INFLUENCE OF INSTITUTIONAL AND INDIVIDUAL FACTORS ON HEADTEACHERS’ INSTRUCTIONAL SUPERVISION PRACTICES IN PUBLIC PRIMARY SCHOOLS IN NJORO DISTRICT, KENYA

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DECLARATION

This research project is my original work and has not been presented for a degree in any other university.

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The research project was submitted for examination with our approval as University Supervisors.

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ABSTRACT

Instructional supervision related-problems for head teachers of primary schools have been both turbulent and rapid (Sang, 2009). However, there has been little research on the role of head teachers as instructional supervisors, which focus on the leadership of primary schools. In the attempt to improve the education quality more focus should be put on teachers and the organizational aspects that affect their work at schools. The study objective sought to establish whether pupils enrollment, delay in fund disbursement, staffing level, headteacher administrative experience, age and level of education influence headteacher instructional supervision practices in public primary schools. The study used theory of supervisory practice is designed to improve instruction and the quality of classroom life through the integration of scientific, artistic, and clinical supervision methods. Sergiovanni (1984) states theories of practice are ultimately concerned with action taken to improve a present situation and in our case the beneficiaries would be teachers and students. The theory is found to be appropriate in this study as the aim of the study is to provide context for the instructional supervision practices in the public primary schools. Descriptive survey design was employed in this study. The target population for the study consisted of all the 73 public primary school head teachers, deputy headteachers, senior teachers and teachers in Njoro district. There were 584 teachers and 73 head teachers from Njoro district in Nakuru County. The sample size was 30% of the target population which was 176. The data was analyzed using descriptive statistics. Descriptive statistics was used to show the frequencies and percentages of each response. Qualitative data analysis was done simultaneously with data collection. The study found that pupils’ enrollment influences head teachers’ instructional supervision in public primary schools in Njoro district. The study revealed that delays in funds disbursement influence head teachers’ instructional supervision in public primary schools in Njoro district. The study also found that whether staffing level influence head teachers’ instructional supervision in public primary schools in Njoro district. The study established that administrative experience of the head teacher influence instructional supervision in public primary schools in Njoro district, it was found that education level of the head teacher influence instructional supervision in public primary schools in Njoro district. The study further revealed that age of the head teacher influence instructional supervision in public primary schools in Njoro district. The study recommends that there is need to ensure efficient funds disbursement as this will help in positively influencing head teachers’ instructional supervision in public primary schools and there is need for the ministry of education to increase number of teacher in public primary school in order to enhance headteachers’ instructional supervision in public primary schools.