

**CONSTRAINTS FACED BY HEAD TEACHERS IN INSTRUCTIONAL
SUPERVISION: A CASE OF SECONDARY SCHOOLS IN MATUNGULU,
MACHAKOS COUNTY, KENYA.**

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DECLARATION

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

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DEDICATION

This work is dedicated to my loving husband, David Nthiwa for his support and encouragement through my studies, to my son, Admiral (3) who always missed my motherly presence during my studies.

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TABLE OF CONTENTS

	Page
Declaration.....	i
Dedication.....	ii
Acknowledgements.....	iii
List of figure	vii
Abbreviations and acronyms.....	viii
Abstract.....	ix
 CHAPTER ONE: INTRODUCTION	
1.1 Background of the study.....	1
1.2 Statement of the problem.....	9
1.3 The purpose of the study.....	11
1.4 Objectives of the study	11
1.5 Research questions.....	11
1.6 Assumptions of the study.....	12
1.7 Limitations of the study.....	12
1.8 Delimitations of the study.....	13
1.9 Significance of the study	13
1.10 Scope of the study.....	14
1.11 Theoretical framework	14
1.12 Conceptual framework.....	15
1.13 Operational definition of significant terms.....	17

CHAPTER TWO: LITERATURE REVIEW

2.1	Introduction.....	18
2.2	Conceptual issues related to instructional supervision.....	18
2.3	Researches on Supervision	21
2.4	Summary.....	29

CHAPTER THREE: RESEARCH METHODOLOGY

3.1	Introduction	32
3.2	Research Design.....	32
3.3	Location of the Study.....	32
3.4	Target Population.....	33
3.5	Sample Design.....	33
3.6	Research Instruments.....	34
3.7	Pilot Study	36
3.8	Data Collection Procedure	36
3.9	Data Analysis	37

CHAPTER FOUR: REASERCH FINDINGS, INTERPRETATION AND DISCUSSIONS.

4.1	Introduction.....	38
4.2	The impact of effective instructional supervision.....	41
4.3	The constraints faced by secondary school head teachers... ..	42
4.4	Discussions of the research findings.....	49

CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS.

5.1	Introduction.....	57
5.2	Summary.....	57
5.3	Conclusion.....	60
5.4	Recommendations.....	61
5.5	Suggestions for further research.....	63

REFERENCE

Appendix I	Questionnaire.....	68
Appendix II	Questionnaire	86
Appendix III	Letter to respondent.....	101
Appendix IV	Time schedule.....	102
Appendix V	Activity budget.....	103

LIST OF FIGURE

1.1 Conceptual framework.....	16
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ABBREVIATIONS AND ACRONYMS

BOG:	Board of Governors
DEB:	District Education Board
DEO:	District Education Officer
DQAS:	Directorate Quality Assurance and Standards
DQASO:	District Quality Assurance and Standards Officer
HMI:	Her Majesty the Inspectorate
HOD:	Head of Department
MOEST:	Ministry of Education Science and Technology.
KCSE:	Kenya Certificate of Secondary Education
KESI:	Kenya Education Staff Institute
KESSP:	Kenya Education Sector Support Programme.
KIE:	Kenya Institute of Education
KNUT:	Kenya Union of Teachers
PDE:	Provincial Director of Education
PQASO:	Provincial Quality Assurance and Standards Officer
QASO:	Quality Assurance and Standards Officer
KSSHA:	Kenya Secondary School Heads Association
TSC:	Teachers

ABSTRACT

Secondary schools have experienced problems due to lack of adequate trained teaching staff, undisciplined students, inadequate physical facilities and failure to set educational objectives in curriculum and instruction delivery. These problems have jeopardized the head teacher's instructional supervision programmes in the concerned schools. The purpose of this study was to investigate the constraints faced by head teachers in instructional supervision in Matungulu, Machakos County, Kenya. The objectives of the study were: - (i) To investigate how secondary school head teachers carry out their instructional supervision practices.(ii)To assess the impact of effective instructional supervision on teachers in ensuring students performance in Matungulu, Machakos County.(iii)To find out the constraints faced by secondary school head teachers in undertaking instructional supervision. The study was guided by the theoretical framework based on motivation-hygiene theory proposed by Fredrick Hertzberg. The researcher adopted a descriptive survey design. The population of the study comprised 35 head teachers and 375 public secondary school teachers serving in the 35 secondary schools within the district. Out of the 35 secondary schools, 16 schools i.e. 46% were sampled for the study using stratified sampling technique based on day or boarding and single or mixed. Each of the 16 schools produced their head teacher yielding to 16 head teachers (46%). Similarly, for each of the 16 schools, one H.O.D and one teacher were sampled randomly yielding to 16 H.O.Ds and 16 teachers (9%).The overall sample size was 48 subjects .The research instrument comprised of the use of questionnaires for head teachers and teachers. The researcher conducted a pilot study to determine validity and reliability of the instrument in one secondary school in the district which was not included in the main study. He obtained permission from the MOE. The qualitative data obtained from the head teachers and teachers' questionnaire was analyzed by coding and organizing it into themes and categories. Once the themes and categories had been identified, the researcher then evaluated and analyzed the data to determine the adequacy of information in answering the research questions using frequency distribution tables, graphs and charts. The findings of the study were that despite their various degrees of success, each head teacher faces ongoing challenges in their instructional supervision work with regards to students' performance in National Examinations. The study recommended that head teachers' administrative skills should be improved in order to help them perform their functions effectively. The Ministry of Education should broaden and increase the frequency of in services courses to already serving head teachers. The courses should particularly emphasize on supervision of instruction. The deputy head teachers should also be included as they can take over supervisory functions from the head teachers or supplement the head teachers' role. Head teachers should make efforts to get all the teachers set their educational objectives and particularly at the beginning of the year in order to improve students' achievement of results and that the government should employ more trained teachers which will ease the supervisory roles of the head teacher in schools among other recommendations.

CHAPTER ONE

INTRODUCTION

1.1 Background of the study

The education system in Kenya is examination oriented. The quality of the education is seen in terms of the number of students passing national examination. (Eshiwani, 1993) Educators and the general public have often expressed concern over factors that influence students' performance in examinations. Examinations tell children how they are succeeding .He contend that education is very important and failure in the national examination especially KCSE spells doom for the student whose life becomes uncertain and full of despair. The performance determines whether the students will proceed to university or to other tertiary institutions. Therefore, a student's life is determined by academic performance in the national examinations. The most outstanding factor has to do with the organizational management of the school.

A well managed instructional supervision programme in school is usually reflected through good discipline of teachers and students as well as school workers. Poor performance in Kenya Certificate of Secondary Education (KCSE) is an automatic indicator of poor instructional supervision mechanisms in practice in a particular school. This implies that these are certain instruction supervisory challenges facing the head teachers as reflected in poor examination performance.

1.1.1 Instructional supervision in schools in Kenya

Quality Assurance and Standards Officer (QASO) is a recent term coined to refer to the education officer responsible for supervision of curriculum implementation in schools. It is a new term commonly used in place 'inspector'. teachers tended to shy away from interacting freely with the inspector for fear of fault finding and victimization.(Wazare,2006).The new term of QASO is intended to remove the stigma associated with term inspector and portray them as people concerned with improving quality and standards of education through working as partners with teachers. The above was clarified as the role of QASO's when it was further asserted that "the purpose of these inspection would be to have an overview of the quality of education in Kenya based on agreed all-round performance of an educational institutions (East Africa Standard, May 12th, 2001, pg13 col 1-5

Instructional supervision in schools in Kenya begins with the ministry of education. The head of the ministry is the minister of education assisted by two assistants in order to enable him performs his duties efficiently. The role of the minister includes promoting the education of the people of Kenya, to promote the progressive development of institutions devoted to the promotion of such education and to promote qualitative and quantitative aspects of education. The Directorate Quality Assurance and Standards department (DQAS) is the professional arm of the Ministry of Education Science and Technology (MOEST) charged with the establishment, maintenance and improvement of standards of education in Kenyan schools.

The department supports the ministries vision statement which is quality assurance and quality development. Quality assurance is achieved through the officers reporting on these inspections to the institutions and to the ministry of education. The DQAS appoints the QASO's to supervise curriculum and implementation in the school. They give expert advice in the area of curriculum and they do so at the national, provincial, district or school levels. At the national level this function is carried out by the Quality Assurance and Standards department which is an arm of the ministry of education. Under the provincial level, the Provincial Director of Education (PDE) administers educational matters in each province through PQASO. They carry out inspection and supervision of all educational institutions within the province.

Under the PDE we have the DEO's and Municipal Education Officers (MOE's) concerned with educational inspection and supervision of all education institutions in the district through DQASOs. At the schools level, the head teacher plays the role of an instructional supervisor. He establishes an enabling environment for teaching and learning process to take place through encouraging healthy interpersonal relationship within the school. The reports in the Matungulu District Education Office (DEO) shows that Matungulu District has dropped drastically in educational standards. These poor standards are attributed to unprepared ness among members of the teaching fraternity, undisciplined students and lack of physical materials and resources.

The MOE through strategic plan 2006- 2011, asserts that the function of quality assurance entails monitoring of schools and teachers to ensure that curriculum is

delivered appropriately. Recently, efforts have been made to enhance the quality assurance function in the ministry. The MOE has stepped into rationalize work load, operational zones and institutions to ensure that quality assurance services are available to all learners. To improve the mobility at the local level, QASOs have been provided with motorcycles and financial allocations to district education offices increased to finance fuel and other logistical requirements (Republic of Kenya, 2007).

Therefore, something is wrong as far as teacher competency and instructional matters are concerned and only these head teacher who are keen on good performance will resolve this problem. It is against this background that a research need rose to determine the role of head teachers in instructional supervision. Due to the persistent poor national examination results over the last five years, the researcher finds it also necessary to investigate the teacher's attitude towards the principal's supervisory practices.

1.1.2 The role of head teachers in instructional leadership.

Leadership involves working with and through people to achieve set goals. It is a process of influencing people into following towards the achievements of set goals. Both the government and parent expect teachers to perform better at their present levels of training. Schools with strong leadership have had higher teacher performance and hence good academic results (Kenya Information Preservation Society, 2011) the head teachers' role is to promote academic performance. The success of what is done in the school is attributed to the head teacher. He is the pivot around which may aspect of the school

revolve, being the person in charge of running the school, be it academic or administrative.

Schools can make a difference to teachers' performance and the head teacher's leadership is one factor determining success. A good leader needs basic knowledge of group behavior human relations and managerial skills. Core to leadership is service. The head teacher should be able to help others to grow to their maximum. Parents and teachers as well as governmental officials, policy makers and television pundits unanimously assert that the quality of school leadership significantly impacts teachers' performance and hence good student achievement. (Ogiri and Abdi,2004) Educational research does provide some evidence that support the conventional wisdom, especially as researchers have identified the positive effects that instructional leaders have upon teachers' performance leading to good student achievement.

Values seem to be central to the exercise of successful instructional leadership because values challenges teachers to think move critically and then to consider how they might act upon these values as teachers think about how they might improve curriculum, teaching and learning. Head teachers as instructional leaders link together personal, professional and organizational development in an overall effort to improve curriculum, teaching and learning.

Proper management of teachers is important because its absence will invariably lead to low productivity on the part of the teachers. Head teachers as schools supervisors are

charged with daunting task of managing teachers among other resources. (Republic of Kenya, 1988) The head teacher plays different roles as pertains supervision. His overseeing function includes directing controlling, reporting and commanding. This implies that one who has the authority to supervisee has to understand the gals and objectives of the school and is in a position to play superior academic and professional roles over the teachers and students.

Outside the school environs, these kinds of supervision have subject inspectors and consultant. They give expert advice in the area of curriculum and they do so at the national, provincial, district or school levels. At the national level this function is carried out by the quality and assurance standards department which is an arm of the ministry of education.

The quality of leadership makes the difference between success and failure of a school. Research and inspection clarify the extent to which quality of leadership is crucial to improvement. The head teacher should establish and enabling environment for teaching and learning process to take place through encouraging healthy interpersonal relationship within the school. He should give direction to the school by offering approach and diversified curriculum in accordance with secularized guidelines from the MOEST and supporting organizations.

It is said that a school is as great as the principal because everything in the school, the physical plant, curriculum and instruction, student personnel, staff personnel, finance and

business and the community relations both impress of his or personality. The head teacher is the ladder in a school and the person in charge of every detail of the running of the school. Lack of vision in the management of schools often leads to imbalance in the allocation and use of resources. Poor results in education are related to the resources allocated to it and if this parameter is not recognized, it becomes difficult to understand why a school continues to perform poorly in national examinations. A good performance does not just happen it is a result of good teaching and overall effective headship.

1.1.3 The role of head teachers in instructional supervision

Instructional supervision is a component of general supervision which educational supervisors are supposed to carry out in learning institutions. Instructional supervision should be an important component of staff development program its primary function is improvement of instructions. It is aimed at enhancing teaching and learning. The aim of this research therefore is to investigate the instructional supervisory practices used by principals in Matungulu district as perceived by HOD's and teachers in public secondary schools. Instructional supervision involves actions taken by the administrator to make sure a school is a positive safe place where learning occurs.

Head teachers must be persons with appropriate academic and professional qualifications, experience, ability, competence, integrity and initiative. Thus, they should be able to perform various functions as in administrative, curricular and instructional dimensions of instructional supervision. On administrative dimension, the head teachers should be able to set and prioritize goals, provide long range plan, design organizational

staff, orient new teaching staff, promote the school community relations and establish both academic and disciplinary standards.

On curricular dimensions, the head teachers should be able to set goals and purpose of curricular programme, organize for the provision of curricular support materials, support staff development through in-service training, produce funds for co-curricular, purposes, advice staff on relevant curriculum for the school and monitor and evaluate curriculum outcome. The principals helping function involves facilitating, supporting, guiding and assisting teachers and learners to grow professionally. It is one of improving and maintaining instruction in the school.

This function involves every day activities in the school. To achieve this function the head of an institution does not need to employ a specialist in the subjects taught. She / he is an immediate supervisor and should be able to help the teachers in preparing schemes of work and lesson plans. Head teachers are the first inspectors of their own school. As supervisors of individual school, they are expected to adopt the current skills and approach to supervision. They need to attend refresher courses to replenish their administrative and supervisory skills to meet the anticipated standard. This is to ensure effectiveness in instructional supervision due to their superior knowledge, skills and competencies.

It is on this back ground that there was need to look at the constraints faced by head teachers in instructional supervision and how the supervisory activities were coordinated

to achieve the desired goals. The change of approach is supposed to cause a change of attitude and perceive the head teachers as a friend. This is supposed to form a new kind of professional competence as an essential quality for supervisors. The whole function of supervision has been reconceived with the effect that inspection remains now as only one of the numbers of activities regarded as essential. It is therefore important for the head teachers and teachers to exhibit cordial and amicable relationship for improvement within the school to ensure high productivity and development of education.

The instructional supervisors need to have the important skills required in supervision. Of course it is expected that the instructional supervisor is a professionally qualified teacher, with the pedagogical skills at his or her finger tips. Although the expertise in pedagogy is acquired through both theoretical and practical exposure, his or her instruction supervisory leadership skills must be consciously developed through training.

1.2. Statement of the problem

In Kenya, education reforms often fail to achieve desired outcome due to ineffective and inefficient supervision. Poor performance has persisted despite the fact that the schools in Matungulu, Machakos County are assumed to have adequate and well trained teachers; fairly well qualified pupils from primary schools and trained and qualified head teachers. The problem of poor performance in examinations is costly for any country since education is a major contributor to economic growth.

The development of both inspection and supervision in the country has been emphasizing on expansion technique (Musila 2007). The tremendous growth of education over the

years has posed challenges on quality standards on educational administrators. Free primary education reintroduced in 2003 has drastically increased enrolment hence seriously affecting the quality of education. It is therefore important to have informed and effective supervisory staff guide to make the teachers discharge their duties more effectively. This may be made possible if the supervisory personnel from the Ministry of Education (MOE) and the secondary school head teachers are thorough in their supervisory roles and skills.

Since the head teachers plays a significant role in school due to their varied tasks and roles, their tactful fulfillment of their roles together with their constant supervision of their teacher's determines the level of teacher input and academic achievement. Some issues have not yet been addressed. Currently there is no special training for QASO in the colleges of education in Kenya. Instead they are appointed from among classroom teachers, head teachers and Teachers Advisory Center. When we turn to the schools level, the head teachers as the instructional supervisors are not conversant with their supervisory roles and skills (Musila 2007).

Marwinga (2010) asserts that most of the head teachers are not well prepared for their present jobs hence handle instructional supervision poorly, in-service courses offered for schools QASO, s and head teachers are not adequate and teachers viewed instructional supervision poorly. It is from this need for students to improve on their performance and hence good academic achievement that the researcher seeks to establish the constraints faced by head teachers in enforcing instructional supervision in Matungulu.

This issue of instructional supervision is not treated with seriousness it deserves and therefore the quality of education is comprised hence very poor academic performance in Matungulu, Machakos County, Kenya.

1.3 Purpose of the study.

The purpose of this study was to investigate the constraints faced by head teachers in enforcing instructional supervision in Matungulu, Machakos County.

1.4 The objectives of the study.

- i. To investigate how secondary school head teachers carry out their instructional supervision practices.
- ii. To assess the impact of effective instructional supervision on teachers in ensuring students performance in Matungulu, Machakos County.
- iii. To find out the constraints faced by secondary school head teachers in undertaking instructional supervision.

1.5 Research questions.

- i. What are the supervisory practices used by the head teachers in instructional supervision?
- ii. What impact does effective instructional supervision have on teachers in ensuring students performance in Matungulu, Machakos County?
- iii. What are the teachers' attitudes towards head teachers' instructional supervision roles?

- iv. What are the constraints faced by secondary school head teachers in undertaking instructional supervision?

1.6 Assumptions of the study

- i. The head teacher is the central factor determining academic achievement in the school.
- ii. The Kenya Certificate of Secondary Education examination is a reliable and accurate instrument for measuring student achievement at the secondary level.
- iii. Head teacher supervise and provide for academic and professional guidance to the teachers.

1.7 Limitation of the study

The following were the limitations of the study:-

- i. The study limited itself to only one district, Matungulu due to inadequate funds and the limited time allocated for the study.
- ii. It was not able to cover the opinions of BOG members in the sampled schools because tracing them would require a lot of time, resources and other logistics.
- iii. Since the study only covered one district within Machakos County, Matungulu, the findings could not be generalized in the whole country.

1.8 Delimitations of the Study.

- i. The study only dealt with four instructional supervisory roles of head teachers – Management of approved curriculum and instruction, physical facilities and materials resources, teaching staff and students' personnel leaving out financial management and school-community relations.
- ii. The study was reduced further to cater for only a few randomly selected schools in Matungulu, Machakos Country.

1.9 Significance of the study

The findings of the study will be used to guide educators and policy makers in the MOE to make informed decisions and perhaps recommend changes in the secondary school instructional supervisory practices. On the theoretical value, it will provide insight to the head teacher into the factors that contribute to improved teacher performance in secondary school in Matungulu, Machakos County. Secondly, on the practical value the findings will serve as reference points for head teachers of schools in Matungulu, Machakos County on supervisory practices that will lead to improvement of student's performance in national examination. The findings will bring to light the constraints faced by head teachers in enforcing instructional supervision for enhanced performance. Once these will be highlighted, challenges and weaknesses that need to be addressed will be reviewed.

1.10 Scope of the study

The study included a sample of boarding schools, day schools, single and mixed schools in Matungulu, Machakos county . The head teachers and teachers of the sampled schools were among the respondents. They were to provide information on their perception towards the instructional role of the head teacher.

1.11 Theoretical Framework of the Study.

A theoretical frame work is a collection of interrelated ideas based on theories. It attempts to clarify why things are the way they are based on theories (Kombo & Tromp, 2006). This study was guided by motivation – hygiene theory proposed by Fredrick Hertzberg in an attempt to explain constraints faced by head teachers in enforcing instructional supervision in secondary schools. According to this theory an individual relation to work is basic and that one’s attitude towards work can determine success or failure. Hertzberg’s study manifested that job’s satisfaction is influenced by the hygiene and motivation factor. Hygiene factor refer to those factors that are related to job environment. By satisfying the needs involved in the hygiene factors, rise in job dissatisfaction is prevented thereby preventing low and poor performance. On the other hand motivation factors are those favorable factors that spur individuals to high achievements. These factors are related to job content and are also referred to as job satisfaction factors. They lead to positive job attitudes (Okumbe, 1999).

Teachers’ motivation can be achieved through job enrichment that is satisfying the needs involved in the motivation factors. Teachers will tend to have positive perceptions

towards supervision if the supervisors contribute to their job enrichment. To achieve job enrichment for the teachers, the supervisors should ensure that teachers are provided with direct, clear and regular feedback on their performance.

1.12 The Conceptual Frameworks

It was conceptualized that high academic achievement will be influenced by effective internal supervision. The focus will be on the constraints faced by head teachers in enforcing instructional supervision for enhanced performance in secondary schools in Matungulu, Machakos County. The head teachers face various challenges in the instructional supervisory roles and once the challenges are not properly handled and tackled, they lead to negative results as shown in the figure 1.1

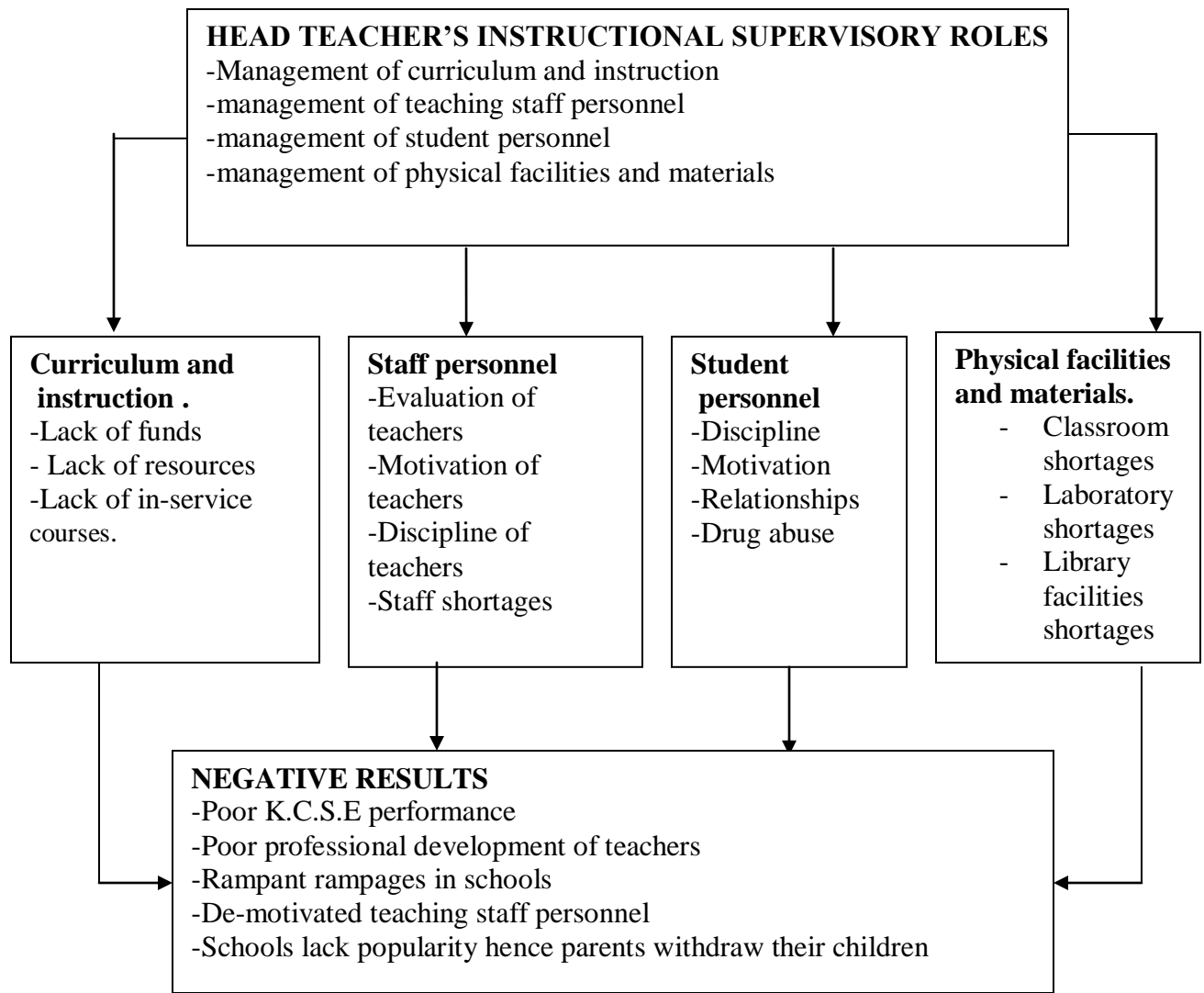


Figure 1.1 Conceptual frame works showing the constraints facing head teachers in enforcing instructional supervision for enhanced performance in secondary schools.

Source: Researcher's own.

The independent variable for the study was the head teacher's instructional supervisory practices while the dependent variable was the students' academic performance.

1.13 Operational definition of significant terms

Constraints: Refers to the difficult tasks that test one's ability to perform required responsibilities.

Instructional supervision: The process of bringing about improvement in instruction by stimulating teachers professional growth and helping teachers and students to achieve organizational objective.

Supervision: It is the process of bringing about improvement in instruction by stimulating teachers professional growth and helping teachers and students to achieve the organization objectives.

Supervisor: Refers to the staff member or a person who is assigned a responsibility.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter presents the foundation for the development of the study. It discusses the literature related to the constraints faced by head teachers in enforcing instructional supervision for enhanced performance in secondary schools in Matungulu, Machakos County.

2.2 Conceptual issues related to instructional supervision.

2.2.1 Instructional supervision in other countries

A number of studies in several African countries found a strong relationship between resources and students achievement .They gave the laboratory a central and distinctive role in education .In addition, studies done in less developed countries such as Uganda, India, Ghana, Brazil and Malaysia, indicated that access to textbook availability is positively related to student achievement (Always and Schech,2004).

According to research carried out in Botswana secondary schools on instructional supervision by Bernard Maswela, the environment in which Instructional supervision takes place in schools is rather hostile and intimidating to teachers to make any meaningful impression on the improvement of teaching standards. The researcher found out that this effectiveness is constrained by the much expanded secondary education system that has seen massive increase in schools and teachers in a relatively short time. The study recommended that for instructional supervision to fully benefit schools, it

needs restructuring so that the teachers and the head teachers play a more meaningful and effective role.

This is supported by the minister of Education, Republic of Botswana (2005) when he said:- *Inspection has to be positive and supportive to assist schools and teachers to improve their managerial and instructional skills as well as raise the quality of the education.*

Ken Raid (2010) carried out an investigation on school attendance management in the UK. The research findings indicated that the future educational policy directions continue to diverge possibly leading to new legislation which will mean that policies on school attendance will differ significantly in years ahead. Education Resource Information Center carried out a research on increasing leadership effectiveness in Tanzania. The author cites conditions for error within schools as one major reason for limited effectiveness of instructional supervision.

2.2.2 General issues

Supervision is no longer a synonym for inspection nor is the classroom visits the only available supervisory activity. Rather, supervision is regarded as a direct way of improving instructional programs. To achieve this, the supervisor should help individual teachers or groups to develop educational goals and provide guidance for the successful accomplishment of these goals through the teachers. The emphasis in supervision is working with people rather than working with materials.

The supervisor also encourages creativity and promotes a spirit of cooperation among members in order to enhance the possibility of successful results. The supervisor is expected to observe classes and hold seminars with teachers about possible ways they may strengthen their teaching strategies and techniques. The supervisor should help in selecting and assigning teachers for the enhancement of learning and teaching. (Ministry of Education, Science and Technology Newsletter, 2003/2004)

Supervision should help to promote an effective working relationship. This helps in fostering a high professional morale among teachers. The supervisor is also expected to help in appraising teacher's effectiveness. Supervision helps teachers to gain an understanding of the latest trends and developments in education and teaching. New teachers are given an orientation and induction programme to assimilate them into the organization through supervision.

A supervisor should plan and direct in – service programme for teachers and provide opportunities for teachers to attend conferences both within and outside their own schools. The supervisor is expected to inform the career and guidance office of the latest curriculum development and their appropriateness to individual student needs.

A supervisor should exercise leadership by participating with administrators and teachers in policy and decisions making concerning the programmes undertaken. The supervisor also works with teachers to develop syllabi, curriculum documents and purposeful units of instruction significance to the curriculum. An effective supervisor's leadership

therefore must develop a coordinated programme of study through the school system. The components identified by him included planning, decision making, organizing, communicating, influencing coordinating and controlling. The administrative process are incomplete without definite tasks justifying their performance, while the tasks are also incomplete unless performed along each of the process mentioned.

2.3 Researches on supervision.

2.3.1 Challenges related to Approved Curriculum and Instruction.

The head teacher is responsible for ensuring syllabus coverage, ensuring that teaching is appropriate for the needs of both girls and boys, identifying curriculum needs and establishing and maintaining the quality of teaching / learning (MOEST.2000). Okumbe (2001) observes that the head teacher does this by establishing an enabling environment for teaching and learning process to take place through encouraging health interpersonal relationship within the school. By interacting with students and teachers the head teachers create a happy working atmosphere in the school.

Head teachers of secondary schools often complain of high teachers' absenteeism, lateness, deteriorating quality of teaching, poor performance and negative work habits. On the other hand, teachers lament that their principals belittle them in front of their colleagues and students, criticize their teaching, they are insensitive to work schedules, and that there is a breakdown of communication with their head teachers, showing favoritism and failure to provide the required teaching resources.

Kimosop (2002) carried out a research on how head teachers carried at their roles as instructional supervisors in selected schools in Karbanet and Salawa Divisions of Baringo District. He used questionnaires administered to teachers to find out how they carried out instruction in order to verify how effective they were supervised. The research finding showed that the frequency of performance in instructional supervisory practices by head teachers' were found to be low especially in the areas of classroom observation, checking students notes and teaching lessons the rest was done by the HODs.

Mulanda (2008) analyzed head teachers constrain to effective clinical supervision of curriculum in public secondary schools in Kakamega south district. Analysis indicated that most head teachers do not carry out clinical supervision because of many administrative duties that they have to perform. For them to be the researcher recommended that, head teachers should take part in teaching, so as to get a feel of the classroom situation. The head teachers will thus act as role models to the teachers who will emulate them positively.

Marwanga (2004) investigated the instructional supervisory practices used by secondary school inspectors and head teachers and heads of department in public secondary schools. The research findings indicated that some HODS were more professionally qualified than inspectors and principals, the school inspectors and head teachers were ill prepared for their present jobs hence handle instructional supervision poorly, in – service courses offered for school inspectors and head teachers were inadequate and of poor quality, teachers viewed instructional supervision negatively, and instructional supervision

negatively, and instructional supervision not have a significant influence on secondary school performance in national examinations. The researcher recommended that specific professional training and preparation for school inspectors and principals out to be provided before appointed to such positions.

2.3.2 Constraints related to Physical facilities and Material resources.

One of the duties of a secondary school head teacher in Kenya is to develop the school's facilities in mind where to house the educational programme, the population to be served by the facility and ensure that financial resources are readily available.

The intra-organizational constrains originate from within the school and include such factors as the structure of the physical facilities in the school, communication patterns within the school, the time available for performing the tasks in the school, the nature of the job and the nature of staff and students within the school.

Inyiega (1997) observes that the resources and facilities that a school would need for the achievement of schools mission are qualified teaching staff, support staff, physical facilities, text books, laboratories, library facilities, furniture, stores and enough play ground. There is acute shortage of physical facilities and equipment in many secondary schools. Insufficient educational facilities, equipment and supplies lead to over use of the facilities that are available in the schools. Most schools lack enough classrooms which lead to overcrowding of students during learning.

Commission of Inquiry into the Education System (Koech Report, 1999) received views from the members of the public to the effect that the standard of educational attainments which were failing were attributed to various problems such as inadequate and unsustainable physical facilities, equipment, learning and teaching materials and inappropriately trained teachers as well as overloaded curriculum.

Lydia (2009) investigated the role of head teacher in academic achievement in Kenya certificate of secondary education examinations in Vihiga district in Western Province. The findings of the study showed that head teacher used quality improvement measures, teamwork and ensured that the staff was well established as organizational skills that influenced academic achievement.

Wanzare (2009) investigated on internal instructional supervision practices and procedures in Kenya public secondary schools in his PHD thesis. he found out that the measure of teachers perceptions of principal involvement in instructional leadership to be roughly the same.

Musila (2007) explored the effectiveness of secondary school head teachers in instructional supervision in Kangundo district. The study Sample included 1 QASO, 6 principals, 6 HODS, and 24 teachers randomly selected from 20 public secondary schools in the division. The study reported that some principals performed their managerial functions in preference to instructional supervision functions. The study indicated that some teachers had negative attitude towards the principals' instructional supervisory

practices. It also found that some teachers were more professionally qualified than the principals were.

2.3.3 Constraints related to teaching staff personnel.

Every organization has people who perform different tasks .All these people come from diverse backgrounds and thus there is no way they are going to view things and situations in the same way .Bringing people and their different towards a common goal is what managing people is all about .This is posing a serious challenge in instructional supervision in secondary schools

Teachers are important stakeholders within the school community.They form a fundamental resource in an educational organization .The professional role of a teacher is a demanding one and stretches from classroom teaching, curriculum development, examination processing, pedagogical material preparation and evaluation, to modeling the behaviour of the stakeholders as well as acting as models to the society (Okumbe,2001).

Human beings are the single most important resource any institution can have and as such must be protected, motivated, encouraged ,supported , appreciated and prudently utilized to achieve the desired school objectives of doing well in National Examinations.

In the past ,unplanned teacher recruitment for public schools has affected deployment of teachers and thus distorted their distribution .Consequently, there exists an unbalanced

distribution of teachers as teachers prefer to teach in urban, peri -urban and high potential areas where vacancies exist is aimed at redressing the uneven distribution of teachers .Since June 2003 TSC has been carrying out a balancing exercise to move teachers from overstaffed area but this exercise face resistance .As a result ,difficult and remote areas continue to suffer teacher shortages.

Most cases of staff indiscipline have to do with absenteeism, desertion of duty, insubordination and carnal knowledge. According to the panel inspection report (MOEST, 2005) of some schools it was indicated that most teachers missed so many lessons and absent themselves from schools without permission from the head teachers. The new MOEST regulation is that an in disciplined teacher should not be transferred to another station but instead should be disciplined from the school he/she is in. A head teacher is forced to bear with a teacher who is in discipline.

Kombo (1998) asserts that when teachers are often made to move from one school to another they are unable to concentrate on their work, unable to know their students well to be able to prepare instructional materials appropriate to their needs and unable to understand the environment well to be able to manipulate it for the benefit of the students they teach. The twenty-first century teacher is so motivation oriented that he can hardly perform his or her duties effectively without motivation. On the other hand, the Ministry of Education is not keen on motivation because it is deemed as corruption (TSC code of Ethics and Conduct).

Mutua (2006) investigated the perception of secondary school H.O.Ds teachers towards inspection and supervision to improve teaching and learning. He used questionnaire method to solicit information from head teachers, H.O.Ds and teachers while an interview schedule was used to solicit information from QASOS. The study found that secondary schools teachers in Makueni District perceived inspection and supervision positively; some schools remained undisputed since 1996, due to inadequate personnel to carry out the work. However, some inspectors (QASOs) were autocratic to teachers during supervision and inspection processes. This made teachers to feel harassed and intimidated.

The training and quality of personnel do not guarantee improved supervisory practices unless such are accompanied by a total commitment, dedication and change of attitude by both inspectors and teachers towards each other. Irregular inspection and inadequate follow-up of inspectorial visits and services by some inspectors aimed at “catching” the teacher doing wrong is another problem. Unless done carefully, such supervisory practices may have adverse effects on the teachers who may feel mistrusted, unloved and spied on.

The teachers feelings, opinions, aspirations and attitudes towards the results of the inspection and supervision should also where possible be taken into consideration. It is very important that the head teachers realize that their role as supervisors require the authority of expertise much more than of the position. The same is also true of the other inspectors and supervisors, they require superior knowledge, attitude and skills which

will provide them with the confidence they need to work comfortably and happily with and for others.

2.3.4 Constraints related to student personnel.

Effective management of students' requires that a comprehensive effort is made by the management to ensure that the students' activities and operations in organizations are efficiently and effectively administered. This calls for an educational manager who is properly grounded in the techniques of effective educational management .For an educational manager to be an effective students manager, he/she must only be conversant with the concepts and newer perspectives in educational management, but also be a constant operator of the management techniques (Okumbe, 2001).

The unbecoming behaviour of students such as drug abuse and truancy cases is a challenge to the head teachers' supervisory roles. Students' unrest is being the order of the day in these days. The daily news paper almost every other day run a story or stories of students going on rampage destroying properties before they are sent home at the intervention of anti-riot police.

Strikes hamper learning and teaching processes, causing financial difficulties to schools and parents and creating bad relationship between teachers, students and parents. They disrupt the teaching programme making it difficulty for the teachers to cover the syllabus and effectively prepare candidates for national examinations. Schools play a big role in moulding the students' into disciplined adults.

High motivation and engagement in learning have consistently been linked to reduced dropout rates and increased levels of student success (Kushman, Sieber, & Harold, 2000). Studies that have examined motivation in young children have found that it is a weak predictor of achievement (Shantz and Rideout, 2003)

Academic achievement is accomplished by the actual execution of class work in the school setting .It is typically assessed by the use of teacher ratings, tests, and exams. Research shows that students' perception of academic competency decline as they advance in school .Schunk and Pajares (2002) attribute this decline to various factors, including greater competition, less teacher attention to individual student progress, and stresses associated with school transitions .Student were motivated by teachers who cared about student learning and showed enthusiasm .These teachers introduced topic in an interesting and challenging way, used varied teaching strategies, and promoted student involvement by allowing participation in the selection of learning activities (Cothran & Ehnnis, 2000).

2.4 Summary

It is clear from the earlier review that most of what occurs in schools is determined by national policies and goals. Thus, instructional practices should be assessed at the national provincial, district, division and zonal levels. The purpose of supervision must, therefore be reviewed in a broader sense than just what it accomplishes at the school level. It is important to examine the purpose of supervision in terms of operational task areas. The head teacher's inspection and supervision functions should not be under

scored either. He / she is mandated to conduct day to day supervision of all schools programmes with the assistance of teachers.

From the literature reviews, it is noted that some of the challenges facing the head teachers in their roles may be classified as personal, intra-organizational and extra-organizational constraints. All these factors affect the way he relates to his staff, parents and pupils. Most head teachers do not carry out supervision due to many administrative duties that they have to perform baring in mind that they should also take part in teaching. Supervision is therefore very crucial in any organization be it education, military, business, religious, political or otherwise.

Without thorough supervision, even his best program set out in a well laid out or structured establishment cannot be effectively as executed. Instructional supervision should be concerned with the improvement of the teaching – learning process. It should also ensure that a conducive educational enrolment is created to simulate creativity of thought and actions. Supervision will enable teachers, students and parents share curriculum planning and decision – making. The head teacher has been conceptualized as a supervisor from the point of view of his/her position in the school. This study is intended to look at the head teacher as a school supervisor mandated with responsibility to improve instruction.

The ever changing secondary school curriculum poses problems to the head teacher. Physical facilities and materials are inadequate and unsustainable hindering fulfillment of

curriculum requirements. The unbecoming behaviour of students in terms of students strikes/riots, drug abuse and illicit relationship is a great challenge to head teacher. Teacher staff shortages, evaluation of teachers, staff disciplines cases and teacher motivation issues frustrate head teachers efforts in meeting instructional supervisory roles.

The study seeks to establish the constraints faced by head teachers of secondary schools in enforcing instructional supervision in Matungulu, Machakos County. There exists a gap since the study has not been done in Matungulu. Owing to the fact that head teachers do not operate in seclusion, the study will also focus on contribution and suggestions by the teachers in instructional supervision of secondary schools. Little is known about the constraints faced by head teachers in enforcing instructional supervision for enhanced performance in secondary schools in Matungulu and the field is in need for more research in this respect.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter describes the outline and methodology, which will be used to generate the answers to the research problem. It will include, research designs, the location of the study, the target population, sampling population, research instruments, and data collection method and data analysis.

3.2 Research Design

The study employed descriptive survey design to establish opinions and knowledge about the challenges faced by the head teachers in enforcing instructional supervision for enhanced students' performance. This design was suitable because it is highly accurate although it does not gather the causes behind a situation. It was also appropriate for this study because the researcher wanted to gain a better understanding of this topic. The design enabled the researcher to gather large – scale data in order to make generalizations. The data was collected from head teachers and teachers of the 16 sampled secondary schools .The results were generalized to all public schools in Matungulu,Machakos County which are rural and hence compares well with other rural setting in the country.

3.3 Location of the Study

Matungulu in Machakos County forms the study area. It borders Kangundo to the South, Yatta to the north, Mwala to the East and Kathiani to the Southwest.

The district is divided into three administrative divisions namely Matungulu, Tala and Kianzabe divisions. Matungulu district will be selected because of its continued poor performance. Over the last five years the district has been attaining the last position in KCSE among the six districts within the entire Machakos County. No similar research has been done in the past in the same region hence more relevant to conduct the study in the district.

3.4 Target Population

The study focused on 36 secondary schools out of which one was used for the pilot study survey. Therefore, 35 secondary schools formed the target population. The schools were provincial and district schools, day and boarding, single and mixed schools. The study focused on 410 respondents that is 35 head teachers and 375 secondary school teachers.

3.5 Sample Design

The researcher drew a sample from the 35 secondary schools in Matungulu, Machakos County through stratified sampling based on the criteria of provincial and district schools, boarding and day status of the school and whether the school were single or mixed. Therefore 16 schools were sampled. Each of these 16 schools produced their head teacher yielding to 16 head teachers. For each of the 16 schools, one H.O.D and one teacher was sampled randomly yielding to 16 HOD's and 16 teachers. The entire sampling process yielded a total sample size of 48 subjects for the study which constitutes 12 % of the target population.

Table 3.1 Sample size for data collection in Matungulu, Machakos County.

Respondents	Target population	Sample size	% Composition
Head teachers	35	16	46
Teachers	375	32	9
Total	410	48	12

3.6 Research Instruments

In this study, two types of questionnaires will be used. They will include:-

- Instructional supervision questionnaire for head teachers.
- Instructional supervision questionnaire for teachers

3.6.1 Instructional supervision questionnaire for head teachers

Instructional supervision questionnaire for head teachers sought for the personal/school data of the head teachers which included their age, gender, academic qualification, how long they had been head teachers in their present schools, when their schools were started, size of the school, nature of the school, category of school and their subject mean score in 2010.

The other part of instructional questionnaire asked on the management of approved curriculum and instructions. It sought to establish whether the head teachers set educational objectives and at what time of the year, provided teachers with textbooks and other materials and the problems they encountered in the process of curriculum and instruction delivery. The questionnaire further asked on the management of physical and

material resources that is:-number of classrooms, laboratories, library and how they coped with any shortage. The management of teaching staff personnel and student personnel was also sought.

3.6.2. Instructional supervision questionnaire for the teachers.

Instructional supervision questionnaire for the teachers asked for their personal data which included their age, gender, academic qualification, experience in secondary school teaching, the administrative role the teacher plays in their school and their mean scores in 2010. On curriculum and instruction it sought to establish how effective the head teachers were in playing their role in curriculum, their ability to advice staff on the relevant curriculum for the school and observe teachers in classes. The teachers also stated inadequacy observed in head teacher's instructional supervision.

The other part of the questionnaire asked teachers on management of physical and material resources and management of the teaching staff personnel and student personnel, their attitude towards instructional supervision by the head teacher's and whether they had benefited from supervision by the head teacher and state how they had benefited. The last part sought the teachers to give their views on the constraints they think affects the head teachers in enforcing instructional supervision in secondary schools.

3.7 Pilot Study.

The researcher conducted a pilot study in one secondary school in Matungulu, Machakos County which was not included in the main study. To ensure reliability, the researcher issued questionnaires to the participants (head teachers and teachers) and after a period of two weeks, the researcher re-administered the same questionnaires to the same respondents. The questions that were left blank or unanswered in ways the researcher could not predict were modified and clear instructions given to the respondents so as to avoid misinterpretation. The two sets of data obtained in the two instances were coded, entered into the computer and then the Pearson's product moment correlation coefficient was determined. A correlation coefficient of 0.75 was attained in all the two instruments indicating that the instruments were reliable.

3.8 Data collection procedures.

The researcher obtained permission to carry out the study from the MOEST. An endorsement from Kenyatta University authorizing the research was obtained. The researcher then made a pre-visit to the selected schools. After reconnaissance visit, the researcher selected the sample questionnaires for the head teachers and teachers and distributed them to the sampled schools. The researcher then arranged to collect the field questionnaires at a date as agreed on with the respondents.

3.9 Data analysis

The qualitative data obtained from the head teachers and teachers' questionnaires was analyzed by coding and organizing it into themes and categories. Once the themes and categories had been identified, the researcher then evaluated and analyzed the data to determine the adequacy of information in answering the research questions using frequency distribution tables, graphs and charts. The study will provide a contribution of knowledge to effective instructional supervision in secondary schools.

CHAPTER FOUR

FINDINGS AND DISCUSSIONS

4.1 Introduction.

The findings of the study are presented and discussed in this chapter based on the data collected from the respondents as per the research objectives. These objectives include:-

- To investigate how secondary school head teachers carry out their instructional supervision practices.
- To assess the impact of effective instructional supervision on teachers in ensuring students performance in Matungulu, Machakos County.
- To find out the constraints faced by secondary school head teachers in undertaking instructional supervision.

4. 2 Effectiveness of head teachers in instructional supervision.

The information was sought from head teachers and teachers. The head teachers were asked to indicate the frequency of performance of administrative, curricular and instructional functions instructional supervision i.e. how frequently they set and prioritize goals, provide long-range planning, design organizational structures between persons and group, organize and secure resources, select teaching staff, orient new teaching staff, promote the school community relations, establish both academic and disciplinary standards, set goals and purpose of curricular programme, organize for the provision of curricular support materials, support staff development through in service training, produce funds required for co-curricular purposes, advice staff on relevant curriculum for the school, monitor and evaluate curriculum outcome, check teacher's lesson plans,

schemes of work and record of work, organize programmes which cater for individual differences of students, advise and assist teachers involved in instructional programmes, produce funds required for instructional purposes, receive community feed back about school's programme, hold classroom visits to observe a teacher, hold after classroom observation meeting with the teacher to discuss matters pertaining to the period observed and revisit the classroom to evaluate progress.

Table 4.1 The head teachers frequency of performance of instructional supervision functions.

(N=16)

Responses	n	%
Always	6	38
Often	8	50
Sometime	-	-
Rarely	2	13
Never	-	-

Results revealed that 6(38%) of the head teachers always conducted their instructional supervision functions effectively while 2(13%) of the head teachers rarely conducted their instructional supervision functions.

The teachers were asked to indicate the effectiveness of the secondary school head teachers in instructional supervision in their respective schools. i.e. ability to advice staff

on the relevant curriculum for the school, organize in service courses for the teachers observe teachers in classes, observe lesson plans, schemes of work, record of work and hold productive discussions with teachers after the classroom visits. The results were analyzed as shown in table 4.2.

Table 4.2 The teachers' response on the effectiveness of the head teachers in instructional supervision.

(N-32)

Response	n	%
Very effective	0	0
Effective	11	34
Somehow effective	16	50
Ineffective	4	13
Very ineffective	1	3

Majority 16(50%) of the teachers reported that the head teachers were somehow effective, 4(13%) of the teachers indicated that the head teachers were ineffective while only 1(3%) indicated that the head teacher was ineffective in instructional supervision.

4.2 The impact of effective instructional supervision on teachers in ensuring educational standards in Matungulu, Machakos County.

In order to find out whether effective instructional supervision had impact on teachers in ensuring educational standards, the teachers were asked whether they had benefited professionally from head teacher's supervision. Results were presented in table 4.3.

Table 4.3 Teachers' professional benefit from head teacher's instructional supervision.

Responses	n	%
Yes	22	69
No	10	31
TOTAL	32	100

Majority (69%) of the teachers reported they had benefited professionally from head teacher's instructional supervision. An effective head teacher in instructional supervision understands his/her teachers, promotes their professional growth, support them in instruction, a fact that can be motivating to the teachers. This results to improved students' performance.

The teachers were asked to indicate how popular and effective the head teachers' instructional supervision was amongst teachers. Results were as shown in table .4.4

Table 4.4 The teacher's attitude towards head teacher's instructional supervision.

(N=32)

Popularity			Effectiveness		
	f	%		f	%
Very popular	-	-	Very effective	1	3
Popular	11	34	Effective	13	41
Somehow popular	14	44	Somehow effective	14	44
Unpopular	6	19	Ineffective	4	12
Very unpopular	1	3	Very ineffective	-	-

The results revealed that majority of the teachers 14(44%) and 14(44%) indicated that head teachers' instructional supervision was some how popular and some how effective respectively. Only 1(3%) of the teachers indicated the head teacher's supervision as very effective while 4(12%) indicated the head teachers supervision as ineffective. On the other hand, 6(19%) of the teachers indicated the head teacher's supervision as unpopular.

4.3 The constraints faced by secondary school head teachers in instructional supervision in Matungulu, Machakos County.

4.3.1 Constraints related to Curriculum and Instruction.

- **Introduction.**

The findings revealed that 94% of the respondents set their objectives from which 88% set theirs at the beginning of the year while the remaining respondents 6% did not set theirs as indicated in table 4.5. The others, 12% reported that they set their educational

objectives at the end of the year. Failure to set educational objectives leads to poor and negative KCSE results.

Table 4.5 Educational Objectives.

		Yes		No	
		f	%	f	%
Educational Objectives Set		15	94	1	6
Time of the year Set	Beginning of the year	14	88	2	12

- **Availability of Education Resources.**

The researcher revealed that in all the schools studied the teachers and students were provided with textbooks, table 4.6. The study also revealed that in 97% of the schools studied the teachers were financed to attend seminars and in-service courses. Only 3% of the schools did not finance in-service courses for their teachers. In service courses are important in equipping teachers with skills to manage emerging challenges in schools.

Table 4.6 Educational Resources

		Yes		No	
		f	%	f	%
Teachers provided with text Books		32	100	0	0
Teachers financed to Attend Seminars		31	97	1	3

4.3.2 Constraints related to Management of Physical Facilities and resources.

- **Classrooms**

It emerged that only one school had more available classrooms than required. All the other 15 schools had fewer classrooms than required. One school was found to have a deficit of seven classes while schools 10 and 12 had equal number of available classes as compared to the number required. The shortage of classrooms was most serious in form three followed by Form two with. Classrooms were most adequate in forms one and four where only 8% of the schools experienced shortage in each case as indicated in figure 4.2. The greatest challenge to the head teachers with this regard was reported as to provide enough classroom facilities to students who have just one year before sitting for their exams, to ease congestion, improve learning conditions and therefore improve their performance.

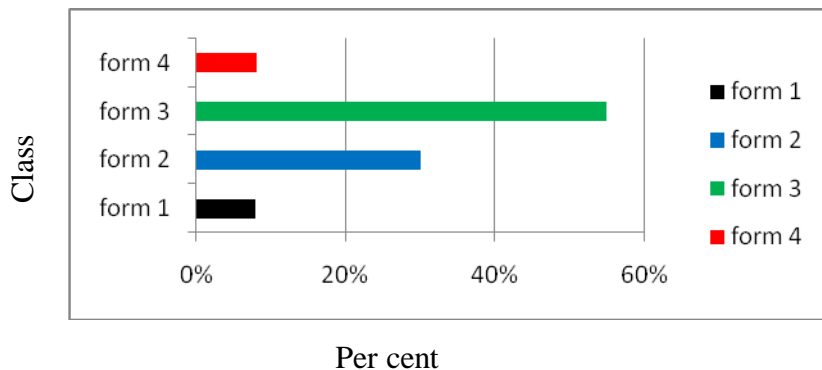


Figure 4.1 Classroom shortages.

The findings of the research further indicated that there were incomplete classrooms in 48% of the schools studied. However, up to 52% of the schools studied did not have incomplete classrooms. Some of the classrooms were still under construction in some

schools while others were stalled projects which due to lack of funds were left incomplete for many years. This was reported to be the reason why there are shortages of classrooms in most of the schools under study.

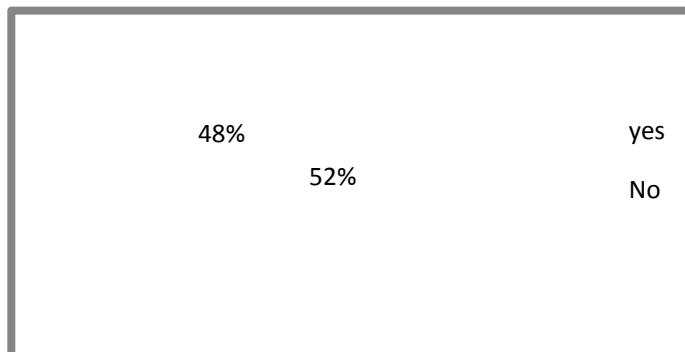


Figure 4.2 Incomplete classrooms

- **Laboratories.**

As part of the resources needed in schools instructional supervision, the researcher sought to know the number of laboratories available in the schools. According to the study only one school had the required number of laboratories. There were two cases where schools did not have even one laboratory meaning they had to seek alternatives by taking their practical examinations in neighboring schools. All the schools interviewed needed at least three laboratories while the majority (85%) had only one.

The schools had to look for alternatives to curb the shortage of laboratories and especially during the KCSE examinations. Some schools converted classes into laboratories while others used another school's laboratories.

Table 4.7 Alternative ways to curb the shortage of laboratories.

Alternatives	f	%
Classroom	12	75
other schools lab	4	25

- **Library facilities.**

Of the schools studied, 81% had libraries while 19% of the school did not have. Table 4.8. Up to 69% of the school which had libraries was stocked with relevant materials, up to date textbooks and other support materials. The rest of the libraries 31% did not have updated materials.

Table 4.8 Library facilities.

Facility	Yes		No	
	f	%	f	%
Library services available	13	81	3	19
Library stocked with textbooks	11	69	5	31

4.3.3 Constraints related to Management of Teaching Staff Personnel.

- **Characteristics of the Schools**

Over half of the schools had over 10 teachers most (65%) of them being female and (35%) male. The study showed that most of the teachers (88%) were trained while the remaining (12%) were untrained. It also emerged that 11 of the studied schools (69%)

had enough teachers which made the head teacher's work of instructional supervision easier as opposed to 5 (31%) which experience shortage.

The study revealed that the area most affected by the shortage of teachers was humanities (58%) while science and languages subjects had 50% of the schools experiencing the shortage. In trying to cope with the situation the head teachers said that the available options included the BOG employed teachers as reported by 75% of the schools and at times combining the classes in 25% of the schools. No assistance of volunteer teachers was sought and no classes were left untaught at all times.

The study also indicated that only in 7 out of the 16 studied schools were teachers supervised while the rest 9 were not. With regards to the level of motivation of teachers, 25% of the schools reported that their teachers had very good motivation while 35% rated the motivation as good and 40% as fair. In terms of discipline, 8% of the head teachers termed it as excellent, 20% very good while 30% as good and 42% fair. It must be noted at this point that high level of discipline among teachers reduces the supervisory workload on the part of the head teachers.

Table 4.9 Teachers motivation and discipline

	Excellent	Very good	Good	Fair	Poor
Level of motivation	0	25	35	40	0
Discipline	8	20	30	42	0

Activities carried out to aid in instructional supervisory constraints in various areas were studied. The study established that most head teachers spent between one and two hours in activities such as school physical facilities (67%) and student personnel (75%). Least time was spent in curriculum and instruction (50%) and in teaching staff personnel (58%). No school spent less than one hour in the above activities.

Table 4.10: Activities carried out to aid in instructional supervision duties.

Activities Undertaken	HOURS			
	<1	1 to 2	3 to 4	5 to 6
Curriculum Instruction	0	50	25	25
School physical facilities	0	67	33	0
Student personnel	0	75	17	8
Teaching staff personnel	0	58	33	8

4.3.4 Constraints related to Management of Students Personnel.

- **Student's Characteristics.**

Most of the school studied had a student population of between 400 and 500 [38%] where the majority, (61%) were male. Students in 12 of the school studied (75%) were said to be taking drugs. The study also sought to know whether there were incidences of student's strike in the schools. Only six of the 16 studied schools (38%) sited incidences of student's strike.

4.4 Discussions of the research Findings.

4.4.1 Effectiveness of head teachers in instructional supervision.

The information was sought from head teachers and teachers. The head teachers were asked to indicate the frequency of performance of administrative, curricular and instructional functions instructional supervision i.e. how frequently they set and prioritize goals, provide long-range planning, design organizational structures between persons and group, organize and secure resources, select teaching staff, orient new teaching staff, promote the school community relations, establish both academic and disciplinary standards, set goals and purpose of curricular programme, organize for the provision of curricular support materials, support staff development through in service training, produce funds required for co-curricular purposes, advice staff on relevant curriculum for the school, monitor and evaluate curriculum outcome, check teacher's lesson plans, schemes of work and record of work, organize programmes which cater for individual differences of students, advise and assist teachers involved in instructional programmes, produce funds required for instructional purposes, receive community feed back about school's programme, hold classroom visits to observe a teacher, hold after classroom observation meeting with the teacher to discuss matters pertaining to the period observed and revisit the classroom to evaluate progress.

Results further showed that some head teachers' were ineffective in instructional supervision. This was clarified from the comments given by some teacher that instructional supervision functions were preformed through delegation to H.O.Ds while

others confirmed that head teachers were hardly available in schools and when present they were very busy to attend to the stated functions.

4.4.2 The impact of effective instructional supervision on teachers in ensuring educational standards in Matungulu Machakos County.

Some impacts of effective instructional supervision captured from the teachers' comments include improved student performance in the subject areas, improved teacher's classroom instruction, motivated to take remedial classes, teachers working without close supervision and keeping teachers on their toes.

4.4.3 The constraints faced by secondary school head teachers in instructional supervision in Matungulu, Machakos County.

The study indicated that head teachers were facing various challenges related to curriculum instruction. With regards to setting of educational objectives, a majority of the respondents set the objectives they wanted to meet over a given period of time though some did not. Failure to set objectives ultimately compromised achievement of results. All the schools were provided with textbooks as essential educational resources required for instruction. Though some heads had not attended in service courses the courses had an impact on curriculum, instructional and examination performance raising student achievement through curriculum and instruction is a great challenge to school heads.

In this regard proper leadership is important for learning and improved student outcomes. As a key direction, the school heads challenge is particularly focused on the

students centered curriculum and should be prepared to build students learning around that concept. Using areas of concern about academic results and students progress the head should deliberately build professional learning programme for the year ahead, or for multiple years, around that need.

According to the literature reviewed earlier, the findings of this study have been supported. In terms of approved curriculum and instruction, the head teacher is responsible for ensuring syllabus coverage, ensuring that teaching is appropriate for the needs of both girls and boys, identifying curriculum needs and establishing and maintaining the quality of teaching / learning (MOEST.2000). Okumbe (2001) observes that the head teacher does this by establishing an enabling environment for teaching and learning process to take place through encouraging health interpersonal relationship within the school. By interacting with students and teachers the head teachers create a happy working atmosphere in the school.

Head teachers of secondary schools often complain of high teachers' absenteeism, lateness, deteriorating quality of teaching, poor performance and negative work habits. On the other hand, teachers lament that their principals belittle them in front of their colleagues and students, criticize their teaching, they are insensitive to work schedules, and that there is a breakdown of communication with their head teachers, showing favoritism and failure to provide the required teaching resources.

With regards to the number of classrooms, laboratories and libraries required compared with the number available in the schools studied; few schools had enough or more available facilities than required. This posed a great challenge to school heads of managing scarce facilities and resources for learning. A shortage of laboratories in particular was serious with only one school with enough laboratories. The school had to seek alternatives by taking their practical exams in neighboring schools. There were incomplete classes in 46% of the schools studied according to study.

The school head is considered as the resource provider and has the challenge of acquiring resources and maintaining facilities. He/she has to manage the resources well in order to achieve the vision of the school. This includes managing facilities and budget in order to promote positive school climate, set the standards and establish expectations for success. The school head however requires support from the school community such as parents, teachers' students and local administration in order to succeed in managing resources so as to maximize teaching and learning effectiveness.

From the literature reviewed earlier, Inyiega (1997) supports these findings when he observes that the resources and facilities that a school would need for the achievement of schools mission are qualified teaching staff, support staff, physical facilities, text books, laboratories, library facilities, furniture, stores and enough play ground. There is acute shortage of physical facilities and equipment in many secondary schools. Insufficient educational facilities, equipment and supplies lead to over use of the facilities that are

available in the schools. Most schools lack enough classrooms which lead to overcrowding of students during learning.

In over half of the schools most of the teachers (65%) were female with only 35% male. The study also showed that 88% were trained while the remaining 12% were untrained, a rather big supervisory challenge to school heads especially with regards to untrained teachers. However with the studied schools having enough teachers, this burden is reduced making head teacher's work of instructional supervision easier. Shortage of humanities teachers was apparent followed by science and languages.

There is need for government to employ more trained teachers and to provide in-service training teachers to improve their teaching skills ease the supervisory roles of the head teachers. There should also be gender balance in recruitment so that more male teachers are employed to act as inspiration to boys. In management of teaching staff, development of quality relationships is a cornerstone of head teacher's management of staff and students. The challenge is to adapt a leadership style that is facilitative, consultative, and that seeks quality feedback from teachers. The head teachers should provide a safe and conducive teaching environment for all teachers, strong and positive interrelationship between teachers and students towards a high degree of academic success in national examination results and a high level of involvement in extra curricular activities.

These findings have been supported by (Okumbe, 2001) when he asserts that Teachers are important stakeholders within the school community. They form a fundamental

resource in an educational organization .The professional role of a teacher is a demanding one and stretches from classroom teaching, curriculum development, examination processing, pedagogical material preparation and evaluation, to modeling the behaviour of the stakeholders as well as acting as models to the society. Human beings are the single most important resource any institution can have and as such must be protected, motivated, encouraged, supported, appreciated and prudently utilized to achieve the desired school objectives of doing well in National Examinations.

In the past, unplanned teacher recruitment for public schools has affected deployment of teachers and thus distorted their distribution. Consequently, there exists an unbalanced distribution of teachers as teachers prefer to teach in urban, peri -urban and high potential areas where vacancies exist is aimed at redressing the uneven distribution of teachers .Since June 2003 TSC has been carrying out a balancing exercise to move teachers from overstaffed area but this exercise face resistance .As a result, difficult and remote areas continue to suffer teacher shortages. This review also supports these findings.

Most cases of staff indiscipline have to do with absenteeism, desertion of duty, insubordination and carnal knowledge. According to the panel inspection report (MOEST, 2005) of some schools it was indicated that most teachers missed so many lessons and absent themselves from schools without permission from the head teachers. The new MOEST regulation is that an in disciplined teacher should not be transferred to another station but instead should be disciplined from the school he/she is in. A head teacher is forced to bear with a teacher who is in discipline.

The literature reviewed earlier from Kombo (1998) asserts that when teachers are often made to move from one school to another they are unable to concentrate on their work, unable to know their students well to be able to prepare instructional materials appropriate to their needs and unable to understand the environment well to be able to manipulate it for the benefit of the students they teach. The twenty-first century teacher is so motivation oriented that he can hardly perform his or her duties effectively without motivation. On the other hand, the Ministry of Education is not keen on motivation because it is deemed as corruption (TSC code of Ethics and Conduct)

Most of the school studied had a student population of between 400 and 500 where the majority, (61%) were male. Students in 12 schools were said to be involved in serious cases such as taking drugs. Incidents of student's strikes in school were reported posing a great challenge to head teacher's supervisory and instructional roles. Findings indicated that relationships between the students and the teachers were rated as good by 58% of the respondents.

There is need for the whole school community to support the head teachers in dealing with cases of indiscipline in schools such as drug abuse and strike. This should be done through strengthening of peer counseling schools as well as establishing good relationship between teachers, students and the school heads. It must be noted that despite the challenge the head teachers face in handling indiscipline cases in schools, these cases seriously compromises the academic performance of students. There is need for school heads to provide a safe learning environment for all students; a strong and positive

interrelationship between head teachers and students to ensure a high degree of academic success.

For an educational manager to be an effective student's manager, he/she must only be conversant with the concepts and newer perspectives in educational management, but also be a constant operator of the management techniques (Okumbe, 2001).

The unbecoming behaviour of students such as drug abuse and truancy cases is a challenge to the head teachers' supervisory roles. Students' unrest is being the order of the day in these days. The daily news paper almost every other day run a story or stories of students going on rampage destroying properties before they are sent home at the intervention of anti-riot police.

Strikes hamper learning and teaching processes, causing financial difficulties to schools and parents and creating bad relationship between teachers, students and parents. They disrupt the teaching programme making it difficult for the teachers to cover the syllabus and effectively prepare candidates for national examinations. Schools play a big role in moulding the students' into disciplined adults.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS.

5.1 Introduction.

The purpose of this study was to evaluate the instructional supervisory constraints the head teachers face in secondary schools and the extent to which they affect the academic performance in schools. The study adopted a descriptive survey design and data was largely descriptive by nature.

5.2 Summary of the research findings.

This section gives a summary of the study, conclusions and recommendations which can be made to help in understanding the instructional supervisory constraints the head teachers face in secondary schools and the extent to which they affect the academic performance in schools.

5.2.1 Effectiveness of head teachers in instructional supervision.

- a. That most head teachers 8(50%) often conducted their instructional supervision functions while 13% of the head teachers rarely conducted their instructional supervision functions.
- b. That majority of the teachers 16(50%) reported that the head teachers were somehow effective while 3% indicated that the head teachers were very ineffective in instructional supervision.
- c. That some head teachers were ineffective in instructional supervision. Some teachers commented that instructional supervision functions were performed

through delegation to H.O.Ds while others confirmed that head teachers were hardly available in schools and when present they were very busy to attend to the stated functions.

5.2.2 Impact of effective instructional supervision on ensuring educational standards.

Most teachers 69% had benefited professionally from head teacher's instructional supervision. Through this, they had confirmed that students' performance in their subject area had improved; they had improved their classroom instruction, felt more motivated, worked without close supervision and were kept on their toes.

Majority of the teachers 44% and 44% indicated that head teachers' instructional supervision was somehow popular and some how effective respectively. Only 3% of the teachers indicated the head teachers' supervision as very effective while 12% indicated the head teachers' supervision as ineffective. However 19% of the teachers indicated the head teachers' supervision as unpopular.

5.2.3 Constraints faced by secondary school head teachers in instructional supervision.

With regards to setting of educational objectives, 94% of the respondents set their objectives. Concerning the availability of education resources, all the schools studied were provided with textbooks in attempt to avail required educational resources.

With regards to the number of classrooms required compared with the number available in the schools studied, it emerged that only one school had more available classes than required. The shortage of classes was most serious in form three in the schools studied (55%). The findings of the research indicated that there were incomplete classrooms in 48% of the schools studied. According to the study only one school had enough laboratories.

The study also revealed that over half of the schools had over 10 teachers most of them (65%) being female with only 35% male. The study showed that 88% and 12% were trained and untrained respectively. It also emerged that most of the studied schools had enough teachers which made the head teachers work of instructional supervision easier. In the schools studied it emerged that the area that was most affected by the shortage was humanities 58% followed by science and languages with 50% of the schools experiencing the shortage.

Most of the school studied had a student population of between 400 and 500 (38%) where the majority, (61%) were male. Students in 12 of the school studied (75%) were said to be taking drugs. The study also sought to know whether there were incidences of student's strikes in the school. Only 6 of the studied schools (38%) sited incidences of student's strike. The relationship between the students and the teachers were rated as good by 58% of the respondents.

5.3 Conclusions

The major aim of this study was to investigate the constraints secondary school head teachers face in instructional supervision in Matungulu, Machakos County. The study also sought to find out how effective secondary school head teachers were in instructional supervision, the impact of effective instructional supervision on teachers in ensuring educational standards and the teachers' attitudes towards instructional supervision.

(i) On impact of effective instructional supervision on teachers in ensuring educational standards, it was observed that teachers were motivated when head teachers helped them solve professional problems and recognized them in the event of good performance. Thus effective head teachers in instructional supervision improve teachers' classroom instruction, stimulate and motivate staff, ensure teachers work without close supervision and they keep teachers on their toes.

(ii) Some teachers had negative attitudes towards the head teacher's instructional supervision. This shows that the teachers were suspicious of the head teacher's supervisory functions. Thus head teachers should apply consultative approach in the performance on the supervisory and expose teachers through in service training as well as giving explanation on the decisions made on different issues. This can be done by holding regular staff meetings.

(iii) From the findings, it can be concluded that despite their various degrees of success, each head teacher faces ongoing challenges in their work. These include problems

regarding the development and implementation of approved curriculum and instruction, management of physical facilities and material resources such as classrooms, laboratories and libraries which in most cases are limiting. Other challenges include management of teaching staff personnel by maintaining staff motivation in light of continuing social and educational change, and the complexities of attending to teacher's personal and professional needs. In addition the schools heads face problems regarding the management of student personnel especially dealing with indiscipline cases.

(iv) School heads must take responsibility for the quality of their schools and, ultimately, the success of their students. No other person is empowered or better situated to make the difficult decisions and take the tough actions necessary for ensuring that students graduate from high school prepared for college and successive life. It must be noted that school heads cannot accomplish this goal by them.

5.4 Recommendations.

- (i) The head teachers' administrative skills should be improved in order to help them perform their function effectively. The Ministry of Education should broaden and increase the frequency of in services courses to already serving head teachers. The courses should particularly emphasize supervision of instruction. The deputy head teachers should also be included as they can take over supervisory functions from the head teachers or supplement the head teachers' role.

- (ii) The head teacher should make effort to get all the teachers set their education objectives and indeed at the beginning of the year because failure to set objective ultimately compromises achievement of results.
- (iii) The universities in conjunction with the Ministry of Education and particularly KIE Can design curriculum for educational supervisors. The curriculum should be greatly based on principles and practices of supervision of secondary school level: Alternatively, the curriculum can be built into the regular B.ED programme.
- (iv) The school community e.g. parents, local administration, students and teachers should support the head teachers in mobilizing resources in order to succeed in managing resources so as to maximize teaching and learning effectiveness.
- (v) The government should employ more trained teachers which will ease the supervisory roles of the head teachers.
- (vi) The ministry of Education should set the academic and professional qualifications for secondary school head teachers be a Master of Education degree in Educational Administration. This will enhance effective instructional supervision in all educational institutions in the country.

5.5 Suggestions for further research.

1. A study on the constraints faced by secondary school head teachers in instructional supervision can be done in other parts of the country since this study covered only one district within the entire Machakos County.
2. A study on the effect of effective instructional supervision on the academic performance of students in public secondary schools.

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APPENDIX I

INSTRUCTIONAL SUPERVISION QUESTIONNAIRE FOR SECONDARY SCHOOL HEAD TEACHERS IN MATUNGULU, MACHAKOS COUNTY, KENYA.

INTRODUCTION

The study seeks to establish the constraints faced by head teachers in enforcing instructional supervision for enhanced students' performance in secondary school in Matungulu, Machakos County.

INSTRUCTIONS: SECTION A – Personal / school information

SECTION B- Head teacher's supervisory practices

SECTION C- Constraints faced by head teachers in instructional supervision

Please ensure you complete each section. Please tick one where there are choices. The information in this questionnaire is strictly for academic purpose and will be treated in confidence. Please **DO NOT** indicate your name or that of your school anywhere on this questionnaire.

SECTION A: PERSONAL /SCHOOL INFORMATION

1(a) Background information of the school .Tick or give information where appropriate

- i) When was the school started.....?

ii) Size of the school:

One stream []

Two stream []

Three streams []

Four streams []

Others (specify).....

iii) Student population

iv) Indicate the nature of your school

National []

Provincial []

District []

V) What is the category of your school?

Mixed day []

Day / Boarding []

Mixed boarding []

b)Background information of the head teacher.

(i) Age 20-39 []

40 - 49 []

50 and above []

(ii)Gender: - male []

-Female []

(iii)Highest level of education attained?

S1/Diploma []

Bachelors Degree []

Masters Degree []

Doctorate Degree []

Others (specify) []

(iv)For how long have you been a head teacher?

1-2 years []

3-5 []

6-7 []

8-10 []

11 and above []

(v)Do you teach a candidate class?

Yes []

No []

(vi)If yes, what was your mean score in 2010?

2.0-3.5 []

3.6-4.5 []

4.6-5.5 []

5.6-6.5 []

6.6-7.5 []

7.6-8.5 []

8.6-9.5 []

(vii)Name your subject area.....

SECTION B: HEAD TEACHER'S SUPERVISORY PRACTICES

1. By means of a tick, please indicate the frequency with which you perform the administrative, curricular and instructional functions listed below.

a) Administrative dimension

		Always	Often	Sometime	Rarely	Never
i	Setting and prioritizing goals					
ii	Organizing and securing resources					
iii	Selection of teaching staff					
iv	Orientation of new teaching staff					
v	Promoting the school community relations					

b) Curricular dimensions

		Always	Often	Sometime	Rarely	Never
i	Organizing for the provision of support curricular materials					
ii	Support development through in-service training.					
iii	Producing funds required for co-curricular purposes.					
iv	Monitor and evaluate curricular outcome.					

c. Instructional dimension

		Always	Often	Sometime	Rarely	Never
i	Checking teachers' lesson plans					
ii	Checking teachers' schemes of work.					
iii	Organizing programmes which cater for individual differences.					
iv	Advising and assisting teachers.					
v	Producing funds required.					
vi	Holding classroom visit to observe a teacher.					
vii	Holding an after classroom observation meeting with the teacher.					
viii	Revisiting the class					

SECTION C: CONSTRAINTS FACED BY HEAD TEACHERS IN INSTRUCTIONAL SUPERVISION.

(i) CURRICULUM AND INSTRUCTION

1. Do you set educational objectives for your school annually?

Yes [] No []

2. At what time do you set them?

Beginning of the year []

End of the year []

3(a) Do you provide your teachers with the text books and other materials they require in order to ensure curriculum delivery?

Yes [] No []

(b) What problem do you encounter in the process of providing these materials, resources and their maintenance? List them

.....
.....

4 (a) Do you finance your teachers to attend seminars and workshop?

Yes [] No []

(b)If yes, what is the effect of these in-service courses on curriculum and instruction delivery and examination performance?.....

5 What do you do to ensure all teachers teach all lessons allocated to them throughout the term?.....

.....

6 (a) what was the schools mean score in K.C.S.E in the last five years?

2006....., 2007....., 2008....., 2009..... And 2010.....

(b) What were the main reasons for the attainment of the above grades?

You can have more than one tick.

-Generally weak students []

-Lack of syllabus coverage []

-Lack of enough text books []

-Fees problems []

-Indiscipline among students []

-Lack of qualified teachers []

-Students not ready to work hard []

-Change of administration []

-Poor administration []

-Lack of motivation to work hard []

-Any other problem (state) []

7 (a) what is the effect of the following problems on curriculum and instruction delivery?

(i)Lack of funds.....

.....

(ii)Lack of syllabus documents in the changing curriculum

.....

(iii)Lack of in-service courses on correct curriculum innovation.....

.....

(iv)Lack of adequate instructional materials.....

(b) What other problems do you encounter with the management of curriculum and instruction in your school? List them

.....

(ii) PHYSICAL AND MATERIAL RESOURCES

1. How many classroom are required in your school

2. How many classroom are available.....

3. Where is the shortage of classroom more serious and why?

(i)Form 1 []

(ii)Form 11 []

(iii)Form III []

(iv) Form IV []

4(a) Are there incomplete classrooms in your schools?

Yes [] No []

(b)If there are incomplete classes,how do you intend to them ?

i. Seek approval from DEB to charge some levy for completion []

ii. Request donor []

iii. Forget construction for the time being []

iv. Seek help from CDF Donation []

5. How do you cope with shortage of classrooms in your school?

.....

6. How is instructional supervision affected by classroom shortages in your school?

.....

7 (a) How many laboratories are required in your school?

(b)How many do you have currently?

(c)How do you cope with the shortages during K.C.S.E examinations?

(i) Turn a classroom into a laboratory []

(ii)Use another school's laboratory facility []

(iii)Other (specify).....

(d)What problems do you encounter with the shortage of sufficient laboratories in your school?

.....
(e) How is the instructional supervision affected by the shortage of laboratory facilities in your school?
.....

8 (a) Do you have a library facility in your school?

Yes [] No []

(b) If yes, do you ensure that it is stocked with relevant materials and up to date, textbooks and other support materials

Yes [] No []

(c) At what time do students use the library?
.....

(d) How is instructional supervision affected by inadequate library facility
.....

(e) What instructional supervisory problems do you encounter with the shortages of library facility in your school?

9. Is there allocation of money to your school for repair, maintenance and improvement of physical facilities and materials by CDF committee?

(iii) TEACHING STAFF PERSONNEL.

1. What is the total number of teachers in your school?

Male..... Trained.....

Female..... Untrained.....

2. Give a breakdown of teachers who teach in your school

(i) Science subjects.....

- (ii) Language subjects.....
- (iii) Humanity subjects.....
- (iv) Technical/applied subjects.....

3 (a) Does the school have enough number of teachers required as per the CBE?

Yes No

(b). If No, where do you experience the shortages?

- (i)Science subjects
- (ii)Language subjects
- (iii)Humanity subjects
- (iv)Technical/applied subjects

4. How do you cope with the shortages identified?

- (a) Combine classes
- (b) Use volunteer teachers
- (c) Leaves them untaught
- (d)Employ temporary teachers through the school BOG
- (e)Others (specify).....

5 (a) Do you observe teachers in class as they teach?

Yes No

(b)If yes, do you establish a rapport with the teacher before visiting them in class?

(c)Give reasons for your answer in (5b) above.....

6. What other ways do you use to evaluate teachers' performance?

- (a).....
- (b).....

(c).....

7. (i) How would you rate your teachers in the following areas?

(a)Level of motivation

Excellent []

Very good []

Good []

Fair []

Poor []

(b)Discipline

Excellent []

Very good []

Good []

Fair []

Poor []

(ii) Give reasons for your choice in (7i) above

(a) Level of motivation.....

(b) Discipline.....

8. What instructional supervisory problems do you encounter in the process of managing teachers in the following areas?

(a)Teachers shortages.....

(b)Evaluation of teachers.....

(c)Motivation of teachers.....

(d)Discipline of teachers.....

9. What is the effect of the identified problems on the school's K.C.S.E performance?

10. What solutions do you suggest for the problems identified in (8) above

.....

11. How many hours do you allocate to your administrative work in the school per day in the following areas/activities?

Activities under taken	Hours					
	<1	1-2	2-3	5-6	7-8	Over 8
Curriculum and instruction						
School physical facilities						
Student personnel						
Teaching staff personnel						

(iv) STUDENT PERSONNEL.

1. How many students are there in your school? Male..... Female.....

2. Are you aware of students who take drugs in your school?

Yes [] No []

3. List at least two reasons why you think students take drugs

i.

ii.

4. What is the effect of this drugs taking on students' performance in your school?

.....

5. What suggestions would you give for controlling drug taking in secondary school?

.....

6. What in your opinion causes students in secondary schools to go on strike?

.....

7. Has your school been a victim of students strike?

Yes No

8. If yes, what were the causes of such strikes?

.....

9. What suggestions would you give for curbing student strikes in secondary schools?

.....

10. What is the effect of students' strikes in educational performance?

.....

11. State the other nature of discipline problems you encounter in your school.

.....

12. How would you rate your students in the following areas?

(i)Commitment to study

Excellent

Very good

Good

Fair

Poor

(ii)Level of motivation

Excellent []

Very good []

Good []

Fair []

Poor []

(iii) Morale to study

Excellent []

Very good []

Good []

Fair []

Poor []

(iv)Discipline

Excellent []

Very good []

Good []

Fair []

Poor []

13. What instructional supervisory challenges do you experience as a result of (i) - (iv)

above?

(i) Commitment to study

(ii) Level of motivation

(iii) Morale to study

(iv) Discipline

14. What is the relationship between the following groups in your school?

(i) Teacher – student

Excellent []

Very good []

Good []

Fair []

(ii) Student – student

Excellent []

Very good []

Good []

Fair []

Poor []

(iii) Student – head teacher

Excellent []

Very good []

Good []

Fair []

Poor []

15. What instructional supervisory challenges does the head teacher experience as a result of (i) – (iii) above?

(i) Teacher – student

(ii) Student- student

(iii) Student – head teacher

16. How do you deal with student indiscipline cases in your school?

.....

17. What other problems do you experience with students in relation to instructional supervision?.....

APPENDIX II

INSTRUCTIONAL SUPERVISION QUESTIONNAIRE FOR SECONDARY SCHOOL TEACHERS IN MATUNGULU, MACHAKOS COUNTY, KENYA.

INTRODUCTION

The study seeks to establish the constraints faced by head teachers in enforcing instructional supervision for enhanced students performance in secondary school in Matungulu , Machakos County.

INSTRUCTIONS: SECTION A –Personal / school information

SECTION B – Supervision

SECTION C - Constraints faced by head teachers in instructional supervision

Please ensure you complete each section. Please tick one where there are choices. The information in this questionnaire is strictly for academic purpose and will be treated in confidence. Please **DO NOT** indicate your name or that of your school anywhere on this questionnaire.

SECTION A: PERSONAL INFORMATION

Tick where appropriate

(I)(a) Age 20-30 []

31-40 []

41 and above []

(b)Gender: male []

Female []

(c)Highest level of education attained?

S1/Diploma []

Bachelors Degree []

Masters Degree []

Doctorate Degree []

Others (specify) []

(d)Teaching experience?

1-5 years []

6-10 []

11-15 []

16-20 []

21 and above []

(e)What is your position?

Assistant teacher []

HOD []

Deputy H/T []

(f)Do you teach a candidate class?

Yes [] NO []

(g)If yes, what was your means score in 2006?

2.0-3.5 []

3.6-4.5 []

4.6-5.5 []

5.6-6.5 []

6.6-7.5 []

7.6-8.5 []

8.6-9.5 []

(h)Name your subject area.....

SECTION B: SUPERVISION.

6. By means of a tick, please indicate the effectiveness of the head teacher as a supervisor at school level to perform the functions listed below. Please use the following choices.

5 Very effective

4 Effective

3 Some how effective

2 Ineffective

1 Very ineffective

	Supervision activities	5	4	3	2	1
	(a) curriculum					
(i)	Ability to advice staff on the relevant curriculum for the school					
(ii)	Ability to organize in service courses for the teachers.					
	(b) classroom instruction					
(i)	Ability to observe teachers in classes.					
(ii)	Ability to observe lesson plans.					
(iii)	Ability to observe schemes of work.					
(iv)	Ability to observe record of work					
(v)	Ability to hold productive discussions with teachers after the classroom visits.					

Any comment? _____

8 generally, (a) how popular is the head teachers instructional supervision among teachers? (Tick one). (5) Very popular (4) popular (3) some how popular (2) unpopular (1) very unpopular

(b) How effective is the head teacher's instructional supervision in improving teachers' classroom performance. (Tick one). (5) Very effective (4) effective (3) some how effective (2) ineffective (1) very ineffective.

9. a). Has the supervision by the head teacher benefited you professionally?

Yes ()

No ()

C: CONSTRAINTS FACED BY HEADTEACHERS IN INSTRUCTIONAL SUPERVISION.

1. (a) Does the head teacher provide you with the instructional materials you require to improve curriculum delivery in the school? How often?

Comment.....

(b) What problem do your head teachers encounter in the process of providing instructional materials, resources and maintenance? List them.....

2. (a) Has the head teacher been financing teachers to attend seminars and workshop?

Yes [] No []

(b) If Yes, Has he/she been doing it willingly or unwillingly?

Comment.....

(c) What is the effect of these in service courses on curriculum and instruction delivery and examination performance?.....

.....

3. (a) What were the schools mean score in K.C.S.E Examination in the last three years?

2008.....2009.....and 2010.....

(b) What were the main reasons for the attainment of the above grades?

You can have more than one tick.

-Generally weak students []

-Lack of syllabus coverage []

-Lack of enough text books []

-Fees problems []

- Indiscipline among students []
- Lack of qualified teachers []
- Students not ready to work hard []
- Change of administration []
- Poor administration []
- Lack of motivation to work hard []
- Any other problem (state) []

4(a) what is effect of the following problems on curriculum and instruction delivery

(i)Lack of funds.....

(ii)Lack of syllabus document in the changing curriculum

(iii)Lack of in-services in correct curriculum innovation.....

(iv) Lack of adequate instructional materials.....

(c) What other problems do your head teachers encounter with the management of curriculum and instruction in your school?.....

(ii) MANAGEMENT OF PHYSICAL AND MATERIAL RESOURCES.

1. How many classroom are required in your school
2. How many classroom are available.....

3. Where is the shortage of classroom more serious and why?

(i)Form 1 []

(ii)Form 11 []

(iii)Form III []

(iv)Form IV []

4. Are there incomplete classrooms in your schools?

Yes [] No []

5. How does your school head teacher cope with shortage of classrooms?.....
.....

6. How is instructional supervision affected by classroom shortages in your school?

.....

7. (a) How many laboratories are required in your school?

(b)How many do you have currently?

(c)How does your school head teacher cope with the shortages during K.C.S.E examinations?

(i) Turn a classroom into a laboratory []

(ii)Use another school's laboratory facility []

(iii)Other (specify).....

(d)What problems do your head teachers encounter with a shortage of sufficient laboratories in your school?

.....

(e) How is the instructional supervision affected with the shortage of laboratory facilities in your school?

.....

8. (a) Do you have a library facility in your school?

Yes [] No []

(b) If yes, do you ensure that it is stocked with relevant materials and up to date, textbooks and other support materials

Yes [] No []

(c) At what times do students use the library?

.....

(d) How is the instructional supervision affected by inadequate library facility

.....

(e) What instructional supervisory problems the head teachers encounter with the shortages of library facility in your school?

.....

9. Is there allocation of money to your school for repair, maintenance and improvement of physical facilities and materials by CDF committee?.....

.....

(iii) MANAGEMENT OF TEACHING STAFF PERSONNEL.

1. What is the total number of teachers in your school?

Male..... Trained.....

Female..... Untrained.....

2. Give a breakdown of teachers in your school who teach:-

Science subjects.....

Language subjects.....

Humanity subjects.....

Technical/applied subjects.....

3. Does the school have enough number of teachers required as per the CBE?

Yes [] No []

4. If No, where do you experience the shortages?

(i) Science subjects []

(ii) Language subjects []

(iii) Humanity subjects []

(iv) Technical/applied subjects []

5. How does the head teacher cope with the shortages identified?

(a) Combine classes []

(b) Use volunteer teachers []

(c) Left them untaught []

(d) Employ temporary teachers through the school BOG []

(e) Others (specify).....

6. Does your head teacher observe teachers in class as they teach?

Yes [] No []

7. What other ways does your head teacher use to evaluate teachers' performance?

(a).....

(b).....

(c).....

8. (i) How would you rate your fellow teachers in the following areas?

(a)Level of motivation

Excellent []

Very good []

Good []

Fair []

Poor []

(b)Discipline

Excellent []

Very good []

Good []

Fair []

Poor []

(ii) Give reasons for choice in roman (i) above

(d) Level of motivation.....

(e) Discipline.....

.....

9(i)What instructional supervisory problems do your head teacher encounter in the process of managing teachers in the following areas?

(a)Teachers shortages.....

.....

(b)Evaluation of teachers.....

.....
(c)Motivation of teachers.....

.....
(d)Discipline of teachers.....
.....

10 What is the effect of the identified problems on the school's K.C.S.E performance?

11 What solutions do you suggest for the problems identified in (9) above
.....

12. How many hours do your head teachers allocate to administrative work in the school per day in the following areas/activities?

Activities under taken	Hours					
	<1	1-2	2-3	5-6	7-8	Over 8
Curriculum and instruction						
School physical facilities						
Discipline in the school						
Student personnel						
Teaching staff personnel						

(iv) MANAGEMENT OF STUDENT PERSONNEL.

1. How many students are there in your school? Male..... Female.....

2. Are you aware of students who take drugs in your school?

Yes No

3. List at least two reasons why you think students take drugs

.....
.....

4. What is the effect of this drugs taking on students' performance in your school?

.....

5. What suggestions would you give for controlling drug taking in secondary school?

.....

6. What in your opinion causes students in secondary schools to go on strike?

.....
.....

7. Has your school been a victim of student strike?

Yes No

8. If yes, what were the causes of such strikes?

.....
.....

9. What suggestions would you give for curbing student strikes in secondary schools?

.....

10. Which is the effect of students' strikes in educational performance?

.....
.....

11. State the other nature of discipline problems you encounter in your school.

.....
.....

12. How would you rate your students in the following areas?

(i) Commitment to study

Excellent []

Very good []

Good []

Fair []

Poor []

(ii) Level of motivation

Excellent []

Very good []

Good []

Fair []

Poor []

(iii) Morale to study

Excellent []

Very good []

Good []

Fair []

Poor []

(iv) Discipline

Excellent []

Very good []

Good []

Fair []

Poor []

13. What instructional supervisory challenges does the head teachers experience as a result of (i) - (iv) above?

(i) Commitment to study

(ii) Level of motivation

(iii) Morale to study

(iv) Discipline

14. What is the relationship between the following groups in your school?

(i) Teacher – student

Excellent []

Very good []

Good []

Fair []

(ii) Student – student

Excellent []

Very good []

Good []

Fair []

Poor []

(iii) Student – head teacher

Excellent []

Very good []

Good []

Fair []

Poor []

15. What instructional supervisory challenges does the head teacher experience as a result of (i) – (iii) above?

(i) Teacher – student

(ii) Student- student

(iii) Student – head teacher

.....

16. How does your head teacher deal with student indiscipline cases in your school?.....

17. What other problems does your head teacher experience with students in relation to instructional supervision? List them

.....

.....

APPENDIX 1II

LETTER OF INTRODUCTION

KENYATTA UNIVERSITY,
PO BOX 43844,
NAIROBI.

Dear respondent(s),

**RE: DATA COLLECTION FOR MASTER OF EDUCATION RESEARCH
PROPOSAL**

I am a post graduate student in Kenyatta University undergoing master of education degree course. As part of my study, I am required to carry out a research to determine the constraints facing head teachers in enforcing instructional supervision for enhanced performance in secondary schools in Matungulu, Machakos County, Kenya.

I therefore request you to participate in this study by filling in the questionnaire provided. I kindly request you take your time to complete this study whose results is meant to improve the instructional supervision of head teachers and hence teacher improvement and academic performance of students in secondary schools in national examinations.

Your participation in this study is completely voluntary and will be strictly confidential. Do not write your name on the questionnaire. Please return the completed questionnaire within one week of this letter. The filled questionnaire may be dropped at the secretary's office, Kinyui Boys' High School.

Thank you for agreeing to participate in the study

Yours faithfully,

BRENDA MUTUA

E55/CE/11802/08

0725 803 850

APPENDIX IV
TIME SCHEDULE

APRIL – AUGUST 2011	Preparation and submission of research proposal.
AUGUST - 2011	Piloting of research instrument.
AUGUST - SEPTEMBER 2011	Collection, Organization and analysis of data.
SEPTEMBER – OCTOBER 2011	writing of the project.
NOVEMBER 2011	Production and submission of the project.

**APPENDIX V
ACTIVITY BUDGET**

• Writing and reproduction of the research proposal	
• Typing	Kshs.8,000.000
• Three reams of fooscaps@500	Kshs.1,500.00
• Photocopying services	Kshs.500.00
• Binding of the proposal	Kshs.300.00
Subtotal	Kshs.10, 300.00
1.2. Field work expenses	
• Production of research instrument	Kshs.9,000.00
• Transport cost to schools	Kshs.8,000.00
• Subsistence	Kshs.4,500.00
Subtotal	Kshs.21, 500.00
1.3 Tying and reproduction of the project	
• One reams of fooscaps@500	Kshs.1500.00
• Typing services	Kshs.9,000.00
• Photocopying service	Kshs.2,500.00
• Binding six copies	Kshs.3,000.00
• Transport to submit project	Kshs.3,000.00
Subtotal	Kshs.19, 000.00
Grand total	Kshs.50, 800.00