AN ANALYSIS OF THE TEACHERS' PERCEPTION OF SUPERVISORY PRACTICES USED BY PRIMARY SCHOOL HEADTEACHERS IN WESTLANDS DIVISION OF NAIROBI.

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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ABSTRACT

The study attempted to investigate and analyze teachers’ perceptions of supervisory practices by primary school headteachers in Westlands Division of Nairobi. Five key areas of supervision covered in this are; leadership, curriculum instruction, motivation, communication and evaluation.

A short background information on the concept and evolution/development of supervision is covered in chapters one and two.

The population consisted of 30 primary schools out of which a sample of 10 schools was randomly selected for the study. The study subjects were 10 headteachers and 20 teachers from the selected schools. The main research tool used in this study was the questionnaire which sought to obtain information or data on the current status of supervision in primary schools with regard to the five supervisory skill areas and the attitudes of teachers towards these supervisory practices.

The study found out among other things that both the teachers and headteachers are professionally qualified teachers with P1 grade as the lowest and are also ‘O’ level graduates. This is an indicator that they are all knowledgeable and understand their specific roles.

The researcher however found out that while headteachers are quite conversant with their administration duties, they are not quite clear or certain
about their supervisory duties, which they undertake as administrative duties.

Teachers' views also indicated that there are inadequacies in supervisory practices especially in relation to communication, curriculum instruction and motivation. It is therefore important that the headteachers are given formal training in supervision to improve their performance in school administration since supervision is a phase of administration.
DEDICATION

This work is dedicated to my loving husband for his support and encouragement throughout this course, and to our dear children Murengi, Kibera and Wambui who gave me strength to carry on and realize this achievement.
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CHAPTER ONE

1.0 **Introduction**

This chapter covers the background to the problem under the following headings:

(i) Background to the problem
(ii) Statement of the problem
(iii) Purpose of the study
(iv) Objectives of the study
(v) Research questions
(vi) Significance of the study
(vii) Assumptions of the study
(viii) Limitations of the study
(ix) Definitions of significant Terms
(x) Organization of the research report.

1.1 **Background of the Problem**

Supervision is a term that is subject to not only wide interpretation but also meaning and has evolved over the years. This is so because everyone who hears it or reads about it interprets it in terms of his or her past experiences, needs and purposes. To a supervisor, it may mean a positive force for school programme improvement yet to a teacher it may conjure up images of threats or a source of assistance. As Kimball Wiles (1975:P3) puts it:

A supervisor may consider it a positive force for program improvement; one teacher may see it as a threat to his individuality; another teacher may think of it as a source of assistance and support.
These feelings about supervision vary because of the way supervisors have been known to interpret their roles. Similarly variations in perceptions of supervision are more seriously felt by the recipients; that is, teachers, pupils and parents. According to Njagi (1981) teachers view the climate of the school to be good or bad in terms of perception of prevalent attitudes and psychological qualities of their relationship particularly with their headteacher.

In Kenya the history of supervision dates back to the early 1900’s. With the establishment of the department of education by the colonial government the leadership and control of schools fell in the hands of the colonial masters. It was not until the mid 1950’s and early 1960’s that the leadership of schools was extended to the Africans. Supervision was then seen as a directing and judging activity rather, than an inspectorial task. According to this practice, a teacher was required to comply with what the supervisor directed or commanded. This was perhaps because the bulk of teachers were untrained and/or had low academic qualification. Comparing traditional supervisory practices with modern practices, Barr et al (1947 p. 13) stated:

Traditional supervision was largely inspection of the teacher by means of visitation and conference, carried on in a random manner, with suggestions imposed on the teacher through authority and usually by one person.

Modern supervision by contrast is the study and analysis of the total teaching – learning situation through diverse functions operating in a carefully planned programme, that has been cooperatively
derived from the needs of the situation and in which many persons participated.

During the period of 1940’s and 1950’s emphasis was laid on democratic supervision which builds up group co-operation in which teachers display skill of free thinking, initiative, self reliance and participate fully in determination of goals and policies of instruction (Nyamu 1986, p. 14). Today’s supervisor is therefore viewed as a helper, facilitator who guides teachers in the best methods of improving instruction. Kimball Wiles (1955) observes: -

Supervisors who see themselves as helping professional people solve their instructional and curricular problems have continued to work for the improvement ..... in the curricular change.

Any supervisory programme will succeed only to the extent that each person involved is considered as a human being with a unique contribution to make in the educative process. Creating an atmosphere where all contribute their best thinking, must be the major effort of the supervisor.

Wiles further observes that:

..... The supervisor is there to help the teacher grow in self direction and professional maturity not to increase the dependence of the teacher on someone else’s judgment.

By the mid 1950’s following the recommendations of the Beecher report (1949) which tried to harmonise the management and control of education system(s) at that point in time, efforts were made by the government to give
direction, cooperation, co-ordination and consistency in supervisory teams especially because there was need to tackle the problem of shortage of qualified staff. In doing this, the government viewed inspection and supervision as totally separate (Mutua: 1988, p25).

Conceptualizing this distinction Beecher, (1949, p.12) observed that:

> Inspection and supervision are entirely separate.... Inspection belongs to the (government) department and supervision to the body to whom schools management has been delegated.

Perhaps Beecher’s separation of these functions draws a distinction between professional functions and managerial duties in education. In this regard, and for purposes of this study, supervision becomes that phase of school administration which deals primarily with the achievements of appropriate selected instructional expectations of educational services.

At the theoretical level and as an aspect of administration supervision becomes a leadership activity which involves directing people’s efforts towards attaining better results in as far as the child’s growth and development are concerned. At leadership level, supervision is concerned with improvement of instruction and curriculum development in general and headteachers in particular play a key role in the instructional leadership of their school. Administratively his supervisory role becomes more complex as he has to ensure that work is accomplished to the required standard and within the specified time limit so as to achieve set educational goals and objectives. Olembo et. al. (1992) state:
Supervision is not only concerned with overseeing, directing, regulating and controlling teachers and pupils. It also involves guiding and influencing teachers and pupils to strive for desirable teaching and learning behaviour in order to achieve educational goals and objectives.

This leadership function therefore pits him against a wide clientele who include the teachers, pupil’s parents and community around the school. He therefore needs their co-operation and support to succeed. Njagi (1981) observes:

Teacher’s positive attitude enhance the elements of co-operation in an organisation, which is pre-requisite to success.

Teacher’s apathy on the other hand becomes an obstacle to the successful achievement of the school aims and objectives. To raise their morale, Jones (1966) argues that it is essential that their attitudes should be influenced in such a way that they will be able to see themselves as important and indispensable before the eyes of the headmaster. Davis and Nickerson (1968, p. 17) show the importance of the teacher in the administration when they say that the central purpose of any school is education of the child and the teacher is the most important single resource in providing quality education which enables maximum student growth and development. This is why an investigation into the teachers’ perception of the headteachers supervisory practices becomes necessary.

1.2 Statement of the Problem.

Primary school headteachers occupy a very sensitive position in administration of schools to which they are appointed. Their supervisory role
is greatly influenced by the type of interaction existing between them and the teachers. This interaction is in turn influenced by effective supervisory practices in leadership, motivation, communication and evaluation systems in the schools. But since most headteachers are appointed to headship without prior preparation in administrative or supervisory practice, they adopt trial and error methods which may impact negatively towards improvement of teaching and learning. Mutua (1988) observed:

Albeit the great importance attached to supervision, selection of supervisors has been based on inadequate criteria. There is no prior training related to school supervision... (p. 7)

Commenting on the selection of supervisors, Ominde Commission Report (1964, p. 46) states:

Effective supervision of education is a task of no small difficulty and it is certainly quite unsafe to assume that a promoted school headteacher will automatically make a good supervisor without training.

Griffin (1994, p. 2) commenting on deficiencies in school management points out that appointment of unqualified teachers as administrators is a historical problem. He argues that:

Teaching like medicine is not particularly good preparation for good managerial responsibility. However, within an established and stable school system, enough teachers can be found who have the administrative potential and this potential
improves into good performance as they move slowly up the system.

The researcher therefore believes that there is a need to examine the supervisory role of the headteacher through the eyes of those supervised in order to improve their supervisory skills. Karugu (1986) emphasizes the crucial role of teachers in instructional supervision when he states that:

#### The success or failure of Kenya’s education system depends on teachers... reformers may build schools, make changes in structure and curricular... (But) in the end everything will depend on teachers who will be responsible for applying them. (Wanyama, 1990: p. 2.)

In so far as this study is concerned, teachers’ perception of their supervisors can and should act as a reservoir from which headteachers can draw tools with which to sharpen or improve their supervisory practices in order to establish mutual partnership with teachers for collaborative teaching – learning activities. The way these supervisory practices are perceived by teachers is what has prompted this study to be undertaken.

### 1.3 Purpose of the Study.

Significant changes have taken place in school administration, school organisation, teaching methods, instructional materials and general management of the school, all of which respond to societal demands on the school as an institution. The recipient of all these challenges is the headteacher. The performance of the headteacher is gauged by the outcome
of the results and the end product of a school cycle. Consequently, the purpose of this study was to:

(a) Find out whether headteachers carry out the supervisory practices related to:

(i) Curriculum Instruction
(ii) Leadership
(iii) Communication
(iv) Motivation
(v) Evaluation.

(b) Examine the education and training that the headteacher receive in preparation for the supervisory role in the light of the generally desired state of supervision

(c) Examine the perception of the supervisory role of the headteachers as viewed by the headteachers themselves and their teachers

1.4 Objectives of the Study.

The researcher therefore hoped to achieve these by specifically addressing the following objectives:

(i) Clarify the role of the headteacher as a supervisor in the context of his administrative position.
(ii) Identify the supervisory problems headteachers face in carrying out the activities related to curriculum instruction, leadership, motivation, communication and evaluation with a view to proposing remedies.

(iii) Determine whether teachers attitude towards supervisory practices by their headteachers are related to their professional qualification, experience, age and sex.

(iv) Establish whether there is need for induction/in-service programme for newly appointed head teachers.

(v) Determine the requisite qualities of good supervisory practice and establish a criteria that the headteachers can use for self evaluation.

(vi) Make recommendations for future research.

1.5 Research Questions.

The following research questions guided this study:-

1. How do headteachers perceive their supervisory roles in their schools?
2. How often do they carry out supervisory activities in curriculum instruction, leadership, communication, motivation and evaluation?

3. Do the headteachers feel prepared for this role in terms of training. How would they rate themselves?

4. How do teachers perceive supervisory practices by their headteachers and how do they rate them?

5. Are supervisory practices affected by the size of the school, sex of the headteacher and/or qualification?

6. Does the headteacher require special training to carry out these supervisory duties?

7. What performance indicators reflect a headteachers’ capacity to supervise effectively?

1.6 Significance of the Study.

There is need for headteachers to become more sensitive to the manner in which their supervisory practices are perceived by the teachers in the areas of curriculum instruction, leadership, motivation, communication and evaluation. The success of any school depends on the co-operation between the headteacher and their teachers. Njagi (1981:pp13-14) observes:
Teachers view the climate of the school to be good or bad in terms of perception of prevalent attitudes and psychological qualities of their relationship particularly with their headmasters. By understanding how teachers view them in their administrative functions, headteachers will be able to adjust themselves so that they can work co-operatively with the whole staff.

The study therefore is significant because:-

(i) It will help headteachers evaluate their work against the desired expectations of their teachers and work.

(ii) Once the report is published it will help the education officers and Inspectorate stimulate further research into the training programme for teachers so as to include courses in supervision of schools and other relevant administrative skills.

(iii) The trainers in teacher training colleges and other institutions like KESI and KIE who need to appraise their training programmes as they address the needs and problems of practising teachers will find this report useful.

(iv) As a source of reference, the study will come up with findings that will be useful to the ministry of Education in terms of raising awareness on the plight of headteachers’ administrative and supervisory problems and its effect on the standards of education at all levels of education system.
1.7 **Assumptions of the Study.**

The study was carried out on the basis of the following research assumptions:

(a) Primary school headteachers supervisory behaviour is influenced by his/her perception of the supervisory role.

(b) Effective supervisory practices improve the quality of teaching and learning in school.

(c) The supervisory behaviour of the headteacher is influenced by his/her sex, experience, size of the school and age.

(d) Effective supervisory practices in schools are the result of joint co-operative effort between the teachers and headteachers.

1.8 **Limitations of the study**

(a) The study was carried out in only one division in Nairobi. The area of the study being so small may not allow generalisation on the population although it is a useful contribution.

(b) Time allowed for the study and financial constraints could not allow for a wider coverage of the study.
1.9. Definition of Significant Terms

As used in this study, the following terms have been adopted to mean as follows:

**Modern Supervision:**

This is a positive, dynamic, democratic action designed to improve classroom instruction through the continual growth of all concerned individuals i.e., the child, the teacher, the supervisor, the administrator and the parent. In the context of the role of the headteacher, supervision is that phase of administration which deals primarily with the achievement of the appropriate selected instructional expectations of the educational service.

**Perception:**

This refers to, day to day sensory experience of teachers in as far as the work of the headteacher goes. It projects the response the teacher develops towards the way the headteacher carries out his/her supervisory work within the school and in a wider social framework.

**Supervisory Practices:**

These refer to all that the headteacher does in and out of school that is geared towards improvement of teaching and learning for the achievement of set goals and objectives of the school.
Supervision

All those efforts by the school administration and especially the headteacher directed at organising teachers, pupils and teaching materials in order to achieve set goals.

1.10 Organisation of the Research Report.

The research report consists of the following chapters:

Chapter one:

Serves as the introduction to the study.

Chapter two

Is a review of related literature.

Chapter three

Gives a brief description of the research design and methodology. It covers the sampling procedure, data collection and administration of research instruments.

Chapter four

Gives details of the analysis and presentation of the data collected for the purpose of the study.
Chapter five

This chapter concludes the research study. It offers recommendations based on research findings and suggests further research studies on this topic on the analysis of the teacher's perceptions of supervisory practices used by their headteachers.
CHAPTER 2

2.0 REVIEW OF RELATED LITERATURE

2.1 Introduction

Literature on this concept of supervision reveals so many definitions accumulated through history. From the standpoint of historical development operational assumptions and behavioural characteristics, supervision is viewed as a phase of administration. According to Eye and Netzer (1965: p.12):

Supervision is that phase of administration which has pertinence for the expectations (product) of teaching, and learning activities.

This definition suggests that supervision takes place within the general functional area of school administration since supervision is a phase of administration. Within the context of school administration supervision is viewed as an integral part of administration since it deals primarily with the achievement of the appropriate selected instructional expectation of education service. As an aspect of management, supervision helps to ensure that work is accomplished to required standard and within the specified time so as to achieve set educational goals and objectives.
Williams (1972: p. 91) observes:-

Supervision in a sense really implies "Super" vision. It means in effect the ability to analyze larger curricular programmes in their entirety yet at the same time be able to join the small bits and elements into one cohesive whole as they fit into larger curricular pattern.

This definition elevates supervision to a level of a process. Olembo, et. al. (1992); Eye and Netzer (1965) not only view it as process of directing, controlling, stimulating, initiating, analyzing and appraising but also one that guides and influences teachers and pupils to strive towards desirable teaching and learning behaviour in order to achieve educational goals and objectives. In the broadest sense supervision is the process of improving instruction. Elsebree, et. al. (1967) defines it as:-

..... all efforts of designated school officials directed towards providing leadership to teachers and other educational workers in the improvement of instruction (p. 139).

Kimball and Lovell (1975) see it as a term that is subject to wide interpretation and meaning as everyone who hears it or reads about it interprets it in terms of his or her past experiences, need and purposes. To a supervisor, it may mean a positive force for school programme improvement.

Yet to a teacher, it may mean threat or even assistance and support. These feelings about supervision vary because of the way supervisors have been known to interpret their role and these variations in perception of
supervision can be said to create conflict and impact negatively on the quality of instruction.

Modern supervision therefore at its finest is both dynamic and democratic reflecting the vitality of enlightenment and improved leadership. According to Burton and Brueckner (1955) supervision is viewed as:

...... an expert technical service aimed at studying and improving co-operatively all factors which affect child growth and development ............ (Neagley & Evans 1964: p. 1).

From the foregoing discussion, any leadership function which is primarily related to the improvement of instruction or curriculum development is considered supervision hence a phase of administration.

Historical Development of Supervision

Historically supervision has evolved from a crude practice in which emphasis was laid on school inspection. It was characterised by unannounced visits to determine whether or not teachers did what they were supposed to do and hence take disciplinary action against defaulters. The nature of the remedy was to either displace or replace the teacher. In the 1920's, the concept of supervision evolved into what we know as Scientific Supervision. This aimed at work efficiency and measurement of performance in terms of class control and regulation. It was more concerned with coordination and directing. The supervisor knew what should be taught and when it should be taught.
Later in the 1930's the concept evolved into what was referred to as democratic supervision. A survey of literature reveals that the term “democratic supervision” meant a type of manipulation in which the teachers were to be treated kindly and maneuvered into doing what the supervisor wanted done. This however aimed at improvement of instruction and worked towards creating a warmer relationship between the teachers and the supervisors.

According to Williams (1972: p. 24).

Democratic supervision represents the fulfillment of any task that leads to shared development of an improved instructional programme.....
May be characterised as a type of activity in which functional assistance and encouragement are key characteristics.

During the period of democratic supervision, the practice of supervision as a telling and directing activity in which the teacher was placed in an inferior position were replaced by partnership of ideas, planning and creativity which was considered essential. This developed into what later came to be referred to as modern concept of supervision which saw supervision as a co-operative enterprise. Elsebree, et. al (1967 p. 145) states:

Modern supervision is cooperative. Instead of directing attention solely to the improvement of individual teachers, it enlists the co-operative efforts of the entire staff in the study of the educational problems of the school. More emphasis is directed to the function and operation of the group processes and contribution of all members...... is deliberately sought. Leadership by all members is provided for and encouraged; it is not the sole prerogative of the principal.
Modern supervision is therefore broader in its scope than earlier concepts and practices.

Supervisory practices in Kenya were originally established and developed along racial lines. Under the colonial government, each component of education system, European, Asian, Arab and African education had an independent supervisory pattern. This is because the colonial government was not willing to provide quality education through a unified supervisory pattern. This was later to change following the recommendation of Beecher Report of 1949. The report tried to harmonise the management of education and define the role of supervision thereby bring about uniformity. Following the decision to shift the supervisory and inspectorial responsibilities to local authorities and other bodies, supervision became more of a management function than an inspectorial function (Mutua 1988). This is so because the government viewed inspection and supervision as two separate functions and in conceptualising this distinction, Beecher (op. cit) observed that:

...... inspection and supervision are entirely separate
...... Inspection belongs to the (government) department
and supervision to the body to whom the school management has delegated.

Current supervisory and inspectorial practices in Kenya took shape during the period 1955-1963 when educational dynamism among the Africans began to be deeply felt. What is important to note here is the fact that the problem of lack of qualified supervisors and inspectors which was experienced before independence are still unresolved to date. This has created a situation where the perception of supervision as different and
separate from inspection has remained a mirage among the teachers and their supervisors. There is therefore need to find out how the stigma can be lifted to create the much needed harmony and cooperative relationship at school level to improve productivity. Wanga (1985) contends:

Lack of differentiation in these two functions may cause confusion and in some instances reduce effectiveness of some officers especially where there are duplication of roles.

Headteachers play a vital role in instructional leadership in their schools. Ominde (1964) in stressing the supervisory role of the headteacher observed:

The supervisory role of the head is of special importance .... the backbone of supervision in the school must be provided, willy nilly, in the first place by the heads of these school (p. 46).

Albeit, the great importance attached to supervision, selection of supervisors (headteachers) has been based on inadequate criteria. There is no prior training related to school supervision. (Mutua: 1988). Commenting on the selection of supervisors Ominde (1964) stated:

Effective supervision of education is a task of no small difficult and it is certainly quite unsafe to assume that a promoted schoolmaster will automatically make a good supervisor without training.

Griffin (1994:2) attributes this to history of Kenya’s education when he states:
In Kenya, following independence, the tremendous mushrooming of secondary schools allowed no time for such development and forced the appointment of unprepared and insufficiently competent people as headteachers.

He further argues:-

Teaching like medicine is not particularly good preparation for managerial responsibility. However within an established and stable school system, enough teachers can be found who have administrative potential and this potential improves into good performance as they move slowly up the system (p.2)

This is the practice today and it encourages a lot of trial and error methods of administering and supervising schools. As a result, good and well run schools are few but poor schools are numerous thus compromising education standards.

2.2 Supervision as a skill in leadership

The headteacher as the supervisor in a school has the responsibility of encouraging leadership in others through shared responsibility and commitment. This is based upon the belief that there is a co-operative relationship between those in leadership positions and those being supervised. If the staff is to exercise its full potential, their participation in decision making, then the ideas and leadership must be allowed to work. Neagley and Evans (1964) observed that:-
Establishment and maintenance of satisfactory human relations among all staff members is primary. Any supervisory programme will succeed only to the extent that each person involved is considered as a human being with a unique contribution to make in the educative process. Relationships among all personnel must be friendly, open and informal to a great extent. Mutual trust and respect are essential and the person in the supervisory role must set the tone.

Dull (1981 p. 73) expounds this further when he says:

Supervisory leaders must foster a humanising working climate. This climate is characterised by such qualities as openness, appreciation, caring, kindness, positive enthusiasm, sensitivity, self discipline and empathy. All people are treated as unique persons who have a potentiality for making positive contribution to the growth and improvement of others and the organisation.

Creating an atmosphere where all contribute their best thinking must be a major effort of a supervisor. According to Williams (1972: p.73) :-

The supervisor's basic function is to broaden the role of the teacher so that he is responsible for as many meaningful and essential professional activities as possible.

He should therefore be assisting the teacher in seeking and defining new teaching roles that lead to an increase in his influence and productivity. This means:-
(i) Co-ordinating his effort in determining what needs to be done to assist them implement programmes.

(j) Assist the teacher discover (adapt to the environment) performance requirement needs of students and the community conditions he is working in.

(k) Assist the staff in examining, selecting and designing learning materials that are relevant.

(l) Coordinate and support teacher action in the area of instructional improvement.

The supervisory leadership should therefore be held by an individual who has had essential training required for the position and who has skills and ability to expedite the tasks related to instructional improvement, and communicates well with professional staff. He should be one who sees his role as primarily supportive of the classroom teacher in an effort to improve the performance of that teacher.

Williams (1972, p. 88) emphasizes this when he states:

"...whatever is done to improve curriculum does in fact involve techniques of good supervision."

Gulick (1965, p. 105) further observes:

"...a leader is a planner, an organizer, a staffing officer, a director and a co-ordinator. He can only succeed in these diverse roles if he is given the cooperation by the people he is leading. The willingness of his followers to cooperate with him will stem largely from their attitudes towards their leaders administrative behaviour."
2.3 **Supervision as a skill in curriculum instruction**

The school like any other organization must use teachers to achieve its purposes and goals. The central purpose of any school is learning. The headteacher has a prime responsibility to give a strong lead in curriculum work in the area of selection and revision of educational objectives, selection of materials for instruction, improvement of teaching methods and evaluation procedures. To be able to achieve the curriculum objectives, the supervisor must be a good planner, good organizer, good co-coordinator and above all a good team player.

Supervision of instruction involves the headteacher in a number of activities or tasks such as classroom visitation, individual teacher conferences and consultative meetings and in-service programmes all geared towards improving the conditions that surround learning and growth of pupils and teachers. Jones et. al, (1969) points out:

> An administrator is performing supervision when he points out research findings to teachers, confers with teachers about their work in the classroom, arranges conference or in-service courses for teachers to attend and many other routine activities at school. As long as these activities centre about the teacher’s job in the classroom and are directed toward continual enhancement of this vital process, the administrator is carrying out his responsibility of supervision.

Classroom visits for instance are helpful but teachers generally see them as inspection and rating and therefore are negative to them. Ideally the supervisor should use these forums to analyze the learning environment,
diagnose pupil difficulties and hence plan remedial measures. Why teachers are averse to classroom visits by their headteachers is because they are not always well intended but fault-finding. Most often, the reports of the findings are not discussed with the teachers rendering the whole exercise meaningless. Teachers value individual conference held after a classroom visitation and as Jacobson, et al (1973, p. 141) observes:

...conferences provide a chance for commendation. Honest praise is far greater incentive to future development than sharp reproof no matter how deserved the latter may be.

In this regard, classroom visits by the headteacher should be planned for and undertaken for the purpose of improving instruction. This way the headteacher would be able to observe:

(a) the organizational skills of the teacher;
(b) management skills i.e. how he disciplines and manages the group;
(c) the atmosphere of learning; how the teacher maintains a healthy classroom environment.
(d) relationship with the students and especially in terms of how he recognizes individual differences and shows interest in students.
(e) the records and reports and how they are maintained.

This underscores the importance of the headteachers' perception of his role as a guide, a helper, a consultant. The supervisor should use his special skills and techniques to assist the teacher in the classroom do a better job.
According to Williams (1972) staff members recognize that anyone who undertakes to fulfill the responsibility of a supervisory role must demonstrate an attitude of helpfulness and consideration for those who would seek his assistance. Olembo and Cameron (1986) in support of supervisory help for teachers state:

Each teacher brings to the school a unique philosophy in terms of the roles he feels he has to fulfill, a wide variation in understanding the learning process and its relation to the curriculum and his own background and experience as both the subject matter expert and a community participant. (p. 117).

The headteacher being a change agent, therefore should be conversant with the requirements of his role, current curriculum policies and educational needs of the nation if he has achieve the set goals and objectives.

Karugu (1986) emphasizes the crucial role of teachers in instructional supervision when he states:

....the success or failure of Kenya’s educational system depends on the (teachers)... Reformers may build schools, make changes in the structure. But it all depends on the teachers who will be responsible for applying them (Wanyama: 1990)

2.4 **Supervision as a skill motivation**

It has been observed that a group’s productiveness is affected by the quality of its human relations and the supervisor must work constantly for the groups cohesiveness. (Neagley and Evans: 1964, p. 5)
Establishment and maintenance of satisfactory human relations among all staff members is of crucial importance. Any supervisory programme will succeed only to the extent that each person involved is considered a human being with a unique contribution to make in the educative process. Mutual trust and respect are essential and the person to set the tone is the supervisor. According to (Neagley & Evans: 1964, p. 10).

A supervisor is concerned with providing effective leadership within the staff. To do this he should seek constantly to improve his sensitivity to the feelings of others; to increase the accuracy of his estimate of group opinion on important issues; to become more co-operative in his working relationship; to seek to establish higher goals for himself and to interact more frequently with those in the group in which he works.

Research studies have shown that the most important element of successful schools is a motivated teaching staff. For example, Dull (1981, p.69) states:-

A motivated faculty which positively moves students and gets things accomplished is the critical element that differentiates a superior school from an ordinary school. Supervisory leaders are the keys to developing a motivated and committed staff.

Motivation is defined as an intrinsic drive towards the fulfillment of personal needs and the improvement of one’s perceived status. It is influenced strongly by extrinsic factors such as personal values, past achievement, important people in the individual’s life and significant emotional experiences. In practice, the highly motivated individual is
a goal setter and a goal achiever. The motivated person has an accurate understanding of his/her needs; values and strengths. (Dull; 1981; Elsebree, et. al (1967; p. 146) in emphasizing the importance of a collegial relationship states that:-

The relationship of the modern supervisor to the teaching staff is peer relationship.

Instead of being considered as the authority who “teaches” the teachers and determines the policies they shall carry out, he is considered as a person freed of teaching responsibilities in order to serve the staff in co-ordinating and facilitating their efforts to improve the work of the school. He is not as superior as viewed in the past. He is an equal charged with their human reserves in a common attack on common problems.

According to Mbiti (1974) motivation has to do with employees interest in putting the utmost effort into their work. Motivation is therefore one of the key factors that leads to efficiency.

The headteacher has the responsibility of creating conditions in school within which the staff can meet its organisational responsibilities while at the same time maximising personal development. Kimball Wiles (1975) observes:-

One of the functions of supervision is creation of a wholesome emotional tone for the school. The basic way for a supervisor to create a satisfying emotional tone is by respecting the personality of all individuals with whom he comes into contact.
To succeed in this, supervisors must help to motivate teachers. They must have positive self-concept of themselves and earn respect from their teachers. It is said that motivational leaders instill a feeling of personal achievement in their teaching staff. They should see to it that all teachers who are affected by decisions have an opportunity to shape them. They should arrange for such participation because by involving teachers in decision making there can be increased understanding, commitment and motivation.

2.5 **Supervision as a skill in communication**

Communication is one of the most powerful tools a supervisor needs to carry out the supervisory functions effectively. It is viewed as:-

The life blood of the organisation; the oil that soothes the functions of the organisation; the thread that ties the system together; the force that pervades the organisation and the binding agent that cements all relationships (Wanyama: 1990, p. 5)

Black (1975) observes that one of the main characteristics of an effective supervisor is that:-

He is a conscientious communicator, and willing to discuss work related problems sympathetically and is receptive to new ideas. (Wanyama: 1990, pp17 - 18).
These are powerful attributes and underscore the important role communication plays in an organisation. A large part of the headteacher’s responsibility as a supervisor is to co-ordinate the activities of the whole school and to ensure that children receive good education. Bennet (1974: p. 103) observes that if this has to occur then:

Headteachers have to communicate instructions, recommendations, requests and information to their staff. The extent to which these are received, understood and acted on will depend in part on the success of the communication system in the school.

Wiles and Lovell (1975) in summarising communication as a skill in supervision state that supervisors are likely to be more effective if they remember that communication is a process in which people attempt to share personal feelings and ideas and to understand the other person’s feelings and ideas. It is part self disclosure and part seeking to understand the other person. It is decreased by feelings of superiority and inferiority, by fear and anxiety, by rigid social organisations, by attempts to pressure or control and pressure to achieve, produce and/or conform. It is however increased as trust is developed, when people feel they have common values and goals, when the wish to explore differences is present, or manipulation, when individuals like and support each other.

In conclusion therefore, communication channels must remain open between all levels and in both directions if the supervisor has to achieve positive results.
2.6 Supervision as a skill in evaluation

The process of evaluation has to do with ascertaining of values; what it is that instructional supervisor judges to be valuable, worthwhile, describable or useful (Olembo: 1992). Evaluation is the process of providing feedback for improvement of the instructional programme. Every effort should be made to establish evaluation as an activity in which mutual gain of pupils and teachers and the school is achieved. The purpose of educational evaluation is to help narrow the gap between what is and what should be. Dull (1981) lists down six general characteristics which an adequate evaluation programme should have.

1) The design of the evaluation programme should be comprehensive. All factors should be evaluated including such matters as teaching methods, organisation, use of material, personnel relations and supervisory activities.

2) Evaluation should be co-operative. All staff members should participate.

3) Evaluation should be based on valid criteria; they should be consistent with accepted philosophy and objectives of the school.

4) Evaluation should be diagnostic. There should be an attempt to identify reasons influencing factors for opinions, ratings and value judgments.

5) Evaluation should be continuous. Education is an ongoing process.
Evaluation should be functional. Evaluation is justified only to improve an existing situation. Unless the knowledge gained from evaluation results is applied there is no justification for spending the valuable time it takes to do it. (Dull 1981: pp. 279-181)

Evaluation of supervision therefore needs to be concerned with three things.

(a) the end product of supervision

(b) the quality of the supervisory process

(c) the contribution of the supervisory leader.

An effective supervisor should encourage both formative and summative evaluation based on objective observations and records in relation to educational goals and objectives (Mutua: 1988).

2.7 Teachers perception of their headteacher’s supervisory practice

Teachers have been for a long time receivers of supervisory practices over which they have little or no say. Njagi (1981) observes.

Teachers view the climate of the school to be good or bad in terms of perception of prevalent attitudes and psychological qualities of their relationship particularly with headteachers.

For this reason, it is important that headteachers are sensitive to the feelings of their teachers to be able to build a team that shares common goals and strives to achieve them. It is also important that the headteachers take a sincere interest in their teachers; know their abilities and skills as well as
their limitations, knowledge of which will be useful in delegation of responsibilities so that learning can be facilitated. This calls for a good leadership ability of a headteacher. Studies carried out have shown that poor school performance is attributed to lack of adequate and close supervision. Sifuna (1974) observes:

Internal and external supervision has its role in improving the quality of teaching. Things like unwarranted absenteeism, negligence of duty (lesson preparation, and marking books) .... The supervisor should be a little more informed....

Other studies by Wiles and Lovell (1975); Jacobson; et. al (1973) have shown that teachers’ feelings about supervision may differ from school to school because of the various ways in which the supervisors (headteachers) view their role. To a supervisor, it may mean a positive force for school programme development and improvement. Yet to a teacher it may be seen as a threat to his or her position. Another may consider it as a source of assistance and support. This has a historical basis.

In the early 1900s, supervision was seen as a directing and judging activity. According to this practice, a teacher was required to comply with what the supervisor directed and commanded. However, over the years this role has considerably changed to what modern thinking prefers to call a ‘helping’ process. According to Jacobson (1973), all teachers need assistance and encouragement in reaching the highest level of professional development possible. Every headteacher should have a definite plan for helping new teachers to fit in the new
environment, and to understand institutional goals and objectives which he/she must strive to achieve. Studies have shown that there are two types of teachers.

(i) The experienced teacher who wishes to increase the scope of his professional activity.

(ii) The mature teacher who insists upon teaching in the way he or she has been taught in bygone years.

Kimball Wiles (1955), for example, states that:—

Supervisors who see themselves as helping professional people solve their instructional or curricular problems have continued to work for improvement in the process of decision making; decisions sharing and curricular change ................. teachers have become confused about the meaning of supervision as they encounter many methods in the supervisors they know and even a pattern of inconsistency in the same supervisor.

This observation by Kimball (1955) justifies the need to demystify the concept of supervision and clarify further the role of supervisors. This will help to improve the perception of supervisory practices and help in creating an environment of mutual trust, confidence and respect between the supervisor and those he or she supervises.

Njagi (1981) observes:—

The school like any other organisation must use teachers to achieve its purpose. The success, internal organization and functioning of the school are primarily determined by the teachers’ perceptions of what is desirable hence the importance of discovering what the
teachers feel appropriate with regard to the leadership in the school. In these areas, the teachers may have a feeling of satisfaction or dissatisfaction. (p.15)

Davis and Nickerson (1968) emphasize this point by saying that research effectiveness has established that there is a relationship between characteristics of the total staff and school quality. Teachers perception of their supervisors and their evaluation of supervisory behaviour can and should act as a reservoir from which headteachers can draw tools with which to sharpen their supervisory practices in order to establish mutual partnership with teachers for collaborative teaching and learning activities.

At leadership level a supervisor has to be concerned with providing effective leadership with the staff. To do this, he should seek constantly to improve his sensitivity to the feelings of others; to increase accuracy of his estimate of group opinion on important issues; to become more co-operative in his working relationship; to seek to establish higher goals for himself and to interact more frequently with those in the group with which he works.

Neagley and Evans (1964) observes

............... the ideal (modern) supervisor must first of all have the personal attributes that make a good teacher. He needs to be intelligent, should have a good, broad grasp of educational policies and goals, should have a great skill in human relations ............. group process and a working understanding of the team concept in democratic supervision.............
He may be a specialist in certain subject disciplines but he has to be generalist in his approach to the total programme of the school.

Tompkins and Beckley (1954) further define the necessary qualities of a supervisor as follows:-

His intuition, humility, friendliness, thoughtfulness, sense of humor, his effect on others as well as his patience are all essential characteristics because supervision deals with relationships between people.

This prescription becomes a checklist to the headteacher for self evaluation in our study.

**Summary of Literature Review**

Against the background of the review, there is no doubt that a clarification of the role the headteacher as a supervisor is necessary. In order to facilitate positive change in the teachers’ classroom behaviour, the supervisor should seek to establish a working relationship with his staff and adopt supervisory practices that will enable teachers share equal responsibility for the design of the changes to be made in the school. A type of relationship calculated to deal with teacher’s residual anxiety, one characterised by mutual trust, confidentiality and honesty. Such relationship implied by words like ‘helper’, ‘counselor’, ‘guide’ greatly influence the perception of teachers and supervisors and tend to influence behaviour. Olembo (1977) argues that in colleagueship, it is easier for professionals to help each other and at the same time strengthen themselves professionally and personally. He observes:
The non-threatening relationship, the clear understanding about the ground rules, roles and functions developed in supervisory relationship and the shared relationship for its success are all viewed as facilitator of the behavioural change. (Olembo: 1977 p. 75)

Other studies have revealed that teachers with different levels of training and years of training do not differ significantly in their perception of competencies of their supervisors. (Wanyama: 1990).

Ziolkowoski (1965) through his study of headteachers’ supervisory practices found out that teachers perceived effective headteachers as persons who are:

a) hard workers, setting an example by their own standards;

b) perceptive, have accurate knowledge of what went on in the school;

c) interested in teachers as individuals and considerate;

d) approachable, the kind of person teachers can bring their problems to;

e) willing to take advantage of teacher’s special skills and interest;

f) willing to give teachers a share in decision making in the school;

g) aggressively interested in curriculum study and development;
h) strongly interested in educational change and innovation (Wanyama 1990: pp. 33-34)

According to Kunz (1971) however, principals perceived by their teachers to be of strong initiating structure were complied with more than principals perceived to be strong in consideration structure. (Njagi : 1981; Wanyama: 1990, Mutua: 1988)

Jiboku (1977) in a study carried out in secondary school in Tanzania confirms this when he says

.... Perception of leadership function preferred male heads because they (male heads) were perceived to be more of initiating structure..... than female heads who were perceived to be strong in consideration structure (pp. 155-162) (Njagi 1981: pp.34; Wanyama 1990: p.35)

Karagu (1982) confirms this when he states:

Teachers have their own expectation of the role of the headteacher and their attitudes towards the role of the headteacher are important in determining what (supervisory) practices the headteacher adopts.

In conclusion therefore, it is clear that in order for the headteacher to improve his role as a supervisor and develop appropriate skills for effective supervisory practices, he needs to perceive his work in relation to that of his teachers and other components in the school.
CHAPTER THREE

3.0 Research Design and Methodology

3.1 Research Design

The research design used for this study was simple descriptive survey. The choice of this design was based on the fact that the objective of the study was to find out what supervisory practices headteachers carry out in their schools in areas of leadership, curriculum instruction, motivation, communication and evaluation and how these practices are perceived by teachers whom they supervise. It is believed that this method would help to bring out the current status of supervision in primary schools and attitudes of teachers towards them.

3.2 Study Population

The population for this study consisted of 30 primary schools in Westlands Division of Nairobi out of which 10 schools were selected for the study. Westlands division is one of the eight educational divisions managed by the Nairobi City Council’s education department. Administratively, it falls within Westlands constituency. It has a large population of public, private and non formal schools. The study however confined itself to the public schools only because they fall under one type of management policy framework and are also easier to deal with as they are familiar with such studies. The response rate was 80% for the headteachers and 75% for the headteachers.
3.3 Sample Population

A sample of 10 schools was randomly selected from a population of 30 primary schools in the division. The headteachers of the selected schools were automatically used as subjects for the study. Other subjects included in the study were 20 teachers (a female and male) from each of the 10 schools who were also selected using simple random sampling.

3.4 Sampling Procedure

To be able to select 2 teachers from each school, lists of teachers from each of the 10 schools were collected from the schools. Since each teacher's name on the list bears a number, these numbers were used to sample them. Before sampling was done, the numbers were written on small pieces of paper, starting with the female teachers who are the majority in each school. The headteachers were exempted from this since they were automatically study subjects by virtue of their schools being in the sample. The average number of teachers per selected school was 30 and so the pieces of paper with numbers ranging between 2 to 30 were then put in a small container and jumbled up. They were then picked at random and the subjects corresponding to the numbers were identified by name and included in the sample. Number 1 in every school list was the name of the headteacher and therefore was not used in the sample. The same procedure was repeated for the male teachers in each school. Each school had to be dealt with at a time in order to give every teacher an equal chance of being selected and ensure that you do not pick two female or male teachers from the same school. What was noted was the fact that the number of female teachers in any school is proportionately higher than that of male teachers and in some schools the ratio was as high as 1:10.
3.5 Research Instruments

The main research instrument used for this study was the questionnaire. This was found adequate by the researcher because the survey sought to obtain quantitative data on existing situation in schools regarding supervisory practices/activities in specified areas namely curriculum instruction, leadership, motivation, communication and evaluation.

Two types of questionnaires were prepared to cater for the two study subjects who are the headteachers and the teachers. The content however was similar in both questionnaires. The questions were close-ended to elicit certain responses which were being sought.

The headteacher’s questionnaire comprised of three sections A,B,C and each section requested for specific information as is clarified here under.

Section A:
This sought information on bio-data or personal data. The information assisted the researcher to determine the professional and academic qualifications of the respondents and also their experience in the profession.

Section B:
This section sought information regarding supervisory activities related to the 5 supervisory skill areas namely curriculum instruction, leadership, motivation, communication and evaluation. The respondents were required to indicate regularity of some of the activities in terms of how often or rarely the activities were carried out. The options therefore were; never, rarely, sometimes, often and always; Or daily, weekly, fortnightly, monthly or termly. The questions were structured in such a way as to elicit certain
responses from respondents and hence minimise the possibility of a wide variety of answers, which would make the analysis difficult. They were grouped into the 5 skill areas of curriculum instruction, leadership, motivation, communication and evaluation. The responses to these statements enabled the researcher to evaluate the supervisors and teachers perceptions of these supervisory practices or activities and the importance attached to some of them.

Section C:
This contained questions that required the respondents to make general assessment of the educational preparation they may have received if any. They were required to confirm by answering YES or NO.

The questionnaire for teachers comprised of two sections only (section A and B. Section A sought information on the personal data to be able to determine their professional and academic background as well as their experience in teaching. It is believed that these variables have a profound effect on teachers’ perception of the supervisory roles of their headteachers and hence cannot be ignored.

Section B of the teachers questionnaire corresponds with the section B of the headteachers both in format and the structure of questions only that the teachers were required to confirm whether the supervisory activities are undertaken by the headteacher. They were therefore required to answer YES or NO. They were not required to rate their headteachers or indicate regularity.
3.6 Administration of the Research Instruments

To ensure that the research instruments were efficient and clear, the researcher carried out a pilot study in two primary schools outside the division selected for the study. The selection of the pilot schools was done using purposive sampling procedure requiring a school headed by a female and another headed by a male teacher.

The selection of teachers (1 male; 1 female) in each school was left to the headteacher to decide and administer the questionnaire. The completed questionnaires were then returned to the headteachers and forwarded to the researcher by the headteacher.

On analysing the data given in the completed questionnaire, the information reflected some measure of mistrust on the part of teachers and some areas of the questionnaire were left blank by some of the teachers. The headteacher however filled the questionnaire well. On following up with some of the teachers, they expressed dissatisfaction at the headteachers being allowed to administer the questionnaire as this meant they cannot give adverse information about them. The reason they gave was that if one is honest in giving the information, chances of victimisation were very high and as long as the headteacher was the one to forward them, there is the temptation for him/her to check what they had said about them. This information was very useful to the researcher as it helped to improve the tools to minimise sensitivity and also standardise them. It also helped to determine the best method of administration. Where clarity of the question was required, the questions were reframed.
The result of the pilot study were useful to the researcher as they were able to isolate certain intervening variables which would have interfered with the effective administration of the main research. One major lesson learnt during the pilot was the need to use an effective method that will ensure confidentiality especially on the part of the teachers who found some of the questions rather sensitive. This required that the tools are administered personally on the study subjects as this ensured confidentiality and gave the researcher an opportunity to explain the need for honesty when answering the questions.

The headteachers selected for the pilot study had no problem at all and did not need much clarification. They were however requested not to interfere with the teachers.

3.7 **Methodology**

After the pilot study, the research tools were refined and corrections done. Enough copies were produced to cover the 10 headteachers and 20 teachers included in the study. The questionnaires were then personally administered on the subjects ensuring that each subject understood what they were required to do despite the fact that they all were self explanatory. They were instructed not to consult each other, but to give their own personal opinion of what they feel as required in the research tool. They were also given two weeks to fill them and keep them ready for collection by the researcher. To ensure high confidentiality, the teachers were requested to ensure that they were put in an envelop and sealed. The envelopes were provided by the researcher and this made the collection easier because even if they were not around, they made sure they left their questionnaire with somebody in the
school awaiting collection. All the respondents including the headteachers were assured of confidentiality. By the end of two weeks, all the questionnaires in 8 schools were ready for collection which was encouraging. There were only some two teachers who had not completed theirs and so were not included in the analysis.

3.8 **Data Collection and Analysis**

Data collection was done by the use of questionnaires. The information was coded using both nominal and ordinal measurement scales since most of it was qualitative data. The responses related to frequency of supervisory activities were coded using the following scales:

<table>
<thead>
<tr>
<th>Response</th>
<th>Mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never</td>
<td>0 marks</td>
</tr>
<tr>
<td>Rarely</td>
<td>1 marks</td>
</tr>
<tr>
<td>Sometimes</td>
<td>2 marks</td>
</tr>
<tr>
<td>Often</td>
<td>3 marks</td>
</tr>
<tr>
<td>Always</td>
<td>4 marks</td>
</tr>
</tbody>
</table>

In this category, Always ranked highest as it also indicated the highest frequency. Hence importance of the activity to the overall supervisory practice.

In the other category of frequency of activities, the coding was done as follows:
What should be noted however is the fact that although the order seems to
have reversed creating a feeling of synonymity, this is not to be taken as
such. In the first category, the frequency of activities cannot be predicted
and is left to the supervisors convenience hence not quite easy to measure.
In the second category, the frequency is predictable and the activities listed
are those that are part and parcel of a daily school programme of activities.
It's therefore possible to plan and effect them because the responses have a
definite time frame.

By including this second category, the researcher was able to evaluate what
the headteachers' perceive as supervisory tasks in the day to day supervising
practice.

The rating for those items that required a YES or NO was done as follows:

YES was given 1 mark
NO was given 0 marks

This was done to facilitate analysis.
Analysis of Data

Data was analysed using frequency tables and percentages and a summary of findings indicated after each table. The information in the table represented variables being studied as follows:

Table 1 Contains demographic information on both teachers and headteachers, their academic and professional qualifications, sex of the respondents, experience as heads and as teachers.

Table 2 Analysis of responses made by headteachers regarding supervisory tasks related to leadership, curriculum instruction, motivation communication and evaluation.

Table 3 Analysis of responses by headteachers related to their educational preparation for headship.

Table 4 Analysis of responses by the teachers on supervisory activities carried out by their headteachers.

Table 5 Analysis of responses by male and female teachers on headteachers' supervisory practices.

It was necessary to isolate all these variables because the purpose of the project was to analyse the headteachers supervisory practices and how teachers perceived them. On the basis of their professional academic status, experience and even sex of the respondent.
CHAPTER FOUR

4.0 Analysis and Presentation of Data

4.1 Introduction

The data extracted from the questionnaires was presented in the form of tables to ease comparison. By use of simple descriptive statistics, the data was analyzed and interpreted against the objectives of the study.

The questionnaire for the headteachers had 35 statements classified into 5 supervisory areas of curriculum instruction, leadership, motivation, communication and evaluation. This format of classification was adopted from Njoora (1988) but modified to make it relevant to this study.

According to the researcher, these 5 areas of instructional supervision are considered key areas and therefore formed the basis of this study which aimed at investigating teachers' perception of supervisory practices by primary school headteachers in Westlands Division of Nairobi. The classification was done to facilitate comparison with regard to what roles teachers perceive positively or negatively.

The questionnaire for teachers' contained 29 statements related to the supervisory tasks/activities undertaken by the headteachers in the 5 areas mentioned. The format of the questionnaire was similar to that of the headteachers but was used purposely to confirm what the headteachers state.
## Table 1: Demographic Data on Teachers and Headteachers

<table>
<thead>
<tr>
<th>Variable</th>
<th>Size of Sample</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>No. of Teachers</td>
<td>No. of Headteachers</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Frequency</td>
<td>Percentage</td>
<td>Frequency</td>
<td>Percentage</td>
</tr>
<tr>
<td>SEX</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>8</td>
<td>53.3</td>
<td>4</td>
<td>50</td>
</tr>
<tr>
<td>Female</td>
<td>7</td>
<td>46.7</td>
<td>4</td>
<td>50</td>
</tr>
<tr>
<td>TOTALS</td>
<td>15</td>
<td>100</td>
<td>8</td>
<td>100</td>
</tr>
<tr>
<td>ACADEMIC QUALIFICATION</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduate</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>'A' level</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>'O' level</td>
<td>4</td>
<td>26.7</td>
<td>3</td>
<td>37.5</td>
</tr>
<tr>
<td>KJSE</td>
<td>11</td>
<td>73.3</td>
<td>5</td>
<td>62.5</td>
</tr>
<tr>
<td>Any other</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTALS</td>
<td>15</td>
<td>100</td>
<td>8</td>
<td>100</td>
</tr>
<tr>
<td>PROFESSIONAL QUALIFICATION</td>
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<tr>
<td>Graduate</td>
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<tr>
<td>ATS I, II, III, IV</td>
<td></td>
<td></td>
<td>5</td>
<td>62.5</td>
</tr>
<tr>
<td>DIPLOMA</td>
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<td>S1</td>
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<td></td>
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<tr>
<td>P1</td>
<td>4</td>
<td>26.7</td>
<td>1</td>
<td>12.5</td>
</tr>
<tr>
<td>P2</td>
<td>11</td>
<td>73.3</td>
<td>2</td>
<td>25.0</td>
</tr>
<tr>
<td>P3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Any other</td>
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</tr>
<tr>
<td>TOTALS</td>
<td>15</td>
<td>100</td>
<td>8</td>
<td>100</td>
</tr>
<tr>
<td>EXPERIENCE AS A TEACHER</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 – 5 years</td>
<td>4</td>
<td>26.7</td>
<td>6</td>
<td>75.0</td>
</tr>
<tr>
<td>6 – 10 years</td>
<td>4</td>
<td>26.7</td>
<td>1</td>
<td>12.5</td>
</tr>
<tr>
<td>11 – 15 years</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>16 – 20 years</td>
<td>3</td>
<td>20.0</td>
<td>1</td>
<td>12.5</td>
</tr>
<tr>
<td>21 – 25 years</td>
<td>1</td>
<td>6.6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Headteacher's Experience Before Appointment To Headship</td>
<td>1 - 5 years</td>
<td>6 - 10 years</td>
<td>11 - 15 years</td>
<td>16 - 20 years</td>
</tr>
<tr>
<td>--------------------------------------------------------</td>
<td>------------</td>
<td>-------------</td>
<td>--------------</td>
<td>--------------</td>
</tr>
<tr>
<td>Over 25 years</td>
<td>3</td>
<td>20.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTALS</td>
<td>15</td>
<td>100</td>
<td>8</td>
<td>100</td>
</tr>
</tbody>
</table>

Analysis of demographic data on headteachers revealed that out of the 10 schools under study, 8 responded out of which 4 (40%) were male headteachers and 4 (40%) were female headteachers. This translates to 80% of the entire population under study.

Majority of the headteachers are ‘O’ level graduates as 5 (62.5%) out of 8 indicated. This is the minimum academic requirement for teaching since the late 1970s. 3 (37.5%) have an ‘A’ level certificate.

Professionally, it is also noted that most of the headteachers have been promoted to Approved Teacher status as 5 (62.5%) have an ATS grade. None of them has a grade below P1. Again for Nairobi, the minimum professional grade required for promotion to headship is P1 and teachers are encouraged to work towards attaining this grade.
As for the teaching experience, it is interesting to note that 75% of the headteachers are in the category of newly appointed heads. Their experience ranges between 1 – 5 years. Only 1 (12.5%) teacher had an experience ranging between 16 – 20 years among them.

Comparing this with the number of years before appointment, we notice that majority of them had an experience ranging between 16 – 20 years and 6 – 10- years which means that experience is a major factor in appointment of teachers to administrative positions. Only 1 (12.5%) had an experience ranging between 1 – 5 years. 5 years is a short experience for a teacher to rise through the ranks to headship but can be done in special circumstances. It is therefore possible to conclude that 5 years of experience as a teacher may be the minimum as shown by these figures.

**Demographic data on teachers**

Analysis of data on teachers revealed that out of 20 who were included in the sample only 15 (75%) responded. Out of this, 8 (53.3%) were males and 7 (46.7%) were females. They were randomly selected from the 10 schools in the study sample at the rate of 2 teachers per school (1 male; 1 female) and to be able to get a balanced view sex consideration was important in this study.

The data revealed that academically 73.3% of the teachers hold an ‘O’ level certificate and 26.7% hold an ‘A’ level certificate. This shows that all the subjects used in this study are academically qualified.
Professionally, majority of them are P1s as shown by the 11 (73.3%), in the table. Out of the 15, 4 (26.7%) have been promoted to S1 grade. This means that the teachers and headteachers in this study sample are qualified both professionally and academically, a factor that made the administration of the questionnaire easy. What was observed by the researcher however is the fact these qualifications do not translate into good academic standards on the ground, a factor which may be attributed to weaknesses in administrative skills particularly supervision.

As for the teaching experience, it is interesting to note that 7 (46.6%) have a teaching experience ranging between 16 –25 years while none was found in the category of 11 – 15 years. This shows that they are all experienced teachers and can evaluate the work of their headteachers as well as their own. The remaining group had an experience of 1 – 5 and 6 – 10 years respectively. If we compare this with those appointed to headship, we find that 5 (72.5%) of the headteachers had a teaching experience ranging between 11 – 25 years and 16 – 20 years respectively before being appointed to headship. This seems to confirm our earlier observation that experience as a teacher is considered pre-qualification criteria for appointment to headship.
### Table 2

Analysis of responses made by headteachers regarding the frequency with which supervisory tasks are performed

<table>
<thead>
<tr>
<th>Categories of Supervisory tasks</th>
<th>Responses</th>
<th>DAILY</th>
<th>WEEKLY</th>
<th>FORTNIGHTLY</th>
<th>MONTHLY</th>
<th>TERMLY</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Freq.</td>
<td>%</td>
<td>Freq.</td>
<td>%</td>
<td>Freq.</td>
<td>%</td>
</tr>
<tr>
<td>Curriculum Instruction</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>i. Checking teachers’ preparation books.</td>
<td>-</td>
<td>3</td>
<td>37.5</td>
<td>4</td>
<td>50.0</td>
<td>1</td>
<td>12.5</td>
</tr>
<tr>
<td>ii. Checking pupils’ exercise books and progress records.</td>
<td>-</td>
<td>-</td>
<td></td>
<td>4</td>
<td>50.0</td>
<td>3</td>
<td>37.5</td>
</tr>
<tr>
<td>iii. Visiting classes for observation.</td>
<td>-</td>
<td>1</td>
<td>12.5</td>
<td>1</td>
<td>12.5</td>
<td>5</td>
<td>62.5</td>
</tr>
<tr>
<td>v. Checking punctuality of both teachers and pupils</td>
<td>8</td>
<td>100</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>100</td>
</tr>
<tr>
<td>v. Explaining curriculum policies to teachers</td>
<td>-</td>
<td>12.5</td>
<td>2</td>
<td>25.0</td>
<td>5</td>
<td>62.5</td>
<td>100</td>
</tr>
<tr>
<td>Categories of Supervisory tasks</td>
<td>Responses</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>-------------------------------</td>
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<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Daily</td>
<td>Weekly</td>
<td>fortnightly</td>
<td>Monthly</td>
<td>Termly</td>
<td>Total</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Freq. %</td>
<td>Freq. %</td>
<td>Freq. %</td>
<td>Freq. %</td>
<td>Freq. %</td>
<td>Freq. %</td>
<td></td>
</tr>
<tr>
<td>vi. Disseminating new curriculum information</td>
<td>-</td>
<td>-</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>4</td>
<td>50.0</td>
</tr>
<tr>
<td>ii. Meeting subject panels</td>
<td>-</td>
<td>-</td>
<td>1</td>
<td>2</td>
<td>5</td>
<td>62.5</td>
<td>100</td>
</tr>
<tr>
<td>ii. Planning evaluation programs with teachers</td>
<td>-</td>
<td>-</td>
<td>3</td>
<td>1</td>
<td>4</td>
<td>50.0</td>
<td>100</td>
</tr>
<tr>
<td>Leadership</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>i. Meet for consultation with Deputy and Senior Teacher</td>
<td>1</td>
<td>12.5</td>
<td>4</td>
<td>50.0</td>
<td>1</td>
<td>12.5</td>
<td>2</td>
</tr>
<tr>
<td>ii. Hold parents meetings</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>8</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>ii. Hold staff meetings</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>4</td>
<td>50.0</td>
<td>4</td>
<td>50.0</td>
</tr>
<tr>
<td>v. Call the head office for assistance</td>
<td>1</td>
<td>12.5</td>
<td>-</td>
<td>1</td>
<td>12.5</td>
<td>3</td>
<td>37.5</td>
</tr>
<tr>
<td>v. Hold school committee meetings</td>
<td>1</td>
<td>12.5</td>
<td>2</td>
<td>25.0</td>
<td>5</td>
<td>62.5</td>
<td>100</td>
</tr>
<tr>
<td>Categories of Supervisory Tasks</td>
<td>DAILY</td>
<td>WEEKLY</td>
<td>FORTNIGHTLY</td>
<td>MONTHLY</td>
<td>TERMLY</td>
<td>TOTAL</td>
<td></td>
</tr>
<tr>
<td>-------------------------------</td>
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<td></td>
</tr>
<tr>
<td></td>
<td>Freq.</td>
<td>%</td>
<td>Freq.</td>
<td>%</td>
<td>Freq.</td>
<td>%</td>
<td>Freq.</td>
</tr>
<tr>
<td>vi. Hold school assembly</td>
<td>-</td>
<td>-</td>
<td>8</td>
<td>100</td>
<td>-</td>
<td>-</td>
<td>100</td>
</tr>
<tr>
<td>ii. Check finance records</td>
<td>4</td>
<td>50.0</td>
<td>1</td>
<td>12.5</td>
<td>2</td>
<td>25.0</td>
<td>1</td>
</tr>
<tr>
<td>ii. Check physical facilities</td>
<td>1</td>
<td>12.5</td>
<td>2</td>
<td>25.0</td>
<td>1</td>
<td>12.5</td>
<td>4</td>
</tr>
<tr>
<td>and stores</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>i. Check attendance registers</td>
<td>1</td>
<td>12.5</td>
<td>3</td>
<td>37.5</td>
<td>2</td>
<td>25.0</td>
<td>1</td>
</tr>
<tr>
<td>for teachers pupils</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>x. Prepare returns of pupils</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>6</td>
<td>75.0</td>
<td>2</td>
</tr>
<tr>
<td>and teachers to the Ministry</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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</table>
**Motivation**

<table>
<thead>
<tr>
<th></th>
<th>Planning for teachers seminars conferences etc.</th>
<th>Meeting teachers individually.</th>
<th>Recognizing and rewarding teachers</th>
<th>Ensuring good interpersonal relations</th>
<th>Providing support materials</th>
<th>Encouraging healthy competition and building team spirit</th>
<th>Recommending hardworking teachers for promotion</th>
<th>Encouraging creativity and initiative</th>
<th>Improving working conditions</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Freq.</td>
<td>%</td>
<td>Freq.</td>
<td>%</td>
<td>Freq.</td>
<td>%</td>
<td>Freq.</td>
<td>%</td>
<td>Freq.</td>
</tr>
<tr>
<td>i.</td>
<td>-</td>
<td></td>
<td>3</td>
<td>37.5</td>
<td>5</td>
<td>62.5</td>
<td></td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>ii.</td>
<td>-</td>
<td></td>
<td>6</td>
<td>75.0</td>
<td>2</td>
<td>25.0</td>
<td></td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>ii.</td>
<td>-</td>
<td></td>
<td>3</td>
<td>37.5</td>
<td>5</td>
<td>62.5</td>
<td></td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>v.</td>
<td>7</td>
<td>87.5</td>
<td>-</td>
<td></td>
<td>1</td>
<td>12.5</td>
<td></td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>v.</td>
<td>5</td>
<td>62.5</td>
<td>3</td>
<td>37.5</td>
<td>-</td>
<td></td>
<td></td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>i.</td>
<td>7</td>
<td>87.5</td>
<td>1</td>
<td>12.5</td>
<td></td>
<td></td>
<td></td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>ii.</td>
<td>2</td>
<td>25.0</td>
<td>2</td>
<td>25.0</td>
<td>4</td>
<td>50.0</td>
<td></td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>ii.</td>
<td>7</td>
<td>87.5</td>
<td>-</td>
<td></td>
<td>1</td>
<td>12.5</td>
<td></td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>iv.</td>
<td>6</td>
<td>75.0</td>
<td>-</td>
<td></td>
<td>2</td>
<td>25.0</td>
<td></td>
<td>100</td>
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</tbody>
</table>

**Communication**

<table>
<thead>
<tr>
<th></th>
<th>Involving teachers in decisions</th>
</tr>
</thead>
<tbody>
<tr>
<td>i.</td>
<td>Freq.</td>
</tr>
<tr>
<td></td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Disseminating information through circulars</td>
</tr>
<tr>
<td>---</td>
<td>------------------------------------------</td>
</tr>
<tr>
<td>Freq</td>
<td>%</td>
</tr>
<tr>
<td>5</td>
<td>62.5</td>
</tr>
<tr>
<td>6</td>
<td>75.0</td>
</tr>
<tr>
<td>4</td>
<td>50.0</td>
</tr>
<tr>
<td>2</td>
<td>25.0</td>
</tr>
</tbody>
</table>

**Evaluation**

<table>
<thead>
<tr>
<th></th>
<th>Evaluating school programmes with teachers</th>
<th></th>
<th>Helping teachers plan, execute and evaluate their work</th>
<th></th>
<th>Assessing teachers in classroom performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freq</td>
<td>%</td>
<td>Freq</td>
<td>%</td>
<td>Freq</td>
<td>%</td>
</tr>
<tr>
<td>5</td>
<td>62.5</td>
<td>3</td>
<td>37.5</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>6</td>
<td>75.0</td>
<td>2</td>
<td>25.0</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>1</td>
<td>12.5</td>
<td>4</td>
<td>50.0</td>
<td>2</td>
<td>25.0</td>
</tr>
</tbody>
</table>
Analysis of Responses by Headteachers on Frequency of Supervisory Practices

Curriculum Instruction:

Data on Table 2 sought to confirm whether some specific activities are carried out by the headteachers and also indicate the frequency with which they are undertaken. The analysis revealed that other than checking on punctuality of both teachers and pupils on a daily basis there is no other activity related to curriculum that is undertaken daily. The response rate was 100%

Checking of pupils’ exercise books and progress records (question (ii)) was done by 50% of the group on a fortnightly basis. 37.5% indicated that they check teachers preparation books on a weekly basis while majority (50%) do this on a monthly basis.

Visiting classes for observation of lessons is done by majority of headteachers (62.5%) on a monthly basis. Between 50% - 60% of the headteachers indicated they explain curriculum policies, meet subject panels and plan evaluation programmes on a termly basis.

What is generally observed is the fact that most of the headteachers undertake these curriculum activities on a monthly and termly basis. The reasons given by the headteachers as to why they cannot perform some of these crucial functions frequently is that the schools have grown too large (overcrowding in classes) and the problems of tackling an already overloaded syllabus without enough teachers is a daunting task.
Leadership

Data on this aspect of supervision revealed that 50% of the headteachers check finance records on a daily basis. The implication here is that as chief accounting officers in the school, they are responsible for all monies collected in respect of the schools they are heading and have to supervise its collection, banking and expenditure on a daily basis. Interestingly however, there is 12.5% (1) who check the finance records on a monthly basis; a practice that can easily land him/her into problems because it can be abused by those collecting money. Other activities like consultations with the administrative staff (Deputies and Senior teachers), checking of physical facilities, class registers and teachers attendance, calling the head office for assistance seem to occupy the headteacher on a daily basis. Majority of the respondents however indicated that they prepare staff and pupils returns on a monthly basis (75.0%). Half of them indicated that they hold staff meetings once a term (50%) and half once a month (100%) hold parents meetings once a term.

Motivation

Under the area of motivation 87.5% (7) indicated that they ensure there is good interpersonal relations among teachers and ensure security for teachers’ jobs. This is a hygiene factor and once maintained helps to build teamwork among the staff thereby ensuring improved instructional learning. Planning for teachers’ seminars, conferences and rewarding good work is done by 62.5% of the group. However providing support materials, encouraging healthy competition and helping improve working conditions for teachers was always done as indicated by over 75% of the respondents. Conversely, recommending teachers for promotion is done by 25% (2) of the
headteachers on a regular basis (always, often) while 50% only do it sometimes. This does not reflect well on their headship but they may have reasons for this kind of attitude towards their teachers. Noted however is the fact that there is none of the activities in this category that is rarely or never done.

**Communication**

Communication being an important tool in management and supervision in particular is considered the lifeblood of an organization, the oil that soothes and lubricates the parts of an organization as observed by Goldhaber (1983).

From the analysis of data in this category it is possible to say that the headteachers are aware of the importance of involving teachers in decision making as indicated by 37.5% and 25.0% of the respondents. It is said that involvement of stakeholders (teachers in this case) shifts responsibility and accountability to them and is considered a good management practice in social institutions. It is also democratic and allows for effective leadership. Use of circulars and newsletters to relay information is used by 75% of the group. 50% also indicated use of verbal delivery of information at assembly, which is considered effective by most headteachers. Disseminating information through circulars is always done by 62.5% of the group.
**Evaluation**

This being the tool that helps the manager to assess the effectiveness of his inputs and also assess the work of others, is done regularly as indicated by 75% of the respondents who do it ALWAYS and OFTEN.

50% of the respondents assess teachers in classroom performance often, 25% do it sometimes and only 12.5% who do it always. Sadly however, there is (1) 12.5% who rarely do it either because they do not know the usefulness of this function or are ignorant and do not perceive this as a supervisory function.

**Table 3**

**Analysis of responses made by headteachers on educational preparation for headship**

<table>
<thead>
<tr>
<th>Questions</th>
<th>YES</th>
<th>NO</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) Is there a pre-qualification criteria for appointment?</td>
<td>8</td>
<td></td>
<td>100</td>
</tr>
<tr>
<td>(b) Does the criteria have to be formal training in administration?</td>
<td>2</td>
<td>6</td>
<td>100</td>
</tr>
<tr>
<td>(c) Were you inducted on the job?</td>
<td>5</td>
<td>3</td>
<td>100</td>
</tr>
<tr>
<td>(d) Were you a deputy head before appointment?</td>
<td>8</td>
<td></td>
<td>100</td>
</tr>
<tr>
<td>(e) Did the induction course cover curriculum leadership, motivation, communication and evaluation?</td>
<td>7</td>
<td>1</td>
<td>100</td>
</tr>
</tbody>
</table>

2. (a) Receive any formal training in administration since appointment?     | 8   |    | 100   |
(b) If yes, explain its usefulness to                                   |     |    |       |
your present job.  

(c) Areas in your work that need attention. If Yes, indicate:

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>(i) Curriculum Instruction</td>
<td>8</td>
<td>100</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>(ii) Financial Management</td>
<td>7</td>
<td>87.5</td>
<td>1</td>
<td>12.5</td>
</tr>
<tr>
<td>(iii) Personnel Management</td>
<td>6</td>
<td>75.0</td>
<td>2</td>
<td>25.0</td>
</tr>
</tbody>
</table>

3. Do you teach? If yes name the subjects and the classes taught.  

4. Is experience necessary before appointment to headship?  

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>100</td>
<td></td>
<td></td>
<td>100</td>
</tr>
</tbody>
</table>

Analysis of responses on headteachers educational preparation (Table 3) revealed that they all underwent a pre-qualification test perhaps in the form of an interview indicated by the response rate of 100%. They also indicated that formal training in administration was not one of the criteria used as shown by the 75% of the respondents. Noted however is the fact that all had to have been deputy headteachers to qualify for appointment. 100% response rate in this item confirms this. 87.5% also confirmed that they were formally inducted into headship through an induction course which they found useful. They have since then undergone various other management courses organized by the department. This is an indication that most of them are conversant with the demands of their jobs and the head office has deliberate policy on staff development. Areas of training needs indicated by the respondents were curriculum instruction (87.5%) financial management (75.0%) and personnel management (37.5%).
All the respondents confirmed that they teach in question 3 with 100% response and most importantly they did indicate that experience in teaching is necessary before appointment to headship. It is a well-known fact that headteachers are managers of the schools they lead. They are expected to manage all resources both human and material and have to do this effectively and efficiently. It is imperative therefore that they are empowered through a well-designed supervisory programme to help them manage the scarce resources especially at this time of deep economic recession. A good supervisor is one who uses minimum available resources to reap maximum benefit.

**Table 4**

**Analyses of responses made by teachers on headteachers supervisory activities**

As indicated earlier, the format was the same as that of the headteachers.

Out of the 20 teachers in this study 15 (75%) responded to the questionnaire.

<table>
<thead>
<tr>
<th>Que.</th>
<th>Categories of supervisory activities</th>
<th>YES Freq.</th>
<th>%</th>
<th>NO Freq.</th>
<th>%</th>
<th>Total %</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Assists teachers in problem identification</td>
<td>14</td>
<td>93.3</td>
<td>1</td>
<td>6.7</td>
<td>100</td>
</tr>
<tr>
<td>2.</td>
<td>Works with teachers in curriculum planning</td>
<td>15</td>
<td>100</td>
<td>0</td>
<td>0</td>
<td>100</td>
</tr>
<tr>
<td>3.</td>
<td>Provides support materials</td>
<td>14</td>
<td>93.3</td>
<td>1</td>
<td>6.7</td>
<td>100</td>
</tr>
<tr>
<td>4.</td>
<td>Encourages them to attend courses</td>
<td>10</td>
<td>66.7</td>
<td>5</td>
<td>33.3</td>
<td>100</td>
</tr>
</tbody>
</table>
## Leadership

1. Assists new teachers settle down
   - 15 teachers believe this function is fully functional, with 100% satisfaction. 0 teachers believe it is not at all functional.

2. Communicates through circulars etc.
   - 7 teachers believe this function is fully functional, with 46.7% satisfaction. 8 teachers believe it is not at all functional, with 53.3% satisfaction.

3. Makes staff meetings for sharing ideas
   - 13 teachers believe this function is fully functional, with 86.7% satisfaction. 2 teachers believe it is not at all functional, with 13.3% satisfaction.

4. Involves them in decisions
   - 15 teachers believe this function is fully functional, with 100% satisfaction. 0 teachers believe it is not at all functional.

5. Has a poor public and human relations.
   - 0 teachers believe this function is fully functional, with 0% satisfaction. 12 teachers believe it is not at all functional, with 80% satisfaction.

6. Spell out government policies
   - 15 teachers believe this function is fully functional, with 100% satisfaction. 0 teachers believe it is not at all functional.

7. Supports teachers activities
   - 15 teachers believe this function is fully functional, with 100% satisfaction. 0 teachers believe it is not at all functional.

8. Delegates responsibilities
   - 12 teachers believe this function is fully functional, with 80% satisfaction. 3 teachers believe it is not at all functional, with 20% satisfaction.

## Motivation

1. Recognizes and rewards good work
   - 15 teachers believe this function is fully functional, with 100% satisfaction. 0 teachers believe it is not at all functional.

2. Encourages teacher improvements
   - 15 teachers believe this function is fully functional, with 100% satisfaction. 0 teachers believe it is not at all functional.

3. Helps them solve personal problems
   - 15 teachers believe this function is fully functional, with 100% satisfaction. 0 teachers believe it is not at all functional.

4. Encourages good interpersonal skills
   - 12 teachers believe this function is fully functional, with 80% satisfaction. 3 teachers believe it is not at all functional, with 20% satisfaction.

5. Provides working tools and good environment.
   - 12 teachers believe this function is fully functional, with 80% satisfaction. 3 teachers believe it is not at all functional, with 20% satisfaction.
<table>
<thead>
<tr>
<th></th>
<th>Distrusts teachers and shows it openly</th>
<th>1</th>
<th>6.7</th>
<th>93.3</th>
<th>100</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td><strong>Communication</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Avoids holding staff meetings regularly.</td>
<td>4</td>
<td>26.7</td>
<td>11</td>
<td>73.3</td>
</tr>
<tr>
<td>2</td>
<td>Is hot-tempered and contemptuous</td>
<td>0</td>
<td>0</td>
<td>15</td>
<td>100</td>
</tr>
<tr>
<td>3</td>
<td>Disseminate information through circulars never speech.</td>
<td>0</td>
<td>0</td>
<td>15</td>
<td>100</td>
</tr>
<tr>
<td>4</td>
<td>Helps them interpret results.</td>
<td>15</td>
<td>100</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>5</td>
<td>Accessible to teachers.</td>
<td>14</td>
<td>93.3</td>
<td>1</td>
<td>6.7</td>
</tr>
<tr>
<td></td>
<td><strong>Evaluation</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Inspects teachers and discusses findings</td>
<td>12</td>
<td>80</td>
<td>3</td>
<td>20</td>
</tr>
<tr>
<td>2</td>
<td>Participates with them to examination analysis</td>
<td>15</td>
<td>100</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>3</td>
<td>Encourages them to evaluate themselves</td>
<td>15</td>
<td>100</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>4</td>
<td>Checks preparation books regularly.</td>
<td>15</td>
<td>100</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
Curriculum Instruction

Information presented on this table revealed that 90% of the teachers responded positively to all questions raised in this category of activities. The highest rating of 93.3% was made on questions 1, 3, 5 on problem tackling, providing support materials, making teachers at ease, which is commendable. 100% indicated their involvement with the headteachers in planning curriculum programmes. This is also worth noting. However, 33.3% indicated that the headteachers do not encourage them to attend courses and 6.7% indicated that they deal with domineering heads, (authoritative/dictatorial heads).

Leadership

In leadership, over 80% responded to the positive on questions, 1, 3, 4, 6, 7, 8.

Noted however was that 100% defended their headteachers on their human and public relations as the response in question 5 confirms. 53.3% indicated that the headteachers do not communicate through circulars or newsletters. This can only suggest that they use verbal method of communication, which is not indicated. It could also mean the head teachers withhold information, which is considered poor leadership. 46.7% however use circulars newsletters and bulletin boards to communicate information.

Motivation

In this area, over 80% of the respondents indicated that they are well motivated with 100% positive response rate in question 2, 3, 4 and 80% response rate in question 1 and 5. This confirms what the headteachers had stated on motivation with regard to ensuring good interpersonal relations (87.5%), providing support materials (62.5%), encouraging healthy
competition (87.5%), encouraging creativity and initiative (87.5%) and improving working conditions (75%). The headteachers perform these functions always as table 2 shows. 93.3% defended their headteachers against distrust (item 6) an indication that they perceive their headteachers positively on this aspect. However 20% felt that their headteachers do not recognize and reward good work. Comparing this with what the headteachers stated, it is noted that 3 (37.5%) of the headteachers conceded to doing this function often and 5 (62.5%) conceded to doing it only sometimes. It is therefore not strange to find that only 25% of the heads recommend their teachers always. This is an area that dents the image of headteachers and creates negative attitudes among teachers and therefore the headteachers have to be very careful if they expect full support from the teachers. It is no wonder then that in curriculum work, teachers are not encouraged to attend courses as indicated by 33.3% of the respondents on question 4 under curriculum instruction.

**Communication**

Data on these shows that communication is good between the teachers and the headteachers as 100% indicated that their headteacher is helpful to them. On accessibility question 5, (93.3%) indicated that their heads are accessible to them. This confirms the earlier observation that indicated helpfulness.

Communication through circulars and bulletin boards was defended by 100% of the respondents, which means the headteachers use both methods. The do indicate that their heads are not hot-tempered.
Evaluation

The data on this showed positive response on all items and an indication of the importance attached to this area. 100% responded to the positive on all the items except item 1 where 20% indicated that their headteachers do not inspect them while teaching.

Generally therefore, the teachers seems to perceive the roles of headteachers positively in all the areas under study except in communication and curriculum instruction.

Table 5 (a) and (b)

Analysis of female and male teachers on headteachers supervisory practices.

Table 5(a) Analysis of responses by male teachers

<table>
<thead>
<tr>
<th>Supervisory activities</th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Freq</td>
<td>%</td>
</tr>
<tr>
<td>Curriculum Instruction: The headteacher</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Assists teachers in problem identification.</td>
<td>7</td>
<td>87.8</td>
</tr>
<tr>
<td>2. Works with teachers in planning curriculum.</td>
<td>8</td>
<td>100</td>
</tr>
<tr>
<td>3. Provides support materials.</td>
<td>7</td>
<td>87.5</td>
</tr>
<tr>
<td>4. Encourages teachers to attend courses</td>
<td>4</td>
<td>50</td>
</tr>
<tr>
<td>5. Makes teachers feel at ease</td>
<td>7</td>
<td>87.5</td>
</tr>
<tr>
<td>6. Dominates meetings.</td>
<td>1</td>
<td>12.5</td>
</tr>
</tbody>
</table>

Leadership: The Headteacher
<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Assists new teachers settle down</td>
<td>8</td>
<td>100</td>
<td>-</td>
</tr>
<tr>
<td>2.</td>
<td>Communicates through circulars, newsletters</td>
<td>5</td>
<td>62.5</td>
<td>3</td>
</tr>
<tr>
<td>3.</td>
<td>Makes staff meetings sharing forums</td>
<td>6</td>
<td>75.0</td>
<td>2</td>
</tr>
<tr>
<td>4.</td>
<td>Involves teachers in decision making.</td>
<td>8</td>
<td>100</td>
<td>-</td>
</tr>
<tr>
<td>5.</td>
<td>Has poor public and human relations</td>
<td>0</td>
<td>-</td>
<td>8</td>
</tr>
<tr>
<td>6.</td>
<td>Spell out government policies</td>
<td>6</td>
<td>75.0</td>
<td>2</td>
</tr>
<tr>
<td>7.</td>
<td>Supports teachers activities</td>
<td>8</td>
<td>100</td>
<td>-</td>
</tr>
<tr>
<td>8.</td>
<td>Delegates responsibility</td>
<td>8</td>
<td>100</td>
<td>-</td>
</tr>
</tbody>
</table>

**Motivation: The headteacher**

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Recognizes and rewards good work</td>
<td>6</td>
<td>75.0</td>
<td>2</td>
</tr>
<tr>
<td>2.</td>
<td>Encourages teachers to improve themselves</td>
<td>8</td>
<td>100</td>
<td>-</td>
</tr>
<tr>
<td>3.</td>
<td>Helps teachers solve personal problems</td>
<td>8</td>
<td>100</td>
<td>-</td>
</tr>
<tr>
<td>4.</td>
<td>Encourages good interpersonal relations.</td>
<td>8</td>
<td>100</td>
<td>-</td>
</tr>
<tr>
<td>5.</td>
<td>Provides working tools</td>
<td>6</td>
<td>75.0</td>
<td>2</td>
</tr>
<tr>
<td>6.</td>
<td>Distrusts teachers</td>
<td>1</td>
<td>12.5</td>
<td>7</td>
</tr>
</tbody>
</table>

**Communication: The headteacher**
<table>
<thead>
<tr>
<th></th>
<th>Avoids holding staff meeting regularly</th>
<th>1.</th>
<th>2.</th>
<th>3.</th>
<th>4.</th>
<th>5.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>3</td>
<td>37.5</td>
<td>5</td>
<td>62.5</td>
<td>100</td>
<td>100</td>
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<tr>
<td></td>
<td>-</td>
<td>8</td>
<td>100</td>
<td>100</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td>-</td>
<td>8</td>
<td>100</td>
<td>100</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td>8</td>
<td>100</td>
<td>-</td>
<td>-</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td>7</td>
<td>87.5</td>
<td>1</td>
<td>12.5</td>
<td>100</td>
<td>100</td>
</tr>
</tbody>
</table>

**Evaluation: the headteacher**

<table>
<thead>
<tr>
<th></th>
<th>Inspects teachers and discusses report</th>
<th>1.</th>
<th>2.</th>
<th>3.</th>
<th>4.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>6</td>
<td>75.0</td>
<td>2</td>
<td>25.0</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td>8</td>
<td>100</td>
<td>-</td>
<td>-</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td>8</td>
<td>100</td>
<td>-</td>
<td>-</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td>8</td>
<td>100</td>
<td>-</td>
<td>-</td>
<td>100</td>
</tr>
</tbody>
</table>

|   | Checks preparation books regularly | 8 | 100 | - | - | 100 | 100 |
### Table (b)

#### Analysis of Responses by Female Teachers

<table>
<thead>
<tr>
<th>SUPERVISORY ACTIVITIES/TASKS</th>
<th>YES</th>
<th>NO</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Freq.</td>
<td>%</td>
<td>Freq.</td>
</tr>
<tr>
<td><strong>Curriculum Instruction: The Headteacher</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Assists teachers in problem identification</td>
<td>7</td>
<td>100</td>
<td>0</td>
</tr>
<tr>
<td>2. Works with teachers in planning curriculum</td>
<td>5</td>
<td>71.4</td>
<td>2</td>
</tr>
<tr>
<td>3. Provides support materials</td>
<td>5</td>
<td>71.4</td>
<td>2</td>
</tr>
<tr>
<td>4. Encourages teachers to attend courses</td>
<td>5</td>
<td>71.4</td>
<td>2</td>
</tr>
<tr>
<td>5. Makes teachers feel at ease during observation lessons</td>
<td>6</td>
<td>85.7</td>
<td>1</td>
</tr>
<tr>
<td>6. Dominates meetings</td>
<td>1</td>
<td>14.3</td>
<td>6</td>
</tr>
<tr>
<td><strong>Leadership: The headteacher</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Assists new teachers settle down</td>
<td>7</td>
<td>100</td>
<td>0</td>
</tr>
<tr>
<td>2. Communicates through newsletters, circulars etc.</td>
<td>3</td>
<td>42.8</td>
<td>4</td>
</tr>
<tr>
<td>3. Uses staff meetings for sharing ideas and communicating new information</td>
<td>7</td>
<td>100</td>
<td>0</td>
</tr>
<tr>
<td>4. Involves teachers in decision making</td>
<td>7</td>
<td>100</td>
<td>0</td>
</tr>
</tbody>
</table>
5. Has poor public and human relations. & 0 & 0 & 7 & 100 & 100  
6. Spells out government policies & 5 & 71.4 & 2 & 28.6 & 100  
7. Supports teachers activities in discipline maintenance & 7 & 100 & 0 & 0 & 100  
8. Delegates responsibilities & 7 & 100 & 0 & 0 & 100  

**Motivation: The Headteacher**

1. Recognizes and rewards good work & 6 & 85.7 & 1 & 14.3 & 100  
2. Encourages teachers to improve themselves professionally & 7 & 100 & 0 & 0 & 100  
3. Helps teachers solve personal problems & 7 & 100 & 0 & 0 & 100  
4. Encourages good interpersonal relations & 7 & 100 & 0 & 0 & 100  
5. Provides working tools & 6 & 85.7 & 1 & 14.3 & 100  
6. Disturbs teachers and shows openly & 0 & 0 & 7 & 100 & 100  

**Communication: The headteacher**

1. Avoids holding staff meetings regularly & 3 & 42.8 & 4 & 57.1 & 100  
2. Is not tempered & 0 & 0 & 7 & 100 & 100  
3. Disseminates information through bulletin boards not speech. & 0 & 0 & 7 & 100 & 100  
4. Helps interpret performance results & 7 & 100 & 0 & 0 & 100  
5. Accessible to all teachers & 7 & 100 & 0 & 0 & 100
Data on this table 5 (a) and (b) reveals that the teachers perceive the supervisory roles of their headteachers almost at equal footing. There was no major disparity found in the way they interpret these supervisory tasks by their headteachers.

On curriculum instruction however, some female teachers felt that they do not always get the necessary help but were all in agreement that the head assists them in problem identification as indicated by 100% positive response rate. A small percentage of 28.6% responded negatively on items 2, 3, 4, and 5. An indication that they could be having problems with the administration.
About 12.5% of the men teachers responded negatively to questions (1, 3, 5) on curriculum instruction and were divided over the issue of attendance to courses in question (4) where 50% felt they are not encouraged.

On leadership, all were 100% in agreement that their headteachers assist new teachers to settle in the new stations and also strongly defended them on the aspect of human and public relations with 100% response rate. They however rated them down on the aspect of communication of information through various media. A small percentage of 37.5% and 42.8% felt that communication is not done through newsletters or notice boards.

On motivation over 75% are positive about the headteachers activities and even strongly defended their heads on the issue of mistrust (in question 6) with 87.5% negating the statement. On the aspect of communication it was interesting to note that while they all agree with items 2, 3, 4 and 5 at 100%, they are not quite in agreement over the issue of staff meetings. Although majority defended their headteachers (73.3%), it is observed that 26.7% felt that their headteachers avoided holding meetings regularly. A phenomenon if found true would contradict what they had indicated as support in other areas.
CHAPTER FIVE

SUMMARY CONCLUSIONS AND RECOMMENDATIONS.

5.1 Introduction

This chapter concludes the research study. It offers recommendations based on research findings and suggests further research studies on this topic.

5.2 Summary

The purpose of the study was to analyze teachers' perceptions of the supervisory practices carried out by primary school headteachers in Westlands Division of Nairobi.

Chapter one dealt with the problem and its related components. These include a background information on the concept of supervision tracing its development in Kenya since the early 1900s, the statement of the problem, purpose of the study, research design and methodology.

Chapter two threw light on views of supervision as a concept and as a skill through literature review. It also traced the development of supervision in Kenya since the 1900s, focussing mainly on supervisory skills related to leadership, curriculum instruction, motivation, communication and evaluation. It also looked into teachers’ perception of these supervisory practices and how they impact positively or negatively in their daily task of teaching.
Chapter three dealt with the research design and methodology. A sample of 10 schools drawn from 30 schools in Westlands Division in Nairobi were used for the study. The 10 headteachers and 20 teachers from these schools were used as subjects for this study. Data collection was done using the questionnaires as the basic instrument.

Chapter four dealt with the analysis and the presentation of the data, based on the variables under study. These variables include sex, professional and academic qualification, teaching experience, perceptions of teachers on supervisory practices and educational preparation for headteachers. The data is presented in the form of tables 1 to 5 appended.

Chapter five looks into the findings of the report and summarizes the report with recommendations and suggestions for further study. Discussion of the report was based on what was revealed in the tables 1,2,3,4,5 of the study. Table 1 on demographic data for both teachers and headteachers revealed that all subjects are all qualified, both academically and professionally.

Academically all the subjects were ‘O’ level graduates with a minimum professional grade of P1 and of course most of the headteachers have been promoted to ATS level. It is therefore possible to say that we are dealing with a knowledgeable group of teachers and administrators who understand what their schedule of duties as teachers and supervisors entails. As for experience, majority of the headteachers indicated a long experience in teaching with a period ranging between 10 – 16 years prior to headship. It is therefore possible to conclude that experience was a major criteria for appointment to headship. Conversely however, all the headteachers
confirmed that no educational preparation for headship was provided or even used as a pre-qualification criteria as Table 3 shows. The newly appointed headteachers had to rely on experience gained from observing their headteachers and participating in administrative tasks during their period as deputies. A factor that the researcher feels has contributed to poor supervision of schools resulting in declining educational standards in this division.

Table 2 on frequency of supervisory activities carried out by headteachers revealed that most of the headteachers are quite conversant with their supervisory role. What was evident however was the fact that they were not quite certain about the regularity of certain crucial functions especially in areas of curriculum instruction and communication. This can perhaps be attributed to the inadequate perception of the role of supervision in instructional work. This perhaps explains why schools that should be doing well are just not doing it to their capacity and all being blamed on a bloated curriculum and other problems. It is important to mention here that 50% (5) of the schools in this sample were among the poorly performing schools while 5 (50%) are among the top schools. A feature that underlines the nature of supervision going on in these schools.

Table 4 and 5 on perception of supervisory practices by teachers revealed that most of the teachers were generally positive about their headteachers supervisory practices and their sex difference did not reveal any significant differences in perception. They however confirmed shortfalls in areas of communication, curriculum instruction and motivation, which were brought out in the analysis of table 2. What came out from this study is the fact that
a positive headteacher is able to influence the teachers positively and this acts as a boon to his leadership. In other words, teachers are likely to overlook inadequacies in leadership where heads are positive and supportive. The type of leadership in the school therefore influences perception.

5.3 Conclusion

The study enabled the researcher to arrive at certain conclusions about teachers and headteacher perceptions of supervisory practices in Westlands Division of Nairobi.

From the data analysis in Chapter four, it is apparent that most primary school headteachers were aware, duty conscious and understood the specific tasks that their positions demanded of them. However, within the 5 supervisory activity areas, it is evident that the headteachers are not quite competent and are still struggling to perform this role especially the newly appointed who were the majority in this study. The experienced headteachers however demonstrated confidence and competence in their work, proficiency acquired through experience not through formal training before appointment.

5.4 Recommendations

1. To address these inadequacies therefore there is need for the government to have a clear policy on training of teachers and
headteachers in particular who need specialized skills in instructional supervision to manage the challenges facing them in school administration today. The policy will help to put in place a well-designed programme of training for serving and prospective headteachers. This will go along way in improving instructional teaching and hence uplift educational standards.

2. Institutions like KIE, KESI and Kenyatta University that are charged with the responsibility of training educational personnel (teachers) should be able to advise the government on the need to review the current teacher training programme to make it more comprehensive and practical with special emphasis on supervision of instruction. We all know that the current teacher training curriculum is wanting and inadequate and has not been reviewed for a number of years. We also know that supervision of instruction is directed towards maintaining and improving the teaching-learning processes in the school. It is therefore imperative that it is given the emphasis it deserves if educational standards have to improve. We cannot also blame teachers for being ignorant or inadequate without first addressing the gaps existing in the teachers’ curriculum. If the inadequacies are addressed through a well-designed supervisory programme, headteachers will be more confident, competent and more productive. This will help improve their relations with teachers and hence boost their morale, which will work towards positive perception of supervision in general.
5.5 **Suggestions for further research**

1. This study can be replicated in a larger sample as this particular one was quite small.

2. There is need to carry out a study on the factors that contribute to poor supervision of schools, which was beyond the scope of this research.


Appendices

A: Cover letter for research.
   (i) Letter of introduction from Kenyatta University.
   (ii) Letter from Director City Education authorizing research.

B: Questionnaire
   (i) Questionnaire for Headteachers.
   (ii) Questionnaire for teachers.

C: List of Tables:
   (i) Table 1: Demographic data on teachers and headteachers.
   (ii) Table 2: Analysis of responses by headteachers on supervisory practices
   (iii) Table 3: Analysis of responses by headteachers on educational preparation for headship.
   (iv) Table 4: Analysis of responses by teachers on supervisory practices by their headteachers.
   (iv) Table 5: (a) and (b) Analysis of responses by male and female teachers in supervisory practices.
February 28, 2000

TO WHOM IT MAY CONCERN

RE: MARGARET W. THIONGO – REG. NO. EPTE55/0024/98

The bearer of this letter Margaret W. Thiongo is a bonafide 2nd year student of M.Ed.(PTE) programme at Kenyatta University in the School for Continuing Education. As part of her partial fulfillment for the M.Ed. degree, she is required to undertake research in your schools and submit her completed project by July 2000.

The purpose of this letter is to request you to allow her to undertake the research in your schools between the period of March to June 2000.

Kindly facilitate.

[Signature]

PROF. H.O. AYOT
DIRECTOR, SCHOOL FOR CONTINUING EDUCATION
Ref. No ................

07890/177

20th March, 2000

Mrs. Margaret Thiong'o
A.D.C.E. 'D'
City Hall Annexe,
NAIROBI.

PERMISSION TO UNDERTAKE RESEARCH

As requested in your letter dated 16th March 2000, permission is
granted for you to undertake research as indicated in the request letter
from Kenyatta University.

G.H. MUNYI
AG. DIRECTOR OF CITY EDUCATION
26th June 2000
The Headteacher
Primary School
Nairobi

RE: RESEARCH

I am a bonafide student of Kenyatta University currently pursuing a Masters degree in Education. As part of my assessment, I am required to carry out research on "Analysis of the teachers perceptions of supervisory practices used by Primary School Headteachers in Nairobi."

Your school has been selected for the study. The purpose of this letter is to request you kindly to spare some of your time to complete the attached questionnaire.

The information you give will be treated with confidence and will only be used for purposes of this study.

Please try to be as honest as possible in your responses and ensure that you attempt all questions.

MRS. THIONG'O
M.Ed. Kenyatta University
TEACHER’S QUESTIONNAIRE

This Questionnaire is divided into two sections A and B. Section A will request for personal data. Section B will request for information on duties that go on in the school and more specifically those that affect your teaching.

SECTION A:

1. Sex: Male _______________________ Female _______________________

2. Name of school _____________________________________________

3. Classes taught _____________________________________________

4. Size of classes Boys __________________ Girls _________________
   Total __________________

5. Number of Subjects taught ___________________________________

6. Experience as a teacher _______________________________________

7. Academic qualifications:
   B.Ed ______
   ‘A’ ______
   ‘O’ ______
   KJSE ______
   Any other ___________________________________________
8. Professional qualifications

Masters  
B.Ed.  
Dip. Ed.  
ATS (I,II,III)  
SI  
PI  
P2  
P3  
Untrained

Any other __________________________________________

9. What extra responsibility other than teaching do you have?
SECTION B

Respond to the following statements explaining how you are involved in supervisory activities using either YES or NO

Supervisory activities relating to Curriculum Instruction

<table>
<thead>
<tr>
<th></th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Assisting teachers in identifying problem areas in the curriculum</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Working with teachers in planning curriculum programmes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Providing support materials to teachers for teaching</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Encouraging teachers to attend courses, seminars, workshops through providing Financial support</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Making teachers feel at ease during observation lessons</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
6. Dominating meetings other than giving teachers a freehand in making decisions regarding curriculum planning and instruction

Supervisory activities related to leadership

1. Assists new teachers to settle down and inducts them into school operation

2. Communicates information through newsletter notices.

3. Makes staff meetings forums for sharing ideas, communicating new information.

4. Involves teachers in decision making for the benefit of the school.

5. Has poor public and human relations

6. Spells out government policies and other related information to teachers.
7. Supports teachers activities in maintaining 
Discipline among pupils.

8. Delegates responsibilities effectively.

Supervisory activities related to Motivation

1. Recognises and rewards good work among 
teachers and pupils and recommends them 
for promotion.

2. Encourages teachers to improve themselves 
professionally and ensures that teachers 
feel secure in their job

3. Helps teachers solve their personal and 
teaching problems

4. Encourages good interpersonal relations 
among teachers

5. Provides working tools and a conducive 
working environment for teachers

6. Distrusts teachers and shows it openly
### Supervisory Activities related to Communication

<table>
<thead>
<tr>
<th>NO</th>
<th>YES</th>
<th>1. Avoids holding staff meetings regularly</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>NO</td>
<td>YES</td>
<td>2. Is hot tempered and treats teachers with contempt hence cannot communicate effectively</td>
<td></td>
</tr>
<tr>
<td>NO</td>
<td>YES</td>
<td>3. Disseminates important information through bulletin boards never through speech</td>
<td></td>
</tr>
<tr>
<td>NO</td>
<td>YES</td>
<td>4. Helps teachers interpret the performance results and suggests improvements</td>
<td></td>
</tr>
<tr>
<td>NO</td>
<td>YES</td>
<td>5. Accessible to teachers in all matters</td>
<td></td>
</tr>
</tbody>
</table>

### Supervisory Activities related to Evaluation

<table>
<thead>
<tr>
<th>NO</th>
<th>YES</th>
<th>1. The headteacher inspects teachers while teaching and discusses his findings with them</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>NO</td>
<td>YES</td>
<td>2. Participates with them in carrying out analysis of examinations in the school</td>
<td></td>
</tr>
</tbody>
</table>
3. Encourages teachers to evaluate their work
4. Checks preparation books and students records regularly
Headteacher Questionnaire

This Questionnaire is divided into three sections A, B, C. Section A requires information on personal data. Section B is a checklist on supervisory duties that the headteacher undertakes in school. Section C requires your opinion on educational preparation for headship.

Please answer all questions as honestly as possible.

Thank you for sparing your time to fill this questionnaire.

M.W. THIONG’O (MRS.)
M.ED., KENYATTA UNIVERSITY
HEADTEACHER QUESTIONNAIRE

Personal Data:

1. Sex: Male ___________________ Female ___________________

Name of School ________________________

2. a) Experience as a headteacher ________________________

b) Experience as a teacher before appointment in administrative post ________________________

3. Academic qualification (tick as appropriate)

M.Ed. □

'A' Level □

'O' Level □

KJSE □

Any Other ________________________

4. Professional qualification (tick as appropriate)

Master Level □

Bachelor of Education □

ATS I □

ATS II □

ATS III □

Diploma in Education □

SI □
5. Size of school (Enrolment)
   Boys
   Girls

6. a) Number of teachers in terms of grade and sex

   Female teachers
   Male teachers

   b) Grades
   B.Ed graduates or higher
   Diploma
   ATS (I,II,III)
   SI
   PI
   P2
   P3
   Untrained teachers

   Any other

7. How would you rate your school in National examination performance in comparison with other schools in this District.

   (i) Excellent
(ii) Good

(iii) Fair

(iv) Poor

<table>
<thead>
<tr>
<th>Supervision activities (practice)</th>
<th>Never</th>
<th>Rarely</th>
<th>Sometimes</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Checking teachers' preparation (lesson plans, schemes)</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Checking pupils' exercise books</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Preparing of class materials</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Observing lessons</td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td>Handling of class</td>
<td></td>
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<tr>
<td>Maintaining order in class</td>
<td></td>
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<tr>
<td>Avoiding copying</td>
<td></td>
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<tr>
<td>Avoiding distractions</td>
<td></td>
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</tbody>
</table>
**Questionnaire for headteacher**

As a headteacher how often do you engage in the following routine supervisory activities? Tick the correct column for each statement.

**Routine Supervisory activities (practices)**

<table>
<thead>
<tr>
<th>CURRICULUM INSTRUCTION</th>
<th>Never</th>
<th>Rarely</th>
<th>Sometimes</th>
<th>Often</th>
<th>Always</th>
</tr>
</thead>
<tbody>
<tr>
<td>(i) Checking teachers preparation (lesson notes, schemes)</td>
<td></td>
<td></td>
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<tr>
<td>(ii) Checking pupils exercise books, progress records and registers</td>
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<tr>
<td>(iii) Visiting classes for purposes of observing lessons</td>
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<tr>
<td>(iv) Checking punctuality to class by pupils and teachers</td>
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<tr>
<td>(v) Explaining curriculum policies to teachers</td>
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<tr>
<td>(vi) Disseminating new curriculum information</td>
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<tr>
<td>(vii) Meet subject panels</td>
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<tr>
<td>(viii) Plan evaluation programmes with teachers</td>
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<tr>
<td>LEADERSHIP</td>
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<tr>
<td>(i) Meet for consultation and planning with the Deputy and Senior teacher</td>
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<tr>
<td>(ii) Hold parents meetings</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>(iii) Hold staff meetings</td>
<td></td>
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<tr>
<td>(iv) Call the head office for assistance</td>
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<tr>
<td>(v) Hold school committee meetings</td>
<td></td>
<td></td>
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<tr>
<td>(vi) Hold school assembly</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>(vii) Check finance records</td>
<td></td>
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<tr>
<td>(viii) Check the physical facilities, stores and inventory ledgers for proper maintenance</td>
<td></td>
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<tr>
<td>(ix) Check class registers, parents registers and teachers attendance registers</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>(x) Prepare staff and pupils returns for purposes of forwarding to head office</td>
<td></td>
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</tr>
<tr>
<td>Planning for teachers seminars, conferences, induction courses, in-service courses, social welfare</td>
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<tr>
<td>--------------------------------------------------------------------------------------------------</td>
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<td></td>
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<tr>
<td>(i) Meeting teachers individually to discuss some of their teaching problems</td>
<td></td>
<td></td>
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<tr>
<td>(ii) Recognizing and rewarding teachers who do well.</td>
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<tr>
<td>(iii) Ensuring that there is good interpersonal relations and that teachers are secure in their jobs</td>
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</tr>
<tr>
<td>(iv) Providing support materials for teaching</td>
<td></td>
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<tr>
<td>(v) Encouraging healthy competition while at the same time maintaining team spirit</td>
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<tr>
<td>(vi) Recommending the hard-working teachings for promotion</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(vii) Encouraging creativity and initiative among teachers</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>(viii) Help improve the working conditions for teachers</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>COMMUNICATION</td>
<td>Never</td>
<td>Rarely</td>
<td>Sometimes</td>
<td>Often</td>
<td>Always</td>
</tr>
<tr>
<td>-------------------------------------------</td>
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<td>-------</td>
<td>--------</td>
</tr>
<tr>
<td>(i) Involving teachers in decision making</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>(ii) Disseminate information and circulars through the notice board/bulletin boards</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(iii) Use circulars to call for parents meetings, staff meetings</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(iv) Communicate important information through school assembly (verbally)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(v) Plan educational excursions for teachers and pupils</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EVALUATION</td>
<td>Never</td>
<td>Rarely</td>
<td>Sometimes</td>
<td>Often</td>
<td>Always</td>
</tr>
<tr>
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</tr>
<tr>
<td>(i) Evaluate school programmes together with teachers</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(ii) Help teachers plan, execute and evaluate their classroom work</td>
<td></td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td>(iii) Assess teachers in classroom performance</td>
<td></td>
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</tbody>
</table>
SECTION C

Educational Preparation for Headship

Make a general assessment of the educational preparation that headteachers are given by ticking the right response.

1. (a) Was there a pre-qualification criteria for appointment such as an interview?
   - Yes ☐ No ☐

(b) Did one of the criteria have to do with formal training in administration?
   - Yes ☐ No ☐

(c) Were you inducted into the new job through formal training programme?
   - Yes ☐ No ☐

(d) Were you a deputy headteacher before appointment to this post?
   - Yes ☐ No ☐

(e) Did the induction programme cover the following areas: Curriculum Instruction/Policies, leadership Communication, Motivation and Evaluation?
   - Yes ☐ No ☐

2. (a) Have you received any formal training in educational administration since appointment?
   - Yes ☐ No ☐
(b) If yes, how is it useful to your present job? (State briefly in the provided space).

(c) Are there areas in your work that need special attention in the training programme?
If your answer is yes, please indicate which one.

Yes ☐ No ☐

Areas: (Tick appropriately)

(i) Curriculum Instruction ☐
(ii) Financial Management ☐
(iii) Personnel Management ☐
(iv) Any other ____________________________

3. Do you teach? Yes ☐ No ☐

Name the subjects taught and classes.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Class Taught</th>
</tr>
</thead>
<tbody>
<tr>
<td>(i)</td>
<td>Lower Primary Std. 1 – 3</td>
</tr>
<tr>
<td>(ii)</td>
<td>Middle School Std. 4 – 6</td>
</tr>
</tbody>
</table>
5. Is experience necessary before appointment to headship?

Yes ☐ No ☐

If there are areas in your work that need special mention in the training programme?

If your answer is yes, please indicate which one:

- Curriculum Instruction ☐
- Financial Management ☐
- Personnel Management
- Any other ☐

Name the subjects taught and classes in the school:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Class Taught</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐</td>
<td>Lower Primary Std. 1</td>
</tr>
<tr>
<td>☐</td>
<td>Middle School Std 4 - 6</td>
</tr>
</tbody>
</table>
(b) If yes, how is it useful to your present job? (State briefly in the space provided).------------------------ ---------------------------- ------------------------
------------------------------------------
------------------------------------------

(c) Are there areas in your work that need special attention in the training programme?
If your answer is yes, please indicate which one.

Yes □ No □

Areas: (Tick appropriately)

(i) Curriculum Instruction □

(ii) Financial Management □

(iii) Personnel Management □

(iv) Any other -------------------------------

3. Do you teach? Yes □ No □

Name the subjects taught and classes.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Class Taught</th>
</tr>
</thead>
<tbody>
<tr>
<td>(i) -------------</td>
<td>Lower Primary Std. 1 – 3 ---------</td>
</tr>
<tr>
<td>(ii) --------------</td>
<td>Middle School Std. 4 – 6 ---------</td>
</tr>
</tbody>
</table>
5. Is experience necessary before appointment to headship?

Yes □       No □