

**HEADTEACHERS' INSTRUCTIONAL SUPERVISION ROLES
AS PERCEIVED BY PRIMARY SCHOOL TEACHERS IN MERU
COUNTY, KENYA**

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**A RESEARCH PROJECT SUBMITTED TO THE DEPARTMENT
OF EDUCATIONAL MANAGEMENT, POLICY AND CURRICULUM
STUDIES IN PARTIAL FULFILMENT OF DEGREE OF MASTER
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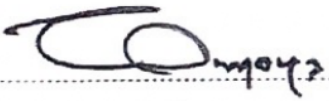
DECLARATION

I declare that this project report is my original work which has not been presented to any other university, or any educational institution, for consideration of any certification. It has been complemented by referenced sources duly acknowledged where text, data, graphics and tables have been borrowed from other sources including the spoken word and the internet. These are specifically accredited and referenced in accordance with anti-plagiarism regulations.



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This research project has been submitted with our approval as university Supervisors.


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ABSTRACT

The research study sought to assess the effectiveness of head teachers' instructional supervision role as perceived by primary school teachers in Abogeta East Division, in the County of Meru. The following objectives guided this study; (i) To establish the role played by the primary school head teachers in instructional supervision in Abogeta East Division, Meru County, (ii) To determine challenges faced by the primary school head teachers while carrying out their instructional supervision role, (iii) To identify strategies put in place by the primary school head teachers in order to eliminate challenges they face in their instructional supervision role (iv) To assess the effectiveness of head teachers instructional supervision role as perceived by primary school teachers. The research project was based on Lineburg theory of change which says that the instructional practices applied by teachers can be easily changed by head teacher's leadership strategies. The targeted populations were 17 head teachers and 153 teachers from 17 schools making a total population of 170 persons from the whole of Abogeta East Division. From the total population, the study sampled five out of 17 public primary schools using simple random sampling. Before the actual data collection, piloting was done to two randomly selected schools which consisted of two head teachers and four teachers to measure validity and reliability of the research instruments. Closed and open ended questionnaires were used for data collection. The collected data was tallied and coded depending on the similarities of responses then interpreted in percentages using scientific calculators. This data was entered into the SPSS computer programme, where it was analyzed then presented using percentages frequency tables. The research findings show that head teachers' instructional supervision practices help teachers perform their duties. This is done through checking schemes of work, checking lesson plans, improving supervisory strategies, developing new strategies to improve teaching and learning, evaluating student progress, improving curriculum and library materials, setting mean scores for teachers among others. The study recommended that government should provide teaching and learning materials in schools, head teachers should also maintain good and conducive environment for learning. Head teachers should inform teachers the significance of instructional supervision in their career development which will help them carry out their instructional roles effectively.