is in agreement with a study conducted by Ajowi, Simatwa & Ayodo (2011) that revealed that demographic factors have no influence on Headteachers lessons supervision. However the findings of this study are in disagreement with studies conducted by Goode (1989) Hoffnung, skeels and Dye(1987) who found out that gender and age have influence in the way people act.
CHAPTER FIVE
SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction
This chapter presents summary of the study findings, conclusion and recommendations for
different stakeholders.

5.1 Summary of the Study Findings.
The results revealed that majority of head teachers in private pre-primary schools were females
while in public pre-primary they were males. Majority of the pre-primary school Headteachers in
both public and private schools were above forty years of age. All the Headteachers in both
categories of schools were professionally qualified and had served for more than five years apart
from a minority group 6.3% who had served as head teachers for less than five years.

The results on head teachers’ lesson supervision showed that lesson supervision was conducted
though with some challenges. Headteachers felt they had a lot of administrative roles to
undertake such that they could not conduct lesson supervision as the way they are supposed to.
Teachers had reported that head teachers do not give them adequate support during lesson
supervision. The study also explored the relationship between teachers and Headteachers
perceptions of lesson supervision both in private and public pre-primary schools. The results
revealed that head teachers in both private and public pre-primary schools conducted
supervision with an aim of helping teachers maximize their efforts in rendering services to their
learners.
Majority of the Head teachers reported that lesson supervision where head teachers discuss feedback with the teachers improved the quality of teaching and learning in classroom. It also improves learner’s behavior in classroom and teachers’ attendance to their lessons. Thus improving learners’ performance in curricular activities. The study also found that demographic factors have no influence on Head teachers’ lesson supervision.

5.2 Conclusion

Majority of the Head teachers wished teachers would take lesson supervision as an important tool that helps in achievement of educational objectives especially improvement in curricular activities. None of the demographic factors investigated influenced Head teachers’ lesson supervision.

5.3 Recommendations

In order for Headteachers lesson supervision to be implemented adequately and accurately in there is need to implement the following recommendations:

Findings revealed that there was gender imbalance in both private and public pre-primary schools. There is need therefore to employ more male Headteachers in private pre-primary schools and more female Headteachers in public pre-primary schools.

Majority of the Head teachers were professionally qualified. However most of those in private pre-primary schools had attained a master’s degree unlike their counterparts in public pre-primary schools.
Lesson supervision improves the quality of teaching and learning in classroom. The Ministry of Education should come up with better guidelines on how supervision should be carried out. There is also need to relive Head teachers some duties. In such a case, the supervisors will have more time for the exercise and also meet with the supervisee to discuss areas that need improvement. The meeting may help the few who feels supervision is done for errors. Information gathered during supervision visits should be used for evaluating teachers for promotion. In this way Headteachers for teachers will treat supervision as an important tool that will help in achievement of educational goals.

5.4 Recommendations for Further Research

More research studies on influence of Headteachers lesson supervision on pupil’s performance in curricular activities in pre-primary schools study could be carried out. A similar study could be carried out using other data collection method such interview schedule rather than questionnaires.

Other factors could be influencing pupils’ performance in curricular activities. Studies should be done to investigate how school related factors influence pupil’s performance in curricular activities.

The current study was done in Kasarani sub county; other studies could be conducted in other counties with a wider sample to establish influence of Headteachers lesson supervision on pupil’s performance in curricular activities.
REFERENCES


*Principal Leadership* 3(3), 30-34.


APPENDICES

APPENDIX 1

LETTER TO THE HEAD TEACHER
The Head teacher

............... Primary School,

Dear Sir\Madam,

RE: PERMISSION TO COLLECT DATA

I am a post graduate student at Kenyatta University, a teacher by profession currently carrying
out a study on influence of head teachers’ lesson supervision on pupils’ performance in
curricular activities . Your school has been selected to take part in the study; I kindly request your
permission to collect the required information from you through a questionnaire. The
questionnaire is specifically meant for this research and the responses will be treated with strict
confidentiality. Therefore no name of respondent or that of the school will be required. Your
assistance and support will be highly appreciated.

Thank you in advance.

Yours sincerely,

Jane W. Mureithi
Kenyatta University
APPENDIX II

QUESTIONNAIRE FOR HEADTEACHERS

INSTRUCTIONS

Please respond to each question by ticking (√) the appropriate response or by giving your opinion as truthfully as possible.

Your response will be kept confidential and will be used for research purpose study only.

Therefore do not write your name of the school anywhere on this questionnaire.

You are kindly requested to respond to all the items.

SECTION A

1. Please indicate your gender

   Male (1)

   Female (2)

2. Indicate the age category that applies to you

   Below 30 years (1)

   30-34 years (2)

   35-39 years (3)

   40-44 years (4)

   45 and above (5)
3. What are your highest professional qualifications?

Masters degree (1)
Bachelor’s degree (2)
Diploma in ECE (3)
Certificate in ECE (4)
P1 Certificate (5)
Any other (specify) __________________________

4. How long have you been a headteacher?

Less than five years (1)
Between 5-10 years (2)
Between 10 – 15 years (3)
Between 15 – 20 years (4)
More than 20 years (5)
**SECTION B: LESSON SUPERVISION**

<table>
<thead>
<tr>
<th>Please tick whichever is appropriate for your circumstances</th>
<th>Tick your appropriate response</th>
</tr>
</thead>
<tbody>
<tr>
<td>How I experience supervision in my current school</td>
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</tr>
<tr>
<td>I have been</td>
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</tbody>
</table>

<table>
<thead>
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<th>Always</th>
<th>Sometimes</th>
<th>Rarely</th>
<th>Never</th>
<th>1. Suggesting to teachers how they should teach</th>
</tr>
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<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2. Using control to affects teachers lesson delivery</td>
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<td></td>
<td></td>
<td>3. Helping teachers find solutions to problems they encounter in their lesson delivery</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>4. Inspecting teachers lesson delivery practices for errors</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>5. Readily availing himself/herself for advice &amp; teaching support</td>
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</tbody>
</table>

67
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<tr>
<th></th>
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<tbody>
<tr>
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<td>Evaluating teachers classroom lesson delivery</td>
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<td>7.</td>
<td>Assessing teachers content knowledge</td>
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<td>8.</td>
<td>Ensuring that teachers make good use of time</td>
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<td>Demonstrating teaching techniques</td>
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<td>12.</td>
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<td>14.</td>
<td>Conferencing with teacher to plan for lesson observation</td>
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<tr>
<td>15.</td>
<td>Providing objective feedbacks about classroom observations</td>
<td></td>
</tr>
<tr>
<td>16.</td>
<td>Providing opportunities for teachers to meet and share ideas about teaching and learning.</td>
<td></td>
</tr>
</tbody>
</table>
17. Treating teachers professionally with a sense of caring and respect.

18. What ways do you think lesson supervision could be improved in your school?

19. Suggest any support to improve lesson supervision in your school.

20. Briefly describe problems you face in supervision.

21. Any other comment

SECTION C

PERCEPTION OF HEADTEACHERS TOWARDS LESSON SUPERVISION

1. What do you think lesson supervision is all about?

2. In your view, which categories of teachers need supervision? Why?

3. How is lesson supervision conducted in your school?

4. In your opinion, how should it be done?

5. How do you as a supervisor behave towards teachers when supervising their lesson?

6. How do you feel about their behaviour/attitude when you supervise their lessons in progress?

7. How do you share your experiences during the lesson supervision with the teacher?

8. In your opinion who should perform lesson supervision?

9. How do you think lesson supervision would be improved?
SECTION D:

INFLUENCES OF LESSON SUPERVISION ON PUPILS PERFORMANCE IN CURRICULAR ACTIVITIES

In a scale of 1-4 rate the importance of lesson supervision. Insert in the box the number that best represents your rating


i. Lesson supervision ensures teachers prepare well for the lesson ( )

ii. Lesson supervision promotes syllabus coverage ( )

iii. Lesson supervision ensures teachers presence ( )

iv. Lesson supervision helps curb pupils in disciplinary cases ( )

v. Lesson supervision helps school improve their performance ( )

2. How should information gathered during supervision be used? Rank according to importance of use, 1 to represent the most important use and 5 the least.

a. Evaluating teachers for promotion ( )

b. Grading schools ( )

c. Disciplining teachers ( )

d. Identifying teachers weaknesses ( )

e. Establishing teachers needs for in-service purposes ( )

f. Any other use specify ____________________________

Thank you for taking time to respond to this questionnaire

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APPENDIX III

QUESTIONNAIRE FOR TEACHERS

INSTRUCTIONS.

Please respond to each question by ticking (✓) the appropriate response or by giving your opinion as truthfully as possible.

Your response will be completely confidential and will be used the research for the purpose of this study only. Therefore do not write your name of the zone anywhere on this questionnaire.

You are kindly requested to respond to all the terms applicable to you.

SECTION A

1. Please indicate your gender

   Male (1)

   Female (2)

2. Indicate the age category that applies to you

   Below 30 years (1)

   30-34 years (2)

   35-39 years (3)

   40-44 years (4)

   45 and above (5)
3. What are your highest professional qualification

Masters degree (1)

Bachelors degree (2)

Diploma in ECDE (3)

ECDE Certificate (4)

Any other (specify) _______________ _______________

4. How long have you been teaching?

Less than five years (1)

Between 5-10 years (2)

Between 10 – 15 years (3)

Between 15 – 20 years (4)

More than 20 years (5)
SECTION B: LESSON SUPERVISION

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1. Suggesting to teachers how they should teach

2. Using control to affects teachers lesson delivery

3. Helping teachers find solutions to problems they encounter in their lesson delivery

4. Inspecting teachers lesson delivery practices for errors

5. Readily availing himself/herself for advice & teaching support

73
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<tr>
<td>16.</td>
<td>Providing opportunities for teachers to meet and share ideas about teaching and learning.</td>
</tr>
</tbody>
</table>
17. Treating teachers professionally with a sense of caring and respect.

18. What ways do you think lesson supervision could be improved in your school?

19. What are your sources of new ideas or changes in lesson practices?

20. Briefly describe challenges you face in lesson supervision

21. Any other comment

SECTION C:

PERCEPTION HELD BY TEACHERS TOWARD LESSON SUPERVISION

1. What do you think lesson supervision is all about?

2. In your view, do you think you require lesson supervision? Yes ( ) No ( )
   Why?

3. If your response in question (2) above is yes, whom do you think should conduct lesson supervision?
   Why do you think so? (Give a brief comment)

4. How is lesson supervision conducted in your school?

5. In your opinion, how should it be done?
6. As a teacher, how do you behave towards the supervisor during lesson supervision?

7. How do you feel about supervisors behavior/attitude during lesson supervision?

8. Do supervisors share their lesson experiences with teachers after the lesson?

9. How do you think lesson supervision would be improved?

10. If you were asked to describe the supervisor during a lesson supervision how would you describe him/her? (tick one)

   Colleague ( ) facilitator ( ) helper ( ) evaluator ( ) inspector ( )

   Any other description, specify

SECTION D:

INFLUENCES OF LESSON SUPERVISION ON PUPILS' PERFORMANCE IN CURRICULAR ACTIVITIES

In a scale of 1-4 rate the importance of lesson supervision. Insert in the box the number that best represents your rating


   a. Lesson supervision ensures I prepare well before and during the lesson ( )
   b. Lesson supervision promotes syllabus coverage ( )
   c. Lesson supervision ensures I am present in class always ( )
d. Lesson supervision helps curb pupils in disciplinary cases ( )

e. Lesson supervision helps schools improve their performance. ( )

2. **How should information gathered during supervision be used? Rank according to importance of use, 1 to represent the most important use and 5 the least.**

a. Evaluating teachers for promotion ( )

b. Grading schools ( )

c. Disciplining teachers ( )

d. Identifying teachers weaknesses ( )

e. Establishing teachers needs for in-service purposes ( )

f. Any other use specify ___________________________

**Thank you for taking time to respond to this questionnaire**
APPENDIX IV

PUPIL’S PERFORMANCE SCORES PROFORMA

Pupils should be awarded scores, in accordance to teachers’ score sheet in areas specified below;

Pupil’s name ________________________________

School ______________________________________

<table>
<thead>
<tr>
<th>Scoring areas</th>
<th>Maximum score</th>
<th>Actual score</th>
<th>Average score of the class</th>
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<tr>
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<td>ii.  Reading</td>
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<td>iii.  Drawing &amp; naming</td>
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<tr>
<td>iv.  Arithmetic</td>
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<td></td>
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<tr>
<td>v.  Manipulation</td>
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<td></td>
</tr>
</tbody>
</table>
MAP OF NAIROBI COUNTY SHOWING DISTRICTS

KEY
1...WESTLANDS
2...DAGORETTI
3...STAREHE
4...KAMUKUNJI
5...MAKADARA

Source: MEOs office Kasarani (map edited)
NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471, 2241349, 310571, 2219420
Fax: +254-20-318245, 318249
Email: secretary@nacosti.go.ke
Website: www.nacosti.go.ke
When replying please quote

Ref. No.

NACOSTI/P/14/4396/1358

Jane Wangui Mureithi
Kenyatta University
P.O. Box 43844-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on "Influence of Headteachers lesson supervision on pupils' performance in pre-primary schools in Kasarani District, Nairobi County, Kenya," I am pleased to inform you that you have been authorized to undertake research in Nairobi County for a period ending 31st December, 2014.

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

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

Said Hussein
FOR: SECRETARY/CEO

Copy to:

The County Commissioner
The County Director of Education
Nairobi County.
THIS IS TO CERTIFY THAT:

MS. JANE WANGUI MUREITHI of KENYATTA UNIVERSITY, 21851-400 nairobi, has been permitted to conduct research in Nairobi County on the topic: INFLUENCE OF HEADTEACHERS LESSON SUPERVISION ON PUPILS PERFORMANCE IN PRE-PRIMARY SCHOOLS IN KASARANI DISTRICT, NAIROBI COUNTY, KENYA for the period ending: 31st December, 2014

Applicant's Signature: 

National Commission for Science, Technology & Innovation