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**INFLUENCE OF HEAD TEACHERS' SUPERVISION STYLES ON THE QUALITY OF  
CLASSROOM INSTRUCTION IN LOWER PRIMARY SCHOOLS IN MAARA SUB-  
COUNTY, KENYA**

**BY**

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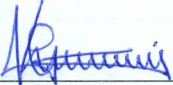
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I declare that this research project is my original work and has not been presented for a degree in any other university or any other institution of higher learning for consideration. This research project has been complemented by referenced sources duly acknowledged. Where text, data, graphics, pictures or tables have been borrowed from other sources, including the internet, these are specifically accredited through referencing in accordance with anti-plagiarism regulations.

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MOAS Ministry of Quality Assurance and Standards

SCQAQO Sub-County Quality Assurance and Standards Office

EA Education for All

IIEP International Institute of Education Planning

INSPTS In-Service Trainings

KCPK Kenya Certificate of Primary Education

KCSK Kenya Certificate of Secondary Education

KEMI Kenya Education Management Institute

LPS Lower Primary School

MoEST Ministry of Education, Science and Technology

PTC Primary Teachers Certificate

## **ABBREVIATIONS AND ACRONYMS**

ADEA	<b>Association for the Development of Education in Africa</b>
CQASO	<b>County Quality Assurance and Standards Officer</b>
DBAE	<b>Discipline Based Art Education</b>
C.E.B	<b>County Education Board</b>
S.C.D.E.	<b>Sub-County Director of Education</b>
DQAS	<b>Directorate of Quality Assurance and Standards</b>
SCQASO	<b>Sub-County Quality Assurance and Standard officer</b>
EFA	<b>Education for All</b>
IIEP	<b>International Institute of Education Planning</b>
INSETS	<b>In- Service Trainings</b>
KCPE	<b>Kenya Certificate of Primary Education</b>
KCSE	<b>Kenya Certificate of Secondary Education</b>
KEMI	<b>Kenya Education Management Institute</b>
LPS	<b>Lower Primary School</b>
MoEST	<b>Ministry of Education, Science and Technology</b>
PTC	<b>Primary Teachers Certificate</b>

SMC	<b>School Management Committee</b>
SPSS	<b>Statistical Package of Social Science</b>
TAC	<b>Teacher Advisory Centre</b>
TSC	<b>Teachers Service Commission</b>
UNESCO	<b>United Nations Education, Scientific and Cultural Organization</b>

## ABSTRACT

Supervision of classroom instruction was designed to help teachers uncover, scrutinize and elaborate on their practical theories through enquiry which involves processes of description, interpretation, confrontation and reconstruction of practices. It has the ultimate goal of improving instruction and student learning. Commissions and committees that were set up to study and report on education in Kenya have pointed out that supervision of classroom instruction was an issue of concern in the implementation of the curriculum. The purpose of the study was to establish the influence of head teachers' supervision styles on the quality of classroom instruction in lower primary schools in Muthambi Zone, Maara Sub-county, Tharaka-Nithi County, Kenya. The theory of Supervisory Practice also known as Discipline Based Art Education (DBAE) was used because it improves instruction and the quality of classroom life through the integration of various supervision methods. Descriptive survey design was adopted for the study. The target population was 28 primary schools in the zone which comprised of 22 public schools and 6 private schools. Purposive sampling was used to select 11 head teachers and 33 classroom teachers to ensure equitable representation. Out of the sampled respondents, 9 head teachers and 30 lower primary school teachers responded giving a questionnaire return rate of 88.63%. The study employed questionnaires and interview schedules as research instruments for data collection. The study found out that head teachers were in close touch with the progress of lower primary school activities; they engaged teachers in mutual dialogue, they closely monitored attendance of teachers, provided teaching and learning materials and also made informal visits to observe classroom teaching. The study also established that the level of academic and professional qualification had influence on head teachers' supervision styles of classroom instruction in lower primary schools. The study finally established that head teachers management experience has significance on supervision styles displayed as they supervise classroom instruction. It was concluded that head teachers supervision styles strongly influenced the quality of classroom instruction in lower primary schools in Muthambi zone, Maara sub-county, Kenya. It was recommended that head teachers should be given frequent refresher courses on school management skills, there should be no gender discrimination when appointing teachers to headship positions, both academic and professional qualification and work experience should be considered when appointing teachers to headship position.

## **CHAPTER ONE**

### **INTRODUCTION AND CONTEXT OF THE STUDY**

#### **1.0 Introduction**

This chapter presents the background of the study on the influence of head teachers' supervision styles on the quality of classroom instruction. It also outlines the statement of the problem, purpose of the study, objectives of the study as well as research questions. The chapter also outlines the significance of the study, limitations and delimitations of the study, assumptions, theoretical and conceptual framework as well as operational definition of terms.

#### **1.1 Background of the Study**

Supervision of classroom instruction is designed to help teachers uncover, scrutinize and elaborate their practical theories through enquiry which involves processes of description, interpretation, confrontation and reconstruction of practices (Handal and Lauvas, 1989) (Smyth,1989). Supervision has the ultimate goal of ensuring that the quality of teaching is improved in the classrooms. Beach and Reinhartz (1989) and Olive and Pawlas (1997) focused on supervision as providing teachers both individually and in groups with the necessary guidance to make them carry out their teaching duties effectively so that learners' performance can be improved.

The International Conference on Education, held in Jomtien, Thailand, in 1990 popularly known as Education for All (EFA) committed to the achievement of among others the improvement of all factors that led to quality of education and ensured that visible and measurable outcomes are achieved by all, especially in literacy, numeracy and essential life skills. After ten years it was found that access to education had increased but the quality of education that was measured by achievements in reading, writing, arithmetic and problem solving was extremely low especially in Sub-Saharan Africa. The quality of teaching therefore became an issue of discussion during

the Dakar Summit in pursuing the new goal of EFA by 2015. The Dakar Summit ( 2000) and the Association for the Development of Education in Africa (ADEA) (2003) focused on the importance of strengthening supervision of education systems in order to ensure that instructions are appropriately delivered. Research conducted by Dembe'le' and Miaro II (2003) for ADEA Biennial meeting 2003 noted that for any meaningful teaching to be realized, all factors that contributed, should be given due attention including monitoring how resources are procured, distributed and utilized.

In Kenya, the basic Education Act no. 14 of 2013 places the legal responsibility for supervision of the quality of classroom instruction in schools on the Directorate of Quality Assurance and Standards (DQAS) whose officers are empowered to visit any school or any place reasonably suspected to be conducting school activities or instructions at any time to inspect the quality of instruction given to the learners (Republic of Kenya, 2013). The Ministry of Education prepared a Handbook for Inspection of Educational Institutions that outlined how supervision of schools should be done and more importantly how supervision of classroom instruction should be carried out by DQAS (MoEST 2000). Despite these legal backing, reports and papers generated from the Ministry of Education have continued to identify inadequate supervision of classroom instruction as a major area seriously affecting the quality of education in Kenya (Republic of Kenya, 2003, 2004, 2005, Wasanga, 2004).

Kibera (2007) viewed the roles of head teachers as encompassing administrative, curricular and instructional dimensions. According to Teachers' Image volume 9 of 2004 a quarterly magazine of the Teachers Service Commission ( T.S.C ), the duties and responsibilities of head teachers include teaching, serving as the accounting officer, interpreting and implementing policies,

serving as secretary to School's Board of Management (BOM) and being in charge of improving and maintaining quality training and learning standards.

Gatabu (2012) researched on the influence of head teachers' instructional supervision strategies on pupil's performance in KCPE in public primary schools in Rumuruti division, Kenya. The study established that gender, age and duration of teaching of head teachers do not have an influence on pupils KCPE performance. However, head teachers' academic qualification was found to have a significant influence on pupil's performance. The same research established that the frequency of head teachers classroom visitation when the teacher is teaching significantly influence pupils performance. Onindo (2011) researched on primary school teacher's attitude towards instructional supervision in public primary schools in Rongo division of Rongo District, in Kenya.

The study reviewed that teachers understood their roles and those of the supervisors of schools which were to improve quality of instruction by providing suitable learning environment, helping teachers in identifying problems encountered in teaching and learning, guiding them in decision making and assisting in developing instructional materials.

Kiamba (2011) carried out a research on obstacles to effective instructional supervision in public schools in Mbooni West District, Kenya. The researcher established that pupils' enrolment, understaffing of teachers, inadequate resources and poor road network among others are key factors that hinder effective supervision of schools.

Studies carried out by Uwezo Kenya (2012) on learning levels in Kenya indicated that nationally only 30% of children in standard three can perform class two works well. The report further showed that only class three children performed below average in English 32%, Kiswahili 32%

and numeracy 28% while other classes performed better. This report indicated that there was need to monitor how lower primary classes children are given instruction thus prompting the researcher to carry out a study to find out whether supervision styles of head teachers' influence the quality of classroom instruction in lower primary classes. The report also indicated that 11% of children in class 8 performed poorly in simple class 2 division, 7% of them can neither read a simple English nor Kiswahili story. The report further indicated that 20% of children in upper primary could not tell the purpose of Kenyan flag colours and symbols while sharp inequalities existed across the counties where the top five positions were dominated by counties in more potential areas like central region and Nairobi with the bottom five positions taken by counties in arid and semi-arid areas.

Whereas in Tharaka Nithi County, the Uwezo report (2012) indicated that 43.8% of class 3 pupils cannot read a paragraph, 20% cannot do subtraction while 11% of lower primary teachers were not in school during the period the researchers visited their schools, In Maara Sub-County, 37% of lower primary class 3 pupils could not read a paragraph, 12% could not do subtraction while 11% of lower primary teachers were absent on the days the researchers visited the schools.

In Tharaka Nithi County and more particularly in Maara sub-county, annual assessment reports from the County Quality Assurance and Standards Officers (CQASO) and District Quality Assurance and Standards Officers (DQASO) (2013, 2012, 2011) indicated that supervision of classroom Instruction was affected severely by a combination of factors. Among the main factors observed after visits to Primary Schools in the County and District were chronic absenteeism of both teachers and pupils from School. This negatively impacted on the syllabus coverage and inadequate acquisition of the necessary competences like reading, writing and numeracy skills. Lack of acquisition of competencies was particularly observed in lower primary classes where

they are developed (County Director of Education 2013, 2014) (Sub-county Education Officer, 2011, 2012, 2013). Staff shortage was another factor whereby it was observed that the county has a shortage of 630 teachers while Maara Sub-county has a shortage of 92 teachers (Sub-county Staffing Office, Maara (2014). The reports noted that this shortage was elevated by hiring of teachers some of whom were not professionally qualified. In cases where parents were unable to hire teachers, learners were left unattended.

Inadequate teaching and learning resources were also noted to be major hindrance to quality of classroom instruction. Textbooks were found to be few and tattered, chalkboards were not appropriate and teaching aids were scarce. In some areas, classrooms were not conducive for effective teaching and learning because they were temporarily with leaking roofs, no windows and doors and the floors were earthen. The reports also indicated that in some areas, water supply was inadequate hence learners were made to fetch water from far distances resulting in loss of instructional time. In the marginalized areas of the county like Tharaka District it was noted that drought and poverty affected instruction in that learners were unable to concentrate on empty stomachs. In areas where there were no feeding programs, the class enrolment punctuated depending on the availability of food at home (County Director of Education Tharaka-Nithi ( 2013, 2014).

The CQASO and SCQASO reports also lamented on the shortage of Quality Assurance and Standards Officers (QASO) who are unable to reach all the schools to offer advisory services to teachers. This shortage was however relieved by Curriculum Support Officers previously referred to as Teachers Advisory Centre Tutors who are primarily supposed to offer INSETS to teachers while at the same time they were performed roles of quality assurance and standard officers to ensure instructions are effectively given to learners. Lack of transport in the county

was also noted to be affecting quality of classroom instruction supervision. The reports however noted that all the primary schools have head teachers who are qualified with some having Bachelor of Education degrees. The reports were however very silent on the head teacher's supervision styles which in one way or the other may affect his/her performance when it comes to supervision of the quality of instruction offered. The reports also viewed the general perspective of the school based on visits to the schools and to some extent on the K.C.P.E performance.

The researcher therefore intends to explore deeper and analyze lower primary classes in particular and also find out the extent to which the gender, professional qualification and experience of head teachers influence supervision styles on the quality of classroom instruction in lower primary schools in Muthambi zone, Maara Sub-county, Tharaka-Nithi County, Kenya.

### **1.2 Statement of the Problem**

Inadequate supervision of classroom instruction is not a new problem in Kenya. Commissions and committees that were set up to study and report on education in Kenya have pointed out supervision of curriculum delivery as an issue of concern in the implementation of the curriculum. The studies reviewed have shown that head teachers played a great role in the classroom instruction supervision that included application of various supervision styles like ensuring allocation and proper use of teaching and learning resources, checking time management by students and staff and classroom visits to see how individual teacher taught, engagement in mutual dialogue and conduction of INSET trainings. The classroom supervision styles applied enhanced students performance in KCSE and KCPE examinations in public secondary and primary schools.

The studies conducted overlooked the head teachers' supervision styles on the quality of classroom instruction particularly in non-examinable classes besides its significance in ensuring that quality classroom instruction is prerequisite in enhancing and promoting acquisition of basic literacy and numeracy competencies. This study was therefore to investigate the influence of head teachers' supervision styles on the quality of classroom instruction in lower primary schools in Muthambi Zone, Maara Sub-county, and Tharaka-Nithi County, Kenya.

### **1.2.1 Purpose of the Study**

The purpose of the study was to establish the influence of head teachers' supervision styles on the quality of classroom instruction in lower primary schools in Muthambi Zone, Maara Sub-county, and Tharaka-Nithi County, Kenya.

### **1.2.2. Objectives of the Study**

Objectives of the study were;

- i. To find out head teachers' supervision styles of classroom instruction in lower Primary Schools in Muthambi zone, in Maara Sub-county of Tharaka-Nithi county, Kenya
- ii. To establish gender difference in head teachers' supervision styles of classroom instruction.
- iii. To establish the influence of academic and professional qualifications on supervision styles demonstrated by head teachers.
- iv. To determine the influence of supervision styles demonstrated by head teachers with various work experience on the quality of classroom instruction.

### **1.2.3 Research Questions**

This research was guided by the following questions:

- i. How does head teacher' supervision styles influence classroom instruction in lower primary school in Muthambi zone, Maara Sub-county of Tharaka- Nithi County?
- ii. How does gender influence head teacher's supervision styles of classroom instruction?
- iii. Does the head teachers' academic and professional qualification influence the supervision styles of classroom instruction?
- iv. Does head teachers' work experience influence supervision styles of classroom instruction?

### **1.3 Significance of the Study**

The significance of this study was as follows:

This study could be used to add knowledge about the styles and methods of classroom instruction supervision in Muthambi Zone, Maara Sub-county primary schools and particularly lower primary school classes. From the study, head teachers may be able to understand better and d supervision practices hence it had the potential to improve instructional supervision in lower primary classes.

On the theoretical value, the findings of the study provide greater insights to the administrators and managers of schools into the factors that contribute to quality of classroom instruction in schools. On the practical value, the findings may serve as reference point for head teachers on management skills that lead to improvement of pupils' performance.

The findings may help school head teachers to address the problem of inadequate and inappropriate styles of classroom supervision which in return will improve pupils' academic performance. The findings of the study may also benefit Kenya Education Management Institute (KEMI) with regard to salient training needs for head teachers that needed to be addressed in Muthambi Zone Maara Sub-county.

#### **1.4 Limitations and Delimitations of the Study**

They are described in the following sub sections

##### **1.4.1 Limitations of the study**

Some respondents were unwilling to give correct information on the status of instructional supervision for fear of victimization by head teachers. Some respondents were not at their stations of work when the researcher visited schools thus spending more time than budgeted for. The researcher guaranteed them total confidentiality and assured them that the report was for academic purposes only. The researcher also made a revisit to schools where respondents were absent.

##### **1.4.2 Delimitations of the study**

The study delimited itself to lower Primary school classes only. The study was carried out in Muthambi Zone, Mara Sub-county therefore the findings can only be generalized to the zone only and not the entire sub-county. The researcher confined the study to lower primary school children, teachers and head teachers only. Gender issues were also addressed well because in the zone there was almost equal number of head teachers of either gender. The zone also had both experienced and newly appointed head teachers, therefore the variable of experience and training was easily addressed.

## **1.5 Assumptions of the Study**

- i. For the purposes of this study the researcher assumed that quality classroom instruction played a key role on performance of pupils in lower Primary School classes.
- ii. Researcher assumed that head teachers visited classrooms to offer advice on the best approaches teachers should use to effectively teach lower primary pupils.
- iii. Supervision of instruction in lower primary classes was an on-going process rather than an exercise for the sake of this study.

## **1.6 Theoretical and Conceptual Framework**

They are described in the following sub sections:

### **1.6.1 Theoretical framework**

The theoretical framework of this study was based on the theory of supervisory practice developed by Schwartz (1987). Discipline based Art Education (DBAE) was defined as a theoretical approach to teaching that was systematic and sequential. It led to learner understanding and appreciation of subject content.

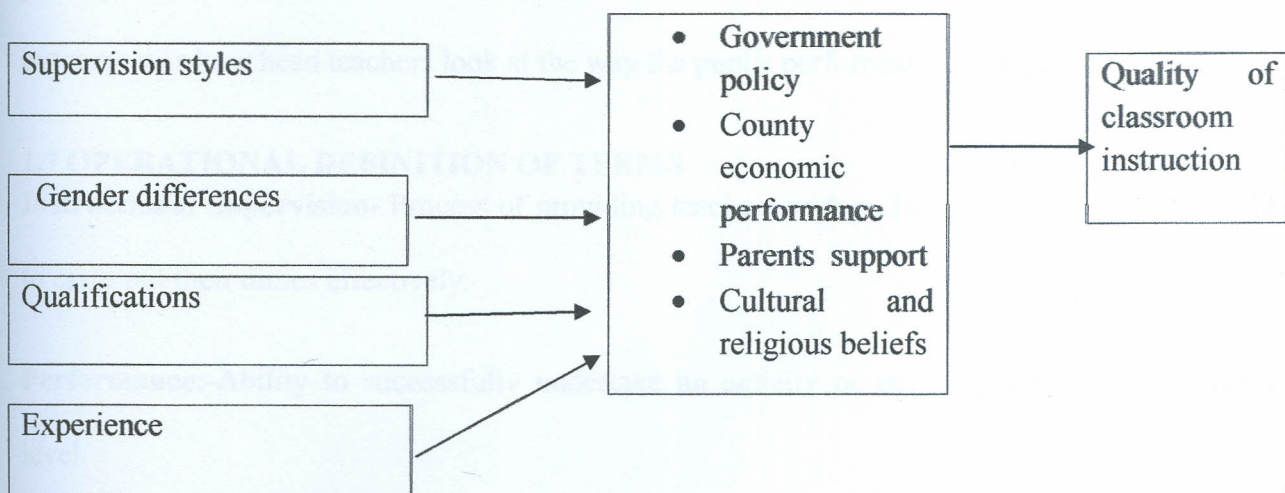
This theory was designed to improve instruction and the quality of classroom life through the integration of various supervision methods. Sergiovanni (1984) explained that “theories of practice are ultimately concerned with actions taken to improve a present situation and ultimately benefit the teachers and students. The theory ensured that standards for quality instruction were identified, that there was sequential organization that allowed skills and concepts to build one another through regular systematic ongoing instruction and that activities’ provided to lower primary learners were developmentally suitable in order to maximize pupils learning. This theory was important in the study because it called for a system for observing the content of instruction,

the structure and sequence of the curriculum implementation in schools and more particularly in lower primary school classes in Muthambi zone, Maara Sub-county.

### 1.6.2 Conceptual Framework

The researcher used a model developed by Aseltine et al (2006) of Instructional Supervision and Evaluation called Performance Based Supervision and Evaluation. The model's strength was in the conversation between the teacher and the supervisor as they collaborated to enhance the teacher's instructional capacity to improve student learning in essential skills, knowledge and dispositions.

**Fig 1.1 Conceptual framework on factors influencing head teachers supervision styles in lower primary schools**



The conceptual framework fig.1.1 highlighted the influence of head teachers' supervision styles on the quality of classroom instruction in lower primary schools. From the theoretical point of view, the supervision styles had the following implications on the teachers' performance in and

out of the classroom; scheming, lesson planning, time-tabling, pedagogy, assessment of learners, appraisals and observation of professional rules and regulations. The outcomes were enhanced by the roles of supervisors including and not limited to planning, designing, organizing and supporting in-service training of teachers, organizing and monitoring instruction, providing induction and appraising teachers for instruction, classroom observation, and delegation of responsibilities to teachers and developing public relations with teachers.

The framework indicated that gender, experience and professional qualifications influenced how effectively head teachers supervised classroom instruction in lower primary schools. The researcher found out how supervisors (head teachers') looked at the teacher him/herself, his/her professional qualifications, experience and the type of school and the materials available for him/her to use in his subject. The researcher investigated how head teachers looked into the methods of teaching being used by the teacher while delivering his lesson, the pupils' participation in the lesson and the teacher's evaluation methods of continuous assessment. The outcome was how head teachers look at the way the pupils performed in each particular subject.

### **1.7 OPERATIONAL DEFINITION OF TERMS**

**Instructional Supervision-** Process of providing teachers with pedagogical guidance to be able to carry out their duties effectively.

**Performance:-**Ability to successfully undertake an activity or task appropriate to children's level.

**Styles-** Different approaches and methods of carrying out activities.

**Instructional Delivery:** Process of imparting knowledge, skills and values to learners.

**Gender:-**In this context gender refers to being either a male or female.

**Training-** This refers to both academic and professional qualifications attained by a teacher.

**Experience-** This is exposure and period of teaching that a teacher has after graduation.

**Supervisor-** a person who has the knowledge and skills to guide the supervisee on what is to be done to ensure growth and development.

**Quality-** The degree of excellence of something

**Classroom-**A room in a learning institution in which pupils are taught.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

#### **2.0 Introduction**

The following sub headings were discussed under the literature review: **head teachers classroom supervision styles, head teachers' gender and instructional supervision styles, head teachers work experience and supervision styles, head teachers level of professional qualification and supervision of instruction, and the summary of literature review.**

#### **2.1 Head teachers' Classroom Instruction Supervision Styles**

Different researchers have given different definitions to instruction supervision but most of them landed on a **common objective that was to improve teachers' classroom instruction practices,** which in return improved learning outcomes. Burke and Krey (2005) defined supervision as **instruction leadership that focused on behaviour change in learners, that contributed and supported organizational actions, that coordinated interactions and provided for improvements and maintenance of instructional programmes.** Supervision was also seen as a function that improved instruction by assisting teachers, promoting group, professional and curriculum development as well as **advocating for action research.**

According to Glickman, Gordon and Gordon (1988) **instructional leadership was one of the most important roles of supervisors whereby they guided other teachers in developing and implementing classroom instructional practices to make them most effective by providing personal development, ensuring professional development through giving learning opportunities, enhancing group development by clustering teachers together to make decisions on instruction.**

Different supervision styles were used by head teachers as they supervised classroom instruction by teachers in schools. Glickman and Tamashino (1980) noted that **supervisors employed**

directive, Collaborative and non-directive supervision styles to address issues regarding classroom instruction in order to achieve desired educational outcomes. Supervisors who used a directive style believed that teachers had acquired skills and competencies compatible for effective classroom instructional practices (Glickman and Tomashino 1980). This supervision style proposed the roles of the supervisor as to give directives and assessing competencies acquired. This style allowed supervisors to present to their teachers ideas on what was to be taught, when it was to be taught and how the content was to be delivered

Collaborative supervision style was used by supervisors who believed that teaching was a process of impacting skills of solving problems whereby two or more people raised a problem, sought for possible solutions and implemented the outcomes that were deemed relevant. Oduro (2008) carried out a research on the relationship between principals' supervisory strategies and teachers' instructional performance in Delta North Senatorial District, Nigeria whose purpose was to establish whether there was significant relationship between principals' performance with regard to teaching materials and discipline maintenance. Kibera (2007) viewed the role of head teachers as encompassing administrative, curricular and instructional dimensions. The instructional dimension included participating in the designing, implementing, monitoring and evaluating instructional programmes as well as providing resources needed for teaching and learning purposes and receiving feedback about school programmes from stakeholders (MOEST, 2007).

According to Gichana,(2007) and Wandawa (2008) it was the responsibility of the head teacher to make sure that teaching and learning was given first priority and that good performance of the students at national examinations was viewed as the end result. In this respect the researcher explored the influence of supervision styles as employed by head teachers in Muthambi

Education Zone as they supervised classroom instruction in lower primary classes to establish whether they achieved the selected instructional expectations of educational process, whether they gave leadership that supported organizational actions, coordinated interactions, as provided for improvement and maintenance of instructional programmes. The researcher also wanted to establish whether head teachers improved direct assistance to teachers, encouraged professional development as well as curriculum development in the area of study-that would have contributed to quality of classroom instruction.

## **2.2 Head teacher's gender and classroom instruction supervision styles**

According to Maduabun (2002), an institutional head was supposed to plan, direct, control, coordinate, organize, advise and solve problems of the school after identifying the set goals and objectives of the institution. The researcher noted that the gender of the institutional head as dictated by family and cultural gender roles during childhood influenced their supervision styles during their later professional lives. In most developing countries, female head teachers experienced challenges in getting headship positions because of stereotyped beliefs that they cannot effectively supervise their male teachers. The few who managed to secure those positions was either by luck or by professional development (Lads, 2000). Studies done in Korea (kim and kim 2005), China (Su et al 2000), Trinad and Tobago (Morris, 1999) and Singapole (Morris et al 1999) indicated that a sizeable number of female teachers were actively engaged in educational administration which included supervision of classroom instruction in their institutions where asin Muslim dominated states like Turkey (Celikten, 2005) and Pakistan (Kirk, 2004) quite a minimal number of females were involved in the management of educational institutions. Men and women differed in the ways they managed instructional supervision with some researchers arguing that female supervisors seemed to dedicate most of their time to strategize for change

and implement the changes so as to come up with the best styles of supervising curriculum and teaching matters (Acker, 1989, Eagly et al 1992). A survey carried out in Namibia by Kawana (2004) found out that women were more effective and competent as institutional heads than their male counterparts because they were caring, organized and established good relations with teachers.

Al-Ani and Amzat (2011) established that female head teachers were more realistic than their male counterparts in formulating institutional mission and vision statements, creating enabling working environment, encouraging community participation and management and maintenance of school infrastructure. In Tanzania, the government ensured that gender issues were included in planning and budgeting processes, so as to bridge gender disparities between men and women, which formed the main pillar in development. Other than in Tanzania, women and men have been found to enter the labour force in different ways and on different terms with certain kinds of work being stereotyped as 'male' and others as 'female' only due to socialization process and culturally stipulated roles of men and women. Gender assumptions contributed to a situation whereby women were allocated low paying, unskilled or lesser skilled work in both formal and the informal sectors of the money economy.

Ndanuko (2012) researched on relationship between school organization climate and pupils academic performance among public primary schools in Nairobi province Kenya and found out that gender played a major role. The findings revealed that schools headed by males had organizational climate that approached open climate while schools headed by females had organizational climate that approached closed climate. From the findings, schools that approached open climate performed better than schools that approached closed climate. The researcher intended to compare gender supervision styles in regard to establishing whether

gender differences influenced how head teachers supervised classroom instruction in lower primary classes in Muthambi Education Zone.

### **2.3 Head teachers' management experience and supervision Styles of classroom instruction**

Head teachers who are basically instructional supervisors in their schools should have advanced work experience to enable them understand the demands of the teachers and offer the required assistance, guidance, and support services to all teachers so that classroom practices can be improved for better performance by students. According to Glickman, Gordon and Gordon, (2004) this acquisition of knowledge and skills must be supported by credentials in the form of degrees, diplomas and certificates because they believed that management experience provided supervisors with skills to be able to perform well in the process of supervising classroom instruction.

It was however noted that in developing countries, most primary school teachers were only equipped with the most basic academic and professional certificates that qualified them to become teachers an indication that they never bothered to acquire higher grades after graduation hence they became head teachers simply because they were considered senior teachers and had long service. This was evidenced by situations where more qualified teachers worked under head teachers with lower academic qualifications but having long experience. In such cases the head teacher used directive styles of supervision in assisting the teacher.

De Grauwe (2001) however suggested that young teachers fresh from universities should be provided with specific training before they are given headship positions because they were found to lack classroom experience as well as management skills. Backed by the literature reviewed on the head teachers management experiences in developed and developing countries regarding

influence of management experience on styles of classroom supervision that led to quality of classroom instruction, the researcher intended to investigate whether head teachers in the location of study had the requisite experience that would enabled them to make important decisions about the quality of classroom instruction in lower primary classes in Muthambi Education zone.

#### **2.4: Head teachers' Qualifications and Supervision Styles of Classroom Instruction**

The importance of head teachers having higher academic and professional qualifications than their teachers was given prominence by Glickman, Gordon and Ross-Gordon (2004) and Carron and De-Grauwe (2001) where they agreed that higher qualifications like Bachelor degree or a Diploma in Education was sufficient enough for school managers. Carron and De Grauwe (1997) recommended that supervisors should be given regular training because it was established that throughout the history of supervision of classroom instruction, training of supervisors was important. They however acknowledged that INSETS programmes were very few and irregular except in Botswana and Zimbabwe where structured induction trainings were conducted although it could not cover all newly appointed supervisors. In developed countries like Ireland and Portugal, primary school head teachers went through a prescribed training period of not less than six months before they can occupy headship positions. In the USA, Bays (2001) indicated that school supervisors had to acquire some training and a certificate was a requirement because the trainings provided head teachers with knowledge and skills to apply various theories of supervision as well as learn best practices of personnel management.

In Kenya, primary teacher education was a two year certificate course. Up to 2004, the entry grade to teacher training college was a minimum of grade D+ at "O" level, a very low grade by any standards. A person who attained an average of grade D+ would not have passed well in any

of the subjects they took for examination in. Training such a person to be a teacher meant they would be teaching subjects they hardly passed. According to policy the teacher was expected to be competent to teach all subjects taught in the primary education (Republic of Kenya, 2005). Although the entry grades to teacher training colleges had been raised and teachers were specializing in fewer subjects, the majority of the teachers in schools were those trained in the earlier era. The researcher therefore endeavored to establish the influence of academic and professional qualification of head teachers on the styles they applied as they supervised classroom instruction in lower primary classes in Muthambi Education Zone.

### **2.5 Summary of Literature Reviewed**

The literature reviewed underscored the importance of head teacher's supervision styles in ensuring that pupils achieved quality classroom instructions from teachers. The literature reviewed analyzed the concept of supervision styles as opined by different researchers. It established that head teachers who employed directive styles of supervision were able to give directions to their teachers on the action plans to be undertaken and demonstrated the best methods of teaching to used. Collaborative styles revealed that learners and teachers engaged collectively in exchange of ideas of problem solving. The literature reviewed outlined how supervision of classroom instruction had helped teachers to be aware of the best teaching practices and its benefits to the learners that included good academic performance. The reviewed literature also analyzed various roles played by head teachers as well as the activities that a skilful supervisor utilized to bring about desirable effect in teacher behaviour for achieving teaching effectiveness.

The literature also showed that head teachers' gender influenced supervision styles in schools. Different researchers had different findings with some establishing that schools headed by

female supervisors were more successful in terms of instruction supervision while others found out that male supervisors had open organizational climate that enabled quality classroom instruction than schools that had closed organizational climate mostly used by female supervisors. The revealed literature similarly established that head teachers with more management experience were able to supervise their teachers more effectively. Supervisors with better academic and professional qualifications were seen to have an upper hand on how classroom instructions were supervised in schools in an attempt to achieve academic excellence among pupils because they had more skills and content. Researchers also established that supervisors required regular trainings but they were not forthcoming.

## **CHAPTER THREE**

### **RESEARCH DESIGN AND METHODOLOGY**

#### **3.0 Introduction**

In this chapter researcher addressed the research design used, variables both independent and dependent, location of the study, target population, sampling techniques and sample size. Additionally, issues on research instruments, pilot study, data collection techniques, data analysis and logistical and ethical considerations were discussed.

#### **3.1 Research Design**

The study used a descriptive research design. Descriptive research is a process of collecting data in order to test hypothesis or to describe, explain and interpret conditions of the present by using the questionnaires and interviews to fully describe the phenomena under study as outlined by the research objectives and guided by the research questions. Descriptive research design was concerned with conditions, practices, structures and relationships that were in existence and trends that were evident. This research design helped the researcher to incorporate human experience as well as use of various forms of data. It gave the researcher the opportunity to study various aspects and provide a bigger overview. By using this research design, the researcher was able to identify gaps that required being studied (Mugenda and Mugenda (2003).

#### **3.2 Variables**

- i. The dependent variable was head teacher's supervision styles of classroom instruction which was measured by checking whether the head teacher made informal visits to classrooms, appraisal forms, supervision reports as well as development of public relations with teachers.

- ii. The independent variable was quality of classroom instruction that was influenced by various factors including head teachers' demographic characteristics like gender, qualifications and management experiences.
- iii. The intervening variables included government policies, county economic performance, development assistance and religious beliefs.

### **3.3 Location of the Study**

The study was conducted in Muthambi Education Zone. It is one of the five educational zones that make up Maara Sub-county of Tharaka-Nithi County in Kenya. The zone covered an area of 50.70 square kilometres and had a population of 19373 people according to 2009 census. The zone comprised of three administrative locations namely: Muthambi, Gitije and Kandungu locations. The zone had a total of 28 primary schools with an enrolment of 4762 school children. Teacher establishment in the zone stood at 206 against 223 streams showing an understaffing of 17 teachers especially in public schools. The reason for choosing Muthambi zone as the location of the study was because the schools encountered similar challenges among them, lack of adequate teaching and learning resources, poor infrastructure, disparity in KCPE examinations and poor pupils' academic performance in lower primary classes hence prompting questions as what could have been the possible causes of many children joining private schools outside the zone. The researcher had also established that no similar research had been done in the area on the influence of head teachers supervision styles on the quality of classroom instruction in lower primary schools in that zone.

### **3.4 Target Population**

The target population was all head teachers and lower primary teachers in the 28 primary schools in the zone because they were the ones who taught and directly interacted with children on daily

basis. The population also had the principal beneficiary of the instruction delivery i.e. the learners in lower primary classes in Muthambi zone, Maara Sub-county.

### **3.5 Sampling Techniques and Sample Size**

They are described as follows:

#### **3.5.1 Sampling Technique**

Purposive sampling was used to select head teachers and classroom teachers who participated in the study. This method was used because the researcher intended to include head teachers and lower primary schools teachers from across the zone so that there was equitable representation to enable the researcher generate a desired representation from the various sub groups in the population. The researcher identified the population, decided on the sample size and the appropriate representation in each sub group and then selected randomly the schools that were included in each sub group to ensure that all sub groups were included in the study. The researcher purposively selected Muthambi zone in Maara Sub-county in Tharaka-Nithi County because of its proximity to the researcher who was a resident of the area and had vast experience of educational trends in the zone. The zone had been found to have a big disparity in terms of performance among lower primary school classes besides the zone having almost the same endowment in terms of climatic factors, economic and social factors. All the schools were easily accessible by road and literacy level of residents was above average. The head teachers and lower primary school teachers of the sampled schools were the respondents.

#### **3.5.2 Sample Size**

The sample size of this study comprised of 11 primary school head teachers (40% of all the head teachers in the educational zone). According to Gay (1992) when the target population is less than 1000 members, a minimum sample of 20% of the population would be representative enough to generalize results to the entire population. The sample also included 33 lower primary

class teachers derived from the 11 schools already sampled. This meant that the 11 sampled schools had head teachers and the three lower primary classes' teachers in each school to form the sample size. The total sample size was therefore 44 respondents. Each administrative location had respondents based on the number of primary schools in that location. To get the exact schools included in the sample, the researcher clustered schools based on the administrative locations they were in and then wrote the names of schools in each cluster on a piece of paper and folded them to conceal the identity of the school. The researcher thereafter randomly picked the papers bearing names of schools in each cluster depending on the number of schools allocated to participate in the study. The selected schools then formed the sample.

**Table 3.1 Distribution of schools in Muthambi Education Zone**

Location	Public schools	Public schools sampled	Private school	Private schools sampled	Total schools sampled	Sample of head teachers
Muthambi	7	3	4	1	4	4
Gitije	7	3	2	1	4	4
Kandungu	8	3	-	-	3	3
<b>Total</b>	<b>22</b>	<b>9</b>	<b>6</b>	<b>2</b>	<b>11</b>	<b>11</b>

Source: Muthambi zone Education Office: 2015

### 3.6 Research Instruments

In this study questionnaires and interview schedules were used as instruments to collect data which have been described as follows:

### **3.6.1 Questionnaires for teachers**

The questionnaires contained open-ended questions as well as closed-ended questions. The questionnaires had sections that sought personal details of the respondent and a section that captured questions related to research objectives. The researcher ensured that the questions were easy to understand.

### **3.6.2 Interviews schedules for head teachers and lower primary school teachers**

Interview schedules were used to collect data from the head teachers and lower primary school teachers. This instrument had pre-set questions that guided the researcher to avoid collecting irrelevant information from the respondents. The questions covered all the specific objectives of the study.

### **3.7 Pilot study**

The two instruments were piloted in five schools before the actual carrying out of the study to establish the relevance of the tools. This was done to ascertain the content, clarity and coverage of all objectives was met. The researcher analyzed the results from the piloted schools, made necessary corrections and amendments before establishing that the tools are appropriate for the study.

#### **3.7.1 Validity**

To ascertain the content validity of the instruments, the researcher sought opinion of the supervisors on content, clarity, ambiguity, level of language used as well as taking into consideration other additional information to make the instruments more comprehensive and to ensure they measured the variables of the study. The researcher made effort to control all the variables that might have affected the expected outcome by ensuring that research instruments were distributed and collected according to time frame.

### **3.7.2 Reliability**

In this study, the researcher determined the reliability of the instrument by using test-retest method in which the same test were administered twice to the respondents and results compared. The reliability of the instrument was determined by examining the consistency of the responses between tests and because the results were similar, the instruments were deemed reliable.

### **3.8 Data Collection Techniques**

The researcher distributed the questionnaires to all the participants and personally interviewed them. The two instruments were administered concurrently. Each respondent was provided with a copy of the introduction letters which specified the purpose of the study and were assured of confidentiality. The respondents were requested to give as much information as possible to enable the researcher generate a comprehensive and all inclusive report. The respondents were also requested to complete the questionnaires individually to the best of their understanding.

### **3.9 Data Analysis**

The collected data was classified and tabulated according to research questions and objectives. The data was then edited to ensure accuracy and uniformity, checked mistakes, omissions and inconsistencies that may have distorted the general picture portrayed by the sampled respondents. The data was then summarized by tabulating the responses received from the instruments for each item. The researcher prepared a summary using Statistical Package for Social Scientists (SPSS) to enter data that was later transformed to numbers. The results were finally analyzed in descriptive statistics in form of means and percentages. Results were presented using text, frequency tables and graphs.

### **3.10 Logistical and Ethical Considerations**

They are described in the following sub sections

#### **3.10.1 Logistical considerations**

To conduct this research, authority to collect data was given from Kenyatta University Graduate School. The researcher then obtained permit from the National Council for Science and Technology (NACOSTI). Consequently, the County Education Board (C.E.B) through the Sub-county Director of Education was requested to inform the head teachers in writing about the intended research. Appointment was made with head teachers as to when the researcher visited the schools for data collection. The researcher also took into considerations the time frame for conducting the interviews to head teachers and teachers such that scheduled dates for particular schools were strictly followed to avoid inconveniencing the concerned respondents. The researcher made adequate arrangements with financiers to ensure that funds were available to enable him carry out the research without hardships. The researcher framed questionnaires in such a way that they don't cause physical or emotional harm to the respondents.

#### **3.10.2 Ethical considerations**

The researcher ensured that the study was done purely objectively for the purposes of gathering information related to this study only and not for any other purpose. The researcher ensured that the responses given by the respondents were maintained and the findings were kept anonymous. The researcher also ensured that the respondents were chosen based on what most benefited the research and not for any other gainful purpose.

## CHAPTER FOUR

### FINDINGS, INTERPRETATIONS AND DISCUSSIONS

#### 4.1 Introduction

This chapter presents the findings, interpretations and discussions of the study. The purpose of the study was to establish head teachers' supervision styles on the quality of classroom instruction in lower primary schools in Muthambi Zone, Maara Sub-county in Tharaka-Nithi County, Kenya. The findings of the study are guided by the following objectives:

- i. To find out head teachers' supervision styles of classroom instruction in lower Primary Schools in Muthambi zone, in Maara Sub-county of Tharaka-Nithi county, Kenya
- ii. To establish gender difference in head teachers' supervision styles of classroom instruction.
- iii. To establish the influence of academic and professional qualifications on supervision styles demonstrated by head teachers.
- iv. To determine the influence of supervision styles demonstrated by head teachers with various work experience on the quality of classroom instruction.

## 4.2 General and Demographic information of the respondents

### 4.2.1 Return Rate

A total of 44 respondents were targeted to participate in the study comprising of 11 head teachers and 33 lower primary school teachers. After distributing the questionnaires, 9 head teachers and 30 lower primary school teachers responded giving a return rate of 88.63%.

### 4.2.2 Demographic Characteristics of the respondents

#### 4.2.2.1 Gender of head teachers

Table 4.1 Gender of head teachers

	Frequency	Percent	Valid Percent	Cumulative Percent
Male	6	66.7	66.7	66.7
Female	3	33.3	33.3	100.0
Total	9	100.0	100.0	

The table above shows gender composition of head teachers that were interviewed in different primary schools. The table shows that 66.7% of respondents were male while 33.3% were female. The total number of head teacher that cooperated in study was nine

#### 4.2.2.2 Gender of lower primary school teachers

Table 4.2: Gender of lower primary school teachers

	Frequency	Percent	Valid Percent	Cumulative Percent
Male	5	16.7	16.7	16.7
Female	25	83.3	83.3	100.0
Total	30	100.0	100.0	

The study shows that 16.7 percent of the teachers were male, while 83.3% of the remaining teachers were female. The study shows that few men were teaching lower primary school classes.

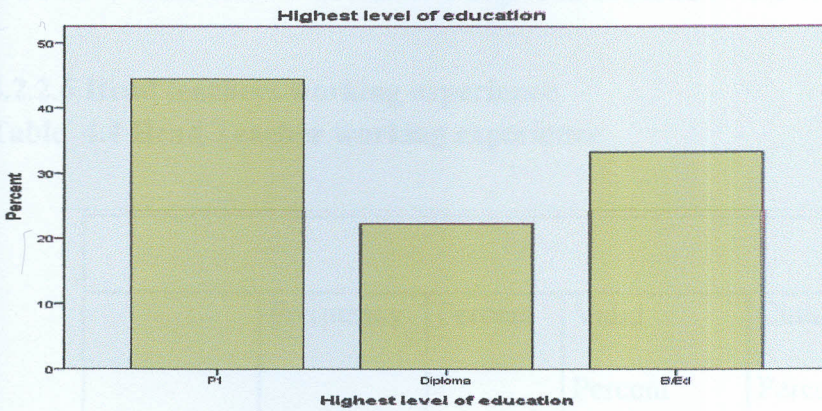
#### 4.2.2.3 Age of Head teachers

Figure 4.1 Age of the Head teachers

The figure shows a positive skewness of the distribution implying that majority of the head teachers were aged 45 years.

#### 4.2.2.4 Level of Education

Figure 4.2 Level of Education



The figure shows that the highest percentage of teachers had attained minimum requirement of P1 certificate. The second biggest proportion was those with a bachelor degree in education, while the least proportion of the respondents were those that had attained a diploma certificate in Education

#### 4.2.2.5 Lower primary school teachers' qualifications

Table 4.3 Qualifications of lower primary school teachers

	Frequency	Percent	Valid Percent	Cumulative Percent
P1	9	30.0	30.0	30.0
Diploma	13	43.3	43.3	73.3
B/ed	6	20.0	20.0	93.3
M/ed	2	6.7	6.7	100.0
Total	30	100.0	100.0	

The table shows that 30% of the respondents had attained P1 certificates, 43.3% of the respondents had a diploma. The respondents who had attained bachelor's degree in education were 20% while those with master's degree in education were 6.7%.

#### 4.2.2.6 Head teachers working experience

Table 4.4 Head Teacher working experience

	Frequency	Percent	Valid Percent	Cumulative Percent
0-10 Years	5	55.6	55.6	55.6
11-20 Years	3	33.3	33.3	88.9
21-30 Years	1	11.1	11.1	100.0
Total	9	100.0	100.0	

The table shows that 55.6% of the respondents had served a period between 0 to five years. The study also revealed that those head teachers that served between 11 and 20 years were 33.33%, while only 11.1% of the head teachers had served for a period exceeding 20 years.

### 4.3 Head teachers' classroom instruction supervision styles

They are described as follows:

#### 4.3.1 Telling teachers how they should teach

**Table 4.5 Telling Teacher how they should teach**

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly disagree	3	33.3	33.3	33.3
Disagree	2	22.2	22.2	55.6
Agree	2	22.2	22.2	77.8
Strongly agree	2	22.2	22.2	100.0
Total	9	100.0	100.0	

The table above shows the opinions of head teachers in regards to supervision by telling teachers what to do. The study shows that 55.5 % of the respondents disagreed with the statement that supervision entailed telling teachers what to do. However, 44.4% of the total respondents agreed with the statement that supervision entailed telling teachers how they should teach. Based on the outcome of the study as shown in the above table, it shows that there are no standard forms of management of the studies in the lower primary. Some principals fail to appreciate the professionalism of their teachers and go ahead instructing them how they should teach. Such practice might have negative outcome on the productivity of the teachers.

### 4.3.2 Visiting classrooms

Figure 4.3visiting of classroom.

The figure above shows a pie chart of the frequency at which the head teacher visits the class.

The figure shows that the majority of head teachers often visited classes while only a small proportion of the respondents visited classrooms.

### 4.3.3 Engaging Teachers' in Mutual Dialogue

Table 4.6 Head Teacher engaged teachers in mutual dialogue

	Frequency	Percent	Valid Percent	Cumulative Percent
Rarely	4	10.25	10.25	10.25
Often	18	46.15	46.15	56.40
Very often	17	43.58	43.58	100.0
Total	39	100.0	100.0	

The table above shows that 10.25% of the head teachers rarely involved teachers in dialogue while 46.15% often involved teachers in the dialogue. The study also found that only 43.15% of the respondents interviewed involved their teachers very often in the mutual dialogue in their institutions.

#### 4.3.4 Checking Adequacy of Teaching Materials

Table 4.7 checking adequacy of teaching materials

	Frequency	Percent	Valid Percent	Cumulative Percent
Often	6	66.7	66.7	66.7
Very often	3	33.3	33.3	100.0
Total	9	100.0	100.0	

As shown on table 10.4, 66.7% of the head teachers checked the teaching materials often while 33.3% of the teachers checked the teaching materials very often.

#### 4.3.5 Checking Implementation of Schemes of Work

Table 4.8 Checking implementation of schemes of work

	Frequency	Percent	Valid Percent	Cumulative Percent
Often	5	55.6	55.6	55.6
Very often	4	44.4	44.4	100.0
Total	9	100.0	100.0	

The table shows that 55.6% of the head teachers often checked whether schemes of work were implemented, 44.4% of the head teachers very often checked whether teachers used schemes of work.

#### 4.3.6 Organizing INSET Seminars

**Table 4.9 Organized inset seminars for the Lower Primary School teachers**

	Frequency	Percent	Valid Percent	Cumulative Percent
Rarely	3	33.3	33.3	33.3
Often	6	66.7	66.7	100.0
Total	9	100.0	100.0	

The table shows that 33.3% of the respondents rarely held seminars while 66.7% of the respondents frequently held seminars for lower primary school teachers to improve teaching – learning pedagogy.

#### 4.3.7 Performance Satisfaction

**Figure 4.4 Satisfied with the performance of Lower Primary School teachers in the school**

**Figure 4.4 Satisfied with the performance of Lower Primary School teachers in the school**

The figure above shows a bar graph displaying the extent to which the head teachers were satisfied with performance of lower primary school teachers. The figure shows that the biggest proportion of the head teachers were satisfied with the performance of their lower primary

teachers while only a small proportion of the respondents were quite satisfied with the service delivery of their lower primary teachers.

**Table4. 10 Frequency of seminar organization**

	Frequency	Percent	Valid Percent	Cumulative Percent
Never	1	3.3	3.3	3.3
Rarely	7	23.3	23.3	26.7
Often	17	56.7	56.7	83.3
Very often	5	16.7	16.7	100.0
Total	30	100.0	100.0	

The table above shows the frequency at which different schools organized seminars for their teachers to improve classroom instruction. The study shows that 3.3% of the schools never organized any seminar, 23.3% of the schools rarely organized for one, 56.7 often organized while 16.7% organized for seminars very frequently.

### 4.3.8 Checking Progress Reports

Table 4.11 Checking progress reports

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly disagree	1	3.3	3.3	3.3
Disagree	1	3.3	3.3	6.7
Agree	15	50.0	50.0	56.7
Strongly agree	13	43.3	43.3	100.0
Total	30	100.0	100.0	

The tables above shows that 6.6% of the respondents disagreed with the statement the head teachers were in touch with the progress of lower primary school activities. However, 93.3 percent of the respondents agreed that their head teachers checked progress reports.

The findings on the influence of supervision styles on classroom instruction which mainly focused on head teachers telling teachers how they should teach, frequency of head teachers visit to classroom, frequency of head teacher's engagement of teachers in mutual dialogue, frequency of head teachers checking of adequacy of teaching materials , frequency of head teachers helping in formulation and implementation of schemes of work, frequency of head teachers holding inset seminars for the lower primary school teachers, satisfaction with the performance of the lower primary school teachers, the frequency of the head teacher being in touch with progress of lower primary classes activities, frequency of head teachers checking professional documents was in line with Gatabu (2012), Onindo (2011) and Kiamba (2011) researched on

influence of head teachers instructional supervision strategies on pupils performance, Gatabu (2012) established that the frequency of head teachers classroom visitation significantly influenced pupils performance while Onindo (2011) established that teachers were aware of the roles of supervisors of schools which included providing conducive learning environment, giving assistance to teachers in identifying problems in teaching and learning, giving guidance to teachers indecision making, as well as assisting teachers in developing teaching and learning materials. Kiamba (2011) also established that inadequate classroom resources hinder effective supervision of classroom instruction.

The above cited researches affirmed the findings of this researcher that head teachers styles of supervision in classroom instruction in lower primary schools had significant influence on the quality of classroom instruction as supported by responses from the respondents.

The findings of the study agreed with similar study by Ibrahim and Orondo (2014) in Mandera County that established that there was significant relationship between head teachers supervisory styles and academic performance. The results were also in consistent with studies by Okoth (2000), Kimancia (2007) on the effect of supervisory styles on the performance of students in KCSE. The studies revealed that schools that embraced democratic and participatory approaches performed better than those that used more autocratic leadership styles that were highly centered on the principal.

The findings on the influence of supervision styles on classroom instruction which mainly focused on head teachers telling teachers how they should teach, frequency of head teachers visit to classroom, frequency of head teacher's engagement of teachers in mutual dialogue, frequency of head teachers checking of adequacy of teaching materials , frequency of head teachers helping in formulation and implementation of schemes of work, frequency of head teachers

holding inset seminars for the lower primary school teachers, satisfaction with the performance of the lower primary school teachers, the frequency of the head teacher being in touch with progress of lower primary classes activities, frequency of head teachers checking professional documents was in line with Gatabu (2012), Onindo (2011) and Kiamba (2011) researched on influence of head teachers instructional supervision strategies on pupils performance, Gatabu (2012) established that the frequency of head teachers classroom visitation significantly influenced pupils performance while Onindo (2011) established that teachers were fully aware of the roles of their head teachers who were their immediate supervisors which of schools which included supervising classroom instruction. Kiamba (2011) also established that inadequate classroom resources hinder effective supervision of classroom instruction.

The above cited researches affirmed the findings of this research that head teachers styles of supervision in classroom instruction in lower primary schools had significant influence on the quality of classroom instruction as supported by responses from the respondents.

#### 4.4: Influence of Gender on Head teachers' styles of classroom instruction

**Table 4.13 Gender influences head teachers' styles of classroom instruction supervision**

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly disagree	5	16.7	16.7	16.7
Disagree	11	36.7	36.7	53.3
Agree	8	26.7	26.7	80.0
Strongly agree	6	20.0	20.0	100.0
Total	30	100.0	100.0	

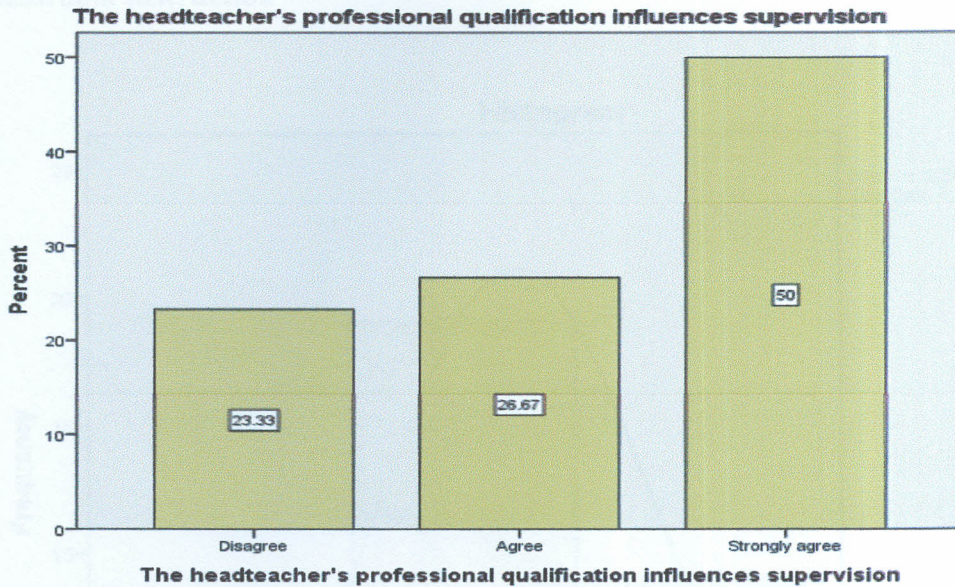
The table shows that 53.4% of the respondents disagreed that the gender of the head teacher influenced head teachers' styles of classroom instruction, while 46% of the respondents agreed that the gender of the respondents impacts on the level of supervision.

The findings deviated from what Ndanuko (2012) Al-Ani and Amzat (2011), Kawawa (2004), Acker, (1989) Eagly et al (1992) Fennell (1999) found out that men and women differ in ways they manage instructional supervision. Majority of the researchers argued that female head teachers tended to spend more time to bring changes in their schools and implement strategies geared towards solving curriculum and pedagogy matters.

Other researchers also believe that female head teachers are more successful than male head teachers in supervising quality of classroom instruction. Ndanuko (2012) on the other hand established that schools headed by males had supervision styles that approached open climate while schools headed by females had supervision styles that approached closed climate. The research found out that schools that approached open climate performed better than schools that approached closed climate. Possible reasons why the different researchers disagreed on their findings may include location of the study for example Ndanuko in Nairobi which is cosmopolitan, cultural variance as in the case of Kawawa in Namibia and religion as in the cases of Muslim countries like Turkey and Pakistan.

#### 4.5 Influence of Qualifications Head teachers' styles of Classroom Instruction Supervision

Figure 4.6 Head teachers' professional qualification influence on supervision



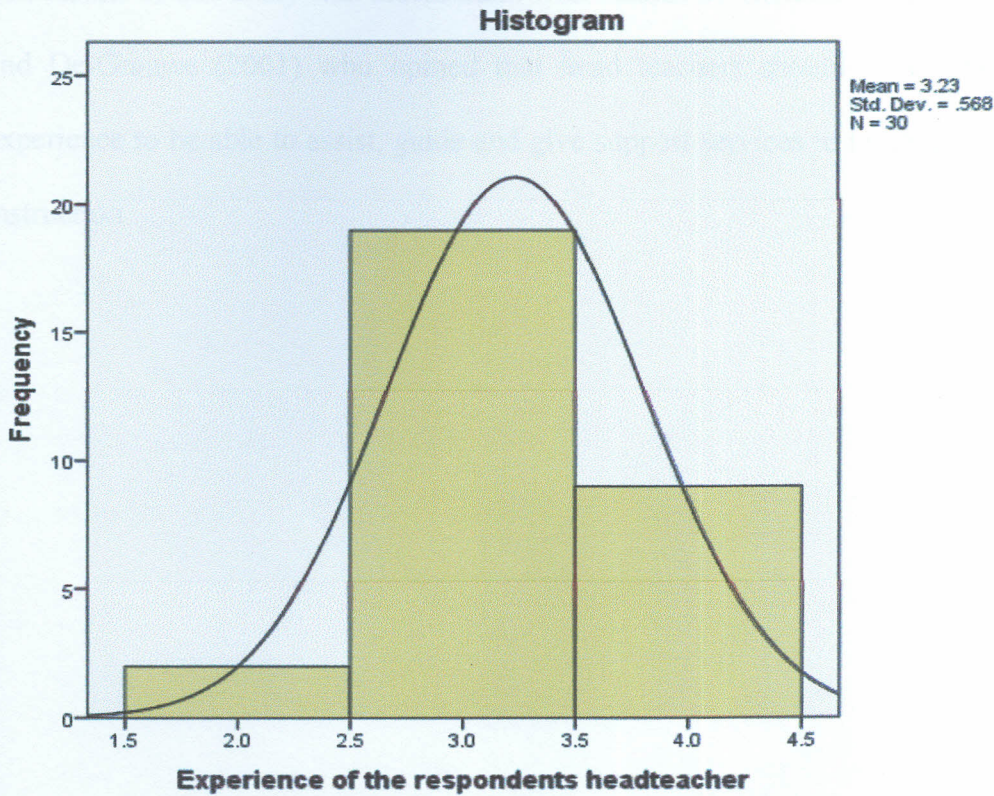
The figure above shows that a significant percentage of the respondents agreed that the professional qualification of head teachers influence their supervision styles of the lower primary school.

Similar observations were found out by Glickman, Gordon & Ross-Gordon (2004) who established that head teachers with higher qualifications than their teachers provided them with the necessary guidance and support.

This finding are also supported by De Grauwe (2001) who established that in African countries other than Tanzania, head teachers had qualification which were higher than the teachers they supervised. This is evidenced by demands by teachers' employer (TSC) that all primary schoolhead teachers and principals of secondary schools in Kenya undergo a diploma course in school management organized by Kenya Education Management Institute (KEMI) – equipping them with skills of supervising classroom instruction and offering guidance to other teachers.

#### 4.6 Influence of Head teachers Management Experience on Supervision styles of Classroom Instruction

Figure 4.7 Head teachers' management experience influence supervision styles of classroom instruction



The figure above shows a histogram displaying the distribution of the opinions of the lower primary teachers on the influence of the management experience of their head teachers on the level of supervision. The figure shows that the mean of the distribution was 3.23 and the standard deviation was 0.568. The number of the respondents that took part in the study was 30. The figure shows that majority of the lower primary teachers agreed with the argument that the experience of management of their head teachers had positive impacts on their supervision

This objective sought to determine the effect of supervision demonstrated by head teachers with various work experience on the quality of classroom instruction in lower primary schools in

Muthambi zone, Maara Sub County in Kenya. The findings revealed that majority of the respondents agreed that the head teachers working experience influenced the level of supervision styles in classroom instruction.

The results of this study was inconsistent with studies by Glickman, Gordon and Gordon (2004) and De-Grauwe (2001) who opined that head teachers should have gained adequate work experience to be able to assist, guide and give support services to teachers for quality classroom instruction

### 3.2 Findings of the Study

The study established that gender does not influence head teachers' supervision styles in classroom instruction. This finding deviated from what Njiru (2011), Kariuki (2004) found that males and females differed in classroom instructions

The study also established that both academic and professional qualifications influenced the style of classroom instruction supervised by head teachers. Glickman Gordon and Kiser- Gordon, (2004) felt head teachers with higher qualifications than their teachers to be able to effectively offer the required non-curriculum delivery

The study found out that head teachers' working experience influenced classroom instruction. This was in consistent with what DeGrauwe (2001) and Glickman with long working experience were able to provide professional help to teachers to carry out their teaching roles perfectly for the benefit of the learners

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

#### **5.1 Introduction**

The purpose of this study was to establish the influence of head teachers' supervision styles on the quality of classroom instruction in lower primary schools in Muthambi zone, Maara sub-county, Tharaka-Nithi County, Kenya. The study was guided by specific objectives. This chapter will provide the summary of the findings of the study, conclusions, recommendations and recommendations for further research. The conclusions and recommendations are based on the research findings of the subject from the respondents

#### **5.2 Findings of the Study**

The study established that gender does not influence head teachers styles of classroom instructional supervision. This finding deviated from what Ndanuko (2012) Al-AniandAmzat (2011), Kawawa (2004) found that males and females differed in the manners they supervised classroom instructions.

The study also established that both academic and professional qualification of head teachers influenced the style of classroom instruction supervision. These findings concurred with Glickman Gordon and Ross- Gordon (2004) that head teachers required higher qualifications than their teachers to be able to effectively offer the required guidance and support in areas of curriculum delivery.

The study found out that head teachers' working experience influenced the supervision styles of classroom instruction. This was in consistent with what De-Grauwe (2001) that head teachers with long working experience were able to provide professional leadership to teachers to be able to carry out their teaching roles perfectly for the benefit of the learners.

The study found out that the supervision styles used by head teachers' influenced classroom instruction supervision. The findings agreed with Gatabu (2012) Onindo (2011) and Kiambo (2011) that head teachers supervision styles influenced pupils' performance.

### **5.3 Conclusions**

On the first objective, the researcher sought to find out head teachers' supervision styles of classroom instruction in lower primary schools. The respondents indicate that head teachers often made informal visits to observe classroom teaching. The respondents also indicated that head teachers engaged lower primary teachers in mutual dialogue as well as organizing seminars for their teachers. The respondents also agreed their head teachers were in touch with the progress of the lower primary school activities. The researcher concluded that head teachers in the location of the study employed interactive, direct and collaborative style of classroom instruction supervision in their schools

In the second objective the research was to determine whether there was gender difference in connection to head teachers' styles of classroom instruction supervision in lower primary schools. The respondents disagreed with the hypothesis that gender had any substantial influence on the level of supervision in the lower primary school classroom instruction. The researchers concluded that gender differences does not affect the supervision style of classroom instructional supervision hence does not impact negatively on the quality of classroom instruction.

Thirdly the researcher was to establish the influence of head teachers' qualifications on the styles of instruction supervision in lower primary schools in Muthambi zone, the study found out that majority of the respondents agreed that the level of professional qualification strongly influenced the styles of classroom instruction in lower primary schools in Muthambi zone. The study concluded that the level of academics and professional qualification had great influence on the

style of classroom instructional supervision hence the need to have highly qualified head teachers so that they can provide guidance in the formulation and implementation of school programmes that would promote quality classroom instruction as well as encouraging academic and professional development and providing insight in revising and modifying the subject content, delivery plans and development of materials used in the classroom teaching.

Lastly the researcher sought to determine the effect of supervision demonstrated by head teachers with various work experience on the quality of classroom instruction in lower primary schools in Muthambi zone, Maara sub-county, Tharaka-Nithi County in Kenya. Majority of the respondents agreed that the experience of management of the head teachers had positive impact on supervision of classroom instruction in lower primary schools in the area of study. The research study concluded that head teachers working experience had a positive effect on the way they employed supervision style to achieve quality classroom instructional supervision. The study concluded that head teachers need to emphasize on direct assistance to teacher professional development

## **5.4 Recommendations**

### **5.4.1 Recommendations for Head teachers**

- This study recommends that head teachers should use a variety of supervision styles while monitoring the quality of classroom instruction in lower primary classes. This could be done by organizing refresher courses and ensuring that head teachers went through school management courses before they were appointed.
- The study recommends that head teachers should strive to advance their academic and professional qualifications in order to be able to supervise classroom instructions

effectively because the findings have established that both academic and professional qualifications influenced the style of classroom instructional supervision hence enhancing quality classroom instruction.

- The researcher recommends that head teachers should encourage more male teachers to teach lower primary school classes because based on the research findings there was no significance differences between male and female teachers who were teaching lower primary classes in Muthambi zone.
- The researchers also recommend that should be greatly in touch with activities taking place in lower primary classes. because the finding established that head teachers who were constantly in touch with the activities of taking place in lower primary classes supervised scheme of work , telling teachers how to teach visiting classroom , organizing INSET seminars and checking the adequacy of teaching and learning materials .Inadequate classroom resources hinder effective classroom supervision
- Head teachers should make frequently informal classroom visits, organize INSET seminars for teachers, check and implementation of scheme of work because the findings shown that the head teacher who often engaged teachers in mutual dialogue were advice teacher on the best method of teaching as well as establishing weakness that require INSET seminars to improve on classroom instruction in lower primary school classes
- The study also recommends that head teachers should provide a conducive environment where both the head teacher and teachers can engage in mutual dialogue on issues of enhancing best classroom instruction practices.

#### **5.4.2 Recommendations for Education Officer**

- The ministry of Education should organize regular refresher courses for newly appointed and serving head teachers in order to equip them with new pedagogical skills and policies guiding classroom instructional in school
- The study also recommends to the Education Officers that there should be no gender discrimination when appointing teachers to headship positions since no significance difference in supervision styles was demonstrated between genders. This could be achieved by encouraging males as well as females to take up headship roles in primary schools.
- The study recommends to Education Officers that for a teacher to be appointed a head teacher, he or she should have served as a deputy head teacher for a specified period in order to have gained management styles necessary for effective classroom supervision. This could be achieved by proposing the minimum number of years one should have served as well as demonstrated supervisory skills demonstrated before being appointed to be a head teacher.
- This study recommends that when appointing teachers to headship positions, the quality of their academic and professional qualifications should be considered. This could be achieved by providing equal opportunities to teachers to advance their studies as they continue performing their teaching duties.

#### **5.5 Recommendations for further research**

This study was carried out in Muthambi zone, Maara sub-county, Kenya and it focused on the influence of head teachers' styles of supervision on the quality of classroom instructions in lower primary schools. The researcher therefore recommends that more research be carried out to

include the entire primary school classes in the country. The study also focused on head teachers' supervision styles on the quality of classroom instruction, the researcher recommend that further research be carried out in this area with regard to teachers' perception on the instructional supervisory practices.

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## APPENDICES

### Appendix 1: Questionnaire for Head teachers:

#### Introduction:

This questionnaire is designed to assist in gathering data based on head teachers' supervision styles and quality of classroom instruction in lower primary schools in Muthambi zone, Maara Sub-county. The researcher wants to know your honest opinion on the various issues related to instructional supervision.

#### Instructions

- Please do not write your name on this questionnaire.
- The information obtained will be treated as confidential information.
- Indicate your answer by ticking inside the brackets ( ) or by filling the spaces provided.
- Kindly answer all questions.

#### Section A: Background information

- Your gender Male ( ) female ( )
- Your age \_\_\_\_\_ years.
- Please indicate your highest profession qualification. P1 ( ) Diploma ( ) B/Ed ( ) M/Ed( )
- For how many years have you been a primary school head teacher \_\_\_\_\_ years.

## Section B: Supervision style

1. Supervision means suggesting to teachers how they should teach

Strongly agree ( ) ii) Agree ( ) iii) Disagree ( ) iv) Strongly disagree ( ) (v) Not aware ( )

2. How often do you make informal visits to classrooms?

(a) Very often ( ) b) often ( ) c) rarely ( ) d) never ( ) (e) not aware ( )

3. How often do you engage teachers in mutual dialogue about ways to improve teaching?

a) Very often ( ) b) often ( ) c) rarely ( ) d) never ( ) (e) not aware ( )

4. How often do you check to ensure that teachers have adequate teaching-learning materials?

a) Very often ( ) b) often ( ) c) rarely ( ) d) never ( ) (e) not aware ( )

5. How often do you help in formulation and implementation of schemes of work?

a) Very often ( ) b) often ( ) c) rarely ( ) d) never ( ) (e) not aware ( )

6. How often do you hold INSETS seminars for your lower Primary School teachers?

a) Very often ( ) b) often ( ) c) rarely ( ) d) never ( ) (e) not aware ( )

7. To what extent are you satisfied with the performance of lower primary teachers in your School?

a) Quite satisfied ( ) b) satisfied ( ) c) dissatisfied ( ) d) disappointed ( ) e) not aware ( )

Thank you very much.

## **Appendix 11: Questionnaire for Lower Primary School Teachers**

### **Introduction**

This questionnaire is designed for a study on the influence of head teachers' supervision styles on the quality of classroom instruction in lower primary schools in Muthambi zone Maara Sub-county. The researcher wants to know your honest opinion on the various issues related to instructional supervision. The information obtained could be used to improve instructional supervision in lower primary not only in Muthambi zone but also in the entire district.

### **Instructions**

1. Please do not write your name on this questionnaire.
2. The information obtained will be treated as confidential.
3. Indicate your answers by ticking inside the brackets ( ) or by filling the spaces provided.
4. Kindly answer all questions.

### **Section A: Background information**

1. Please indicate your gender: male ( ) female ( )
2. Please indicate the highest qualification of your head teacher. P1 ( ) Diploma ( ) B/Ed ( ) M/Ed ( )
3. What is the gender of your head teacher? Male ( ) female ( )
4. Estimate the teaching experience of your head teacher  
Below 10 years ( ) 11 -20 years ( ) 21 -30 years ( ) over 30 years ( )

## Section B: Supervision styles

1. How often does your head teacher make informal visits to your classroom?

(a) Very often ( ) (b) often ( ) (c) rarely ( ) (d) never ( )

2. How often does your head teacher engage you in mutual dialogue about your ways to improve teaching?

(a) Very often ( ) (b) often ( ) (c) rarely ( ) (d) never ( )

3. How often does your head teacher organize seminars/workshops for you to discuss specific instructional problems experienced in your school?

(a) Very often ( ) (b) often ( ) (c) rarely ( ) (d) never ( )

4. To what extent do you agree that your head teacher is in touch with what goes on in classrooms in lower primary classes in your school?

(a) Strongly agree ( ) (b) agree ( ) (c) disagree ( ) (d) strongly disagree ( )

5. To what extent, do you agree that the age of your head teacher influence how he/she supervises instruction in lower primary classes?

(a) Strongly agree ( ) (b) agree ( ) (c) disagree ( ) (d) strongly disagree ( )

6. To what extent do you agree that the gender of your head teacher influence instructional supervision in your school

(a) Strongly agree ( ) (b) agree ( ) (c) disagree ( ) (d) strongly disagree ( )

7. To what extent do you agree that the management experience of your head teacher influence instructional supervision in your school

(a) Strongly agree ( ) (b) agree ( ) (c) disagree ( ) (d) strongly disagree ( )

8. To what extent do you agree that the professional qualification of your head teacher influences how she/he supervises instruction delivery in your lower primary classes?

(a) Strongly agree ( ) (b) agree ( ) (c) disagree ( ) (d) strongly disagree ( )

9. How often does your head teacher check the preparation of professional documents in your class?

(a) Strongly agree ( ) (b) agree ( ) (c) disagree ( ) (d) strongly disagree ( )

**Thank you for your co-operation**

### **Appendix iii: Interview Schedule for Head Teachers**

1. What do you understand by supervision of classroom instruction?

2. Does your school have a document or guidelines on how to supervise classroom instruction?

3. If yes, does the policy put in place requirements of head teachers in instructional supervision concerning age, qualification and experience?

4. Briefly narrate how you supervise classroom instruction in lower primary classes in your school?

5. In your process of supervising classroom instruction, which supervision styles do you find most appropriate for lower primary classes?

6. Briefly tell the problems you meet as you conduct supervision of classroom instruction in your lower primary classes?
7. Do you think your gender has any influence on the way you supervise classroom instruction in lower primary classes in your school? If yes, how does it affect?
8. To what extent do you think your professional qualification influences how you supervise classroom instruction in lower primary classes in your school?
9. How does your supervision style impact on the quality of classroom instruction in lower Primary school classes in your school?

#### **Appendix IV: Interview Schedule for Lower Primary School Teachers**

1. What do you understand by supervision of classroom instruction?
2. Is there a document to guide you on how classroom instruction should be done in your school? If yes, is it availed to your class?
3. Does the policy put in place requirements of head teachers in instructional supervision in regard to gender, experience and qualifications?
4. What supervision style does your head teacher use in supervising classroom instruction in your class?
5. Does the gender of your head teacher influence the manner in which supervision of classroom instruction is done in your class?

6. To what extent does the teaching experience of your head teacher influence the style of supervision of classroom instruction in your class?
  
7. Does the academic and professional qualification of your head teacher influence his/her style of supervision of classroom instruction in your class?
  
8. Does the supervision style of your head teacher have positive effect on the quality of classroom instruction in your class?
  
9. Do you encounter any challenges in the process of supervision of classroom instruction in your class?

**THIS IS TO CERTIFY THAT:  
MR. GEORGE JOSEPH KABURU  
of KENYATTA UNIVERSITY, 0-60401  
CHOGORIA, has been permitted to  
conduct research in Tharaka-Nithi  
County**

**Permit No : NACOSTI/P/15/1254/6201  
Date Of Issue : 30th June,2015  
Fee Received :Ksh 1000**

**on the topic: HEADTEACHERS  
SUPERVISION STYLES ON THE QUALITY  
OF CLASSROOM INSTRUCTION IN LOWER  
PRIMARY SCHOOLS IN MUTHAMBI ZONE  
MAARA SUB COUNTY KENYA**

**for the period ending:  
6th November,2015**

.....  
**Applicant's  
Signature**



.....  
**Director General  
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, filming 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.
6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice.



**REPUBLIC OF KENYA**



**National Commission for Science,  
Technology and Innovation**

**RESEARCH CLEARANCE  
PERMIT**

Serial No. A

**5516**

**CONDITIONS: see back page**



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

Telephone: +254-20-2213471,  
2241349, 310571, 2219420  
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Website: www.nacosti.go.ke  
When replying please quote

9<sup>th</sup> Floor, Utalii House  
Uhuru Highway  
P.O. Box 30623-00100  
NAIROBI-KENYA

Ref. No.

Date:

**30<sup>th</sup> June, 2015**

**NACOSTI/P/15/1254/6201**

George Joseph Kaburu  
Kenyatta University  
P.O. Box 43844-00100  
**NAIROBI.**

**RE: RESEARCH AUTHORIZATION**

Following your application for authority to carry out research on *"Headteachers supervision styles on the quality of classroom instruction in lower primary schools in Muthambi Zone Maara Sub County Kenya"* I am pleased to inform you that you have been authorized to undertake research in **Tharaka Nithi County** for a period ending **6<sup>th</sup> November, 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 expected to submit **two hard copies and one soft copy in pdf** of the research report/thesis to our office.

  
**DR. S. K. LANGAT, OGW**  
**FOR: DIRECTOR-GENERAL/CEO**

Copy to:

The County Commissioner  
Tharaka Nithi County.

The County Director of Education  
Tharaka Nithi County.

## Appendix VI graduate school letter of approval



KENYATTA UNIVERSITY  
GRADUATE SCHOOL

E-mail: [dean-graduate@ku.ac.ke](mailto:dean-graduate@ku.ac.ke)  
[kubps@yahoo.com](mailto:kubps@yahoo.com)  
Website: [www.ku.ac.ke](http://www.ku.ac.ke)

P.O. Box 43844, 00100  
NAIROBI, KENYA  
Tel. 020-8704150

Internal Memo

FROM: Dean, Graduate School

DATE: 29<sup>th</sup> April, 2015

TO: George Joseph Kaburu  
C/o Early Childhood Studies  
Department.

REF: E55/OL/22479/2011

SUBJECT: APPROVAL OF RESEARCH PROPOSAL  
=====

We acknowledge receipt of your revised Research Proposal as per our recommendations raised by the Graduate School Board of 15<sup>th</sup> April 2015 entitled "Head teachers' supervision styles on the quality of classroom instruction in lower Primary Schools in Muthambi Zone, Maara Sub-County Kenya".

You may now proceed with your Data collection, subject to clearance with the Principal Secretary, Higher Education, Science & Technology.

As you embark on your data collection, please note that you will be required to submit to Graduate School completed Supervision Tracking Forms per semester. The form has been developed to replace the Progress Report Forms. The Supervision Tracking Forms are available at the University's Website under Graduate School webpage downloads.

Thank you.



JULIA GITU  
FOR: DEAN, GRADUATE SCHOOL

CC. Chairman, Early Childhood Studies Department

Supervisors:

1. Dr. Nyakwara Begi  
C/o Early Childhood Studies Department  
Kenyatta University
2. Dr. John Ngasike  
C/o Early Childhood Studies Department  
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JG/nn



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NAIROBI, KENYA  
Tel. 8710901 Ext. 57530

Our Ref: E55/OL/22479/2011

DATE: 29<sup>th</sup> April 2015

The Permanent Secretary,  
Ministry of Higher Education, Science & Technology,  
P.O. Box 30040,  
**NAIROBI**

Dear Sir/Madam,

**RE: RESEARCH AUTHORIZATION GEORGE JOSEPH KABURU- REG. NO. E55/OL/22479/2011**

I write to introduce Mr. George Joseph Kaburu who is a Postgraduate Student of this University. He is registered for M.Ed degree programme in the Department Early Childhood Studies.

Mr. Kaburu intends to conduct research for a M.Ed. Proposal entitled, "Head teachers' Supervision Styles on the Quality of Classroom Instruction in Lower Primary Schools in Muthambi Zone, Maara Sub-County Kenya".

Any assistance given will be highly appreciated.

Yours faithfully,

  
**MRS. LUCY N. MBAABU**  
**FOR: DEAN, GRADUATE SCHOOL**

RM/m