

**TEACHERS PERCEPTION TOWARDS HEAD TEACHERS
INSTRUCTIONAL SUPERVISORY PRACTICES IN INTEGRATED
PRIMARY SCHOOLS IN THARAKA SOUTH SUBCOUNTY,
KENYA**

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DECLARATION

This thesis is my original work and has not been presented for a degree in any other University.

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DEDICATION

To Almighty God, my beloved husband James Mutiiria and our children Purity, Lynnet,
and Sharon for their support and encouragement throughout my course.

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ABBREVIATIONS AND ACRONYMS

APIF	Accountability and performance improvement framework
DQAS	Directorate of Quality Assurance and Standards
KIE	Kenya Institute of Education.
KISE	Kenya Institute of Special Education
MDG	Millennium Development Goals
MOE	Ministry of Education
SNE	Special Needs Education
SPSS	Statistical Package for the social sciences.
SSI	Sight Savers International.
USA	United States of America
UNESCO	United Nations Educational Scientific and Cultural organization

ABSTRACT

The purpose of the study was to assess the teachers' perception towards head teacher's instructional supervisory practices in integrated public primary schools in Tharaka South sub-county, Kenya. Specifically the study sought to; find out teachers perception regarding policy supporting supervision of instruction, establish the aspects of instructional supervision teachers want practiced by head teachers, determine the systemic challenges likely to affect supervision of instruction, and to assess SNE teacher's perception on supervision of instruction by head teachers. The study was based on role theory and a conceptual framework has been developed. The research design for the study was descriptive research survey, and target population was the 50 integrated public primary schools in Tharaka South sub-County. A sample of 20% of the target population was selected. The head teachers, teachers and the quality assurance officers were the respondents. Questionnaire tools were used to gather the required information. The Cronbach Alpha was used to test internal consistency of the items in the questionnaire. The statistical package for social scientists (SPSS) was used to generate the Descriptive statistics that were used to analyze the quantitative data. Qualitative data was reported thematically in line with the objectives of the study. It was established that some of the Head teacher and teachers were not acquainted with the 2008 TSC policy on identification, selection, appointment, development and training of head teachers. There exists a variance in the way respective head teachers approach the teaching policy in their respective schools, systemic challenges existed in the integrated public primary schools in the sub-county and they affect supervision of instruction, and while supervision of instruction was an effective tool for head teachers, its approach inhibited teachers' performance. It was recommended that TSC circulates enough copies and organises workshops for QASOs, head teachers and teachers on the provision of the TSC (2008) policy, Ministry of Education provide in service courses on administration of schools to teachers upon their promotion to headship positions , that the TSC and the ministry of education provide in service courses for existing head teachers on objective approaches and strategies to supervision of instruction, and that the ministry of education addresses the inefficiencies in the reporting structures for instructional supervision further research was suggested on teachers' motivator and demotivators in the process of instructional supervision, conflict of interests that head teachers QASOs and teachers face while discharging their duties, determinants of corruption in public primary schools and forms of stakeholder interference that head teachers QASOs and teachers face while discharging their duties in integrated primary schools in Tharaka South Sub County.

CHAPTER ONE: INTRODUCTION

The aim of the study was to assess the teachers' perception towards head teacher's instructional supervisory practices in integrated public primary schools in Tharaka South sub-county, Kenya. This chapter presents a brief background of the research. It explores the statement of the problem, purpose of the study, objectives of the study, research questions and significance of the study. The scope, limitations, assumptions, theoretical and conceptual frameworks are also presented in this chapter.

1.1 Background to the Study

Education plays an important role in addressing the issues that impends the education of children with special needs in Kenya. The overall goal of Ministry of Education is to provide equal access to education to all learners irrespective of their physical or mental state in pursuit of government commitment to achieving Education for All (EFA) by 2015. The Ministry of Education together with stakeholders and partners developed the Nation Special Needs Education Policy Framework to address critical issues related to education for learners with special needs. The policy of enhancing access, transition rates and retention of learners with special education in formal learning institutions through instructional supervision was mandated to Quality Assurance and Standards Officers who in turns delegated this responsibility to personnel heading institutions Glanz, Schulman & Sullivan (2007).

Instructional supervision means ongoing periodic formative monitoring practice in a learning process or curriculum implementation often leading to the improvement of teaching practices. Supervision is an interactive process that depends on source of

supervision, supervisor and the teacher. Supervisors knowing their opinions and expectations about supervisory practices such as instructional leaders, staff developers, classroom mentors, curriculum and instructional developers it is vital to implement their supervision successfully in integrated schools which the study seeks to address Glanz, Schulman & Sullivan (2007).

De Grauwe (2001) posits that national authorities rely strongly on the school supervision system to monitor both the quality of schools and key measures of its success, such as student achievement. Although teaching and supervision are theoretically distinct, they are, in fact, both bound together and mutually reflect and reinforce one another. There is a similar need to know how teachers view their supervisors' performances. Many researchers believe that supervision of instruction has the potential to improve classroom practices, and contribute to student success through the professional growth and improvement of teachers (Blasé & Blasé, 1999; Musaazi, 1982; Sergiovanni & Starratt, 2002 and Sullivan & Glanz, 2000). Supervision is viewed as a co-operative venture in which supervisors and teachers engage in dialogue for the purpose of improving instruction which logically should contribute to student improved learning and success (Sergiovanni & Starratt, 2002)

Randiki (2002) refers to integration as the provision of educational services to children with special needs within the regular school systems. It involves drawing them from special schools and special classes to regular classes. Wannock report (1978) on inquiry into education of children with disability and young people identified three forms of

integration such as social, locational and functional. Social and locational integration are mostly used in Kenyan schools.

Many countries in the world have enacted legislation seeking integration such as Sweden, Italy, France, Denmark and United Kingdom. The concept of integrated education was first introduced to Hong Kong in 1960s. It focused on fitting special educational needs children into the existing school arrangement. The practice of integrated educational programmes was launched in relation to 1994 Salamanca statement and Framework for Action on special needs education. Integrated Educational Programmes in Hong Kong was officially implemented in a number of primary and secondary schools. In 2001, code of practice was issued under the Disability Discrimination Ordinance to ensure persons with disability have equal opportunities in access to and meaningful participation in local education. This led to involvement of wide range of teachers to act as instructors and supervisors (Webster 1986).

In Northern Ireland integrated schools were based on faith such as Catholic, Protestant and others being brought together following laid down principles it had its key changes in policy on integrated schools was first endorsed in the Belfast (Good Friday) Agreement 1998 and subsequent shared future documents such as the strategy for Cohesion Sharing and Integration Consultation Document (July 2010) in the Northern Ireland program for government (2011-2015).

Current educational reform such as Educational bill (2012) and the establishment of education and skill Authority don't refer directly to integrated education or to the

department of education to encourage and facilitate development of integrated education. Instead, they emphasize on cost sharing in education (Randiki, 2002).

In terms of legislation, certain countries are years behind countries such as U.S.A where public law 94-142 was passed in 1975 to enable all persons with disability to get education within the least restrictive education setting (Webster 1986). So since then services for persons with disability in U.S.A were provided and improved through collaboration of special education personnel, regular classroom teachers, parental advocacy and legislation (Randiki, 2002)..

The issue of integration became major concern in Kenya the late 1960s and early 1970s when principles of normalization and integration was brought into focus. Kenya is a signatory to the Jomtien Declaration for Education for All (EFA) and emphasized integration which has been tried in Kenyan primary schools. According to Dale (1984) integration programmes require legislation such as PL 94-142 which states that education of children with disability must take place in ordinary classes except when the subject to suffer from severe intellectual deficit or physical handicaps which prevent them from learning. Conferences on education have created a lot of integration to spread in our learning institutions (Randiki, 2002)..

In Kenya, integration programmes are not popular even though proponents of integration are many. The education commission of Kenya (Ominde report of 1964) called for institutional integration to ensure persons with disability receive education and training

appropriately. Report on presidential working party on education and man power Training for the next decade and beyond (1988) advocated for involvement of persons with disability in all activities to promote self esteem. Government of Kenya report (Gacathi, 1976) said Least Restrictive Environment (LRE) was achieved by placing the students with special needs with their peers in regular classrooms termed as integration. It recommended; the Integration of special needs children or persons in the society and expanding of the existing amenities and establishing additional services to enable integration. The two polices marked initiation of integrated programmes in Kenya beginning with visually impaired through support from ministry of education, sight savers international and Kenya society for the blind (KSB) initiated by Kenya Integrated Education Programme (KIEP).

Most schools from Tharaka sub-county Kenya where the study is took place are integrated; few are regular schools with units for hearing impaired and mental retardation. A number of schools have children with diverse special needs within regular schools and classrooms. Some of special needs pupil found in these schools are Attention deficit and Hyperactivity Disorder, Autistic Spectrum Disorder, communication difficulties, Emotional and behavioral difficulties, specific learning difficulties, mild hearing impairment and low vision. Having these type of schools a wide range professionals, teachers and other relevant services are necessary which are not available to some extent.

Despite the above setup, teachers in Tharaka-South sub-county have different perceptions toward instructional supervision hence the study seeks to assess teachers' perception towards head teachers instructional supervisory practices in integrated public primary schools in Tharaka-South sub-county Kenya.

1.2 Statement of the Problem

Reports and papers generated from the Ministry of Education have continued to identify inadequate supervision of instruction as a key factor impacting negatively on the quality of education in Kenya (Republic of Kenya, 2003, 2004a, 2005a, 2004a; Wasanga, 2004). Inadequate supervision of instruction is not a new problem in Kenya. The first pre-independence education commission in Kenya identified lack of instructional supervision as a major cause of low standards of education in Kenya (Republic of Kenya, 1964). All other subsequent education commissions and committees that were set up to study and report on education in Kenya have echoed the first pre-independence commission's findings (Kenya Institute of Education, 1990, 1995; Republic of Kenya, 1976, 1988a, 1988b, 1999). More recent reports on the monitoring of implementation of the revised curriculum have pointed out supervision as an issue of emphasis if the implementation of the curriculum were to be successful (Kenya Institute of Education, 2004, 2005, and 2006).

In 2008, the Teachers Service Commission (TSC), developed a policy on the identification, selection, appointment, development and training of head teachers in an attempt to streamline instructional supervision (TSC, 2008). The situation and progress on the supervision of instruction in Tharaka South District remains largely undocumented

and therefore unknown. It is against this background that the researcher sought to assess the teacher's perception towards head teachers' instructional supervisory practices in integrated public primary schools in the sub-county.

1.3 Purpose of the Study

The study sought to assess the teachers' perception towards head teacher's instructional supervisory practices in integrated public primary schools in Tharaka South sub-county, Kenya.

1.3.1 Objectives of the Study

Specifically, this study sought to achieve the following objectives:

1. To find out teachers perception regarding policy supporting supervision of instruction
2. To establish the aspects of instructional supervision teachers want practiced by head teachers
3. To determine the systemic challenges likely to affect supervision of instruction
4. To document teacher's perception towards supervision by their head teachers

1.3.2 Research Questions

The study sought to answer the following research questions:

1. What does the policy on supervision of instruction in integrated public primary schools in Tharaka South sub-county require of head teachers?

2. Which aspects of instructional supervision do teachers want practiced by head teachers in integrated public primary schools in Tharaka South sub-county?
3. What systemic challenges are likely to affect supervision of instruction in the integrated primary schools in Tharaka South sub-county?
4. What is the perception of SNE teachers on supervision of instruction by head teachers in integrated public primary schools in Tharaka South sub-county?

1.4 Significance of the study

The results from this study would help build on theory surrounding research literature about supervision of instruction for the educational systems in Kenya and Africa at large. To the policy makers at the TSC and MoE the findings of the study inform s on the progress made on the 2008 policy on Instructional supervision. It would further provide recommendations towards the improvement of the implementation. The study further contributes to practical managerial knowledge of the duties and responsibilities associated with supervision of instruction and even help to identify future training and skills needed for school-based supervisors in integrated public primary schools.

1.5 Scope and limitations of the Study.

1.5.1 Delimitation of the study.

The study was confined to public primary schools in Tharaka South Sub-county. Sampling techniques will ensure that all the zones in the sub county will be adequately represented. It did not target private primary schools because of the different prevailing factors and situations from those in public schools. Teachers' perception towards head

teachers' instructional supervisory practices in integrated public primary schools could vary from one part of the country to another. As such, the findings could only be generalized to other parts of the country with some caution.

1.5.2 Limitations of the study

The research was conducted in Tharaka South Sub-county it comprised three wards which are largely in the rural set up. There are 60 schools in the sub county altogether. Visiting all the schools posed a challenge to the researcher. This was however delimited by the use of sampling techniques that ensured that the sample was representative. Some respondents were not willing give information due to fear of victimization. This was delimited by the use of anonymous questionnaires where the respondents were not supposed to indicate any personal information that would be traced back to the respondent.

1.6 Assumptions of the Study

The study was carried out on the basis of the following assumptions;

- i) The respondents would give accurate and honest information.
- ii) Teachers in integrated public primary schools were aware of instructional supervisory practices, challenges and coping strategies that can be employed to deal effectively with the challenges faced.

1.7 Theoretical and Conceptual Framework

The theoretical and conceptual frameworks are outlined below.

1.7.1 Theoretical Framework

This study was based on role theory which describes an individual's behaviour within a group or an organization. Katz and Kahn (1978) and Huse (1980) provided a basis for understanding how and why a person behaves a certain way within a group or organization. According to Huse (1980), "Each individual within an organization has a unique set of characteristics and the role filled by the individual provides the building block, or link, between the individual and the organization". Huse described behaviours as being the manifestation of a person's response to both external and internal expectations. If a person does not understand the expectations of a role, a person experiences role ambiguity (Huse, 1980).

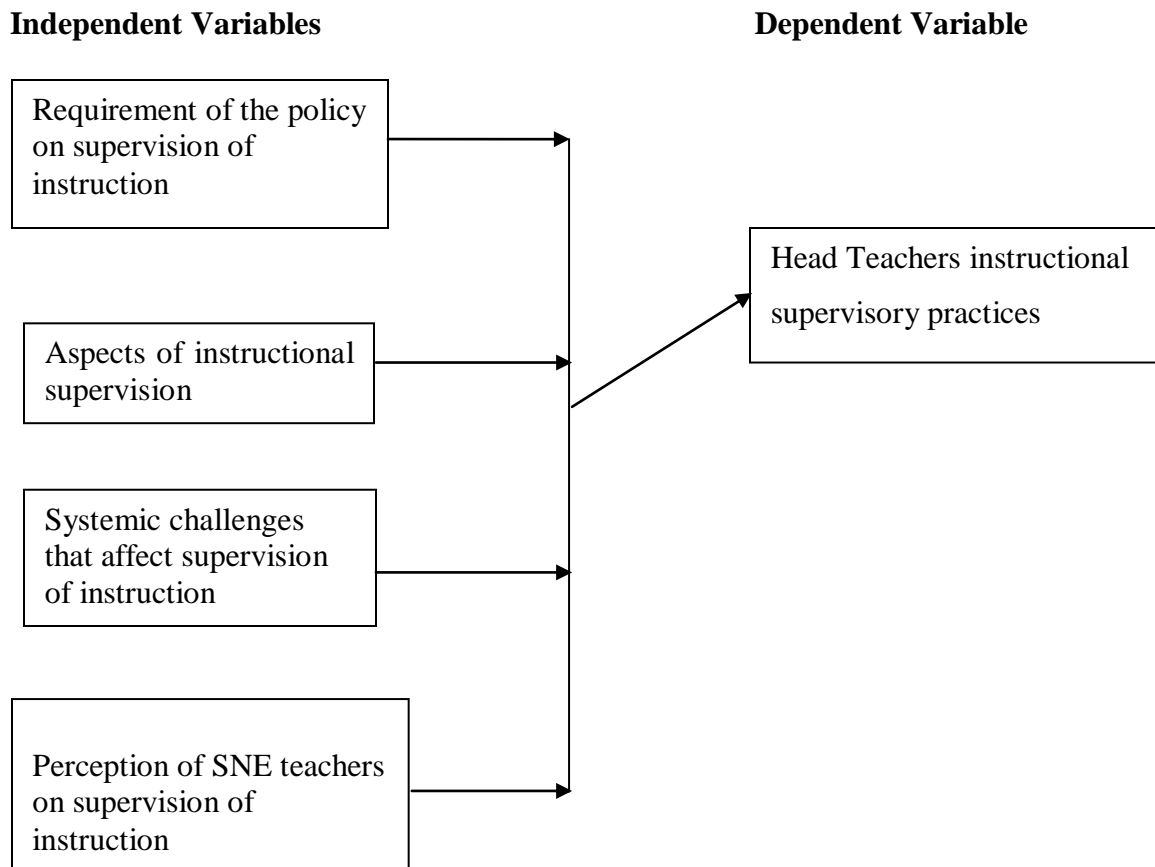
Katz and Kahn(1978) observed that others know people through their actions, which are dictated by the role they are currently fulfilling. Katz and Kahn (1978) described role conflict as a situation involving expectations that a person either has difficulty complying with or will not fulfil for some reason. When a role involves expectations that a person has difficulty fulfilling, role conflict results.

Instructional supervisors in primary schools often encounter role conflict and ambiguity, largely due to the failure of school systems to produce clear job descriptions for the positions they supervise. As an instructional leader, the head teacher is supposed to be in charge of their respective schools and ensure that learning is taking place at all levels of the school. The head teachers however face obstacles in the sense that teachers do have perception that either support or contradict the head teachers' supervisory roles.

1.7.2 Conceptual Framework

A conceptual framework that captures the independent and dependent variables of the study is shown on Figure 1.1

Figure 1. 1 Conceptual framework



In this study, teachers perceptions could be seen as being shaped by instructional policy requirements, existing systems of instruction supervision in the school, teachers general Perceptions towards supervision of instruction. These formed the independent variables of the study. These variables would in turn influence the head teachers' supervisory practices within the school.

1.8 Operational Definition of Terms

Integration: It is the process through which learner with and without special needs is taught together to the maximum extent possible in a Least Restrictive Environment (Randiki, 2002).

Integrated education: is where students with special needs receive service and support appropriate to their individual needs in a general educational setting (Randiki, 2002).

Instructional supervision: on going periodical formative monitoring practice in a learning process or curriculum implementation often leading to the improvement of teaching practices (Randiki, 2002).

Regular schools: These are institutions referred to as mainstream schools and normally admit learners who are normal (RoK, 2005a).

Disability: This is lack of or restriction of ability to perform an activity in the manner within the range considered normal within the cultural context of the human being.

Supervisor: Any person such as head teacher, deputy head teacher, experienced teacher, inspector of schools or any other qualified person entrusted with direct supervisory responsibilities to oversee subordinates and help them improve school and classroom instruction (RoK, 2005a)..

Special schools: These are schools set to offer education to children with special need in education based on their respective disability (RoK, 2005a).

Special Need Education: This is a type of education which provides appropriate modification in curriculum delivery methods, educational resources, medium of communication or the learning environment in order to cater for individual differences in learning (RoK, 2005a).

Teacher's Perception: View points of integrated primary school teachers on the head teachers' instructional supervisory practices (Randiki, 2002).

CHAPTER TWO: LITERATURE REVIEW

This chapter reviews literature on instructional supervisory practices. It begins with brief introduction of the term integration. Review of literature and empirical findings on: teachers' perception regarding policy supporting supervision of instruction, aspects of instructional supervision that teachers want practiced by their head teachers, SNE teacher's perception on supervision of instruction by head, and on the systemic challenges likely to affect supervision of instruction. The chapter ends with a summary on the research gaps identified.

2.1 Concept of integration

Integration is the process through which learner with and without special needs is taught together to the maximum extent possible in a Least Restrictive Environment. On the other hand Integrated education is where students with special needs receive service and support appropriate to their individual needs in a general educational setting (Randiki, 2002).

Integration is seen as a process of addressing and responding to the diversity of learners by increasing participation in learning, culture and communities and reducing exclusion within and from education (ROK 2005a). Integrated education is where students with special needs receive service and support appropriate to their individual needs in general education setting. This benefits those who are traditionally excluded from learning as well as others in class. It aims at achieving quality education by making changes to accommodate all learners regardless of their physical, social and psychological

differences. Kenya Institute of special education views integrated programmes as the philosophy of ensuring that schools, centres of learning and educational systems are open to all children.

This enables learners to be included in all aspects of life. For this to happen, teachers, schools and systems need to modify the physical and social environments so that they can accommodate the diversity of learners' needs. Integration aims at enabling teachers and learner's both to feel comfortable with diversity and see it as an enrichment of the learning environment rather than a problem (UNESCO, 2007), integration implies that young children with challenges are placed in classes that they would attend if they did not have a challenge.

2.2 Policy on Supervision of Instruction

Integrated practice requires school leadership and vision that fosters a sense of community. Principals play the leading role in advocating for integrated practices within their schools. Schools become places where all students are welcome, and where all students learn essential academic and non-academic lessons in preparation for life in the community. Research demonstrates that the biggest factor in student improvement is the classroom teacher and quality pedagogy (Glickman, Gordon & Ross-Gordon, 2005). This means catering for all students through differentiation of the curriculum. Differentiation can be applied to outcomes with particular students being expected to draw different learning from the same activity.

Principals, as leaders of the school, are accountable for student performance and achieving the school's improvement goals and performance targets through effective, quality education services. In aligning the Students with Disabilities Policy implementation with the Accountability and Performance Improvement Framework (APIF), principals can: build the capacity of the school, be accountable for the learning outcomes and wellbeing of students, /ensure that all school staff meet expected standards of service provision, ensure the school complies with relevant legislation, regulations and organizational standards including the management of finances, assets and other resources (Glickman, Gordon & Ross-Gordon, 2005).

Unfortunately, there is a handful of literature vis-à-vis research study on either correlation between policy on supervision of instruction and teachers' performance or students' performance. Most researchers and scholars focus mainly on what the policy on supervision tells teachers to do in the classroom. However, adherence to strict time table and school regulations as determinants of effective supervision should be compromised. Bureaucratic procedures in supervision may be characteristic of some African and other developing countries. The definition presented by IIEP/UNESCO (2007) testifies to this belief. Therefore this study tries to clearly factor out the policy perception from the teacher's perspective.

2.3 Aspects of Instructional Supervision

One issue that has been controversial in most schools for many years is the issue of instructional supervision in integrated education. Through Instructional supervision in

these schools, supervisors, school heads cannot know if they are being effective for their team of teachers unless they know what they are doing. There are four parts of self one should know as a supervisor. The Public (Open) self is where both the supervisor and the supervisee are aware of the behaviours. The Blind self occurs where the supervisees are aware of what behaviours take place, but the supervisor is unaware of these behaviours. The Private (hidden) self is the knowledge that the supervisor has about him or herself but the supervisees do not. Finally, the Unknown Self is the behaviours that both the supervisor and the supervisee are not aware of (Glickman, Gordon & Ross-Gordon, 2005).

In an integrated educational setting, this remains true for both principals and for teachers. They must first know themselves, before they can be effective supervisors and effective educators for students. Supervision is based on the premise of communication and improving methods of communication through asking questions, or telling information (Armstrong, 2006). This exposure allows school head to understand where the teachers come from, what background experiences they have to shape their position, and what beliefs, values, and ideas they hold (Armstrong, 2006). This information cannot necessarily be shared without effective communication and provides great opportunities for understanding between a supervisor and a supervisee.

To this end, it is good to recollect again that supervision promotes teachers' professional growth, development as well as benefits them with technical skills. Otherwise if not supervised, the teachers in integrated schools will stagnate in a mechanical way of

teaching with no positive change. Study findings also indicate statistically that there was a very low correlation between instructional supervision and teacher performance in integrated schools. The researcher, however, intends to verify if this hypothesis is constant even in this study.

2.4 Systemic Challenges to Supervision of Instruction in Integrated Primary Schools

The main purpose of supervision is to work collaboratively with teachers, and provide them with the necessary assistance, guidance, and support to improve instruction. Some support systems in education delivery in integrated schools, as well as supervisor characteristics, practices and context within which SNE teachers work pose challenges to the smooth performance to their duties. If integrated education is to become a reality there is need for teacher education in every school as well as those training as teachers (UNESCO 2007). Most head teachers lack experience and skills for working in integrated setting. There is need to incorporate special education curriculum in teacher training colleges and in service for those already in the field. Therefore teacher education system must be adjusted with greater diversity of the learners. Special needs education children get inadequate services as most teachers have no specialized skills and the head teachers who have not trained lack confidence to properly instruct teachers.

Another challenge to supervision is a situation where head teachers, by virtue of their position, are faced with inadequate teaching and learning materials in their schools. There is need for adequate teaching and learning materials to make integrated programmes a success. The government resources are inadequate to meet the basic needs in education

(UNESCO, 2007). There are no special facilities for children with various disabilities like hearing aids, Braille materials, spectacles and while canes. There is also insufficient assessment equipment, learning and teaching aids and specialized materials for special needs education. Such heads have relatively a hard time supervising instruction.

Taken all together, the available information got by reviewing the above related literature generally describes the overall challenges of supervision of instruction in schools. From the noticeable perspective of positive and strength-based approaches to supervision in integrated primary schools, the challenges affecting supervision have less to do with teaching and evaluation of teachers and more to do with establishing an environment which encourages individual SNE teacher professional growth and development. This is the gap this study seeks to fill.

2.5 Teacher's Perception versus Instruction in Integrated Schools

Arguably, the successfulness of supervision of instruction in integrated education relies heavily upon the attitudes and beliefs of the teachers (Edmunds & Edmunds, 2008, p. 24). As a supervisor, it is necessary to have an understanding of the supervisee's belief systems in order to successfully implement integrated education programs within a school because without the support of the teachers, these programs are destined to malfunction. In order to improve and advance instruction, and hence improve student learning and experiences, school heads need to first look at how their "present thinking, beliefs, and practices in the field of supervision interact with instruction and the

assumptions about students as learners” (Glickman, Gordon & Ross-Gordon, 2005, p. 78).

An effective head teacher for an integrated school will adapt a range of methods that will assist teachers to be on task and minimize interruptions. For a teacher to effectively assist the learner with SNE she or he must use a variety of teaching methods and approaches. These should be appropriate to the learner’s ability and learning process. These approaches include; peer tutoring, group work, team teaching, ability grouping, task analysis, thematic teaching, acceleration among other approaches. The mode of instruction that takes place in classroom should be varied and targeted to meet the learning needs of various learners. In classroom, the teacher should adjust sitting arrangement according to individual needs, cater for individual differences, use special learner resources, adapt curriculum lesson to meet individual differences, modify approach, allow more time for assignments and adjust communication mode.

According to teachers, the integrated school head ought to be proactive, to the needs of all children and teachers, rather than reactive as an integrated education has been. Proponents of supervision of instruction in integrated schools maintain that it aims at improving teacher development training and takes the view that teaching is a form of human behaviour that has structure and can be both influenced and controlled. The need to examine teacher attitudes in integrated education can be linked directly to classroom cohesion and socio-emotional climate within classrooms (Subban and Sharma 2005). But

is this the same scenario for instructional supervision in integrated education? This is the gap this study seeks to fill.

2.7 Summary of the Review

According to the studies analyzed, most researchers confirm that supervisors in integrated education need special training and positive teacher attitude to succeed in supervising instruction (Rous, 2004; Oduro, 2008). Contemporary concepts of supervision in integrated education suggest that school supervision is moving gradually to better grounds. Most researchers argue supervisors provide time and opportunities for teachers to collaborate so that they can improve instructional strategies (Blase' & Blase', 1999). Research studies have shown that supervisors use lesson demonstrations to help teachers improve their instructional practices. However, the researchers do not give clear indication on the relevant instructional supervision practices that teachers want practised a gap this study seeks to fill.

Blase' (2004) observed that supervisors make suggestions in a way to broaden teachers thinking and strengths. They encourage creativity and innovation, offer suggestions to improve teaching and learning and help solve problems. However, most of these studies do not actually recommend the relevant policies appropriate for successful instructional supervision a gap the study seeks to address. Visits and lesson observation are major tools supervisors use to assess the content knowledge of teachers and their competency in instructional strategies. They focus on what was to be observed ignoring crucial aspects

of instructional supervision a gap the study seeks to bridge by determining systematic challenges likely to affect supervision.

Supervisors ought to be proactive to the needs of all children and teachers, rather than being reactive. The need to examine teacher attitudes in integrated schools can be directly linked to classroom cohesion and social emotional climate within classrooms. The study wants to fill this gap as it is the same scenario in instructional supervision. Supervisors who use a directive approach believe that teaching consists of technical skills with known standards and competencies for all teachers to be effective in their instructional practices. Several studies published within the last several years have indicated that SNE teachers generally have a positive attitude towards certain aspects of instructional supervision in integrated education.

CHAPTER THREE: METHODOLOGY

This chapter presents the research methodology adopted in establishing teachers' perception towards head teachers' instructional supervisory practices in integrated primary schools. It includes the research design, study location, study population, sampling procedure and sample size, research instruments data collection, data analysis and presentation.

3.1 Research Design

The research design for this study was descriptive research survey. According to Lockesh (1984) descriptive research studies are designed to obtain pertinent and precise information concerning the status of phenomena and whenever possible to draw valid general conclusions from the facts discovered. The descriptive survey design in this study enables the researcher to comprehensively record, describe and analyse instructional supervisory practices and challenges. Since the study involves human subjects and the information needed cannot be manipulated, the researcher collected information on the state of affairs in the schools, without manipulating any variables making the design appropriate for the study.

3.2 Location of the Study

The study was conducted in Tharaka South sub-county because it had the highest number of integrated schools in the region. The perceptions of the teachers in these schools towards their head teachers and towards instructional supervision remain largely undocumented. The study variables were as follows:

Independent variables

- i. Instructional policy in the schools
- ii. Existing systems of instruction supervision in the school,
- iii. Teachers general Perceptions towards supervision of instruction.

Dependent variable

- i. Head teachers' supervisory practices within the schools.

3.3 Target Population

The target population for this study was all the 60 integrated public primary schools in Tharaka South sub-county. There are 5 QASOs, 60 head teachers, 200 teachers and 14,759 pupils in the 60 integrated public primary schools in the sub-County.

3.4 Sampling and Sampling Techniques

Kombo and Tromp (2006) say that with relatively small, clearly defined population, a sample size of at least 10-30% of the target population would be representative. A random sample of 20% of the schools was therefore adopted as representation of the target population of the schools. This translated to 12 schools out of the population of 60 schools. Proportional and purposive sampling techniques were used to select the respondents.

The QASOs, head teachers and special needs teachers were Purposively selected as the respondents. The head teacher was selected because of his strategic role as the instruction supervisor in his respective school. Teachers were selected because they are tasked to

implement the curriculum instruction in their respective grades. Each school had at least two SNE teachers. To remove any likelihood for bias, two regular teachers were also selected to make up four teachers in each school. The QASOs were selected because of their supervisory and quality assurance role in the curriculum implementation and instruction supervision in their respective zones. The results of sampling were as summarised in Table 3.1.

Table 3.1: Sampling

Category	Sampling	Sample size
Schools	20%	12
Head teachers	1 per school	12
Teachers	4 per school	48
Quality assurance officers	All of them	5
Total respondents		65

The total sample size therefore comprised of 12 head teachers 48 teachers and 5 QASOs.

3.5 Research Instruments

The study utilized questionnaires for regular teachers, special needs education teachers, head teachers and quality assurance officers.

3.5.1 Questionnaires

The researcher used questionnaire as a tool for data collection. Questionnaires offer considerable advantage in administration, presents an even stimulus potentiality to large numbers of people simultaneously and provides the investigator with an easy accumulation of data. They give respondents freedom to express their views or opinion

and also to make suggestions. It's on the basis of these strengths that the instrument was chosen.

A questionnaire tool was administered to both regular and special needs teachers to elicit information on the study objectives. The questionnaire contained open and closed questions organised in five sections. The first section gathered respondents' bio data. Second section collected information on the requirement of instructional supervisory policy, while the third section was on the aspects of instructional supervision. The fourth part prompted respondents to give challenges of instructional supervision while the last section asked for perception of SNE teachers in integrated setting on supervision of instructions by head teachers in integrated public primary schools in Tharaka South sub-county.

Interview guide sought information from the head teachers and quality assurance officers. It adopted a similar structure to that of the questionnaire. It contained both open and closed questions organised in five sections. The first section gathered respondents' bio data while the second section collected information on the requirement of instructional supervisory policy. The third section was on the aspects of instructional supervision while the fourth part sought the challenges of instructional supervision. The last section sought their perceptions regarding supervision of instruction the sub-county.

3.5.2 Validity

Validity refers to the degree to which a study accurately reflects or assesses the specific concept or construct that the researcher is attempting to measure (Thorndike, 1997).

When designing the questionnaire for the purposes of collecting quantitative data, the researcher consulted with two supervisors who are experts drawn from the department of special education at Kenyatta University's department of education to ensure validity of the instrument.

3.5.3 Reliability

Mulusa (1998) observes that a reliable instrument should produce the expected results when used more than once to collect data from two samples drawn from the same population. The Cronbach's alpha will be used to establish the reliability of the sample. Cronbach's alpha is used by most researchers as a test of internal reliability. Cronbach's alpha reliability coefficient normally ranges between 0 and 1. The closer Cronbach's alpha coefficient is to 1.0 the greater the internal consistency of the items in the scale. The test was conducted by the use of the SPSS software and the results were as shown in Table 3.2

Table 3.:2 Reliability statistics

Objective no.	Cronbach's Alpha		No. of Items
	Interview guide for head teachers and QASOs	Questionnaire for regular and special needs teachers	
Objective 1	.713	.782	7
Objective 2	.726	.787	7
Objective 3	.751	.714	10
Objective 4	.725	.723	8

George and Mallery (2003) provide the following rules of thumb: “_ > .9 – Excellent, _ > .8 – Good, _ > .7 – Acceptable, _ > .6 – Questionable, _ > .5 – Poor and _ < .5 –

Unacceptable” (p. 231). In the social sciences, acceptable reliability estimates range from .70 to .80 (Nunnally & Bernstein, 1994). The reliability coefficients in Table 3.2 ranged between 0.713 and 0.787 confirming that they met the threshold for analysis.

3.5.4 Pilot Study

Orodho (2004) asserts that once the questionnaire has been constructed, it should be tried out in the field to ensure further validity. In this regard, a pilot study of the questionnaire was carried out to identify misunderstanding, ambiguities and inadequacies of the items in the questionnaire. This helped ascertain construct validity. The establishment of construct validity is critical and that is why experts and respondents were involved in the analysis of the instruments. Orodho (2004) further notes that validity should not depend on the subjective judgement of one specialist; rather, it should be based upon careful analysis by several specialists.

3.6 Data Collection Procedure

An introduction letter was obtained from the department of education Kenyatta University, after which a research permit was sort from National Council of Science, Technology and Innovation headquarters, Nairobi. The researcher then consulted with the education office in Tharaka South Sub-county on the authorization to interact with head teachers and teachers in the sampled schools. Once permission was granted, the researcher proceeded to create rapport with head teachers in schools and subsequently booked the appointments to collect the data.

Data was collected by the researcher over a period of three weeks. The interviews for the head teachers and quality assurance officers were conducted in their offices while questionnaires for the teachers were administered through the “fill while waiting” method

where the researcher distributed the tools, waited for the respondents to fill and then picked them once the respondents completed.

3.7 Data Analysis and Presentation

This study mainly employed descriptive statistics to analyse the data obtained. Questionnaires were checked to remove those with incomplete items and multiple entries. The data collected was coded and entered in the computer for analysis using the Statistical Package for the Social Sciences (SPSS) version 17 for windows. As Martin and Acuna (2002) observe, SPSS is able to handle large amount of data, and given its wide spectrum of statistical procedures purposefully designed for social sciences, it is also quite efficient. This research yielded data that required both qualitative and quantitative analysis. Quantitative analysis entailed analysing numbers about a situation by choosing specific aspects of that situation. Descriptive statistics were used to analyse the quantitative data obtained. This includes frequency counts, means, and percentages. Qualitative data was reported thematically in line with the objectives of the study. Qualitative data was member checked and categorized into themes based on the research objectives. Narratives and direct quotations were used in presenting the qualitative data to reinforce the statistics generated by the quantitative statistics. The results of the data analysis were presented in frequency tables and percentages. These were finally integrated together to form a report on the teachers perception towards head teachers instructional supervisory practices in integrated primary schools in Tharaka South Sub county, Kenya.

3.8 Logistical and Ethical Considerations

The researcher obtained an introduction letter from Kenyatta University and a research permit from the National Council for Science and Technology. The permit was presented to the District Education Officer Tharaka South district so as to be allowed to conduct the study. During the actual data collection, the researcher explained to the participants the purpose of the research and the procedure of collecting information. This was done to ensure that they give an informed consent. The right of the participants to agree to participate or withdraw from the research at any point with or without explanation will be spelt out to them. To ensure confidentiality and privacy of the participants; the respondents were not required to put their names or any mark that would identify them on the questionnaires. Schools were visited mainly during tea breaks in the morning and in the afternoons. This was done to ensure that teaching is not interrupted. It also provided a good opportunity to interact informally with the teachers.

The researcher sought permission to carry out the research from relevant authorities. These are Kenyatta University graduate school, the Kenyatta University Ethics review Committee (KU-ERC) and National commission for science and technological innovations to allow collection of data in the schools. There after permission was sought from the education officer at Tharaka Sub-county.

Once in schools, appointment with the head teachers was sought and a brief made on the purpose of the research. Once consented, the teachers were contacted and briefed about the intended purpose of the study so that they could make an informed decision about their participation in the study. They signed a consent form. Confidentiality given by the

respondents was upheld by ensuring that they did not write their names on the questionnaire. All information given was used for academic purpose only. Data collected was not disclosed outside the school and information gathered was kept in Kenyatta University and access was limited to the researcher and the supervisors.

3.8.1 Care and protection of research participants

The researcher is experienced in the field of education for the past six years and was therefore conversant with subject of care and protection of participants. Participation in the study was completely voluntary. Participants were free to withdraw from the study at any time since it involved no penalty and did not impact on their relationship with the school. There were no special groups in this study and in the sampled schools and the researcher visited the sampled schools to collect data.

3.8.2 Protection of Research Participants Confidentiality

Confidentiality given by the respondents was upheld by ensuring that they did not write their names on the questionnaire. All information given was used for academic purpose and all respondents were told to keep anonymity on the questionnaire. Data collected was not disclosed outside the school and information gathered was kept in Kenyatta University and access be limited to the researcher and the supervisors.

3.8.3 Informed Consent process

The researcher sought consent from all the participants. The information in the consent was fully explained to everyone. Participants were given the opportunity to have any question answered and to even withdraw from the study at any time and this did not jeopardise them in anyway. Their concerns were addressed accordingly.

3.8.4 Community Consideration

The researcher sought permission from the respective QASOs the school zones in the Sub County. The purpose and significance of the study was to access information on teachers' perception towards head teacher's instructional supervisory practices in integrated primary schools. On completion of the study, research findings would be dispersed to the sub county through provision of soft copy of research abstract and summary.

3.9 Chapter summary

The chapter has discussed the research methodology adopted in establishing teachers' perception towards head teachers' instructional supervisory practices in integrated primary schools. Based on the four objectives of the study. The discussion covers, the research design, the study location, target population, sample size and sampling procedures, research instruments, data collection, data analysis and logistical considerations. The presentation, interpretation of the data is presented in chapter four. The discussion of the findings is also presented in the same chapter and is based on the data collected.

CHAPTER FOUR: PRESENTATION, INTERPRETATION AND DISCUSSION OF FINDINGS

This chapter presents the analysis of the study findings according to the data collected from the field. It provides information on the teachers' perception towards head teacher's instructional supervisory practices in integrated public primary schools in Tharaka South Sub-county, Kenya. It begins with instrument return rate, demographic data of the respondents, while the other sections are based on the objectives of the study.

4.1 Instrument return rate

Questionnaire tools were used to collect data from 12 head teachers, 48 teachers and 5 QASOs. The response rate were as summarized in Table 4.1

Table 4.1: Response rate on instrument return

Category of respondent	Sample	Responses	Response rate
Head teachers	12	12	100%
Teachers	48	47	98%
Quality assurance officers	5	5	100%
Total	65	64	98%

A total of 64 questionnaires were returned giving a general response rate of 98%. The return rate of 50% is adequate, 60% good and 70% very good thus was considered adequate enough to provide required information for the purpose of data analysis Mulusa (1990).

4.2 Demographic information on respondents

The study sought to find out the demographic information of the QASOs, head teachers and teachers respective of their gender, academic qualifications, administrative and teaching experience. The purpose of this information was to establish the background information of the respondents and their ability to report on teachers' perception towards head teachers' instructional supervisory practices in integrated public primary schools in the Sub County.

The study sought to find out the gender of the respondents. The purpose of this information was to find out if primary programmes in the district were implemented by male or female professionals. To determine the distribution, QASOs, head teachers and teachers were asked to indicate their gender. Their responses were as shown in Table 4.2.

Table 4.2: Response on respondents' distribution by gender

	Head teachers		QASOs		Teachers	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Male	4	33%	2	40%	15	32%
Female	8	67%	3	60%	32	68%
Total	12	100%	5	100%	47	100%

As shown in Table 4.2, 67% of the head teachers, 68% of the teachers, and 60% of the QASOs in the sub county were females suggesting that the primary school teaching profession in the sub county was dominated by females. The government policy on employment in civil service has been that of equal opportunities irrespective of gender. The males barely made the government's basic gender mainstreaming minimum

requirement of one third for each gender. This finding implies that in as much as there were equal opportunities for both genders, the males in the sub county had probably shunned out the profession and as such the females dominated.

Results on their distribution by age were as summarized in Table 4.3

Table 4.3: Respondents’ distribution by Age

	Head teachers		QASOs		Teachers	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
up to 29	0	0%	0	0%	8	17%
30 – 39	3	25%	0	0%	20	43%
40 – 49	8	67%	2	40%	17	36%
50 – 59	1	8%	3	60%	2	4%
Total	12	100%	5	100%	47	100%

The purpose of this information was to find out if primary programmes in the district were implemented by mature professionals in terms of age and experience. Data on the age of the respondents revealed that the age patterns for the teachers varied across all the age brackets presented. Whereas the majority (79%) of teachers was between 30 and 49 years of age, there was a significant portion (17%) that was less than 30 years of age. This finding implied that a succession planning seemed to be in place in the sub county, where younger teaching staff was recruited as the older ones retired. It was also observed that the proportion above 50 years of age was only 4% suggesting that as the teachers aged, they preferred to transfer out of the sub county, probably as a result of its harsh working conditions or just a preference to be nearer their homes for those who are not the natives of the sub county.

Table 4.3 also shows that the majority (64%) of the head teachers in the sub county were between 40 and 49 years of age suggesting that most of head teachers were advanced in age. This could be attributed to the fact that to be appointed a head teacher; one must have served as a teacher for a given duration of time thus making them get to headship at an advanced age. Similarly all the QASOs were advanced in age since none of them was below 40 years of age. The majority (60%) of the QASOs was between 50 and 59 years suggesting that to be appointed a QASO, one must have served as a head teacher for a given duration of time thus making to QASOs position at an advanced age.

Results on their educational qualification were as tabulated in Table 4.4

Table 4.4: Response on respondents' distribution by educational qualification

	Head teachers		QASOs		Teachers	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
P1	7	58%	4	80%	27	58%
Diploma	0	0%	0	0%	10	23%
Degree	5	42%	0	0%	7	17%
Masters	0	0%	1	20%	0	0%
ECDE	0	0%	0	0%	1	2%
Total	12	100%	5	100%	47	100%

The purpose of seeking information on academic qualifications was to find out if the head teachers, teachers and QASOs had attained the academic levels expected to equip them with adequate knowledge on academic matters. Data in Table 4.4 reveals that majority of the QASOs (80%) head teachers (58%) teachers (58%) held P1 certificates. It was encouraging to find out that a number of teachers had acquired higher academic

qualifications where 42% of head teachers had degrees followed by a number of teachers (23%) in special education. A notable number of QASOs (20%) had masters’ degree while an encouraging number of teachers (17%) had degrees in education while a smaller proportion of the teachers (2%) had opted to specialize in early childhood education. This finding confirmed a positive attribute in the district because teacher’s academic and professional qualifications have significant influence on pupils’ achievement (Heyneman, 1976).

Information was also sought on the training status of the respondents and the results were as shown in Table 4.5

Table 4.5: Respondents’ distribution by Professional status

Professional status	Head teachers		QASOs		Teachers	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Trained	10	83%	5	100%	37	78%
ECDE teacher	0	0%	0	0%	5	11%
Specials needs education	2	17%	0	0%	5	11%
Total	12	100%	5	100%	47	100%

The purpose of seeking information on academic qualifications was to find out if head teachers had attained the academic levels expected to equip them with adequate knowledge on academic matters. Results in Table 4.4 confirmed that the majority of the QASOs (100%), head teachers 83% and teachers were trained with a further 17 % of the head teachers and 11 % of the teachers having specialized in special needs education. This confirms that the QASOs and head teachers in the district are highly qualified and

thus able to translate and implement MoE policies and guidelines with a lot of professionalism. Additionally, the teaching staff comprised individuals with different levels of qualifications. An encouraging observation is that all these teachers have adequate qualifications relative to the level at which they are providing their services. As regarding special education, the experience most of these teachers have is from the Kenya Institute of Special Education which makes them well placed to work with learners with individual differences. Wang’ (2009) argues that apart from professional training, an educator should possess experience, passion, ability and patience when dealing with all learners.

Information was also sought on their experience year in the current position. The results were as shown in Table 4.6.

Table 4.6: Respondents’ distribution by Number of years in current position

No. of years	Head teachers		QASOs		Teachers	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Below 1 year	0	0%	0	0%	2	4%
1 - 5 years	5	42%	2	40%	17	36%
6 -10 years	0	0%	1	20%	20	43%
11 - 15 years	1	8%	1	20%	6	13%
16 - 20 years	3	25%	0	0%	0	0%
21 - 25 years	2	17%	1	20%	2	4%
Above 25 years	1	8%	0	0%	0	0%
Total	12	100	5	100	47	100%

The purpose of this information was to find out if primary programmes in the district were implemented by experienced professionals who would give factual information on teachers’ perception towards head teachers’ instructional supervisory practices in integrated primary schools in the sub county. Findings in Table 4.6 show that the

majority of the teachers (60%), head teachers (58%), and QASOS (60%) had been at their current positions for more than five years confirming that they clearly understood the institutional management and instructional supervision issues that existed in their respective schools.

4.3 Teachers' perceptions on instruction supervision policy

The first objective of the study was to establish the teachers' perception regarding policy supporting supervision of instruction in integrated public primary schools in the sub-county. To achieve this, a set of statements in form of a likert scale were posed to the respondents on the supervisory policy in primary schools. They were to indicate the extent to which they agreed or disagreed with the statements.

The first statement tested the teachers' perceptions towards delegation of supervisory roles by the head teacher to some designate teachers. Their responses were as shown in Table 4.7.

Table 4.7: Perceptions on delegation

Statement	Response	Head teachers		QASOs		Teachers	
		Freq.	%	Freq.	%	Freq.	%
Policy allows head teachers to delegate supervisory roles	Strongly agree	4	33	4	80	24	51
	Agree	7	59	1	20	14	30
	Neutral	1	8	0	0	2	4
	Disagree	0	0	0	0	5	11
	Strongly disagree	0	0	0	0	2	4
Total		12	100	5	100	47	100

Data in Table 4.7 shows that all the QASOs, 92 % of the head teachers, and 81 % of the teachers agreed that the Policy allows head teachers to delegate supervisory roles. It was

also observed that 8 % of the head teachers and 4 % of the teachers were not sure of the policy. This finding implied that the head teachers, QASOs and teachers were aware of the existence of the TSC policy on identification, selection, appointment, development and training of head teachers.

In 2008, the Teachers Service Commission (TSC), for the first time developed a policy on the identification, selection, appointment, development and training of head teachers in an attempt to improve the management of learning institutions and delivery of educational services. The policy seeks to streamline and rationalize the process of appointing head teachers by setting criteria, standards, and clear guidelines in identifying and picking the institutional managers. When implemented, it was expected that the heads of institutions would accomplish better organizational, management skills towards implementation of the approved institutional curriculum. This would be possible through effective supervision of specific teaching and learning activities. The policy suggests management and control of institutional resources in order to inject professionalism in the management of post primary learning institutions (TSC, 2008).

Macharia (2012) argues that the head teachers expanded workload that encompasses both administrative and teaching duties necessitate them to execute their responsibilities through delegations. As such, head teachers could possibly decide to carry out delegation for varied reasons since teachers are experts in their respective areas of specialization and could assist in critical areas such as examination development. One of the functions of school supervision according to Olembo (1977), states “working with teachers to identify

and analyze learning difficulties of students and helping in planning effective remedial instruction.”

On whether the Policy allows head teachers to control instructional practices the results were as shown in Table 4.8

Table 4. 1 Perceptions on control instructional practices

Statement	Response	Head teachers		QASOs		Teachers	
		Freq.	%	Freq.	%	Freq	%
Policy allows head teachers to control instructional practices	Strongly agree	4	33	1	20	9	19
	Agree	7	59	4	80	23	49
	Neutral	1	8	0	0	1	2
	Disagree	0	0	0	0	11	24
	Strongly disagree	0	0	0	0	3	6
Total		12	100	5	100	47	100

Findings in Table 4.8 show that all the QASOs, 92 % of the head teachers, and 68 % of the teachers believe that the Policy allows head teachers to control instructional practices. It was also observed that 8 % of the head teachers and 2 % of the teachers were not sure of the policy. This finding implied that some of the Head teacher and teachers were not acquainted on the 2008 TSC policy on identification, selection, appointment, development and training of head teachers.

Information was sought on whether the Policy allows head teachers to inspect teachers instructional practices for errors, the results were as shown in Table 4.9.

Table 4. 2 Perceptions on inspection of instructional practices

Statement	Response	Head teachers		QASOs		Teachers	
		Freq.	%	Fre q.	%	Freq	%
Policy allows head teachers to inspect teachers instructional practices for errors	Strongly agree	6	50%	2	40%	7	15%
	Agree	3	25%	2	40%	15	33%
	Neutral	2	17%	0	0%	5	11%
	Disagree	1	8%	1	20%	13	28%
	Strongly disagree	0	0%	0	0%	6	13%
Total		12	100 %	5	100%	46	100%

As seen from Table 4.9, 80 % of the QASOs, 75 % of the head teachers, and 48 % of the teachers believe that the Policy allows head teachers to inspect teachers instructional practices for errors. A substantial proportion of the teachers (41%), QASOs (20%) and head teachers (8%) disagreed. This finding re affirmed that in as much as the teachers, head teachers and QASOs were aware of the policy's existence, substantial proportions of them were not acquainted with the sections on inspection of instructional practices. Supervision by inspection has long been and still is a major device employed by the Ministry of Education to monitor education quality in the country. Among the determinants of quality education according to Republic of Kenya (2002), are the availability of qualified and motivated teachers, conducive environment for teaching and learning, including the curriculum, facilities, resources available for their provision, and the tools for evaluation.

On whether the Policy allows head teachers to seek solutions to problems encountered in their instructional practices, the results were as shown in Table 4.10.

Table 4. 3: Perceptions on seeking solutions to problems in instructional practices

Statement	Response	Head teachers		QASOs		Teachers	
		Freq.	%	Freq.	%	Freq	%
Policy allows head teacher to seek solutions to problems encountered in their instructional practices.	Strongly agree	5	42%	3	60%	29	62%
	Agree	6	50%	2	40%	15	32%
	Disagree	1	8%	0	0%	3	6%
Total		12	100%	5	100%	47	100%

According to table 4.10, all the QASOs, 92 % of the head teachers, and 94% of the teachers agreed that the Policy allows head teachers to seek solutions to problems encountered in their instructional practices. On the other hand 8% of the head teachers and 6% of the teachers disagreed. This finding implied that the majority of the teachers, head teachers and QASOs were aware of the policy’s provisions on seeking solutions to problems encountered in instructional practices.

Muchiri (1998), established that almost all secondary school head teachers involved other members of the school community in solving discipline problems. This creates a feeling of responsibility and embodiment of the teaching task by the teachers. Mbiti (1974) argued “a man performs his functions well when he is trusted by both his superiors and his colleagues”. Mutual trust and confidence must exist if the head teacher is to succeed in the consultation function.

On whether the Policy gives head teachers overall instructional classroom roles, the results were as shown in Table 4.11

Table 4. 4: Perception towards inspection of instructional classroom roles

Statement	Response	Head teachers		QASOs		Teachers	
		Freq.	%	Freq.	%	Freq	%
Policy gives head teachers overall instructional classroom roles	Strongly agree	2	17	2	40	7	15
	Agree	5	41	3	60	1	35
	Neutral	2	17	0	0	2	4
	Disagree	2	17	0	0	1	24
	Strongly disagree	1	8	0	0	1	22
Total		12	100	5	100	4	10
			0			6	0

Table 4.11 shows that all the QASOs, 58 % of the head teachers, and 50 % of the teachers agreed that the Policy gives head teachers overall instructional classroom roles. On the other hand 25 % of the head teachers and 46 % of the teachers disagreed. A further 17 % of the head teachers and 4 % of the teachers were not sure about the policy. This finding implied that half of the head teachers and teachers in the sub county were not acquainted with the policy's sections on inspection of instructional classroom roles. Beach and Reinhartz (2000) regarded instructional supervision as a process that focuses on instruction and provides teachers with information about their teaching so as to develop instructional skills to improve performance. The focus of this improvement, according to Sergiovanni and Starratt (2002), may be on a teacher's knowledge, skills, and ability to make more informal professional decisions or to solve problems better or it may be to inquire into his or her teaching. Such a focus on teachers' instructional improvement permits to achieve higher quality of learning.

On whether the Policy allows head teachers to reward for good instructional practice, the results were as shown in Table 4.12

Table 4. 5: Perceptions on head teachers’ reward for good instructional practice

Statement	Response	Head teachers		QASOs		Teachers	
		Freq	%	Freq	%	Freq	%
Policy allows head teachers to reward for good instructional practice	Strongly agree	7	58%	4	80%	35	74%
	Agree	5	42%	0	0%	6	13%
	Neutral	0	0%	0	0%	2	4%
	Disagree	0	0%	1	20%	2	4%
	Strongly disagree	0	0%	0	0%	2	4%
Total		12	100%	5	100%	47	100%

Findings in Table 4.12 indicate that all the head teachers, 80 % of the QASOs, and 87 % of the teachers agreed that the Policy allows head teachers to reward for good instructional practice. Only 20 % of the QASOs, and 8 % of the teachers disagreed. A further 4 % of the teachers were not sure. This finding implied that the majority of the head teachers and teachers in the sub county correctly perceived that the Policy allows head teachers to reward for good instructional practice.

Okumbe (1992) argues that teachers’ job satisfaction is driven by remuneration, promotion, recognition, working condition and work environment. Mutie (1995) pointed out that qualified teachers left teaching because they were dissatisfied with poor

remuneration and compensation and poor public image. Like other employees in other sectors, teachers needed decent salaries and benefits, recognition opportunities for career advancement, suitable working conditions autonomy and appropriate responsibility.

Republic of Kenya (1985) established that newly posted teachers had no high hopes of getting promoted and thus did not work hard because only a small number hoped to be appointed as Head Teachers, and that the problem was compounded by lack of adequate monetary reward. As such a recommendation was made that the government offer promotion opportunities of senior administrative grades within the education service.

According to Gitonga (2012), there is a strong relationship between reward to teachers and students and school performance. School administration improves the intrinsic motivation of teachers by recognizing the teachers for their achievement, writing commendation and recommendation letters, inclusion in decision making that affect them and, providing opportunities for professional growth.

4.4 Aspects of instructional supervision teachers want practiced by head teachers

The second objective of the study was to establish the aspects of instructional supervision teachers want practiced by head teachers in integrated public primary schools in the sub-county. To achieve this, another set of statements in form of a likert scale were posed to the respondents on the aspects of instructional supervision that teachers wanted practiced by their respective head teachers. They were to indicate the extent to which they agreed or disagreed with the statements.

On the standardization of the teaching policy, the results were as shown in Table 4.13

Table 4. 6: Responses on Standardized teaching policy

			Head teachers		QASOs		Teachers	
Response			Freq.	%	Freq	%	Fre	%
							q	
Standard teaching policy adopted	Strongly agree		6	55%	3	60%	23	49%
	Agree		5	45%	2	40%	14	30%
	Neutral		0	0%	0	0%	6	13%
	Disagree		0	0%	0	0%	4	9%
Total			11	100	5	100	44	100
				%		%		%

Findings in Table 4.13 show that all the head teachers, the QASOs and 79% of the teachers were in favour of a standardised teaching policy. This finding implies that there exists a variance in the way respective head teachers approach the teaching policy in their respective schools. Brennen (2008) argues that effective supervision results when the supervisor (head teacher) clearly set out the criteria to be used in the evaluative process. This ensures that even if the final assessment is negative, the teacher will benefit from exercise and leave with his esteem. Head teacher's objectivity should therefore be the hallmark and devoid of personal biases.

On the tracking of teachers' performance, the results were s shown in Table 4.14

Table 4. 7 :Teacher performance tracking system

		Head teachers		QASOs		Teachers	
		Freq.	%	Freq	%	Fre q	%
Teacher performance tracking system adopted	Strongly agree	4	33%	1	20%	5	11%
	Agree	4	33%	3	60%	20	43%
	Neutral	1	8%	1	20%	1	2%
	Disagree	1	8%	0	0%	16	34%
	Strongly disagree	2	17%	0	0%	5	11%
Total		12	100 %	5	100 %	47	100 %

Mixed findings were reported as seen in Table 4.14. Whereas 80 % of QASOs, 66 % of the head teachers and 54% of the teachers agreed that a Teachers’ performance tracking system be adopted, 25% of the head teachers and 45 % of the teachers were opposed to the suggestion. A further 20 % of the QASOs, 8 % of the head teachers and 1% of the teachers were neutral. This finding suggested that there were those who wanted the teachers performance tracked (the majority), probably because they believed that a teachers effort would be commensurately rewarded as a result. On the other hand, those not in favour were probably lazy and believed that such a system would catch up or victimise them.

On the Regular inspection of teachers’ instructional practices for errors, the results were as shown in Table 4.15.

Table 4. 8: Inspection of teachers' instructional practices for errors

		Head teachers		QASOs		Teachers	
		Freq.	%	Freq.	%	Freq	%
Regular inspection of teachers instructional practises for errors	Strongly agree	4	33%	1	20%	6	13%
	Agree	6	50%	2	40%	14	30%
	Neutral	0	0%	1	20%	6	13%
	Disagree	2	17%	1	20%	14	30%
	Strongly disagree	0	0%	0	0%	7	14%
Total		12	100%	5	100%	47	100%

Findings in Table 4.15 show that 60 % of the QASOs, and 83 % of the head teachers, were in favour of a Regular inspection of teachers' instructional practices for errors. However the teachers were indifferent on the issue. Whereas 43 % of the teachers were in favour, 44 % were not in favour with a 13 % not sure. This finding implied that a half of the teachers were averse to inspection and correction, probably because they viewed inspection as an opportunity for victimisation and reprimand.

According to Glanz, Schulman & Sullivan (2007), effective head teachers possess the following characteristics is situationally aware of details and undercuts in the school, has intellectual stimulation of current theories and practices, is a change agent and actively involves teacher in decision and policies. Blasé and blaze(1999)assert that effective school heads value dialogue to encourage teachers to critically reflect on their learning and professional practice through making suggestions, giving feedback, modeling using inquiry and soliciting advice and opinions, giving praise and passing all relevant information to them without delays.

On Problems monitoring and reporting structure, the results were as shown in Table 4.16

Table 4. 9: Adoption of problems monitoring and reporting structure

	Response	Head teachers		QASOs		Teachers	
		Freq.	%	Freq.	%	Freq	%
Problems monitoring and reporting structure adopted for instructional practices	Strongly agree	3	25%	2	40%	15	32%
	Agree	8	67%	2	40%	23	49%
	Neutral	0	0%	1	20%	5	11%
	Disagree	1	8%	0	0%	2	4%
	Strongly disagree	0	0%	0	0%	2	4%
Total		12	100%	5	100%	47	100%

Findings in Table 4.16 show that 92 % of the head teachers, 81 % of the teachers and 80 % of the QASOs, were in favour of a problems monitoring and reporting structure. This finding suggests that the teachers were willing to support the existing reporting structures especially if it incorporated a complaints handling mechanism. Only 8 % of the head teachers and 8 % of the teachers were opposed to such a mechanism. According to Birgen (2007), Head teachers are mandated with the responsibility and duty to bring together and coordinate all the resources within the school for the achievement of desired educational goals. The head teacher's skills in school management influence the behavior of the school in terms of how teachers teach, how much students learn and the overall performance. This is because the significant proportions of key decisions made within the schools are made with the consent of the head teacher.

On the monitoring of head teachers' evaluation of teachers classroom instructional practices, the results were as shown in Table 4.17

Table 4. 10: Monitoring of head teacher’s evaluation of teachers

	Response	Head teachers		QASOs		Teachers	
		Freq.	%	Freq.	%	Freq.	%
Headteachers	Strongly agree	2	17%	1	20%	5	11%
evaluation of teachers	Agree	7	58%	3	60%	24	51%
classroom	Neutral	1	8%	1	20%	2	4%
instructional practices	Disagree	2	17%	0	0%	11	23%
be monitored	Strongly disagree	0	0%	0	0%	5	11%
Total		12	100	5	100	47	100
			%		%		%

Findings in Table 4.17 show that 80 % of the QASOs, and 75 % of the head teachers, were in favour of a monitoring system of head teachers’ evaluation of teachers. However the teachers were indifferent on the issue. Whereas 62 % of the teachers were in favour, 34 % were not in favour with a further 4 % of teachers not sure. This finding implies that majority the teachers wanted to track the activities and the feedback of their respective head teachers especially after every evaluation of teachers, probably because the existing system kept some teachers in the dark about the outcome of these evaluations. Okumbe (1992) argues that the head teacher has a crucial obligation in discharging supervisory duties in the school while working with and through the teachers to maximize their capabilities to achieve the desired educational goals.

On the adoption of overall instructional classroom roles, the results were as shown in Table 4.18

Table 4. 11: Adoption of overall instructional classroom roles

		Head teachers		QASOs		Teachers	
		Freq.	%	Freq	%	Fre q	%
head teachers to adopt overall instructional classroom roles	Strongly agree	3	25%	2	40%	9	19%
	Agree	6	50%	2	40%	9	19%
	Neutral	0	0%	1	20%	7	15%
	Disagree	0	0%	0	0%	18	38%
	Strongly disagree	3	25%	0	0%	4	9%
Total		12	100 %	5	100 %	47	100 %

According to Table 4.19, 80 % of the QASOs, and 75% of the head teachers, were in favour of head teacher's adoption of overall instructional classroom roles. The teachers were however indifferent Where 38% of them were in favour, and 47% were not in favour. A further 15 % of the teachers were not sure. This finding implied that there were challenges that head teachers faced when exercising instructional classroom roles. Thiongo (2000) observed that teachers views on supervision may differ from school to school because of the various ways head teachers perform their supervisory roles. This means head teachers practicing double standards may be viewed negatively by those who are not benefiting from it.

On Regular assessment of teachers' content knowledge, the results were as shown in Table 4.19.

Table 4. 12: Assessment of teachers’ content knowledge

	Response	Head teachers		QASOs		Teachers	
		Freq	%	Freq	%	Freq	%
Regular assessment of teachers content knowledge	Strongly agree	3	25%	1	20%	5	11%
	Agree	8	67%	2	40%	16	34%
	Neutral	0	0%	2	40%	6	13%
	Disagree	1	8%	0	0%	13	28%
	Strongly disagree	0	0%	0	0%	7	15%
Total		12	100%	5	100%	47	100%

Table 4.19 shows that 60 % of the QASOs, and 92 % of the head teachers, were in favour of Regular assessment of teachers’ content knowledge. However, there were mixed reactions from the teachers where 45 % of them were in favour, while 43 % were not in its favour. A further 13% of the teachers were not sure. This could probably be as a result of the believe that effective head teachers provide effectiveness of schools practices, is resourceful, communicate and operates from strong ideas about schooling.

Njagi (2013) observed that teachers viewed the climate of the school to be either bad or good based on their perception to prevalent attitudes and psychological qualities of their head teachers and their relationship. Head teachers relationship with some of staff members may encourage nepotism in delegation of duties.

Oghuvbu (2001) believes that effective supervision involves the adherence of bureaucratic process to control and guide teachers. He identified common determinants of effective supervision as teachers and student working rigidly according to school timetable, following school regulations, neat and decent environment, proper student management and disciplined relationship among teachers.

4.5 Systemic challenges likely to affect supervision of instruction

The third objective of the study was to determine the systemic challenges likely to affect supervision of instruction in the integrated public primary schools in the sub-county. To achieve this, another set of statements in form of a likert scale were posed to the respondents on what they wished was not practised during supervision of instruction. They were to indicate the extent to which they agreed or disagreed with the statements.

On delays arising from bureaucracy, the results were as shown in Table 4.20

Table 4. 13: Delays arising from bureaucracy

		Head teacher		QASOs		Teacher	
Response		Freq.	%	Freq.	%	Freq.	%
Bureaucratic delays	Strongly agree	0	0%	1	20%	2	4%
	Agree	1	8%	1	20%	8	17%
	Neutral	0	0%	1	20%	9	19%
	Disagree	9	75%	0	0%	16	34%
	Strongly disagree	2	17%	2	40%	12	26%
Total		12	100%	5	100%	47	100%

According to findings in Table 4.20, 40 % of the QASOs, 92 % of the head teachers, and 60% of the teachers disagreed suggesting that they detested bureaucratic delays that

affected supervision of instruction in the schools. Only 40 % of the QASOs, 8% of the head teachers, and 21% of the teachers agreed that there were bureaucratic delays that affected supervision of instruction in the schools.

According to UNESCO (2007), bureaucratic procedures in supervision may be characteristics of some African and other developing countries. Further, principals should communicate to the teachers any information without any delay. They can do this through faculty meetings, departmental chair meetings, individual meetings, follow up conference to classroom observations, interacting with them on their classroom performance, being accessible to discuss instructional matters, allowing teachers to try new instructional strategies matters and by letting them know it is okay to take risk.

The teachers responses on the effectiveness of teamwork, were as shown in Table 4.21

Table 4. 14: Effectiveness of teamwork

			Head teacher		QASOs		Teacher	
Response			Freq.	%	Freq.	%	Freq.	%
Poor team work		Strongly agree	0	0%	0	0%	7	15%
		Agree	1	8%	0	0%	5	11%
		Neutral	0	0%	2	40%	1	2%
		Disagree	3	25%	1	20%	11	24%
		Strongly disagree	8	67%	2	40%	23	49%
Total			12	100%	5	100%	47	100%

Findings in Table 4.21 show that 92 % of the head teachers, 60 % of QASOs and 73 % of teachers discounted that systemic poor team work was not a challenge likely to affect

supervision of instruction in the integrated public primary schools in the sub-county. This was because Work groups are very important job factor contribution to a teacher's job satisfaction. Fernald et al, (2012) found that people working on isolated jobs were more apt to express irritation, dissatisfaction or feelings of depression on the job. This shows that, opportunity for pleasurable interaction with co-workers is very important. The nature of the work group has an important effect on job performance and satisfaction friendly- co-operative coworkers are a modest source of job satisfaction to individual employee. Work group serves as a source of support, comfort, advice and assistance to the individual workers. However, if people are difficult to get along with, this may have a negative effect on performance.

Findings on coordination were as summarised in Table 4.22

Table 4. 15: Effectiveness of coordination

	Response	Head teacher		QASOs		Teacher	
		Freq.	%	Freq.	%	Freq.	%
Ineffective coordination	Strongly agree	0	0%	1	20%	5	11%
	Agree	1	8%	0	0%	5	11%
	Neutral	0	0%	2	40%	2	6%
	Disagree	4	33%	0	0%	17	36%
	Strongly disagree	7	59%	2	40%	17	36%
Total		12	100%	5	100%	46	100%

As shown in Table 4.22, 92 % of the head teachers, 40 % of QASOs and 72% of teachers disagreed that Ineffective coordination was not a challenge likely to affect supervision of instruction in the integrated schools in the sub-county. This was because Head teachers

have the overall responsibility over the operations of the schools, influencing and redesigning the activities of the school towards goal setting and goal achievement (pupils' performance). This can be affected by lack of adequate leadership training.

A research conducted in Papua guinea revealed supervision by head teachers resulted to quality teaching and improvement in student achievement (Annunziata, 1997). Supervision in schools ensures that principals detect any shortcoming in time and recommend necessary remedies. Kimsop (2002) conducted a research in Kabaranet division and found that, where the head teachers conducted regular classroom observations, checked student and teachers' notes, there were improved students' performance. Therefore, there should be coordination in administrative structures of the school to create cohesion.

On the effect of one-man show syndrome, the results were as shown in Table 4.23

Table 4. 16: Existence of one man show syndrome

	Response	Head teacher		QASOs		Teacher	
		Freq.	%	Freq.	%	Freq.	%
One man show syndrome	Strongly agree	0	0%	0	0%	5	12%
	Agree	1	8%	0	0%	1	2%
	Neutral	0	0%	2	40%	4	9%
	Disagree	4	33%	1	20%	18	37%
	Strongly disagree	7	59%	2	40%	19	40%
Total		12	100%	5	100%	47	100%

From Table 4.23, it was observed that only 8 % of the head teachers and 14 % of teachers reported the existence of “one man show syndrome” in the integrated schools in the sub-county. “One man show syndrome” is a systemic challenge that was likely to affect supervision of instruction in the integrated primary schools within the sub county. This finding implied that the majority of the head teachers had learned and practised delegation of duties and responsibilities to other stakeholders within the schools.

On the effect of corruption, the results were as shown in Table 4.24

Table 4. 17: Existence of corruption

	Response	Head teacher		QASOs		Teacher	
		Freq.	%	Freq.	%	Freq.	%
Corruption	Strongly agree	1	8%	1	20%	6	13%
	Agree	0	0%	0	0%	2	4%
	Neutral	0	0%	1	20%	1	2%
	Disagree	4	33%	1	20%	9	19%
	Strongly disagree	7	59%	2	40%	29	62%
Total		12	100%	5	100%	47	100%

Findings in Table 4.25 shows that the majority of the head teachers (92%), QASOs (60%) and teachers (81%) disagreed that corruption existed in their respective schools. However, a few of them indicated that corruption existed in the schools. This finding implied that there were some cases of corruption tendencies within the schools in the sub county. This was a systemic challenge that was likely to affect supervision of instruction in the integrated primary schools within the sub county. Njagi (2013) observed that teachers viewed the climate of the school to be either bad or good based on their perception to prevalent attitudes and psychological qualities of their head teachers and

their relationship. Head teachers relationship with some of staff members may encourage nepotism in delegation of duties. Thiongo (2000) observed teachers' views on supervision may differ from school to school because of various ways head teacher performs their supervisory roles. This means head teachers practicing corruption may be viewed negatively by those who are not benefiting in any way.

On the effect of incompetence, the results were as shown in Table 4.25

Table 4. 18: Existence of incompetence

	Response	Head teacher		QASOs		Teacher	
		Freq.	%	Freq.	%	Freq.	%
	Strongly agree	0	0%	0	0%	2	4%
	Agree	1	8%	0	0%	7	15%
Incompetence	Neutral	0	0%	1	20%	1	2%
	Disagree	2	17%	2	40%	16	34%
	Strongly disagree	9	75%	2	40%	21	45%
Total		12	100%	5	100%	47	100%

Table 4.25 shows that the majority of the head teachers (92%), QASOs (80%) and teachers (79%) were in disagreement that incompetence existed in their respective schools. Incompetence is a systemic challenge that was likely to affect supervision of instruction in the integrated primary schools in the sub county. Only a few of them indicated that incompetence existed in their schools. Wang' (2009) observes that an educator should possess experience passion, ability and patience when dealing all learners irrespective of individual difference. Information was also sought on whether of conflict

of interests, was a systemic challenge within the sub county. The results were as shown in Table 4.26.

Table 4. 19: Existence of conflicting of interests

	Response	Head teacher		QASOs		Teacher	
		Freq.	%	Freq.	%	Freq.	%
Conflicting priorities	Strongly agree	1	9%	0	0%	2	5%
	Agree	0	0%	0	0%	6	13%
	Neutral	0	0%	1	20%	9	19%
	Disagree	3	27%	3	60%	11	26%
	Strongly disagree	8	64%	1	20%	16	38%
Total		12	100%	5	100%	47	100%

Findings in Table 4.26 confirmed that conflict of interest was not a systemic challenge in the integrated primary schools in the sub county. The majority of the head teachers (91%), QASOs (80%) and teachers (64%) were in disagreement. Only a few of the head teachers (9%) and teachers (18%) indicated that conflict of interest existed in their schools, suggesting that a few of the head teachers and teachers had some conflicting interests. King (2005) found out that the need for teachers to find second sources of income, the increasing importance of non-meritocratic criteria for employment selection and issues of state capacity, good governance and corruption are key determinants of the results of educational investment. This could explain why some of the teachers and teachers had conflicting interests. Information was again sought on whether of adequacy of resources, was a systemic challenge within the sub county. The results were as shown in Table 4.27.

Table 4. 20: Adequacy of resources

		Head teacher		QASOs		Teacher	
Response		Freq.	%	Freq.	%	Freq.	%
Inadequate resources	Strongly agree	1	8%	0	0%	9	19%
	Agree	0	0%	0	0%	7	15%
	Neutral	1	8%	2	40%	4	9%
	Disagree	5	42%	2	40%	9	19%
	Strongly disagree	5	42%	1	20%	18	38%
Total		12	100%	5	100%	47	100%

Findings in Table 4.28 show that adequacy of resources was not a systemic challenge in the integrated primary schools in the sub county as confirmed by the majority of the head teachers (84%), QASOs (60%) and teachers (57%) who disagreed and strongly disagreed. Only a few of the head teachers (8%) and teachers (34%) agreed that adequacy of resources was a systemic challenge that affected supervision of instruction in the sub county. This finding implied that a few of the schools had challenges with physical resources and with teaching and learning resources. Information was again sought on whether stakeholder interference, was a systemic challenge within the sub county. The results were as shown in Table 4.28

Table 4. 21: Existence of stakeholder interference

	Response	Head teacher		QASOs		Teacher	
		Freq.	%	Freq.	%	Freq.	%
Stakeholder interference	Strongly agree	0	0%	1	20%	12	26%
	Agree	3	25%	0	0%	12	26%
	Neutral	0	0%	2	40%	1	2%
	Disagree	3	25%	1	20%	10	21%
	Strongly disagree	6	50%	1	20%	12	26%
Total		12	100%	5	100%	47	100%

According to Table 4.29, stakeholder interference varied from school to school and was therefore a systemic challenge in the integrated primary schools in the sub county as confirmed by the head teachers (84%), QASOs (40%) and teachers (47%) who disagreed and strongly disagreed. While on the other hand 25 % of the head teachers, 20% of QASOs and 52 % of the teachers agreed and strongly agreed. This finding implied that some of the schools had challenges with stakeholder interference which was a systemic challenge likely to affect supervision of instruction in the sub county. Information was then sought on whether teacher motivation was a systemic challenge within the sub county. The results were as shown in Table 4.29

Table 4. 22: Prevalence of motivation and empowerment

	Response	Head teacher		QASOs		Teacher	
		Freq	%	Freq	%	Freq	%
Lack of motivation and empowerment	Strongly agree	1	8%	1	20%	16	34%
	Agree	0	0%	0	0%	5	11%
	Neutral	0	0%	2	40%	0	0%
	Disagree	0	0%	0	0%	6	13%
	Strongly disagree	11	92%	2	40%	20	43%
Total		12	100%	5	100%	47	100%

Findings in Table 4.30 show that Prevalence of motivation and empowerment varied from school to school as confirmed by 92% of the head teachers, 40 % of QASOs and 56 % of the teachers who disagreed and strongly disagreed. While on the on the other hand 8% of the head teachers, 20% of QASOs and 45% of the teachers agreed and strongly agreed. This finding implied that some of the schools had challenges with of motivation and empowerment which was a systemic challenge likely to affect supervision of instruction in the sub county.

4.6 Teacher’s perception on supervision of instruction by head teachers

The fourth objective of the study was to assess the SNE teacher’s perception on supervision of instruction by head teachers in the integrated public primary schools in the sub-county. To achieve this, a set of questions on perceived teacher’s perception on supervision. They were to indicate the extent to which they agreed or disagreed with the

statements. Firstly they were to confirm whether they accept supervision of instruction as an effective tool that can be used by head teachers. The results of their responses were as shown in table 4.30

Table 4. 23: Teachers acceptance of supervision of instruction

	Response	Head teacher		QASOs		Teacher	
		Freq.	%	Freq.	%	Freq.	%
Do you accept supervision of instruction as an effective tool to be used by head teachers?	Yes	11	92%	5	100%	26	55%
	No	1	8%	0	0%	21	45%
Total		12	100%	5	100%	47	100%

Finding in table 4.31 shows that the majority (92% head teachers, 100% QASOs and 55% teachers) accepted that supervision of instruction was an effective tool to be used by head teachers. This is because the head teacher has a crucial obligation in discharging management duties in the school working with and through the teachers to maximize their capabilities in profession and achieve the desired educational goals.

Their responses on whether supervision of instruction inhibits teachers' performance were as summarised in Table 4.31.

Table 4. 24: Effect of supervision of instruction on performance

	Response	Head teacher		QASOs		Teacher	
		Freq.	%	Freq.	%	Freq.	%
Do you think supervision of instruction inhibits teachers performance in inclusive school?	Yes	5	42%	3	60%	30	64%
	No	7	58%	2	40%	17	36%
Total		12	100%	5	100%	47	100%

Finding in Table 4.31 show that the majority of QASOs (60%) and teachers (64%) thought that supervision of instruction inhibits teachers' performance. However the head teachers were indifferent with 42% of them agreeing to the inhibition while 58 % disagreed that that supervision of instruction inhibits teachers' performance. This could be as a result of the way the head teachers approach the whole concept of supervision. Where the approach is objective and with clearly defined deliverables teachers tend to perform better than when the expectations are subjective. Brennen (2008) argues that Head teachers, objectivity, devoid of personal biases, should be hallmark. He post that effective supervision result when supervisor clearly set out the criteria to be used in the evaluative process and ensures that even if the final assessment is a negative one, the teacher will benefit from exercise and leave with his/her esteem.

On whether staff attitude determines the success of supervision of instruction, the results were as summarised in Table 4.32

Table 4. 25: Staff attitude towards supervision of instruction by head teachers

	Response	Head teacher		QASOs		Teacher	
		Freq.	%	Freq.	%	Freq.	%
Do you think staff attitude determines the success of supervision of instruction by head teacher as an aspect of management in inclusive primary schools?	Yes	10	83%	5	100%	38	81%
	No	2	17%	0	0%	9	19%
Total		12	100%	5	100%	47	100%

The majority of the respondents believed that staff attitudes determine the success of supervision of instruction by head teacher as an aspect of management in inclusive

primary schools. This was confirmed by all the QASOs, 83 % of the head teachers and 81% of the teachers. This observation implied that most teachers in this sub county take head teachers leadership styles positively which makes supervision easier.

On whether the respondents have ever been assessed under supervision of instruction, the results were as summarised in Table 4.33

Table 4. 26: Participation under supervision of instruction

Statement	Response	Head teacher		QASOs		Teacher	
		Freq.	%	Freq.	%	Freq.	%
have you personally been assessed under supervision of instruction	Yes	8	67%	4	80%	35	74%
	No	4	33%	1	20%	12	26%
Total		12	100%	5	100%	47	100%

Findings in Table 4.34 show that not all the respondents had participated in supervision of instruction. This was probably because they were very new in their respective schools or their head teachers too busy to accord some time to supervise the instruction. However the majority of the teachers had participated (67% head teachers, 80% QASOs and 74% teachers). Their responses on the experience of the assessment were as summarised in Table 4.34.

Table 4. 27: Experience of the assessment

Experience		Head teacher		QASOs		Teacher	
		Frequency	Percent	Frequency	Percent	Frequency	Percent
Tedious	Yes	0	0%	3	60%	9	19%
	No	12	100%	2	40%	38	81%
Very successful	Yes	3	25%	1	25%	10	21%
	No	9	75%	4	75%	37	79%
Fair	Yes	7	58%	1	20%	12	26%
	No	5	42%	4	80%	35	74%
Very bad	Yes	0	0%	0	0%	3	6%
	No	12	100%	5	100%	44	94%

Whereas the head teachers found the exercise not tedious, a substantial proportion of the QASOs and the majority of the teachers indicated that the exercise was tedious. This was probably because the QASOs had to make arrangements to commute from school to school to supervise instruction. Some schools in the sub county are not easily accessible suggesting that elaborate logistical planning. The teachers found the exercise tedious because they had to ensure that the schemes of work, lesson plans, lesson note and all the professional records and registers were in place in readiness for supervision. The majority of the teachers could have found the preparation tedious.

Findings in table 4.35 further show that the exercise was largely successful as confirmed by the majority of head teachers (75%), QASOs (75%) and teachers (79%). This finding could be attributed to the fact that all the head teachers, QASOs and teachers (78%) had attended teacher training courses and were therefore in a position to tell what was required of them during instruction supervision. As such the exercise was rated successful in most of the instances. Only 7 % of the teachers rated the exercise as Very bad probably because their expectations were not met, or they were victims of nepotism and corruption.

Griffins (1994) argue those school administrators need more preparation so as to become more effective, in performance of administrative tasks. This means that more training experience and the right qualifications is required to provide them with skills, knowledge and attitudes necessary for improved schools management

4.7 Chapter summary

The chapter has presented, interpreted and discussed findings based on the data collected. The themes presented include: teachers perception regarding the policy supporting supervision of instruction, the aspects of instructional supervision teachers want practiced by head teachers, the systemic challenges likely to affect supervision of instruction, and teacher's perception towards supervision by their head teachers in Tharaka South Sub County, the summary of findings, conclusion and recommendations are presented in Chapter Five.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter deals with the summary, conclusions and recommendations of the study. The general objective of the study was to investigate the teachers' perception towards head teachers' instructional supervisory practices in integrated primary schools in Tharaka South Sub County, Kenya.

5.2 Summary of findings

On the first objective which was to establish the teachers perception regarding policy supporting supervision of instruction in integrated public primary schools in the sub-county, it was established that the majority of the head teachers, QASOs and teachers were aware of the existence of the TSC policy on identification, selection, appointment, development and training of head teachers., and that the Policy allows head teachers to control instructional practices. However some of the Head teacher and teachers were not acquainted on the 2008 TSC policy on identification, selection, appointment, development and training of head teachers. Substantial proportions of them were not acquainted with the sections on inspection of instructional practices.

Whereas the majority of the teachers, head teachers and QASOs were aware of the policy's provisions on seeking solutions to problems encountered in instructional practices, half of the head teachers and teachers in the sub county were not acquainted with the policy's sections on inspection of instructional classroom roles. The majority of

the head teachers and teachers in the sub county correctly perceived that the Policy allows head teachers to reward for good instructional practice.

On the second objective of the study which was to establish the aspects of instructional supervision teachers want practiced by head teachers in integrated public primary schools in the sub-county. It was established that there exists a variance in the way respective head teachers approach the teaching policy in their respective schools. The majority of the Head teachers QASOs and teachers who wanted the teachers' performance tracked because they believed that a teacher's effort would be commensurately rewarded as a result. However, half of the teachers were averse to inspection and correction because they viewed inspection as an opportunity for victimisation and reprimand. It was also established that the teachers in the sub county were willing to support the existing reporting structures especially if it incorporated a complaints handling mechanism, and that there were systemic challenges that head teachers faced when exercising instructional classroom roles because half of the teachers favoured it while the other was not in favour.

The third objective of the study was to determine the systemic challenges likely to affect supervision of instruction in the integrated public primary schools in the sub-county. Some schools experienced bureaucratic delays that affected supervision of instruction. Poor team work was not a challenge likely to affect supervision of instruction in the integrated public primary schools in the sub-county. This was because Work groups are very important job factor contribution to a teacher's job satisfaction. Majority of the head teachers had learned and practised delegation of duties and responsibilities to other stake

holders within the schools and as such ineffective coordination and “One man show syndrome” were unlikely to affect supervision of instruction in the integrated primary schools within the sub county.

Whereas incompetence was not a systemic challenge that was likely to affect supervision of instruction, a few of the head teachers , QASOs and teachers indicated that corruption existed in the schools which was a systemic challenge that affected supervision of instruction in the integrated primary schools within the sub county. A few of the head teachers and teachers had some conflicting interests while some of the schools had challenges with physical resources, teaching and learning resources, stakeholder interference motivation and empowerment which were systemic challenges likely to affect supervision of instruction in the sub county.

The fourth objective of the study was to assess the SNE teacher’s perception on supervision of instruction by head teachers in the integrated public primary schools in the sub-county. It was established that the majority of QASOs, head teachers, and teachers accepted that supervision of instruction was an effective tool to be used by head teachers. .however the majority of them thought that supervision of instruction inhibits teachers’ performance. Because of the way the head teachers approach the whole concept of supervision. Where the approach is objective and with clearly defined deliverables teachers tend to perform better than when the expectations are subjective. While staff attitudes determine the success of supervision of instruction by head teacher as an aspect of management in inclusive primary schools, not all the respondents had participated in

supervision of instruction. a substantial proportion of the QASOs and the majority of the teachers indicated that the exercise was tedious because the QASOs had to make arrangements to commute from school to school to supervise instruction some of which are not easily accessible while the teachers found the exercise tedious because they had to ensure that all the professional records were in place in readiness for supervision and was tedious to some.

5.3 Conclusion

Some of the Head teacher and teachers were not acquainted with the 2008 TSC policy on identification, selection, appointment, development and training of head teachers. Substantial proportions of them were not acquainted with the sections on inspection of instructional practices. As such the only speculated on its provisions on instructional practices. there exists a variance in the way respective head teachers approach the teaching policy in their respective schools, which could be as a result of the speculation on the provisions of the with the TSC (2008) policy. Systemic challenges existed in the integrated public primary schools in the sub-county and they affect supervision of instruction. While supervision of instruction was an effective tool for head teachers, its approach inhibited teachers' performance.

5.4 Recommendation

Based on the finding of the study, the following recommendations are made:-

1. That the TSC circulates enough copies of the TSC (2008) Policy on identification, selection, appointment, development and training of head teachers to all schools in the sub county.

2. That the TSC organises Workshops for QASOs head teachers and teachers on the provisions of the TSC (2008) Policy on identification, selection, appointment, development and training of head teachers in the sub county
3. That the TSC and the Ministry of education provide in service courses for existing head teachers on objective approaches and strategies to supervision of instruction
4. That the Ministry of education addresses the inefficiencies in the reporting structures for instructional supervision

5.4 Suggestion for further research

Based on the finding of the study, further research is suggested on :-

1. Teachers motivator and demotivators in the process of instructional supervision in integrated primary schools in Tharaka South Sub County
2. Conflict of interests that Head teachers QASOs and teachers face while discharging their duties in integrated primary schools in Tharaka South Sub County
3. The determinants of corruption in public primary schools in the integrated primary schools in Tharaka South Sub County
4. Forms of stakeholder interference that Head teachers QASOs and teachers face while discharging their duties in integrated primary schools in Tharaka South Sub County

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APPENDICES

Appendix I: Transmittal Letter

29th November, 2014

The Head Teacher,

.....Primary school

BoxTharaka

RE: DATA COLLECTION EXERCISE

I am a student at Kenyatta University pursuing a degree in Education. This questionnaire is designed to assist me in collecting data for a research to be submitted as a partial fulfilment of the requirements of the said degree award. The findings of the research and your contribution will be treated confidentially and used purely for academic purposes.

This questionnaire is designed to gather information from teachers in integrated public primary schools in Tharaka South District. Kindly respond to the question items by putting a tick (√) in the appropriate box or by filling in the correct information on the spaces provided. The correct answer is the one which you will provide honestly

Thank you for your response

Yours Faithfully

Doris Kathambi Njeru

Appendix II: Questionnaire

Questionnaire for regular and special needs teachers

Section A: Background information

Please insert/tick (√) details or circle the appropriate category for you.

1. Sex: Male
 Female

2. Age: Up to 29
 30-39
 40-49
 50-59
 60+

3. Your highest qualification: _____

4. Your professional status: Trained
 Untrained
 Special Needs Education

5. Number of years you have served in your current position:

Section B: Supervision Policy

6. Please react to the statements about teacher supervision policy by indicating whether you strongly agree, Agree, Disagree or strongly disagree. Please tick (√) against each statement your best opinion.

What I think the policy on supervision of instruction requires of head teachers	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Policy allows head teachers to delegate supervisory roles					
Policy allows head teachers to control instructional practices.					
Policy allows head teachers to inspect teachers instructional practices for errors					
Policy allows head teachers to seek solutions to problems encountered					

in their instructional practices					
Policy allows head teachers to evaluate teachers classroom instructional practices.					
Policy gives head teachers overall instructional classroom roles					
Policy allows head teachers to reward teachers for good instructional practice					

Section C: Aspects of instructional supervision teachers want practiced

7. Please react to the statements by indicating whether you strongly agree, Agree, Disagree or strongly disagree?

What I want practiced	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Standard teaching policy adopted					
Teacher performance tracking systems adopted					
Regular inspection of teachers instructional practices for errors					
Problems monitoring and reporting structure adopted for instructional practices					
head teachers evaluation of teachers classroom instructional practices be monitored					
head teachers to adopt overall instructional classroom roles					
Regular assessment of teachers content knowledge					

Section D: Systematic Challenges to supervision of instruction

8. Please react to the statements by indicating whether you strongly agree, Agree, Disagree or strongly disagree with the following challenges facing supervision of instruction?

What I want practiced	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Bureaucratic delays					
Poor team work					
Ineffective coordination					
One man show syndrome					
Corruption					
Incompetence					
Conflicting priorities					
Inadequate resources					
Stakeholder interference					
Lack of motivation and empowerment					

Section E: Perception of SNE teachers on supervision of instruction by head teachers

9. Do you accept supervision of instruction as an effective tool to be used by head teachers? Yes [] No []
10. Do you think supervision of instruction inhibits teacher performance in integrated schools?
Yes [] No []
11. Do you think staff attitude determines the success of supervision of instruction by head teachers as an aspect of management in integrated primary schools?
Yes [] No []
12. Have you personally been assessed under supervision of instruction?
Yes [] No []

If yes, what was the experience?

Comment	(Tick)
Tedious	
Very successful	
Fair	
Very bad	
Other:	

Thank you for completing this questionnaire. Your participation is very much appreciated.

Appendix III: Questionnaire

Interview guide for head teachers and quality assurance officers

Section A: Background information

Please insert/tick (✓) details or circle the appropriate category for you.

1. Sex: Male
 Female

2. Age: Up to 29
 30-39
 40-49
 50-59
 60+

3. Your highest qualification: _____

4. Your professional status: Trained
 Untrained
 Special Needs Education

5. Number of years you have served in your current position:

Section B: Supervision Policy

6. Please react to the statements about teacher supervision policy by indicating whether you strongly agree, Agree, Disagree or strongly disagree. Please tick (✓) against each statement your best opinion.

What I think the policy on supervision of instruction requires of head teachers	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Policy allows head teachers to delegate supervisory roles					
Policy allows head teachers to control instructional practices.					
Policy allows head teachers to inspect teachers instructional practices for errors					
Policy allows head teachers to seek solutions to problems encountered					

in their instructional practices					
Policy allows head teachers to evaluate teachers classroom instructional practices.					
Policy gives head teachers overall instructional classroom roles					
Policy allows head teachers to reward teachers for good instructional practice					

Section C: Aspects of instructional supervision teachers want practiced

7. Please react to the statements by indicating whether you strongly agree, Agree, Disagree or strongly disagree?

What I want practiced	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Standard teaching policy adopted					
Teacher performance tracking systems adopted					
Regular inspection of teachers instructional practices for errors					
Problems monitoring and reporting structure adopted for instructional practices					
head teachers evaluation of teachers classroom instructional practices be monitored					
head teachers to adopt overall instructional classroom roles					
Regular assessment of teachers content knowledge					

Section D: Systematic Challenges to supervision of instruction

8. Please react to the statements by indicating whether you strongly agree, Agree, Disagree or strongly disagree with the following challenges facing supervision of instruction?

What I want practiced	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Bureaucratic delays					
Poor team work					
Ineffective coordination					
One man show syndrome					
Corruption					
Incompetence					
Conflicting priorities					
Inadequate resources					
Stakeholder interference					
Lack of motivation and empowerment					

Section E: Perception of SNE teachers on supervision of instruction by head teachers

9. Do you accept supervision of instruction as an effective tool to be used by head teachers? Yes [] No []
10. Do you think supervision of instruction inhibits teacher performance in integrated schools? Yes [] No []
11. Do you think staff attitude determines the success of supervision of instruction by head teachers as an aspect of management in integrated primary schools? Yes [] No []
12. Have you personally been assessed under supervision of instruction? Yes [] No []

13. If yes, what was the experience?

Comment	(Tick)
Tedious	
Very successful	
Fair	
Very bad	
Other:	

Thank you for completing this questionnaire. Your participation is very much appreciated

Appendix IV: Research permit


THIS IS TO CERTIFY THAT:
MISS. DORIS KATHAMBI NJERU
of KENYATTA UNIVERSITY, 1571-60200
Meru, has been permitted to conduct
research in *Tharaka-Nithi* County

Permit No : NACOSTI/P/15/6216/4687
Date Of Issue : 3rd February, 2015
Fee Received :Ksh 1,000

on the topic: *TEACHERS PERCEPTION
TOWARDS HEAD TEACHERS
INSTRUCTIONAL SUPERVISORY
PRACTICES IN INTEGRATED PUBLIC
PRIMARY SCHOOLS IN THARAKA SOUTH
SUB-COUNTY.*

for the period ending:
15th April, 2015

.....
Applicant's
Signature



.....
Secretary
National Commission for Science,
Technology & Innovation

CONDITIONS

1. You must report to the County Commissioner and the County Education Officer of the area before embarking on your research. Failure to do that may lead to the cancellation of your permit.
2. Government Officers will not be interviewed without prior appointment.
3. No questionnaire will be used unless it has been approved.
4. Excavation, filtering and collection of biological specimens are subject to further permission from the relevant Government Ministries.
5. You are required to submit at least two(2) hard copies and one(1) soft copy of your final report. The Government of Kenya reserves the right to modify the conditions of this permit including discontinuation without notice.



NACOSTI

National Commission for Science,
Technology and Innovation

RESEARCH CLEARANCE
PERMIT

Serial No. A

CONDITIONS: see back page

Appendix V: Authorization Letter



**NATIONAL COMMISSION FOR SCIENCE,
TECHNOLOGY AND INNOVATION**

44, Ngara Road, P.O. Box 30194
25010, Nairobi, Kenya
Tel: +254 20 318244
Email: info@nacosti.go.ke
Website: www.nacosti.go.ke
WhatsApp: +254 20 318244

Kenya
Nairobi, Kenya

Ref: NACOSTI/P/15/6216/4687

Date:

3rd February, 2015

NACOSTI/P/15/6216/4687

Doris Kathambi Njeru
Kenyatta University
P.O. Box 43844-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *“Teachers perception towards head teachers instructional supervisory practices in integrated public primary schools in Tharaka South Sub County”* I am pleased to inform you that you have been authorized to undertake research in Tharaka-Nithi County for a period ending 15th April, 2015.

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

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

**DR. AL. K. RUGUTU, PhD, HSC,
DIRECTOR GENERAL/CEO**

Copy to:

The County Commissioner
Tharaka-Nithi County.

The County Director of Education
Tharaka-Nithi County.