EFFECTIVENESS OF HEADTEACHERS’ INSTRUCTIONAL SUPERVISION AND ACADEMIC ACHIEVEMENT: A CASE OF SECONDARY SCHOOLS IN BURETI DISTRICT, KENYA.

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E55/5455/03

A RESEARCH PROJECT SUBMITTED TO THE SCHOOL OF EDUCATION IN PARTIAL FULFILLMENT OF THE REQUIREMENT FOR THE DEGREE OF MASTER OF EDUCATION IN THE DEPARTMENT OF EDUCATIONAL MANAGEMENT, POLICY AND CURRICULUM STUDIES, KENYATTA UNIVERSITY.

AUGUST, 2010.
DECLARATION

This project report is my own original work and has not been presented for academic credit in any other university.

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DEDICATION

To my parents Pius Koech and Leah Koech who made great sacrifices to put me through school and to my loving wife Betty and daughters Marion and Shareen who accorded me full support and relentless encouragement throughout the period of my studies.
ACKNOWLEDGEMENTS

My deep acknowledgement and appreciation goes to my supervisors Dr. J. A. Shiundu and Dr. G. A. Onyango whose enduring supervisory leadership saw me through this study. This research study would not have been what it is had it not been for their professional advice and guidance.

My special thanks go to principals and teachers of Roret and Bureti divisions of Bureti District who willingly responded to my research questions. My thanks also go to school Principal Mr. Jeremiah Soi for his understanding and for granting me permission to attend my studies. I am sincerely grateful to my parents, Pius and Leah Koech whose love and support helped boost my morale during the trying moments and in every endeavor I have undertaken. I express gratitude to Mr. A. D. Bojana for his editorial contribution to the final work.

Finally, I register my special thanks to Kapkatet Printers for the wonderful work they did in typing and printing my work. To all those friends and relatives who in one way or another helped to see me through, I once more say I am so grateful and indebted and may God bless you abundantly.
# TABLE OF CONTENTS

DECLARATION .......................................................................................................................... ii

DEDICATION .............................................................................................................................. iii

ACKNOWLEDGEMENTS ........................................................................................................ iv

TABLE OF CONTENTS ........................................................................................................ v

LIST OF FIGURES ................................................................................................................ viii

LIST OF TABLES .................................................................................................................... ix

ABBREVIATIONS AND ACRONYMS .................................................................................. x

ABSTRACT ............................................................................................................................. xi

CHAPTER ONE: INTRODUCTION ......................................................................................... 1

1.1 Background to the Study .............................................................................................. 1

1.2 Statement of the Problem ......................................................................................... 5

1.3 Purpose of the Study ................................................................................................ 6

1.4 Objectives of the Study ............................................................................................ 7

1.5 Research Questions .................................................................................................... 7

1.6 Significance of the Study ........................................................................................... 8

1.7 Limitations and Delimitations of the Study ............................................................. 9

1.7.1 Limitations of the Study ....................................................................................... 9

1.7.2 Delimitations of the Study ................................................................................... 10

1.8 Basic Assumptions of the Study ............................................................................. 10

1.9 Theoretical Framework of the Study ..................................................................... 10

1.10 Conceptual Framework of Instructional Supervision ......................................... 13

1.11 Definitions of Operational Terms ........................................................................ 17

CHAPTER TWO: LITERATURE REVIEW ......................................................................... 19

2.1 Introduction ................................................................................................................ 19

2.2 Historical Perspective ............................................................................................... 21

v
2.3 Instructional Supervisory Activities for Effective Supervisors...........................26
2.4 Functions of Instructional Supervisors................................................................27
  2.4.1 Planning for Instructional Supervision .......................................................27
  2.4.2 Staff Selection and Recruitment ..............................................................28
  2.4.3 Organizing and Coordinating Instructional Supervision .......................28
  2.4.4 Directing and Controlling Instructional Supervision ...........................29
  2.4.5 Influence and Motivation on Instructional Supervision .......................29
  2.4.6 Consultation and Communication on Instructional Supervision ..........31
  2.4.7 Evaluation of Teachers’ Work ..................................................................33
2.5 Basic Skills in Supervision of Instruction .....................................................34
  2.5.1 Conceptual Skills for Instructional Supervision .....................................34
  2.5.2 Human Relation Skills on Instructional Supervision ...............................35
  2.5.3 Technical Skills on Instructional Supervision ........................................35
2.6 Summary of Literature Review ......................................................................36
CHAPTER THREE: METHODOLOGY ....................................................................37
  3.1 Introduction ................................................................................................37
  3.2 Research Design ..........................................................................................37
  3.3 Locale’ of the Study ....................................................................................38
  3.4 Target Population of the Study..................................................................38
  3.5 Sample Size .................................................................................................38
  3.6 Sampling Procedure ...................................................................................38
  3.7 Research Instruments ..................................................................................39
  3.8 Validity of Research Instruments ................................................................41
  3.9 Reliability of the Research Instruments .....................................................41
  3.10 Data Collection Procedure .......................................................................41
  3.11 Data Analysis .............................................................................................42
CHAPTER FOUR: RESULTS, INTERPRETATION AND DISCUSSION ..............43
LIST OF FIGURES

Figure 1.1 Theoretical Framework ................................................................. 12

Figure 1.2 Conceptual Framework ................................................................. 15
# LIST OF TABLES

<table>
<thead>
<tr>
<th>Table</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.1</td>
<td>Profile of Respondents</td>
<td>44</td>
</tr>
<tr>
<td>4.2</td>
<td>Approaches used by Headteachers in Instructional Supervision</td>
<td>47</td>
</tr>
<tr>
<td>4.3</td>
<td>Involvement of HoDs in Instructional Supervision</td>
<td>48</td>
</tr>
<tr>
<td>4.4</td>
<td>Skills and Knowledge that Enables Headteachers to be Effective in Supervision</td>
<td>50</td>
</tr>
<tr>
<td>4.5</td>
<td>Teachers’ Appraisals of Headteachers Effectiveness in Instructional Supervision</td>
<td>52</td>
</tr>
<tr>
<td>4.6</td>
<td>Teachers’ Appraisals of Headteachers Effectiveness in Motivation and Influence</td>
<td>54</td>
</tr>
<tr>
<td>4.7</td>
<td>Instructional Supervision Carried out and Academic Performance Attained</td>
<td>56</td>
</tr>
<tr>
<td>4.8</td>
<td>KCSE Mean Scores and Grades for the Last Three Years</td>
<td>58</td>
</tr>
</tbody>
</table>
### ABBREVIATIONS AND ACRONYMS

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Full Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>B.A</td>
<td>Bachelor of Arts</td>
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<tr>
<td>B.Ed.</td>
<td>Bachelor of Education</td>
</tr>
<tr>
<td>B.o.G</td>
<td>Board of Governors</td>
</tr>
<tr>
<td>C.A.T</td>
<td>Continuous Assessment Test</td>
</tr>
<tr>
<td>D.E.O</td>
<td>District Education Officer</td>
</tr>
<tr>
<td>D.H.T</td>
<td>Deputy Head Teacher</td>
</tr>
<tr>
<td>H.o.Ds</td>
<td>Heads of Departments</td>
</tr>
<tr>
<td>K.C.S.E</td>
<td>Kenya Certificate of Secondary Education</td>
</tr>
<tr>
<td>K.E.S.I</td>
<td>Kenya Education Staff Institute</td>
</tr>
<tr>
<td>K.I.E</td>
<td>Kenya Institute of Education</td>
</tr>
<tr>
<td>K.N.U.T</td>
<td>Kenya National Union of Teachers</td>
</tr>
<tr>
<td>M.o.D</td>
<td>Master on Duty</td>
</tr>
<tr>
<td>M.o.E</td>
<td>Ministry of Education</td>
</tr>
<tr>
<td>P.T.A</td>
<td>Parents’ Teachers’ Association</td>
</tr>
<tr>
<td>T.S.C</td>
<td>Teachers Service Commission</td>
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ABSTRACT

The researcher was prompted to carry out this study because of the concerns raised by educationists, parents, teachers and other lay people over the persistent poor performance in K.C.S.E. examinations, particularly in Bureti District secondary schools. The primary purpose of this study was to investigate the effectiveness of secondary school headteachers' instructional supervision on academic achievements in secondary schools since academic success or failure of the school rests on the managerial capability of headteachers. It was the researcher’s view that the study would go a long way in identifying deficiencies hindering effective supervision and making appropriate recommendations geared towards the improvement of instructional supervision among the headteachers in secondary schools. The study employed a descriptive research design to investigate the effect of supervision on academic achievement by headteachers. The population of the study comprised of all the 30 secondary schools in Roret and Bureti Divisions of Bureti District. From this, 10 schools were sampled through simple random sampling procedure. Each headteacher and four teachers from the 10 schools were given questionnaires to fill on the effectiveness of headteachers in instructional supervision to establish if this led to academic achievement. The questionnaires were developed by the researcher guided by the supervisors. The data collected from the questionnaires were analyzed manually, using a calculator where the researcher put similar comments in categories and drew frequency and distribution tables to establish the effectiveness of headteachers in instructional supervision on academic achievement in secondary schools in Roret and Bureti divisions of Bureti District. The findings of the study were discussed by focusing on effectiveness of headteachers’ instructional supervision on academic achievement in the selected secondary schools in Roret and Bureti division. The study found out that 6 headteachers (60%) in secondary schools in Bureti District did not carry out effective instructional supervision and that only 2 Heads of Departments out of 6 (33.3%) were involved in the process of instructional supervision through delegation by headteachers. It was concluded that since most headteachers in Bureti District secondary schools did not carry out effective instructional supervision, the trend had contributed to lower performance in K.C.S.E examinations in the district. It was recommended that headteachers be re-trained on roles of effective instructional supervision on academic achievement. It was also recommended that headteachers should involve heads of departments in instructional supervision through effective delegation of duties.
CHAPTER ONE: INTRODUCTION

1.1 Background to the Study

Education in Kenya plays a vital role in building the nation. It is the backbone upon which socio-economic and political development depends. This is why in November 2003; the Ministry of Education (M.o.E) convened a National Conference on Education and Training with the objective of redefining the country’s education strategies. The conference provided all the stakeholders including political leaders, educationists and students a chance to examine the challenges that curtail the country’s education and endeavoured to develop strategies and ways of addressing them. The speakers, discussants and contributors at the conference all expressed strong desires for the country to evolve an education system which was to produce quality graduates, who would serve to bring into fruition the needs of the nation and compete favourably and effectively with other administrators at the global level in the supervision of quality education.

One of the most strategic contributors to education quality in secondary schools is the headteacher. The headteacher occupies an enviable position in management and leadership of school organization. Research has shown that efficient schools in production of good results are created by effective and efficient headteachers in instructional supervision, Okumbe (1998). Indeed, it is the headteacher who makes or breaks a school. Headteachers’ are expected to provide leadership as instructional supervisors. They are also expected to provide expert knowledge and guidance to the teachers so as to enable them improve their teaching and learning behaviour. This implies
that effective instructional supervisors must be professionally qualified teachers, with pedagogical skills at their fingertips to be able to direct and channel the diverse teachers’ efforts to produce good academic results. The headteacher therefore sets the pace for the school and has the responsibility of creating a healthy environment that is conducive for effective teaching and learning by showing effectiveness in his style of management, be it in autocratic or democratic leadership styles.

The Teachers Service Commission’s Code of Conduct and Ethics (2003) states in its preamble that the education system in the Republic of Kenya is charged with the responsibility of nurturing the growth of the whole person through an integrated development of physical, intellectual, moral and spiritual abilities of the child. In this case, the headteacher and teachers are the key persons in imparting the necessary knowledge, skills and attitudes that are necessary for the development of the country.

For this reason, the importance attached to education in Kenya today can be evidenced by the fact that the government and non-governmental organizations, parents and individual students in school-based programmes invest heavily in education. This explains why the National Rainbow Coalition Government heavily funded the free primary education. It was hoped that the returns would come in handy in taking the Kenyan economy forward.
Raju (1973) gives the following importance of instructional supervision:

(i) Providing the learners with proper atmosphere and desirable conditions to enable them develop socially, intellectually, morally, physically, creatively and ethically through an effective system of classroom instruction.

(ii) Providing adequate facilities for teaching and learning including all the required books, stationery and physical facilities.

(iii) Providing facilities for in-service training for teachers so that they may develop their instructional skills and develop professionally and be worthy of the task entrusted to them and to keep pace with advances in knowledge in their respective disciplines so that they can deliver effectively.

(iv) Gearing all school programmes and activities towards the achievement of the purposes of the school.

(v) Distributing and dividing functions into sub-units and allocating teachers specific tasks in such a way that they all operate effectively and efficiently.

(vi) Harnessing the needs and desires of people under them to perform effectively.

(vii) Being fair, just and genuine in handling cases of instructional supervision.

(viii) Helping teachers to be committed to educational goals and providing guidance towards successful achievement of the set goals. Instructional supervisors initiate plans aimed at enabling and encouraging teachers to achieve the set objectives.
In view of the above instructional activities, it is clear that for instructional supervision to be effective certain activities have to be carried out in order to improve teaching and learning. Instructional supervisors are expected to observe teachers in class, hold conferences with teachers about the possible ways of improving and strengthening their pedagogical skills to enhance teaching. Instructional supervisors should ensure that syllabus, teacher guides, textbooks and other teaching and learning materials are availed in adequate supplies.

It is imperative that headteachers check teachers’ lesson plans, preparation notes, and records of work, make observations of class lessons in progress and check students’ exercise books and records of students’ progress. The instructional supervisor should exercise leadership of teachers in developing methods, objectives, content and evaluation. Williams (1972) says many opportunities should be provided for individuals to work together. These will make it possible for a school organization to realize effective teaching and learning and hence the achievement of the set objectives.

In the USA, instructional supervision is viewed as an activity undertaken to improve instructions, Wiles et al., (1995) indicates that any process or activity in a school that helps to bring about improved instructions is considered supervisory. Dull (1981) says supervision is the process of bringing about improvement in instructions by working with people who work with pupils. In view of the above observations it is
clear that instructional supervision is directed towards improving and maintaining teaching and learning processes in a school system.

The instructional supervisory activities discussed above can be achieved in a warm and cordial working atmosphere where teachers discharge their duties to the maximum and the headteacher is able to play his/her instructional supervisory role effectively.

1.2 Statement of the Problem

The main role of any school is to ensure effective teaching and learning among the students. This is reflected by the level of the school’s academic achievement. Good schools are judged on the basis of their academic performance, which is achieved through effective instructional supervision and the implementation of the curriculum. The MoE Handbook for Inspection of Educational Institutions (2000), states that the most important thing that takes place within a school is the quality of teaching and learning in class and through co-curricular activities as well as the overall behaviour of students within the school. Good teaching and learning depend on the diligence of the teachers and the discipline of the learners. The success or failure of the school rests on the effectiveness of the headteacher as the instructional supervisor. According to the Kenya School Management Guide (1999), it is important for headteachers to supervise the curriculum programmes and give effective advice and guidance on programmes that would improve teaching and learning. This would enable the headteacher to identify
specific curriculum needs and prepare a supervisory plan that would promote teacher/student achievement.

According to Olembo (1975) most headteachers assume headship positions before attending seminars and other training institutions to learn supervisory skills. In addition, little orientation is given to the newly appointed headteachers on the nature of work they are supposed to do as instructional supervisors. Headteachers by virtue of their positions are responsible for control and co-ordination of instructional programmes for quality assurance within the school setting. They are expected to supervise, assess and evaluate teaching/learning processes. Based on these observations, the purpose of this study was to determine instructional effectiveness of secondary school headteachers as instructional supervisors and to relate this with academic achievement in their schools.

1.3 Purpose of the Study

The purpose of the study was to determine secondary school headteachers’ instructional supervision and to relate this to the academic achievement in their schools. The study also sought to establish the constraints that hinder headteachers’ effective school supervision and to recommend remedies to the problems hindering effective supervision.
1.4 Objectives of the Study

(i) To determine the approaches used by headteachers in conducting instructional supervision.

(ii) To determine the methods used by headteachers in instructional supervision and how they motivate and influence teachers.

(iii) To determine the skills and knowledge that enables the headteachers to carry out instructional supervision roles effectively.

(iv) To establish the problems faced by headteachers as instructional supervisors and to solicit for suggestions and recommendations from teachers and headteachers on strategies to be used to improve and enhance effective instructional supervision.

1.5 Research Questions

The following questions were used to guide the researcher to achieve the objectives of the study.

(i) What approaches are used by headteachers in conducting instructional supervision?

(ii) How do headteachers involve heads of departments in instructional supervision?

(iii) What are the necessary skills and knowledge that enable the headteacher to carry out instructional supervision roles effectively?
(iv) How do teachers rate their headteachers effectiveness in instructional supervision?

(v) How do teachers rate their headteachers effectiveness in motivation and influence?

(vi) What were the mean scores of the studied schools in Bureti District in K.C.S.E results for the last three years?

(vii) How does the amount of instructional supervision carried out by headteachers affect the academic achievement in secondary schools within Bureti District?

(viii) What problems do headteachers face as instructional supervisors of their schools and how can they be addressed?

1.6 Significance of the Study

The study would be useful to deputy headteachers, headteachers and educational stakeholders in identifying the nature, and approaches used to carry out effective instructional supervision

The school would use the information gathered from this study to encourage teachers and students to improve on their teaching and learning activities and to help adjust instructional methods in order to make the subjects more relevant and attractive to students.
Policy makers, the Ministry of Education officials and curriculum developers such as the K.I.E would benefit from this study because additional data would be availed for making evaluation and decisions which may make instructional supervision more fruitful in future.

The ideas and suggestions that the researcher would solicit from teachers and headteachers would go a long way in improving pedagogical skills of teachers and supervisors and make recommendations for improvement of instructional supervision.

The study may generate a pool of knowledge for administrators, teachers and students studying educational administration and curriculum development and implementation at the University level for the purpose of improving instructional supervision in Kenya.

1.7 Limitations and Delimitations of the Study

1.7.1 Limitations of the Study

The limitation of this study was that in some of the locations the schools under study had poor infrastructure hence transport and accessibility to those places were difficult. In some schools some headteachers and teachers had a negative attitude towards research and were uncooperative in filling the questionnaires in time hence valuable time was lost.
1.7.2 Delimitations of the Study

The study was delimitated to only the headteachers and teachers in public secondary schools in Roret and Bureti Divisions of Bureti District. The study was also delimitated to only 30 public secondary schools in the district.

1.8 Basic Assumptions of the Study

The following assumptions were made.

(i) That the headteachers positively influence the teaching behaviour of teachers and provide a conducive working environment for effective teaching and learning.

(ii) That the secondary headteachers carry out their instructional supervisory roles.

(iii) That the headteachers of the schools under study were professionally trained teachers and were well conversant with modern instructional supervisory techniques.

1.9 Theoretical Framework of the Study

This study used Locke et al., (1981) Goal Setting Theory to explain the research problem in question. Kerlinger (1986) says theory is a set of interrelated constructs definitions and propositions that presents a systematic view of phenomena by specifying relations among variables with the purpose of explaining and predicting the phenomenon. According to Locke and Lattam (1981) organizational behaviour progresses from a sound theoretical
foundation to sophisticated research and to actual application of more effective management practice.

The goal setting theory by Locke et al indicates that values and value judgments are important cognitive determinants of behaviours. They define values and value judgments as the things the individual acts upon to gain and keep knowledge. Locke et al further says that emotions or desires are the way a person experiences these values. Intentions or goals, which act together with values, are also important determinants of behaviours.

This theory is related to the study because in instructional supervision goals of academic achievement must be attained. Locke et al posit that people work hard to achieve goals so as to satisfy their emotions and desires. Locke emphasizes that for Goal Setting Theory to work employees must show commitment to goals, which they set. They define commitment as one’s attachment to or determination to reach a goal, regardless of the goal’s origin. After an employee has set the goals to be achieved, he or she then responds and performs his/her duties accordingly. The results of these responses are goal attainment. Feedback and reinforcement will then be done to sustain goal attainment.
Functions of Goal Setting Theory to Employees:

(i) It helps employees to focus their attention to a particular task or objective.

(ii) It regulates and increases employees’ effort.

(iii) It enhances workers persistence on a task and constantly remind workers of where they are coming from and where they are going to.
(iv) It enables workers to become more creative in charting out new strategies and action plans for achieving the agreed upon results.

The best known application of goal setting is in the universally used Management by Objectives (MBO). Management by Objectives was first coined by Drucker (1950) in his book, ‘The Practice of Management’. Drucker aimed at harmonizing individual managers’ goals with those of the organization. He felt that MBO would lead to improved organizational performance and employee satisfaction.

Goal setting theory is widely applied in educational management since education is a highly result-oriented discipline. At the outset, educational managers should set general aims of education in the country for improvement of instruction to be attained. Headteachers as instructional supervisors should therefore, tailor the goals of educational institutions to the needs of the students and the public. The headteachers should ensure that teachers participate in goal setting to ensure goal attainment. They should also help teachers to achieve their teaching/learning objectives through lesson plans, schemes of work and participate in decision-making such as in formulation of school policy and improvement of instruction.

1.10 Conceptual Framework of Instructional Supervision.

The main role of supervision is to implement teaching and to improve learning through deliberate emphasis on ways and means of instilling excellence in the quality of
instruction. According to Okumbe (1998), the purpose of supervision can be summarized as follows:

(i) Obtaining and distributing materials, knowledge and human resources.

(ii) Providing assistance and support services for teaching and learning through motivation and stimulation.

(iii) Relating the school to the community through consultation.

(iv) Developing programmes to maintain teaching and learning processes.

(v) Evaluating the programmes and adopting the school system to the changing conditions.

In the management of secondary schools or educational institutions, the role of the headteacher as an instructional supervisor is important. It is important that a model of supervision be developed in order to conceptualize the critical dimensions of the programmes of instructional supervision.
* Figure 1.2 Conceptual Framework Showing the Factors that Determine the effectiveness of Instructional Supervision.

The conceptual framework model of instructional supervision above shows that supervision is a participatory activity which calls for teamwork and cooperation of all the key players for its objectives to be attained. Instructional supervision begins with the purpose of instructional supervision which is to achieve academic success. The next step involves good supervisory procedure which includes creativity, flexibility, perceptivity and relativity. Creativity means the ability to plan, organize, coordinate and supervise instructional supervision. Relativity means good relations with the stakeholders such as headteachers, teachers and education officers. Perceptivity means the setting of goals and objectives of instructional supervision. The products of instructional supervision are curriculum implementation, instructional improvement and academic achievement. Evaluation of instructional supervision is then done to ensure that its goals and objectives are achieved and sustained.

Headteachers should exhibit creativity, objectivity and flexibility in instructional supervision in order to improve academic performance. When supervision is creative it stimulates and encourage teachers to feel free and think for themselves. This can enhance job delivery and improve students academic achievements.
1.11 Definitions of Operational Terms

**Curriculum:** Refers to the total learning experiences both planned and unplanned which a student undergoes under the auspices and guidance of school teachers, Okumbe (1998).

**Co-coordinating:** Bringing together different sectors of the school or college into a coherent whole aiming at the some objectives.

**Departments:** Refer to the various administrative units in school usually based on discipline such as languages, mathematics, sciences, humanities, technical subjects, boarding, games, examinations, guidance and counseling.

**In-service Courses:** Refer to the activities designed for the purposes of improving, expanding and renewing the skills, knowledge and abilities of both trained and untrained teachers.

**Inspection:** Checking whether all duties are done and records kept in all areas of instruction as stipulated in the Teachers Service Commission (T.S.C.) code of regulations for teachers.

**Instructional Supervision:** It includes all activities concerned with maintaining improving and increasing the effectiveness of teaching and learning by working with teachers and students. It is a process of stimulating professional growth and means of helping teachers and students to uplift their knowledge skills and attitudes.
**Instructional Supervisor:** A person charged with overseeing the teaching and learning process in school. It is usually the Headteacher in educational institutions.

**Supervision:** This is the activity concerned with implementing curriculum instruction through stimulation of professional growth and development of teachers, selection and revision of educational materials of instruction and methods of teaching and the evaluation of instruction.

**Supervisor:** Refers to the staff or person assigned the responsibility for headship in the improvement of instruction.
CHAPTER TWO: LITERATURE REVIEW

2.1 Introduction

The role of this literature review was to enable the researcher to acquaint himself with the current knowledge on instructional supervision and also to enable him to define the limits of the research problem. Supervision is today understood to mean that phase of educational administration that is concerned with improving instructional effectiveness.

Okumbe (1998) defines general supervision as supervisory activities that take place mainly outside the classroom such as the writing and revising the curriculum, the development of units and materials of instruction, the development of processes and instruments for reporting to parents and evaluation of the total education programme. Okumbe (1998) also says that instructional supervision is concerned with student learning in the classroom. The most recent concept in instructional supervision is called clinical supervision and it refers to the rationale and practice designed to improve the teachers’ classroom performance. Headteacher’s data is obtained from events taking place in the classroom. This data is then analyzed with the aim of improving the students’ learning by improving the teachers’ teaching behavior.

Wiles et al (1995) view supervision as those activities designed to improve instruction. This indicates that any process or activity in a school that helps to bring about improved instruction is considered supervisory. Dull (1981) says supervision is the process of
bringing about improvement in instruction by working with people who work with pupils. In view of the above definitions, it comes out clearly that instructional supervision is directed towards improving and maintaining teaching and learning processes in a school system. It also implies that instructional supervision is part and parcel of educational administration aimed at the achievement of instructional expectations and objectives. For instructional supervision to be effective, certain activities have to be carried out in order to improve teaching and learning. These activities are to be carried out by headteachers, teachers and educational supervisors and that the teacher is the agent of instructional implementation.

Most educationists would agree that supervised student teaching by headteachers is the process to ensure that effective teaching takes place. According to Odhiambo (1984), headteachers supervise the work of teachers to ensure maximum learning opportunities are provided for the students. Jacobsson (1973) emphasizes the crucial role played by teachers in instructional implementation by urging that the success or failure of Kenya’s educational system depends on teachers. Effective schools aim at promoting the personnel and professional growth of the teacher as a means of effectively improving instruction. In a nutshell, instructional supervision evolved from the realization that we cannot accomplish much as individuals since it is the objectives of a school that help to bind staff members and that direction is required to channel the diverse efforts of teachers into productivity.
2.2 Historical Perspective

In order to understand modern supervisory techniques better, it is appropriate to trace supervisory trends from the earlier American Educational systems. In America, a statute was adapted in 1954 that empowered select men at towns to be responsible for appointing teachers of sound faith and morals. The appointed teachers would only stay in office for as long as they possessed these qualities. The historical perspective of education in the United States of America assumes four phases. The first is the period of: “Administrative Inspection” (1642-1875). Here, supervision was handled by laymen who included clergy, school wardens, trustees, select men and citizens’ committees.

Okumbe (1998) says supervision was concentrated on such matters as appraising the general achievement of pupils in subject matter, evaluating methods used by teachers, observing the general management of schools and conduct of pupils and ascertaining whether money spent on education was wisely expended. Supervisors made their decisions on the basis of what they saw. Analysis of these supervisory techniques shows that supervision during this period was mainly concerned with the management of schools and the prescribed curricular needs rather than the improvement of teaching and learning. The period of “efficiency orientation” (1876-1986) followed and attention was now being placed on assisting teachers to improve their teaching effectiveness. In this period education professionals replaced the lay people in supervisory activities. The professional supervisors started providing a friendly atmosphere and a warm interpersonal relationship for the supervised teachers.
The period that followed was the period of “co-operative group effort” (1937-1959). During this period the autocratic relationship between the supervisors and the teachers began to wane. This period marked the establishment of posts of superintendent of schools and special-area supervisors. The superintendent of schools was the chief executive of the school system and the special-area supervisors were in charge of the special subjects, which were being introduced in the curriculum. Next came the period of “research orientation” (1960 to the present). Okumbe (1998) says in this period school administration and supervision is characterized by increased and improved research procedures and professionally inspired vigor.

The history of supervision in Kenya goes back to 1911 when the education department was established and its first director appointed. His duties included organizing, supervising and inspecting protectorate schools. The education ordinance of 1924 empowered the government to develop control and supervise education in Kenya. It required all schools to be registered and to be open to inspection by the director of education.

The white paper produced in 1925 by the advisory committee on native education indicated that thorough system of supervision was indispensable for the vitality and efficiency of the education system. The paper advised that each Christian mission should be encouraged to make arrangement for the effective supervision of its own system at schools. The Beecher Report (1949), among other things, recommended the introduction
of efficient means of supervision and inspection. This was to be achieved through the separation of the inspectorial and supervisory functions, the former remaining with the director of education and the latter with bodies responsible for supervision and management of schools.

At independence in 1963, the system of supervision of schools by voluntary agencies vanished. This was because supervision was unplanned, disorderly and inadequate. Therefore, supervision then came under local authority. During this time, the field education officers and headmasters of individual schools were considered as supervisors. The education officers visited schools from time to time for administrative purposes and not supervision *per se*.

The Ominde Commission (1964) appointed by the Kenya government to make recommendation on an education system for independent Kenya emphasized on the importance of supervision. The commission further recommended that supervisors should be carefully selected and trained to carry out their supervisory roles effectively. The headteacher of the school is the inspector number one according to the Ominde Report.

The Ominde Report (1964) also stated that a good system of supervision is essential to any school system and is particularly crucial when a large proportion of the teachers are without the requisite training or high educational standing. The Ominde Report further identified insufficient supervision as major cause of low education standards and
recommended the strengthening of supervisory levels of head teachers. It emphasized that head teachers should spend a lot of time talking to colleagues’ particularly in meetings and in assisting teachers to solve problems they face in their teaching processes.

It is, therefore, imperative that head teachers and teaching staff exhibit warm, cordial and amicable relationships for the improvement of instruction. However, this is sometimes hampered when the head teachers relegate teachers to demeaning positions where they assume that teachers are only expected to receive orders and instructions without questioning.

This behavior stifles the creative spirit of teachers who are otherwise dedicated to self-improvement in their teaching and learning processes. It is vital that head teachers create a conducive working atmosphere and attempt to make teachers understand that the purpose of instructional supervision is to make them better and more effective.

According to Maleche (1974), there are many teachers who in their long service have never attended in-service courses. One wonders how effective they are in their teaching responsibility. It is, therefore, prudent for headteachers to carry out their instructional supervisory roles effectively when dealing with these kinds of teachers. The effectiveness of headteachers as instructional leaders amidst these problems is indispensable.
The introduction of the 8-4-4 system of education in 1985 posed a number of challenges to the headteacher as an instructional supervisor. It created problems such as shortage of qualified teachers, lack of adequate teaching and learning resources and physical facilities. This led to poor quality of instruction. Under such conditions, the importance of supervision as a means of improving school instruction and academic achievement gained more emphasis than ever before.

Since independence in 1963 there has been tremendous growth and expansion of Secondary schools in Kenya. This has led to the appointment of teachers with limited knowledge in human resource management, curriculum and instruction to headship positions. It was pointed out in the Koech Commission of inquiry into the Education system of Kenya (1999) that there is enormous political interference in the appointment of headteachers and that in most cases experience, academic and professional qualification for the job do no count.

The commission was informed that such appointments were usually made from serving teachers, most of who have had no prior training in institutional management. Therefore most of them lacked human skills necessary for the establishment of warm and cordial relations between themselves and other teachers for effective implementation of the school curriculum and instruction.
The Kamunge Report (1988) emphasized that headteachers were central to successful management of educational institutions and implementation of the total curriculum. The report recommended that Kenya Education Staff Institute (KESI) be expanded to provide in-service training to all heads of educational institutions so as to enable them gain the necessary competencies. The extent to which these concerns are justified in the light of the headteachers effectiveness, in playing their instructional supervision roles in school management is the topic of this research proposal.

2.3 Instructional Supervisory Activities for Effective Supervisors

The effective implementation of the curriculum varies from school to school depending on the availability of physical facilities, teaching resources, the supervisory patterns and techniques of the headteachers. According to Olembo et al (1992) a headteacher as an instructional supervisor is expected to possess superior knowledge about curriculum and instruction and should be able to provide expert leadership in all school programmes in order to enable the school achieve its set objectives.

According to the T.S.C. Code of Regulations (1986), headteachers are expected to supervise teachers and the teachers on their part are required to obey the direction given to them as per the T.S.C. requirements.
2.4 Functions of Instructional Supervisors

Okumbe (1998) categorizes the functions of instructional supervisors into the following areas:

- Planning for instructional supervision
- Staff selection and recruitment
- Organizing and coordinating instructional supervision
- Directing and controlling instructional supervision
- Influence and motivation
- Consultation and communication
- Evaluation of teacher’s work

2.4.1. Planning for Instructional Supervision

According to Okumbe (1998), Planning involves determining the objectives of the school and the means of achieving the set objectives. This is obtained from the national goals of education. It involves planning for human and material resources, assessing the present state of equipment and facilities, availability of materials and the level of worker motivation for the best attainment of instructional objectives. A planned programme is fundamental to improving instruction for it provides goals towards which the efforts for improvements are directed. Instructional supervisors should therefore plan skillfully and lay strategies directed at the achievement of the set objectives.
2.4.2 Staff Selection and Recruitment

According to Olembo (1975) staffing involves obtaining qualified and competent teachers and developing them into efficient workers through staff development. This is important because supervisors accomplish their work by working with and through other people. Out of all the tasks of a school administrator, none is more important than the acquisition and maintenance of a highly qualified and productive staff.

It is headteachers’ role to induct new teachers into the school and integrate them into the work group. Induction helps to settle the new teachers build confidence in them and make them feel accepted by others. In this way, the new teachers settle down into productive, efficient and satisfied employees. Headteachers should assign teachers duties and responsibilities considering their interests, skills, expertise, and aspirations so that their maximum potential can be realized.

2.4.3 Organizing and Coordinating Instructional Supervision

Okumbe (1998) says organizing means dividing the work assignment and duties to the teachers in different departments according to their skills, expertise, aspirations and interest so as to achieve effective instruction. Coordinating on the other hand means bringing together or harmonizing the different departments of the school into a coherent and cohesive whole aimed at the attainment of the set objectives. Hence, it is the head
teacher’s obligation to ensure that duties assigned to staff members and departments are harmonized so that instructional supervision is enhanced and efficiency improved.

### 2.4.4 Directing and Controlling Instructional Supervision

According to Okumbe (1998), directing means giving orders, guidelines, instructions and ensuring that school rules and regulations are obeyed by both teachers and students. The headteacher is the director in the secondary school and makes decisions for the school and ensures that those decisions are implemented. Controlling involves determining how well work is being done compared to what was planned. It involves planned performance and taking corrective action where necessary.

The Heads Manual (2001), stresses that important roles played by headteachers in controlling teachers’ work is to check teaching standards by referring to schemes of work, lesson plans, lesson notes, records of work, students’ exercise books and visiting classrooms to see the work of individual teachers. All these activities are geared towards improving instruction. Once classroom visitations are made to be a common practice, then, teachers will accept it as an important supervision technique and they will not look at it as a kind of snooper vision.

### 2.4.5 Influence and Motivation on Instructional Supervision

Sartain and Baker (1978) defined motivation as a state of mind that induces subordinates to want to do what the supervisor wants them to do. Motivation is the opposite of
commanding and compelling. It is a way of inducing teachers and students to realize their maximum potential. If subordinates cannot be induced, they will only perform their duties because they have to keep their jobs and to avoid suffering the consequences of absconding duty.

Since motivation is central to supervision, a headteacher should motivate teachers by planning, organizing, coordinating, influencing and communicating in such a way that it provides optimal employee motivation. To successfully achieve this, they should be fair, honest and friendly when dealing with teachers and have good interpersonal relations.

Headteachers should also realize that teachers’ motivation is enhanced by extrinsic factors such as personal values, past achievements, fairness, reassurance, consistency, compensation, privileges and titles according to (Okumbe 1998). It is therefore imperative that Headteachers realize the fact that highly motivated individuals are goal setters and goal achievers. They have accurate understanding of their needs, values and strengths.

To ensure that teachers are adequately motivated, headteachers should ensure that teachers are provided with direct, clear and regular feedback on their performance in particular and the school’s performance in general. Headteachers should also provide conducive teaching and learning environment in school by improving cordial interpersonal relationships and ensuring some degree of personal growth through
promotion and emphasizing on further training. Moreover, headteachers should exercise maximum self-discipline and diligence during the discharge of duties within the school. This will enable members of staff to emulate them for the overall academic benefit of the school.

2.4.6 Consultation and Communication on Instructional Supervision

Karugu (1986) says consultation means to ask, seek advice, confer, and exchange opinions and ideas so that an amicable decision is reached. He says that school administration can no longer be seen as one man’s job. It requires a consultative process of all stakeholders in the school. Unlike the past authoritarian headteachers, today’s headteachers are expected to identify more with their subordinates. This identification with them is best achieved through consultation.

For consultation to be effective, mutual trust and confidence must exist between teachers and instructional supervisors. Mbiti (1974) emphasizes the importance of this virtue by saying that a man performs well when trusted by both his/her superiors and colleagues. Teachers normally seek consultations with headteachers when they are developing instructional materials, evaluating students’ performance, diagnosing student individual differences and needs and when obtaining information on professional development through in-service programmes.
According to Eshiwani (1993), the headteacher is the nerve centre or the pivot around which all teaching, and learning revolves. Therefore, the head teacher should provide good leadership in order to achieve the school’s set objectives.

Consultation must therefore, be seen by teachers as honest and genuine and the information obtained must not be used against the teacher. Hence the headteacher should build trust in the teacher and the students and provide teachers with feedback on how they are performing their teaching assignments.

Communication on the other hand, means relaying ideas, intentions, opinions and expectations of the school to all stakeholders. Okumbe (1998) views communication as a process where by supervisors transmit and accurately replicate ideas, ensured by a proper feedback mechanism for the purpose of eliciting actions which will accomplish the goals of educational organization. Some of the communication techniques used by instructional supervisors to ensure effective instruction include: Use of posters, internal memos, notices, staff meetings, conferences, consultation with parents, and holding annual general meetings.

Downward communication is used by supervisors to direct and influence teachers’ activities and those of subordinate staff at the lower hierarchical levels. It is used to pass educational policy downward and to assess its implementation. Upward communication is used by education administrators to receive feedback from the teachers, students and
other workers. It helps the administration to assess the feelings of the teachers, non-teaching staff and students about the school organization. Horizontal communication takes place between members of the same rank or work groups. It helps to co-ordinate the activities at the departments in order to achieve the set goals. Proper communication channels should be maintained in secondary schools as it helps staff members to express their opinions about job assignments, working conditions and other matters relating to interest in curriculum and instruction. Barriers to effective communication should be identified and eliminated because poor communication channels breed misunderstandings, conflicts and confusions.

2.4.7 Evaluation of Teachers’ Work

Chiemela (1982) says evaluation is the process of attempting to get feedback on the effectiveness of an operation in order to assess progress towards the achievement of set goals. The headteacher in secondary school is responsible for monitoring, assessing and evaluating both the teacher and the students’ progress.

One of the supervisory techniques employed by headteachers in the evaluation of teachers and students is classroom visitation. In this way, the headteacher becomes aware of the problems faced by teachers and students in the teaching and learning process. Classroom visitation may also help headteachers to discover individual teachers potentialities that need to be tapped and developed to enhance the students academic
achievement or to establish deficiencies and handicaps that need to be addressed through in-servicing of teachers.

The T.S.C. Code of Regulations for teachers (1986) emphasizes the importance of teacher evaluation by stating that each headteacher shall be required to submit an annual confidential report on each teacher in the school at least once in a year. It is therefore, important that this is done professionally, fairly and objectively.

2.5 Basic Skills in Supervision of Instruction

To provide effective supervisory leadership, supervisors (headteachers), must acquire basic supervisory skills through pre-service training before employment or promotion and also through in-service training. This training includes expanding knowledge, skills and attitudes needed in order to increase their competencies and enhance their professional growth. These skills include the following:

- Conceptual skills
- Human relation skills
- Technical skills

2.5.1 Conceptual Skills for Instructional Supervision

Okumbe (1998) says, conceptual skills involve the ability to acquire, analyze and interpret information in a logical manner. Supervisors must understand the changes that
might occur in their organizational environments, and know the ways of dealing with those changes. It is, therefore, imperative that supervisors enhance their supervisory effectiveness by acquiring newer and emerging concepts and techniques in supervision. Through further training and staff seminars, the conceptual capacities of supervisors can be expanded.

2.5.2 Human Relation Skills on Instructional Supervision

These are skills needed by the headteacher so as to fully understand the teachers and other stakeholders in order to interact effectively with them in a school situation. Human relation skills enable the supervisors to act both officially and humanely. A supervisor should, therefore, be able to efficiently link both the organizational and individual goals so that teachers give their maximum professional potentials for the benefit of the learners. The human relation skills are important in dealing with teachers not only as individuals but also as groups. The human relations skills can be acquired from both training and experience. These skills enable the supervisors to provide an enabling environment for teaching and learning to take place.

2.5.3 Technical Skills on Instructional Supervision

Technical skills include understanding and being able to perform effectively the specific processes, practices and techniques required of specific jobs in an organization. Although the supervisors may not be expected to have all the technical answers, and
sources of specific information, the supervisors can seek advice from specialists; therefore, they need to have enough technical knowledge in order to make sound judgments.

2.6 Summary of Literature Review

An effective instructional supervisor performs his or her functions effectively and to mould teachers into an effective team for the achievement of set objectives. Supervision should be aimed at the improvement of the total teaching process. The headteacher should also motivate teachers, encourage their professional growth and help them evaluate their teaching processes. Supervision should be a co-operative effort whereby teachers, parents, lay people, head teachers and educational officials share in curriculum and instructional activities.

Supervisors ensure that the educational climate in school stimulates creativity of thought and action. It should encourage the exchange of information, ideas, opinions and constructive criticism. Supervision should also be seen as a consultative activity that encourages evaluation and provision of proper feedback mechanism. It is the responsibility of the head teacher to perceive vital readjustments for instructional improvement at all times and to acquaint teachers with new developments in the field of education.
CHAPTER THREE: METHODOLOGY

3.1 Introduction

This chapter addresses details on how the study was conducted and presented. The chapter is divided into seven sections: Research design, locale, population of the study, study sample and sampling procedure, instrumentation, data collection procedure and data analysis.

3.2 Research Design

The study used a descriptive design that was aimed at establishing the effectiveness of headteachers as instructional supervisors in Roret and Bureti divisions of Bureti District. According to Bell (1993), survey design aims at obtaining information that is analyzed, patterns extracted and comparisons made: According to Gay (1976), a research design is a method used to investigate educational issues to determine and report the way things are. According to Kiess and Bloomquist (1985), survey studies are designed to obtain pertinent and precise information concerning the current status of phenomenon and wherever possible to draw valid general conclusions from the facts obtained. The variables used in this study were: headteachers instructional supervision and academic achievement in public secondary schools in Roret and Bureti Divisions of Bureti District. Descriptive design suited the study because it describes the methods used by headteachers in the process of instructional supervision in order to increase the students academic achievements.
3.3 Locale´ of the Study

The researcher chose to carry out the research in the two divisions of Roret and Bureti in Bureti District because of their accessibility and presence of equal distributions of both pure and mixed secondary schools in the two divisions, which was a fair representation of the situations in the whole district.

3.4. Target Population of the Study

The target population of the research study comprised of all the schools in Roret and Bureti divisions of Bureti District. The two divisions had a total of thirty secondary schools. This meant 100% representation. Therefore all the teachers and headteachers in the secondary schools in Roret and Bureti divisions were targeted as the target population for the study.

3.5 Sample Size

The sample size was composed of 10 headteachers and 40 teachers from the ten sampled schools. Roret and Bureti divisions of Bureti districts had a total of thirty secondary schools.

3.6 Sampling Procedure

Roret and Bureti divisions of Bureti District had a total of 30 secondary schools. The researcher obtained a sample of 10 secondary schools out of the 30 for the purpose of the study through simple random sampling using the lottery technique. This was done by
making a list of all the 30 secondary schools in Roret and Bureti divisions of Bureti District. Each school was allocated a number which was then picked at random to ensure that the sample was representative. The researcher then randomly selected four teachers from each of the ten schools to form a study sample of 40 teachers and all the 10 headteachers of the sampled schools. Therefore, the total sample size was 50 subjects.

The ten sampled schools represented 33.3% of the total number of schools in Roret and Bureti divisions of Bureti District. Simple random sampling was used, as a method of selecting the sample because it gave all the members of the population equal chances of being included in the sample according to (Gay, 1976), and therefore resulting in an unbiased sample.

3.7 Research Instruments

This study used questionnaires as research instruments. The following questionnaires were used:

(i) Questionnaire for teachers

(ii) Questionnaire for Headteachers

The questionnaires were used because they were seen to be relatively easier and convenient to administer by assigning headteachers the responsibility of supervising filling of the questionnaires. Each of the two questionnaires had two sections; section I and section II. Headteachers and teachers were seen as being vital in the process of curriculum implementation. Section I in the headteachers questionnaire was used to
obtain personal information on the head teacher’s age, gender, and academic qualification, the length of time they had served as teachers and the length of time they had served as headteachers.

Section II in the headteachers questionnaire was used to obtain data on various issues concerning instructional supervision, in order to measure the headteachers’ effectiveness in executing various functions of instructional supervision. This section was also used to seek information on the schools’ performance in KCSE examinations for the last three years in order to allow for establishing the relationship between effectiveness of supervision and academic performance of the schools.

Section I in the teachers questionnaire sought information on the teachers’ personal information such as age, gender, academic qualifications and experience in secondary school teaching and the length of stay in the present schools. Section II of the teachers questionnaire was used to collect data about the teachers’ effectiveness as assistants to their Headteachers in instructional supervision and their personal appraisal of the effectiveness of the Headteachers in instructional supervision. Likert scale was used as the scoring mode on the instruments using the Strongly Agree, Agree, Somehow Agree, Disagree and Strongly Disagree measuring modes.
3.8 Validity of Research Instruments

Validity is the degree to which a test measures what it purports to be measuring (Orodho, 2005:187). Validity is the accuracy and meaningfulness of inference. Validity and reliability were ensured by the pilot test that was conducted in two public secondary schools in Roret and Bureti divisions. These schools were not included in the actual study.

3.9 Reliability of the Research Instruments

Reliability of an instrument is the consistency in producing a reliable result. Reliability focuses on the degree to which empirical indicators are consistent across two or more attempts to measure the theoretical concept, Orodho (2005:183). To test reliability, split halves methods were used whereby the instruments were divided into two and administered to ensure consistency by correlation.

3.10 Data Collection Procedure

The researcher sought permission from the relevant educational offices before visiting the sampled schools. The researcher visited Bureti District Education Officer (DEO) to inform the District Education Officer about the research study and also to establish the number of secondary schools in Roret and Bureti divisions of Bureti District.
The researcher then visited the ten randomly sampled schools to introduce himself to the headteachers and explain the purpose of the study and requested the headteachers and some of the teachers to kindly fill the questionnaires. The researcher personally distributed the questionnaires to the schools and agreed with the headteachers on a convenient date to come and collect the dully-completed questionnaires. This was very important for the purposes of upholding the confidentiality of the information given. The questionnaires were administered to the teachers through the headteachers.

3.11 Data Analysis

Data from the two research instruments used were coded for the purposes of data analysis. The researcher built categories of similar answers on the questions requiring brief comments and on open and closed ended type of questions such as those on years of experience. The data collected was then analyzed by working out frequencies and percentages by manual means such as use of a calculator. The summary of the research findings were tabulated and presented on various percentage statistics. The variables used in the data collection were: headteachers’ instructional supervision in public secondary schools and the academic achievement in schools in Roret and Bureti divisions of Bureti District.
CHAPTER FOUR: RESULTS, INTERPRETATION AND DISCUSSION

4.1 Introduction

The purpose of the study was to determine the effectiveness of secondary school headteachers as instructional supervisors and to relate this to the academic achievement in their schools. The study also sought to establish the constraints that hinder headteachers’ effective school supervision and to recommend remedies to the problems hindering effective supervision.

This chapter addresses each of the eight research questions that were formulated to guide the study. The sample size of the study comprised of 40 teachers and 10 headteachers. Out of the 50 questionnaires sent to various respondents 100% response was received from the teachers and headteachers.

The following research questions guided the study:

(i) What approaches are used by headteachers in conducting instructional supervision?

(ii) How do headteachers involve H.o.Ds in instructional supervision in Bureti District secondary schools?

(iii) What are the skills and knowledge that enable the headteachers to carry out the instructional supervision roles effectively?

(iv) How do teachers rate their headteachers effectiveness in instructional supervision?
(v) How do teachers rate their headteachers effectiveness in motivation and influence?

(vi) How does the amount of instructional supervision carried out by headteachers affect the academic achievement of secondary school in Bureti District?

(vii) What were the mean scores of the studied schools in Bureti District in KCSE results for the last three years (2004-2006)?

(viii) What problems do headteachers face as instructional supervisors in secondary schools within Bureti District

4.2 Profile of Respondents

The table below gives the profile of the respondents.

Table 4.1: Profile of Respondents

<table>
<thead>
<tr>
<th>School type</th>
<th>n (frequency)</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provincial</td>
<td>4</td>
<td>40</td>
</tr>
<tr>
<td>District</td>
<td>6</td>
<td>60</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>10</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Sex</th>
<th>n (frequency)</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>2</td>
<td>20</td>
</tr>
<tr>
<td>Male</td>
<td>8</td>
<td>80</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>10</strong></td>
<td><strong>100</strong></td>
</tr>
<tr>
<td>Professional Qualification</td>
<td>frequency</td>
<td>%</td>
</tr>
<tr>
<td>----------------------------</td>
<td>-----------</td>
<td>----</td>
</tr>
<tr>
<td>PhD</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Med/MSc/MA</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>BED</td>
<td>8</td>
<td>80</td>
</tr>
<tr>
<td>BSc/BA/PGDE</td>
<td>2</td>
<td>20</td>
</tr>
<tr>
<td>Dip/S1</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>10</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Age</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Over 50 years</td>
<td>2</td>
<td>20</td>
</tr>
<tr>
<td>40-49 years</td>
<td>4</td>
<td>40</td>
</tr>
<tr>
<td>30-39 years</td>
<td>4</td>
<td>40</td>
</tr>
<tr>
<td>29-below</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>10</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

The results from Table 4.1 shows that the types of schools were categorized into two, that is district and provincial. There were 6 district schools (60%) and 4 provincial schools (40%) The provincial schools had a mean score of 5.185 while the district schools had a mean score of 3.842 in KCSE results when subjected to chi-square test. This meant that provincial schools were better than district schools in performance. On gender two headteachers (20%) where female and 8 headteachers (80%) were male. On academic qualification, no headteacher had PhD, M.Ed, MSc, MA or Dip/S1. Eight headteachers (80%) had B.Ed, 2 headteachers (20%) had B.Sc with P.G.D.E. This showed that
headteachers were appointed from among qualified university graduates which is in line with the Kamunge Report, 1988 in recommending that secondary school supervisors be appointed from qualified senior teachers to carry out the work of supervision. Two headteachers (20%) were above 50 years old, 4 headteachers (40%) were between 40 to 49 years. Another 4 headteachers (40%) were between 30 to 39 years of age. The headteachers who were above 40 years of age had a mean score of 4.55 when subjected to chi-square test while those below 40 years had a mean score of 4.02 in KCSE results. This means that the older headteachers performed better because they had better experience in instructional supervision.

4.3 Approaches used by Headteachers in Instructional Supervision

The first research question asked: what approaches are used by headteachers in conducting instructional supervision? Table 4.2 below gives a summary of findings on this question.
Table 4.2 Approaches used by Headteachers for Instructional Supervision.

(N = 10)

<table>
<thead>
<tr>
<th>Method</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Getting reports from HoD, MoD and DHM</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>Inspection of teachers as they teach in class</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Holding staff meeting to discuss teaching progress</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>Use of functional time-tables</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>Walking around to check teacher’s lesson attendance</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>Checking students’ note books</td>
<td>5</td>
<td>50</td>
</tr>
<tr>
<td>Checking students’ progress records</td>
<td>5</td>
<td>50</td>
</tr>
<tr>
<td>Using students to mark teachers’ lesson attendance</td>
<td>2</td>
<td>20</td>
</tr>
</tbody>
</table>

The results from Table 4.2 shows that 10 headteachers, (100%) got reports from H.o.Ds, M.o.Ds and D.H.T frequently and held staff meetings to discuss teaching progress. They also had functional time-tables which were strictly followed. The headteachers also walked round classrooms to supervise teaching. However 5 headteachers, (50%) of the headteachers reported checking students’ notebooks and progress records and only 2 headteachers, (20%) reported using students to mark teachers’ class attendance. No headteacher had assessed a teachers’ lesson. Based on these findings, it appeared that a lot needed to be done to improve instructional supervision among secondary school headteachers. The headteachers need to carry out more lesson assessment and check students’ exercise books and teachers progress records.
4.3.1 Headteachers’ Effectiveness in involving H.o.Ds in Instructional Supervision.

The second research question sought to establish whether headteachers involved H.o.Ds in the process of instructional supervision.

Table 4.3: Involvement of H.o.Ds in Instructional Supervision

(N = 10)

<table>
<thead>
<tr>
<th>Instructional Function</th>
<th>Categories</th>
<th>District school</th>
<th>Provincial schools</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>n</td>
<td>%</td>
<td>n</td>
</tr>
<tr>
<td>Headteacher</td>
<td>-</td>
<td>-</td>
<td>1</td>
</tr>
<tr>
<td>Involves H.o.Ds</td>
<td>-</td>
<td>-</td>
<td>3</td>
</tr>
<tr>
<td>In finding ways</td>
<td>3</td>
<td>50</td>
<td>-</td>
</tr>
<tr>
<td>of improving Academic</td>
<td>2</td>
<td>33.3</td>
<td>-</td>
</tr>
<tr>
<td>performance disagree</td>
<td>1</td>
<td>16.7</td>
<td>-</td>
</tr>
<tr>
<td>Total</td>
<td>6</td>
<td>60</td>
<td>4</td>
</tr>
</tbody>
</table>

It is evident from the Table 4.3 that 3 headteachers, (75%) from provincial schools involved Heads of Departments in discussing ways of improving academic performance compared to 3 headteachers, (50%) from district schools. Headteachers from provincial schools were therefore rated better in their effectiveness in involving H.O.Ds in supervisory functions.
4.3.2 Skills and Knowledge That Enables Headteachers to Carry out Instructional Supervisory Roles Effectively

Question three sought to establish if there were any skills and knowledge that enabled headteachers to carry out the instructional supervisory roles effectively. Headteachers were asked if they had had any professional in-service courses from K.E.S.I. A categorization of common K.E.S.I courses was given. Table 4.4 below gives a summary of the findings related to this question.
Table 4.4 Skills and Knowledge That Enable Headteachers to be Effective in Supervision.

N = 10

<table>
<thead>
<tr>
<th>KESI Courses</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>School management</td>
<td>7</td>
<td>70</td>
</tr>
<tr>
<td>School organization</td>
<td>6</td>
<td>60</td>
</tr>
<tr>
<td>Curriculum supervision</td>
<td></td>
<td></td>
</tr>
<tr>
<td>and implementation</td>
<td>5</td>
<td>50</td>
</tr>
<tr>
<td>Guidance and counseling</td>
<td>6</td>
<td>60</td>
</tr>
<tr>
<td>Discipline management</td>
<td>7</td>
<td>70</td>
</tr>
<tr>
<td>Office administration and</td>
<td></td>
<td></td>
</tr>
<tr>
<td>record keeping</td>
<td>4</td>
<td>40</td>
</tr>
<tr>
<td>Financial management</td>
<td>7</td>
<td>70</td>
</tr>
<tr>
<td>Human Resource Management</td>
<td>5</td>
<td>50</td>
</tr>
<tr>
<td>Communication and</td>
<td></td>
<td></td>
</tr>
<tr>
<td>delegation</td>
<td>7</td>
<td>70</td>
</tr>
<tr>
<td>Internal assessment</td>
<td>3</td>
<td>30</td>
</tr>
</tbody>
</table>

From Table 4.4 above, it is evident that attendance of courses on education administration was a common practice by headteachers. Seven headteachers, (70%) indicated that they had covered a KESI course in school management. Six headteachers (60%) had covered a course in school organization, 5 headteachers (50%) had covered a course in curriculum supervision and implementation, 6 headteachers (60%) had covered a course in guidance and counseling. Seven headteachers (70%) had covered a course in
discipline management, 4 headteachers (40%) ad covered a course in office management, 7 headteachers (70%) had covered a course in financial management. Only three headteachers (30%) had covered a course in internal inspection. Therefore, most headteachers were in possession of knowledge and skills that enable them to be effective instructional supervisors.

4.3.3 Perceptions of Secondary School Teachers on their Headteachers as Instructional Supervisors.

In this section, secondary school teachers (n=40) were asked to appraise their headteachers’ effectiveness in planning, organizing, directing, controlling, coordination and provision of instructional materials.
Table 4.5 Teachers’ Appraisal of Headteachers’ Effectiveness in Instructional Supervision

(N = 40)

<table>
<thead>
<tr>
<th>Instructional Function</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Somehow Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>Total n</th>
<th>Total %</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>n</td>
<td>%</td>
<td>n</td>
<td>%</td>
<td>n</td>
<td>%</td>
<td>n</td>
</tr>
<tr>
<td>(i) Adequacy of teaching/learning materials</td>
<td>14</td>
<td>35.0</td>
<td>12</td>
<td>30.0</td>
<td>7</td>
<td>17.5</td>
<td>2</td>
</tr>
<tr>
<td>(ii) Adequacy of qualified teaching staff</td>
<td>11</td>
<td>27.5</td>
<td>10</td>
<td>25.0</td>
<td>8</td>
<td>20.0</td>
<td>6</td>
</tr>
<tr>
<td>(iii) Introduction and induction of new teachers</td>
<td>25</td>
<td>62.5</td>
<td>10</td>
<td>25.0</td>
<td>3</td>
<td>7.5</td>
<td>1</td>
</tr>
<tr>
<td>(iv) Provision of timetable</td>
<td>36</td>
<td>90.0</td>
<td>1</td>
<td>2.5</td>
<td>1</td>
<td>2.5</td>
<td>1</td>
</tr>
<tr>
<td>(v) Fair subject allocation</td>
<td>25</td>
<td>62.5</td>
<td>10</td>
<td>25.0</td>
<td>3</td>
<td>7.5</td>
<td>1</td>
</tr>
<tr>
<td>(vi) Counter checking schemes against students note books</td>
<td>1</td>
<td>2.5</td>
<td>1</td>
<td>2.5</td>
<td>2</td>
<td>5.0</td>
<td>16</td>
</tr>
<tr>
<td>(vii) Evaluation of instructional Programmes</td>
<td>10</td>
<td>25.0</td>
<td>14</td>
<td>35.0</td>
<td>12</td>
<td>30.0</td>
<td>3</td>
</tr>
</tbody>
</table>

From Table 4.5, it is evident that 36 teachers (90%) perceived their headteachers as effective in provision of timetables for proper instructional implementation and 25
teachers (62.5%) perceived their headteachers to be effective in ensuring fair subject allocation. Another 25 teachers (62.5%) said headteachers ensured that new teachers to the school were properly introduced and inducted. However 20 teachers (50%) said headteachers did not countercheck schemes of work against students exercise books. Teachers observed that more should be done on this area to improve academic performance.

4.3.4 Effectiveness of Headteachers in Motivation and influence of Teachers

In this question, secondary school teachers (n=40) participated in the study to appraise their headteachers willingness and readiness to motivate teachers to improve instructional activities. They were asked a range of questions and their responses are tabulated as indicated on Table 4.6 below.
Table 4.6 Teachers’ Appraisal of Headteachers’ Effectiveness in Motivation and Influence.

(N = 40)

<table>
<thead>
<tr>
<th>Motivation Functions</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Somehow Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>n</td>
<td>%</td>
<td>n</td>
<td>%</td>
<td>n</td>
<td>%</td>
</tr>
<tr>
<td>i) Provision of required instructional materials</td>
<td>12</td>
<td>30.0</td>
<td>17</td>
<td>42.5</td>
<td>7</td>
<td>17.5</td>
</tr>
<tr>
<td>ii) Provision of funds for professional development of teachers</td>
<td>15</td>
<td>37.5</td>
<td>12</td>
<td>30.0</td>
<td>6</td>
<td>15.0</td>
</tr>
<tr>
<td>iii) Assignment of school responsibility</td>
<td>20</td>
<td>50.0</td>
<td>16</td>
<td>40.0</td>
<td>2</td>
<td>5.0</td>
</tr>
<tr>
<td>iv) Consideration of interest in responsibility before assignment</td>
<td>16</td>
<td>40.0</td>
<td>10</td>
<td>25.0</td>
<td>6</td>
<td>15.0</td>
</tr>
<tr>
<td>v) Recommending teachers for promotion</td>
<td>15</td>
<td>37.5</td>
<td>13</td>
<td>32.5</td>
<td>5</td>
<td>12.5</td>
</tr>
<tr>
<td>vi) Recommendation for promotion without favoritism</td>
<td>17</td>
<td>42.5</td>
<td>11</td>
<td>27.5</td>
<td>3</td>
<td>7.5</td>
</tr>
<tr>
<td>vii) Encouragement of teamwork</td>
<td>28</td>
<td>70.0</td>
<td>3</td>
<td>7.5</td>
<td>2</td>
<td>5.0</td>
</tr>
<tr>
<td>viii) Promotion of good relations between teachers</td>
<td>21</td>
<td>52.5</td>
<td>7</td>
<td>17.5</td>
<td>3</td>
<td>7.5</td>
</tr>
<tr>
<td>ix) Appreciation for a job well done</td>
<td>28</td>
<td>70.0</td>
<td>3</td>
<td>7.5</td>
<td>2</td>
<td>5.0</td>
</tr>
<tr>
<td>x) Recognition of teachers in improved student performance</td>
<td>15</td>
<td>37.5</td>
<td>10</td>
<td>25.0</td>
<td>6</td>
<td>15.0</td>
</tr>
</tbody>
</table>
As can be seen in Table 4.6 above, 20 teachers (50%) have been assigned school responsibility. There exists good relations between teachers and headteachers since 21 teachers (52.5%) observed that they had good relations with their headteachers. It is also notable that 28 teachers (70%) acknowledged that headteachers appreciated them for a job well done and encouraged staff teamwork. This shows that headteachers are effective in the area of motivation and influence of teachers to work. However there is need for improvement in the provision of qualified teachers for promotion.

4.3.5 Instructional Supervision Carried out and the Academic Performance Attained.

The sixth question sought to establish whether the amount of instructional supervision carried out by headteachers had a bearing on the academic achievement in secondary school within Bureti District.

In this section, headteachers in the participating schools were asked to indicate the amount of time they allocate to their administrative work in the nine working hours per day. The following administrative functions were given.

(i) Administrative duties

(ii) Financial management

(iii) Curriculum and instruction
(iv) Discipline management

(v) School plant

Table 4.7 Instructional Supervision carried out and the Academic Performance attained

(N = 9)

<table>
<thead>
<tr>
<th>Administrative Functions</th>
<th>Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>i</td>
</tr>
<tr>
<td>n %</td>
<td>3</td>
</tr>
<tr>
<td>n %</td>
<td>33.3</td>
</tr>
<tr>
<td>Total hours</td>
<td>9</td>
</tr>
<tr>
<td>KCSE Mean Score in 2006</td>
<td>4.05</td>
</tr>
</tbody>
</table>
As it can be observed in Table 4.7 above, the headteacher who allocated 5 hours (55.5%) for financial management scored lower mean score of 3.88, mean grade of D+ in K.C.S.E examinations in 2006. The headteacher whose school scored a mean score of 7.75, mean grade of B-, had 1 hour per day (11.1%) allocated to financial management and 3 hours per day (33.3%) allocated to administrative duties. Headteachers who allocated 3 hours per day (33.3%) to management of curriculum and instruction and administrative duties posted better mean scores of 7.75, mean grade of B- in K.C.S.E examinations in 2006. Headteachers should therefore endeavour to balance their administrative work and allocate more time to supervise curriculum and instruction.

4.3.6 The School’s Mean Scores for the Last 3 Years (2004-2006).

This section sought to establish the schools mean scores for the last three years. The ten randomly sampled schools had their mean scores as shown in table 4.8 below.
Table 4.8 Showing K.C.S.E Mean Scores and Grades for the Last 3 Years

(N=10)

<table>
<thead>
<tr>
<th>SCHOOL</th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
</tr>
</thead>
<tbody>
<tr>
<td>i). Tulwet</td>
<td>4.21</td>
<td>D+</td>
<td>4.23</td>
</tr>
<tr>
<td>ii). Kabartegan</td>
<td>4.10</td>
<td>D+</td>
<td>3.61</td>
</tr>
<tr>
<td>iii). Cheptendeniet</td>
<td>4.28</td>
<td>D+</td>
<td>4.26</td>
</tr>
<tr>
<td>iv). Getaruet</td>
<td>3.92</td>
<td>D+</td>
<td>3.65</td>
</tr>
<tr>
<td>v). Chelilis</td>
<td>3.77</td>
<td>D+</td>
<td>5.08</td>
</tr>
<tr>
<td>vi). Cheborgei</td>
<td>4.43</td>
<td>D+</td>
<td>4.33</td>
</tr>
<tr>
<td>vii). Tebesonik</td>
<td>3.14</td>
<td>D</td>
<td>2.92</td>
</tr>
<tr>
<td>viii). Litein</td>
<td>8.29</td>
<td>B-</td>
<td>8.45</td>
</tr>
<tr>
<td>ix). Mabasi</td>
<td>3.63</td>
<td>D+</td>
<td>3.72</td>
</tr>
<tr>
<td>x). Roret Mixed</td>
<td>4.02</td>
<td>D+</td>
<td>3.56</td>
</tr>
</tbody>
</table>

From Table 4.7 it is clear that schools within Bureti District post below average K.C.S.E results mean score of 4.27, mean grade D+. There is therefore an urgent need for headteachers in Bureti District to strengthen their supervisory roles and come up with new strategies of improving teaching and learning activities in their secondary schools.
They should motivate teachers and encourage teamwork and help teachers to solve their problems and co-ordinate the supervisory work effectively.

4.3.7. Problems which Headteachers Face as Instructional Supervisors

The last research question was: What problem do headteachers face as instructional supervisors in secondary schools and how can they be addressed? Seven headteachers (70%) reported facing a myriad of problems in running secondary school institutions. The most common problems that headteachers encountered included:

(i) Inadequate qualified teaching personnel

(ii) Inadequate funds causing financial constraints

(iii) Problem of dealing with rebellious and de-motivated staff

(iv) Inadequate teaching and learning resources

(v) Teacher – teacher conflicts

(vi) Rampant student indiscipline

(vii) Frustrations due to failure to achieve set targets
4.4 Discussions of the Results

The findings of the study showed that six headteachers (60%) did not carry out effective instructional supervision in their schools which was an indication that they were reluctant in their supervisory duties. This went against the recommendations of the Koech, Kamunge and Ominde Commissions that stressed on the essentials of a good system of supervision in schools.

The involvement of H.o.Ds in supervision by headteachers in provincial schools is laudable and clearly showed that they had the interests of their schools at heart and that they recognized the important role played by teachers in instructional supervision and the fact that they could not achieve much on their own. It also indicated that headteachers in provincial schools viewed supervision as being a democratic and participatory practice. It also echoed the Ominde Commission’s recommendation that the supervisor and the supervised should become friends for the good of the school.

From the profile of respondents, the academic qualifications of headteachers did not affect their effectiveness in instructional supervision since a majority of them had the same qualification meaning that majority of them were selected from qualified university graduates. This is in line with recommendations of the Kamunge Report (1988) which recommended for the selection of supervisors from qualified senior teachers to carry out the work of supervision.
From the profile of respondents, it is observed that headteachers with more teaching experience posted better mean scores as compared to those with less years of teaching experiences. This was attributed to possession of experience and a broader wealth of knowledge and skills which they had gained through the years they had practiced in educational management.

Teachers perceived their headteachers as effective in directing and controlling instructional activities through the preparation of the master timetables, class and teachers timetables, as an instructional supervisory measure put in place to ensure effective teaching and learning. This therefore implied that headteachers understood that for the best production to be achieved work had to be structured in such a way that each teacher is held responsible for the work assigned.

Seven headteachers (70%) had acquired skills and knowledge that enabled them to carry out their instructional supervision roles effectively. This stresses on their understanding that once a teacher is trained then he/she could discharge his/her duties effectively. Failing to take into consideration the fact that a lot of new knowledge and information was being generated daily could be detrimental to ones ability to be an effective supervisor. It was therefore imperative that headteachers were in-serviced frequently to keep them abreast of the new changes particularly in the field of education so that they could understand the need to have teachers in-serviced.

Twenty eight teachers (70%) said that their headteachers motivated them and showed appreciation for work well done. This showed that they understood that a motivated
teacher is more effective and productive and capable of realizing maximum potential in terms of productivity. However, there was tendency to give extrinsic rewards as opposed to intrinsic rewards. Teachers needed to be made to own the good results. They needed to produce positive results hence intrinsic rewards such as self esteem and self actualization should be encouraged more than extrinsic rewards.

Headteachers in Bureti District should explore new strategies of instructional supervision in order to turn around the poor performance observed in K.C.S.E examination. The poor performance was attributed to ineffective instructional supervision carried out by head-teachers. Hence there was urgent need to revise the ways of instructional supervision used by headteachers in Bureti District. Headteachers needed to harmonize the amount of time they allocated to the various administrative work done in school each day in order to maximize co-ordination and improve academic performance. Most headteachers over concentrated on one task such as financial management to the detriment of the other tasks. Since it was clear that headteachers possessed adequate skills and knowledge, necessary for effective instructional supervision, this could also be used to solve the problems which headteachers encountered in the course of their work.
CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter provides a summary of the major research findings, conclusions and recommendations as revealed by the research study. The primary concern of this study was to investigate the effectiveness of headteachers as instructional supervisors in Roret and Bureti Divisions of Bureti District. This was established by administering questionnaires to both the teachers and headteachers. In the two divisions, 10 secondary schools were randomly selected and each headteacher together with 4 teachers per school were selected and given questionnaires which were then used to gauge the headteachers effectiveness as instructional supervisors. The completed questionnaires were then collected from the headteachers and the information in them was coded, analyzed and presented in the form of frequency and percentage statistics.

5.2 Summary of Major Findings

The following is the summary of the major findings of the study.

(i) The research established that 5 headteachers (50%) did not carry out effective instructional supervision in their schools. 10 teachers out of 40, (25%) reported that headteachers did not visit them in class for supervision even though most headteachers claimed to do so.
(ii) It was found that 3 out of 4 headteachers, (75%) from provincial schools involved heads of departments in discussing ways of improving academic performance compared to 3 out of 6 headteachers (50%) of district schools. It was found to be difficult to draw proper comparisons on headteachers effectiveness across academic qualification because the analysis was limited to the fact that nearly all head teachers fell into only two categories of being B.Ed holders and B.Sc. PGDE holders. Hence could not allow for proper comparisons to be made. It was found that headteachers with more years in work experience (over 20 years) tended to post higher mean score in K.C.S.E examinations than those with less years in the service.

(iii) It was established that 7 out of 10 headteachers (70%) had attended in-services courses and conferences organized by Kenya Education Staff Institute (KESI) or the Kenya Secondary School Heads Association (KSSHA) and therefore had the requisite knowledge and skills to make them effective instructional supervisors.

(iv) The research findings established that 7 headteachers (70%) motivated teachers and appreciated work well done by teachers so as to realize their maximum potential. However, headteachers gave mainly extrinsic rewards than intrinsic ones.

(v) It was found that 36 out of 40 secondary school teachers (90%) perceived their headteachers as being effective in directing and controlling instructional
activities and that timetables were prepared and used to ensure smooth coordination of teaching. Timetables were utilized to ensure effective execution of planned instructional activities.

(vi) It was found that secondary schools within Roret and Bureti Divisions of Bureti District posted low grades (a mean grade of 4.27 D+) in K.C.S.E. examinations in the year 2006. This was attributed to ineffective instructional supervision. Hence there was an urgent need for headteachers to strengthen their supervisory roles.

(vii) It was found that the amount of instructional supervision carried out by headteachers daily affected academic achievement in K.C.S.E examinations. 3 out of 10 headteachers (33.3%) allocated more time in supervising curriculum and instruction and posted a better mean score of 7.75 compared to a headteacher who allocated only 1 hour (11.1%) of their time to supervise curriculum and instruction on a daily basis. Five headteachers (50%) allocated a higher percentage of their time supervising financial management to the detriment of the other administrative works.

(viii) The research findings established that headteachers faced a myriad of problems in the course of carrying out their instructional supervisory roles. Seven headteachers (70%) indicated that they faced a wide range of problems which included the following:
- Inadequate qualified teaching personnel
- Inadequate funds causing financial constraints
- Inadequate teaching and learning resources
- Teacher – teacher conflicts
- Rebellious staff and students indiscipline
- Frustrations due to failure to achieve set targets

5.3. Conclusions

Majority of headteachers in Bureti District secondary schools did not carry out effective instructional supervision and this was the major contributory factor to the low performance posted in the K.C.S.E examinations. Since instructional supervision involved dealing with human resources it was concluded that though headteachers were conversant with the necessary knowledge and skills in management they needed to update themselves on the latest skills in order to realize their maximum potentials.

Only K.E.S.I and K.S.S.H.A were doing a commendable job in ensuring that headteachers managed secondary schools effectively by organizing in-service courses and conferences. It was observed that this was done infrequently indicating that the acquisition of needed skills and knowledge necessary for the effective instructional supervision in secondary schools was not satisfactory.
5.4. Recommendations

The following recommendations were made in light of research findings:

(i) Secondary school headteachers should understand their instructional supervisory roles and play them effectively. They should involve teachers in supervision through effective delegation. H.o.Ds should be used as assistants to the headteacher in ensuring effective instructional supervision.

(ii) To enhance Headteachers supervisory skills the M.O.E should come up with policy guidelines to encourage and expand support bodies such as K.E.S.I so as to train bigger numbers of Headteachers and their deputies to enhance their supervisory skills and knowledge.

(iii) Headteachers should clearly induct and explain work expectations particularly to new teachers and together with them set the expected standards to be met. Headteachers should make copies of the code of legal documents and state clearly what is expected of teachers and make copies of the T.S.C. Act for teachers to read and understand since these informs a teacher on the nature of disciplinary action to be taken against them incase of infringement.

(iv) The quality assurance and standards officers in Kenya should try and involve the secondary school headteachers in clinical supervision of their teachers for easy curriculum implementation.
(v) Headteachers should emphasize on the use of intrinsic rewards as a way of motivating their teachers, as these were effective in satisfying the self-ego. This approach would help to build a team of highly motivated teachers.

5.5.  **Suggestions for Further Research**

The following areas were recommended for further research:-

As the study was limited to Bureti District only, further studies should be carried out in other districts in the country to see whether the findings apply to them as well.

(i) Studies should be carried out to establish the most effective and acceptable methods of clinical supervision since head teachers in secondary schools are viewed as ineffective in this exercise while secondary teachers see this as witch hunting.

(ii) Research should be carried out to find out whether courses offered by K.E.S.I had become effective in transforming head teachers into better managers and whether this training had enabled them to improve their supervisory performance.
REFERENCES


APPENDICES

Appendix A: Covering Letter for Respondents

Kenyatta University,
Dept. of Educational Management,
Policy and Curriculum studies,
P.O. Box 43844,
Nairobi.
13th June 2006.

Dear Respondent,

You have been randomly selected to take part in filling this questionnaire whose aim is to determine the effectiveness of instructional supervision on academic achievement in Bureti District Secondary Schools.

I am a Master of Education (M.E.d.) student in Education Administration, Planning and Curriculum Development at Kenyatta University. The main purpose of this project is to gather and disseminate information on the improvement of academic and administrative functions of education in the District in particular and in Kenya as a whole.

Please be firmly assured that all the information given by you will be treated with utmost confidentiality and will only be used for the purposes of educational research. Anonymity is hereby guaranteed.

Yours faithfully,

……………………
Justice Kiprotich Kemei.
Appendix B: Questionnaire for Teachers

Instructions
This questionnaire is divided into sections A and B section A deals with Personal data and school data while section B deals with instructional supervision data. Kindly answer all the questions as truthfully as possible.

Do not write your name or that of the school. Just respond to the questions. You are hereby assured that the information given in this questionnaire will be treated with utmost confidentiality and used only for the purposes of education research.

Section A
Bio Data of Respondent
Kindly put a tick in the appropriate bracket or fill the necessary information as the question may require.

1. How old are you?
   - Above 50 years
   - 46 – 50 years
   - 41 – 45 years
   - 36 – 40 years
   - 31 – 35 years
   - 25 – 30 years
   - Below 25 years

   Sex - Male
   Female

2. What is your professional qualification? (Kindly tick where appropriate)
   - M.Ed/M.S.C/M.A
   - B.Ed
B.S.c/B.A with Dip Education
D.I.P/SI
Others, specify ……………………………………………..

3. (a) What subjects do you teach?  
(i) ........................................
(ii) ........................................
(b) What has been the subject mean score and grade in K.C.S.E in your subject for the last 3 years?

<table>
<thead>
<tr>
<th></th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4. (a) For how long have you taught since graduation? ....................
(b) For how long have you taught in this station? .......................

Section B
In this part of the questionnaire the symbols (SA, A, SOA, D, SD) shall be used as follows:
SA - Strongly Agree
A - Agree
SOA - Somehow Agree
D - Disagree
SD - Strongly Disagree

Please tick column (SA, A, SOA, SD) that you strongly think suits question.

<table>
<thead>
<tr>
<th>Sn</th>
<th>Questions and Comments</th>
<th>SA</th>
<th>A</th>
<th>SOA</th>
<th>D</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Your headteacher carries out effective instructional supervision in the school.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>(a) Students mark your lesson attendance in class</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>(b) The whole staff is aware of this practice</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>(c) This action assists you to improve in class attendance</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>(d) You like the above practice</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
(e) The headteacher regularly checks students notes and exercise books to ensure that assignments are given out and marked

3 (a) When you fail to attend a class, you are forced to compensate
(b) You do it at your own free will

4 (a) You prefer to be paid by the school for the extra work done in teaching the students outside the official school hours
(b) The Headteachers walks around the classes while you are teaching to check teachers lesson attendance

5 (a) The headteacher sometimes visit your class as you teach to supervise you
(b) He/she informs you in advance about it and discusses the lesson with you after it
(c) The headteacher checks teacher’s mark books regularly

Sn Effectiveness in Motivation and Influence
6 The headteacher provide you with all the instructional materials needed to improve teaching
7 The headteacher gives financial support for teachers to attend workshops and seminars

8 (a) You normally hand in your schemes of work and records of work for checking by the headteacher on time
(b) What happens when you delay
..........................................................

9 You have ever been given a school responsibility

10 Your headteacher encourages and recommends teachers for promotion

11 The headteacher assigns teachers duties and responsibilities without favoritism
(a)
(b) Tick the responsibility assigned to you.
   i). Deputy head teacher
   ii). Head of department
iii). Career master

iv). House teacher

v). Class teacher

vi) Subject teacher

12 In assigning teachers duties and responsibility your head teacher considers teachers’ qualification, interest and aspirations

13 Your headteacher ensures good relations between teachers

14 Your headteacher encourages teamwork among teachers

15 Your headteacher praises and expresses appreciation for an academic work well done

16(a) Your headteacher motivate teachers whenever the school attain good academic results

(b) What types of motivational presents are you given
........................................................................................................................................

17 There is shortage of qualified teachers in your school

18 You have adequate teaching and learning resources

19 When you first joined this school, were you introduced to students and members of staff

(a) Were you briefed on the school goals, rules and school traditions

(b) How many lessons do you teach in a week?.........................

(d) You are comfortable with that number of lessons

(e) You feel overworked

Effectiveness in Organizing, Directing, Controlling And Coordinating

20 Your head teacher ensures the provision of school, class and teachers’ timetables for smooth co-ordination of teachers

21 Your headteacher ensures that subject allocation is done fairly in all the departments of the school

22 Your headteacher meets with teachers to discuss issues touching on
| 23 | Your headteacher counter checks schemes of work against students’ exercises books |
| 24 | Your headteacher often advises teachers on instruction matters and suggests improvements |
| 25 | Your headteacher often evaluates instruction programmes with the aim of improving academic results |
| 26 | Your headteacher often advises students on academic matters and encourage them to improve |
| 27 | Your headteacher’s style of supervision has benefited you professionally |
| 28 | The headteacher is doing his/her level best to improve teaching and learning in your school |
| 29 | What do you suggest Headteachers should do to improve teachings and learning in Secondary schools.  
   | i). ............................................................................................................  
   | ii). ............................................................................................................ |

Thank you for your Co-operation
Appendix C: Questionnaire for Headteachers

Instructions

This questionnaire is divided into section A and B. Section A deals with personal data and school data while section B deals with instructional supervision data. Kindly answer all the questions in these sections as truthfully as possible.

You do not have to write your name or that of the school. Just respond to the questions.

You are hereby informed that the information gathered in this questionnaire will be treated with utmost confidentiality and used solely for the purpose of educational research.

Section A

Personal Data

Kindly put a tick in the appropriate bracket or fill the necessary information as the question may require.

1. How old are you?
   - Above 50 years
   - 46 – 50 years
   - 41 – 45 years
   - 36 – 40 years
   - 31 – 35 years
   - 25 – 30 years
   - Below 25 years

2. Sex
   - Male
   - Female

3. What is your professional qualification?
   - PhD
   - M.Ed/M.SC/MA
B.Ed
B.SC/B.A with Diploma in Education
D.P/SI
Others, specify...........................................

4. Your years of teaching experience
   Over 20 years
   16 – 20 years
   11 – 15 years
   5 – 10 years
   Less than five years

5. (a) Have you had professional in service training in educational administration from (KESI)
   Yes
   No
   (b) If yes, tick □ only the areas you have trained in and leave the others blank.
   i). School management
   ii). School organization
   iii). Curriculum supervision and implementation
   iv). Guidance and counseling
   v). Discipline management
   vi). Office administration and record keeping
   vii). Financial management
   viii). Human resources management
   ix). Communication and delegation
   x). Internal inspection.

6. For how long have you served as a headteacher? ............ Years
7. What advice would you give the Teachers Service Commission before any one is appointed to headteachership?
   i). .................................................................
   ii). .................................................................
   iii). .................................................................

School Demographic Data.
1. When was your school established? ..............................................
2. Is your school -
   - Day
   - Boarding
   - Day and Boarding

3. Is your school -
   - Mixed
   - Pure boys
   - Pure Girls
   - District School
   - Provincial school

4. Is your school inspected often
   - Yes
   - No

5. What were the reasons for inspection?
   - General routine inspection
   - For registration of the school
   - For introduction of new subjects
   - For upgrading the school
   - During crisis
   - Others, specify

6. What was the inspectors’ main area of inspection?
I. Finance
II. Administration
III. Physical facilities
IV. Curriculum materials
V. Classroom visitation

7. What were your school’s mean grades in K.C.S.E exam for the last 3 years?

<table>
<thead>
<tr>
<th>Year</th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

8. How many hours out of the 9 working hours in a day do you allocate to each of the following administrative work in the school per day?

Tick ☑ where appropriate.

<table>
<thead>
<tr>
<th>Activities undertaken</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>i</td>
</tr>
<tr>
<td>Administrative duties</td>
<td></td>
</tr>
<tr>
<td>Financial management</td>
<td></td>
</tr>
<tr>
<td>Curriculum and instruction</td>
<td></td>
</tr>
<tr>
<td>Discipline</td>
<td></td>
</tr>
<tr>
<td>School plant</td>
<td></td>
</tr>
</tbody>
</table>
Section B

In this part of the questionnaire the symbols (SA, A, SOA, D, SD) shall be used as follows:

- **SA** - Strongly agree
- **A** - Agree
- **SOA** - Somehow Agree
- **D** - Disagree
- **SD** - Strongly Disagree

Please tick ☑ the column that you strongly think suits the question.

<table>
<thead>
<tr>
<th>Sn</th>
<th>Effectiveness in instructional supervision</th>
<th>SA</th>
<th>A</th>
<th>SOA</th>
<th>D</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>You plan for the provision of teaching and learning materials in your school</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Teaching and learning material in your school are adequate</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>3.</td>
<td>You consult teachers before procuring teaching/learning materials</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Please tick ☑ the column that you strongly think suits the question.

<table>
<thead>
<tr>
<th>4.Ratio</th>
<th>English</th>
<th>Kiswahili</th>
<th>Maths</th>
<th>Chemistry</th>
</tr>
</thead>
<tbody>
<tr>
<td>One student per book</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Two students per book</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Three students per book</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Four students per book</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>More than five students per book</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Please tick the column that you strongly think suits the question.

<table>
<thead>
<tr>
<th>Sn</th>
<th>Effectiveness in instructional supervision</th>
<th>SA</th>
<th>A</th>
<th>SOA</th>
<th>D</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>5. (a)</td>
<td>Your teachers complete the preparation of schemes of work and other teaching documents on time</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. (b)</td>
<td>If not, what steps do you take…</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. (c)</td>
<td>You involve H.O.Ds in discussing ways of improving academic performance</td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Sn</th>
<th>Effectiveness in controlling and co-ordination of instruction</th>
<th>SA</th>
<th>A</th>
<th>SOA</th>
<th>D</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>You normally consider academic and professional qualifications before placing a teacher in a particular class</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>7</td>
<td>You involve teachers’ views in work allocation</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>8</td>
<td>You encourage teachers to attend in-service training courses and to attend other venues for teachers’ professional growth</td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>9</td>
<td>You encourage teachers to form subject panels</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>10</td>
<td>With the help of your teachers in the school, you identify problems areas in the curriculum and send recommendations to KIE</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>You assist teachers to meet the course objectives stated in the syllabus</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>You supervise teachers in classroom as they teach</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>You establish rapport with teachers before and after the visits</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>You help teachers in formulation and implantation of schemes of work and suggest improvements</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>You suggest to your teachers what should be done to improve teaching and learning</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>You evaluate the use of available and effectiveness of available teaching and learning resources</td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>17</td>
<td>You evaluate the effectiveness of instructional programmes in your school</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

85
<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>18</td>
<td>You often give teachers feedback on how they are carrying out their assignments and suggest improvements</td>
</tr>
<tr>
<td>19</td>
<td>You check students’ notes and exercise books to ensure that assignments are given out and marked</td>
</tr>
<tr>
<td>20</td>
<td>You explain to teachers what you expect from them</td>
</tr>
<tr>
<td>21</td>
<td>The teachers in your school complete the syllabus on time before K.C.S.E exams</td>
</tr>
<tr>
<td>22</td>
<td>You check the teachers mark books regularly</td>
</tr>
<tr>
<td>23</td>
<td>Your students mark teachers lesson attendance</td>
</tr>
<tr>
<td>24</td>
<td>You walk around to check teachers lesson attendance</td>
</tr>
<tr>
<td>25</td>
<td>You motivate teachers with presents whenever good results are attained in K.C.S.E exams.</td>
</tr>
<tr>
<td>26</td>
<td>What challenges do you encounter as a school administrator and supervisor?</td>
</tr>
<tr>
<td></td>
<td>(i) .................................................................</td>
</tr>
<tr>
<td></td>
<td>(ii) .................................................................</td>
</tr>
<tr>
<td>27</td>
<td>What do you think should be done to address the above challenges?</td>
</tr>
<tr>
<td></td>
<td>(i) .................................................................</td>
</tr>
<tr>
<td></td>
<td>(ii) .................................................................</td>
</tr>
</tbody>
</table>

**Thank you for your co-operation.**
Appendix D: Participation

a) Schools for pilot Test
   ii. Korongoi Secondary school.

b) Secondary Schools
   i. Tulwet Secondary School
   ii. Kabartegan Secondary School
   iii. Cheptendeniet Secondary School
   iv. Getarwet Secondary School
   v. Chelilis Secondary school
   vi. Cheborgei Girls Secondary school
   vii. Tebesonik Secondary School
   viii. Litein High School
   ix. Mabasi Secondary school.
   x. Roret Mixed Secondary School

c) Secondary School teachers - 40

d) Headteachers - 10
Appendix E. Map of Roret and Bureti Divisions of Bureti District