



Efficacy of Instructional Supervision in Public Primary Schools in Nyeri Central Sub County, Kenya

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ABSTRACT

The study examined the efficacy of instructional supervision in primary schools. Specifically, the study sought to determine the teacher's perception on the efficacy of supervisory roles carried out by primary school head teachers and to establish the supervisory skills and aptitudes possessed by the head teachers in discharging their supervisory duties in Nyeri Central Sub-County, Nyeri County, Kenya. The study employed descriptive research design. The sample was 16 head teachers and 125 teachers. Data was collected by use of questionnaires which were administered to the teachers and head teachers. Data collected was edited, coded and entered in the Statistical Package for Social Sciences (SPSS v.21) computer software. Quantitative methods were used in analyzing the data while results were presented in form of tables. Findings on the efficacy of head teachers in instructional supervision revealed that the head teachers demonstrated efficacy in providing instructional materials and facilities, motivating teachers for improved performance and in enforcing discipline. However, efficacy of the head teachers was found to be low in; making class visitations, defining of goals for academic achievement, monitoring classroom instruction, building capacity for teachers and in providing feedback on pupil's performance. Most head teachers possessed and used managerial skills such as evaluation skills, discipline skills; reportorial skills and interactive skills in carrying out instructional supervision and that most head teachers lacked and did not use pedagogical and analytical skills. Most head teachers had no training in instructional supervision. Most head teachers delegated supervisory duties to deputy head teachers and senior teachers. The study recommended that head teachers be trained on instructional supervision so as to make them more effective, that instructional supervision be incorporated in the training curriculum, and that head teachers are appointed on the basis of the skills and aptitudes.

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Introduction

School-based instructional supervision as the process of bringing about improvement in institutional performance and productivity under the control and guidance of school administrators (Musungu, 2007). In Kenyan primary schools, head teachers attempt through second party intervention to ascertain and maintain quality of work done with regard to teaching of students and use of facilities amongst other delegated and obligatory responsibilities. According to Achoka (1990), supervision ensures that all staff respect appropriate rules, routines, procedures, and regulations to achieve set objectives (Achoka, 1990). Even though many scholars disagree with the assertion by Chitiavi (2002) that supervision accounts for only less than 1% in institutional performance, he agrees with Samoei (2009), that every head teacher's dream as a supervisor is to get his school ranked among the best in national examinations. Konchar (1988) asserted that schools are bad or good, are in a healthy or unhealthy mental, moral or physical condition, flourishing or perishing as the head teacher is capable, energetic, of high ideals, or the reverse. Further, Konchar postulates that schools rise to fame or sink to obscurity as greater or lesser head teachers have charge of them. This implies that the school is

as great as the head, because everything in a school, the plant, the staff, the curriculum methods and techniques of teaching, and human relationships is a manifestation of the head teacher.

One of the most important functions of a school head as a supervisor is that of being an instructional leader (Olivia, 1993, Glickman, Gordon, Ross-Gordon, 2007)). The school head teacher oversees teaching and learning in the school to ensure that quality instruction takes place. Effective instructional leadership affects the quality of teaching and student learning (Leithwood Saeshore-Louis, Anderson, Wahlstrom, 2004). In addition, Ngware, Oketch, Mutisya, Abuya (2010) contend that teachers may be qualified and trained but still no effective learning may take place in the classroom. The authors thus underscore the importance of institutionalization of lesson observation, feedback and professional guidance in schools.

On the role of head teacher as a school supervisor, Hoerr (2008) observes that despite theoretical shifts over time on the role of the school head he or she still needs to be an educational visionary, offering direction and expertise to ensure that students learn effectively. A number of studies have been carried out on instructional supervision carried out by school heads, for example in South Africa (Kruger, 2003),

Kenya (Musungu & Nasongo, 2003), Malaysia (Sidhu & Fook, 2010) and Israel (Gaziel, 2007). All the studies cited posit that effective supervision is embedded in formative clinical supervision which is a “people-centered approach” based on continuous improvement. Clinical supervision is described by Zepeda (2007) as the rationale and practice designed to improve the teacher’s classroom performance. It takes its head teacher data from events of the classroom. The analysis of the data and the relationship between supervisor and the supervisee form the basis of the programme, procedures and strategies designed to improve students’ learning by improving the teacher’s classroom behaviour. Of importance in clinical supervision as alluded to by Zepeda (2007) is the high level of collegiality that exists between the supervisor and the supervisee. However, Zepeda (2007) notes that negative perceptions of supervisees about their supervisors are normally associated with the nature of relationships that exist between them.

According to Shiundu and Omulando (1992), positive factors affecting quality of teachers has a role in improving quality of teaching and curriculum implementation by controlling unwanted absenteeism, negligence in lesson preparation and laxity in marking of books and feedback. The role of instructional supervision is especially important in Kenya bearing in mind that there has been an upsurge in enrolment occasioned by increased investment by the government in education, introduction of free and compulsory basic education as well as the improved working conditions for the teachers. All the efforts that the government is putting in order to ensure value for money in terms of ensuring high quality education are offered.

Despite the increasing government investment in education as evidenced in the introduction of free and compulsory basic education together with the improvement in the working conditions of teachers, the academic performance in public primary schools has been dismal. This situation is evidenced in the mushrooming of private primary schools as the parents seek better quality of education for their children and better academic performance. As alluded to in the background to the study, supervision of staff ensures that the staff adheres to the set guidelines and performs as expected of them. If the situation of declining academic performance in the public primary schools is to be corrected, efficient and effective instructional supervisory systems need to be set up, hence this study sought to examine the efficacy of instructional supervision carried out by primary school head teachers in Nyeri Central Sub-County.

Objectives of the Study

The study was guided by the following objectives:

- To determine the teacher’s perception on the efficacy of supervisory roles carried out by primary school head teachers in Nyeri Central Sub-County, Nyeri County, Kenya.
- To establish the supervisory skills and aptitudes possessed by the head teachers in discharging their supervisory duties in Nyeri Central Sub-County, Nyeri County, Kenya.

Research methodology

The study adopted descriptive research design. As pointed out by Mugenda and Mugenda (2003), descriptive design can be used to collect information about people’s attitudes, opinions or habits. They further note that descriptive research designs are used to allow researchers gather, present and interpret information for the purposes of clarification. As pointed out by Chitavi (2002), descriptive studies are not only

restricted to fact finding, but may often result in the formulation of important principles of knowledge and solution to significant problems. This design was therefore, deemed most efficient in analyzing the efficacy of instructional supervision roles carried out by the head teacher at primary school level. The target population was the 416 primary school teachers and 55 head teachers in Nyeri Central Sub-County. The sample was 16 head teachers and 125 teachers. Data was collected by use of questionnaires. Data was analysed by use of Statistical Package for Social Sciences (SPSS v.20) computer software. Quantitative methods were used in analyzing the data while results were presented in form of tables.

Findings and discussions

Teachers’ perception of efficacy of instructional supervision

The study sought to establish the perception of teachers about the efficacy of supervision carried out by the head teachers. The indicators of efficacy of the instructional supervision were efficacy in performance of supervision duties and the nature of various aspects of interpersonal relationships that exists between the teachers and the head teacher in their capacity as the instructional supervisors.

Performance of supervision tasks

Efficacy in performance of duties was measured by asking the teachers to rate their head teachers in terms of presence in the school, frequency of class visitation, efficiency in defining goals for academic achievement, efficacy in provision of instructional materials and facilities, adequacy of timetabling, efficacy in checking lesson notes and subject diaries and efficacy in monitoring classroom instruction. The teachers were asked to indicate the frequency of head teacher’s presence in school. The results are presented in Tables 1.

Table 1. Frequency of Head Teacher’s Presence in School.

Rating	Frequency	Percent
Very High	10	8.4
High	70	58.8
Average	30	25.2
Low	7	5.9
Very Low	2	1.7
Total	119	100.0

Table 1 indicates that majority (58.8%) of the teachers rated their head teacher’s presence in school as high, 8.4% very high, 25.2% average, 5.9% low and 1.7% very low. The findings therefore, indicated that the teacher’s ratings of their head teacher’s presence in the school as above average. This implies that such head teachers are highly visible in the school in agreement with Peters and Waterman (1988). Teachers were further asked to indicate the frequency at which the headteachers visited their classes. The data presented in Table 2.

Table 2. Frequency of head teacher's class visitation.

Rating	Frequency	Percent
Very High	4	3.4
High	8	6.7
Average	84	70.6
Low	16	13.4
Very Low	7	5.9
Total	119	100.0

Data on the frequency at which the headteachers visited teachers in class as indicated in Table 2 revealed that majority of the teachers (89.9%) said that the frequency of their head teachers class visitations were average and below (70.6% average, 13.4% low and 5.9%, very low).

Only 10.1% said that the frequency of their head teachers' class visitation was above average (3.4%) very high and 6.7% high). The results show that the teachers perceive their head teachers as not making adequate class visitations to enhance efficacy of instructional supervision. This is contrary to the sentiments of Peters and Waterman (1988) who had observed that effective head teachers maintain consistent classroom visitation to ensure adequate teaching and learning processes.

The study further sought to establish the efficiency of head teacher in defining goals for academic achievement. The findings are presented in Table 3.

Table 3. Efficiency of head teacher in defining goals for academic achievement.

Rating	Frequency	Percent
Very High	7	5.9
High	15	12.6
Average	57	47.9
Low	36	30.3
Very Low	4	3.3
Total	119	100.0

Table 3 shows that majority of the teachers (81.6%) perceived the efficiency of their head teachers in defining goals for academic achievement to be average and below (47.9% average, 30.3% low, and 3.4% very low) and only 18.5% of the teachers (5.9% very high and 12.6% high) perceived the efficiency of their head teachers in defining goals for academic achievement as above average. These findings indicate that the head teachers were not effective enough in carrying out effective instructional supervision since they deviated from the effective head teachers as perceived by Hoerr (2008), who defined effective instructional supervisors as those who establish clearly defined goals for academic achievement, and they concentrated their available resources and their operations on attaining them.

Table 4 presents the teachers responses on headteachers adequacy in timetabling.

Table 4. Head Teachers' adequacy of timetabling.

Rating	Frequency	Percent
Very High	16	13.4
High	77	64.7
Average	26	21.8
Total	119	100.0

Data presented in Table 4 shows that the majority of the teachers (78.1%) were of the opinion that their head teacher's made adequate time tabling (13.4% high and 64.7% high) and only 21.8% of the teachers perceived their head teachers as average in timetabling. Time tabling in primary schools is the responsibility of the head teachers although it is usually delegated to deputy head teachers and senior teachers. The adequacy of time tabling is therefore, the responsibility of the head teachers. In the aspect of timetabling therefore, the head teachers were perceived as being effective to a large extent. This is in line with the assertions of Hoerr (2008), who said that adequate time tabling is vital for effective instructional supervision.

The teachers were further asked to indicate the frequency at which the head teacher checked teachers work books.

Table 5. Frequency of Head Teacher in Checking Teachers Work Books

Rating	Frequency	Percent
High	12	10.1
Average	65	54.6
Low	42	35.3
Total	119	100.0

The responses are presented in Table 5.

According to Table 5, majority of the teachers (89.9%) perceived the frequency of checking lesson notes and subject diaries by their head teachers to be average and below average (Average 54.6% and low 35.3%). Only 10.1% of the teachers perceived the frequency of checking lesson notes and subject diaries by their head teachers to be high. The infrequent checking of lesson notes and subject diaries is an indicator of low efficacy of instructional supervision carried out by head teachers since it deviates from the recommendations of Hoerr (2008) that routine check of lesson notes and subject diaries is an indicator of effective instructional supervision.

The teachers were further asked to respond to the efficiency of head teacher in provision of instructional materials and facilities. Table 6 presents the responses.

Table 6. Efficiency of Head Teacher in Provision of Instructional Materials and Facilities.

Rating	Frequency	Percent
Very High	21	17.6
High	68	57.1
Average	24	20.2
Low	4	3.4
Very Low	2	1.7
Total	119	100.0

Data on the efficiency of the head teachers in providing instructional materials and facilities, (Table 6) indicates that majority of the teachers (74.7%) perceived the head teacher to be efficient in providing instructional materials and facilities (Very high 17.6% and high 57.1%) and only 25.3% perceived their head teacher's efficiency in providing instructional materials and facilities to be average and below (Average 20.2%, low 3.4% and very low 1.7%). The results imply that the head teachers were to a large extent efficient in the provision of instructional materials and facilities. This is in line with the assertions of Hoerr (2008) who said that maintenance and appropriate usage of physical instructional materials and facilities are indicators of effective supervision. The teachers were to indicate the efficacy of head teacher in monitoring classroom instruction. Table 7 presents the data

Table 7. Efficacy of Head Teacher in Monitoring Classroom Instruction.

Rating	Frequency	Percent
High	10	8.4
Average	92	77.3
Low	17	14.3
Total	119	100.0

In the present study the results, as summarized in table 7 indicate that majority of the teachers (91.6) rated the efficacy of their head teachers in monitoring classroom instruction to be average (77.3%) and low (14.3%). According to Hoerr (2008) effective head teachers are frequent in observation of classroom instruction and continuously monitor students' progress to determine whether their instructional goals are being met. The findings therefore, imply that the head teachers were not effective as far as classroom instruction supervision was concerned.

Interpersonal Relationships

Many authors (Guynm, 1981; Adepoju, 1998 & Wiles, 2000) concur that the objectives of effective supervision is to help teachers become more effective in planning their class work in terms of utilizing maximally, textbooks and other basic materials and curricular aids as well as helping teachers with guidance and evaluation. According to the authors, the head teacher ensures effective supervision by interacting

academically and socially on regular basis with teachers and students within and outside the classrooms. The primary aim is to monitor the implementation of curricular and ensure desirable increase in teachers' capabilities, upgrade their conceptual knowledge and teaching skills, give them support in their work to facilitate better performance in teachers' pedagogical practices and students' learning outcomes in the school settings (Wiles, 2000). The present study sought to establish the interpersonal aspects of supervision carried out by head teachers. This involved ratings of the head teachers in providing feedback on pupil's performance, motivating teachers, enforcing discipline as well as capacity building for teachers. The teachers were therefore asked to indicate the efficacy of head teacher in providing feedback on pupil's performance. Table 8 gives the responses.

Table 8. Efficacy of head teacher in providing feedback on pupil's performance

Rating	Frequency	Percent
High	6	5.0
Average	77	64.7
Low	36	30.3
Total	119	100.0

According to majority of the teachers (95%) the efficacy of the head teachers in providing feedback on pupil's performance was average and below average (average 64.7% and low 30.3%). Only 5% of the teachers rated their head teachers as having high efficacy in providing feedback on pupil's performance. (Table 8).

The study further sought to establish the efficacy of head teacher in motivating teachers for improved performance. Table 9 presents the responses

Table 9. Efficacy of head teacher in motivating teachers for improved performance.

Rating	Frequency	Percent
High	19	16.0
Average	94	79.0
Low	6	5.0
Total	119	100.0

On the aspect of motivating teachers for improved performance, Table 9 indicates that majority of the teachers (84%) rated their head teacher's efficacy as average and low (average 79% and low 5%). Only 16% of the teachers rated the efficacy of their head teachers in motivating teachers for improved performance as high.

Table 10 presents the teachers responses on head teachers' efficacy in enforcing discipline.

Table 10. Efficacy of head teacher in enforcing discipline.

Rating	Frequency	Percent
High	73	61.3
Average	42	35.3
Low	4	3.4
Total	119	100.0

On enforcing discipline, Table 10 summarizes the responses of the teachers. Majority of the teachers (61.3%) rated the efficacy of their head teachers in enforcing discipline as high. Only 38.7% of the teachers rated the efficacy of their head teachers in enforcing discipline as average and low (average 35.3% and low 3.4%). The findings therefore, imply that the head teachers were effective in enforcing discipline.

The teachers were further asked to indicate the efficacy of head teacher in capacity building for teachers. Table 11 gives the responses. According to Table 11, majority of the teachers (74.8%) rated the efficacy of their head teachers in building capacity for teachers as below average (low 58% and very low 16.8%). Only 25.2 % of the teachers rated the efficiency of their head teachers in capacity building as average.

Table 11. Efficacy of head teacher in capacity building for teachers.

Rating	Frequency	Percent
Average	30	25.2
Low	69	58.0
Very Low	20	16.8
Total	119	100.0

The findings of the study imply that the head teachers rated low on stimulating the teacher's skills through capacity building. This was likely to limit the performance of the teachers as pointed out by Guym (1981), who noted that capacity building of teachers for effective service delivery and provision of instructional facilities and materials to enhance quality teaching-learning processes must be effectively put in place.

Further, the researcher sought to determine the overall perception of the teachers on the efficacy of the head teachers. This was achieved by finding the average ratings of the head teachers using a likert scale. The responses were as summarized in Table 12.

Table 12. Teachers' perceptions on the efficacy of the head teachers

Activity	1	2	3	4	5
Frequency of presence in the school	13	62	25	10	9
Class visitation consistency and continuity	14	65	24	9	7
Defining goals for academic achievement clearly	16	68	22	8	5
Adequacy of timetabling	18	70	21	7	3
Checking lesson notes, subject diaries and pupils work	20	64	19	9	7
Monitoring classroom instruction	16	70	29	3	1
Providing feedback on pupils performance	13	75	27	3	1
Motivating teachers for improved performance	12	72	20	9	6
Monitoring proper usage of facilities	14	85	17	2	1
Enforcing discipline	12	84	14	8	1
Capacity building for teachers	23	69	22	3	2
Provision of instructional materials and facilities	21	79	13	5	1
Teachers Perception Of Efficacy Of Supervision	192	863	253	76	44
Total response*Value	192	1726	759	304	220

Key: Likert scale of 5 where 1=Very High, 2 =High, 3 =Average, 4 =Low And 5= Very Low

Average response = $\frac{\sum(\text{total response} * \text{value})}{119}$

Number of indicators of efficacy

= $\frac{26.89}{12}$ = 2.24

12

The mean response of 2.24 indicated that the teachers perceive the efficacy of the head teachers to be high.

Aptitudes and skills possessed by head teachers

According to Olagboye (2004), a lot of professional skills are required for supervision in schools. He classifies these skills into eight major groups: pedagogical skills, evaluation skills, disciplinary skills, motivational skills, and reportorial skills, such as documentation of report cards, class registers, log book, attendance book and such like records, managerial skills, interactive skills and analytical skills. Aptitudes can be derived from individual characteristics or be developed through training.

The study therefore sought to establish the aptitudes and the skills possessed by the head teachers either through training or natural characteristics. Table 13 gives the responses.

Table 13. Extent of exercising pedagogical skills.

Rating	Frequency	Percent
Great extent	6	46.2
Moderate extent	7	53.8
Total	13	100.0

According to table 13 majority of the head teachers (53.8%) exercised pedagogical skills moderately and the rest (46.2%) exercised the pedagogical skills to a great extent. The results imply that majority of the head teachers lacked or did not utilize pedagogical skills when carrying out instructional supervision.

Table 13 presents the headteachers' responses on head teachers' extent of exercising evaluation skills.

Table 13. Extent of exercising evaluation skills.

Rating	Frequency	Percent
Great extent	11	85.4
Moderate extent	2	14.6
Total	13	100.0

Table 13 indicates that majority of the head teachers (85.4%) used evaluation skills to a great extent and only 14.6% used evaluation skills to a moderate extent. The findings indicate that most head teachers utilized and possessed evaluation skills.

The head teachers were further asked to indicate the extent of head teacher exercising discipline skills. Table 14 gives the responses.

Table 14. Extent of exercising discipline skills

Rating	Frequency	Percent
Great extent	10	76.9
Moderate extent	3	23.1
Total	13	100.0

According to table 14, majority of the head teachers (76.9%) used discipline skills to a great extent and only 23.1% of the head teachers used the discipline skills moderately. The results indicated that most head teachers possessed and utilized discipline skills in the course of their work. Reportorial Skills included documentation of report cards, class registers, log book, attendance book and such like records.

The head teachers were asked to rate the extent to which they applied reportorial skills in course of discharging their supervisory duties.

Table 15 .Extent of exercising reportorial skills

Rating	Frequency	Percent
Great extent	10	76.9
Moderate extent	3	23.1
Total	13	100.0

Table 15 indicates that majority of the head teachers (76.9%) applied reportorial skills to a great extent and only 23.1% of the head teachers used reportorial skills to a moderate extent. The results imply that majority of the head teachers possessed and applied reportorial skills in carrying out instructional supervision.

The study further sought to establish the extent of head teacher exercising managerial skills. Table 16 gives the responses

Table 16. Extent of exercising managerial skills

Rating	Frequency	Percent
Great extent	6	46.2
Moderate extent	7	53.8
Total	13	100.0

Managerial Skills included time management, good use of teaching aids, dealing with difficult situations, and student's behaviour. Table 16 indicates that majority of the head teachers (53.8%) used managerial skills to a moderate extent, while the rest (46.2%) used managerial skills to a great extent.

The findings indicate that majority of the head teachers possessed or utilized managerial skills in carrying out instructional supervision. Analytical skills include possession of mathematical ability, such as statistical computation and interpretation of data. The head teachers were asked to rate the extent to which they applied analytical skills in the course of their supervisory duties. The teachers were asked to give the extent to which head teacher exercised interactive skills.

Table 17 presents the teachers responses on head teachers' extent of exercising interactive skills.

Table 17. Extent of exercising analytical skills

Rating	Frequency	Percent
Great extent	2	15.4
Moderate extent	11	84.6
Total	13	100.0

Majority of the head teachers (84.6%) exercised analytical skills moderately and only 15.4% of the head teachers used analytical skills to a great extent. The findings indicate that majority of the head teachers were moderately possessing as far as utilizing analytical skills was concerned.

Table 17 presents the headteachers responses on the extent to which they exercised interactive skills.

Table 17. Extent of exercising interactive skills

Rating	Frequency	Percent
Moderate extent	4	30.8
No extent	9	69.2
Total	13	100.0

Interactive skills include creation of rapport, teacher's personality and general characteristics, such as cooperation. Table 17 indicates that majority of the head teachers (69.2%) do not exercise their interactive skills. Only 30.4% of the head teachers exercised interactive skills but only to a moderate extent only.

According to Hammock & Robert (2005) for a supervisor to be successful; he needs to possess certain qualities that will put him/her over those under his supervision. The importance of acquiring these skills cannot be left to chance or in the hands of the charlatans or mediocre. The author notes that the supervisor must be up-to date in his/her knowledge of principles and approaches of instructional supervision since such knowledge greatly influences the effectiveness of instruction supervision. In the present study, the researcher sought to establish the extent to which the head teachers had developed their aptitude to carry out instructional supervision through training. The head teachers were asked to state whether they had received any training in instructional supervision.

Conclusions

The study using a sample comprising of primary school head teachers, teachers and DQASO sought to investigate efficacy of instructional supervision carried out by head teachers. On the efficacy of head teachers in instructional supervision, the study concluded that the head teachers demonstrate efficacy in presence in the school, adequate time tabling, providing instructional materials and facilities, motivating teachers for improved performance and in enforcing discipline. However, the efficacy of the head teachers was found to be lacking in; making class visitations, defining of goals for academic achievement, monitoring classroom instruction, building capacity for teachers and in providing feedback on pupil's performance. The study therefore, found the head teachers not effective in many aspects of instructional supervision and therefore, concludes that their ratings of efficacy of instructional supervision to be inadequate.

On the skills and aptitudes possessed by head teachers to carry out effective instructional supervision, the study concluded that most head teachers possessed and used evaluation skills, discipline skills, reportorial skills, managerial skills and interactive skills to a large extent in carrying out instructional supervision and that most head teachers lacked and did not use pedagogical and analytical skills. The study also found out that majority of the head teachers had no training in instructional supervision and that all the head teachers who had trained in instructional supervision thought it improved their ability to carry out instructional supervision by a great extent. The findings of the study therefore, imply that most head teachers do not utilize important skills in carrying out instructional supervision and that training in supervision would, to a large extent equip them with requisite skills and make the head teachers more effective in discharging their duties as instructional supervisors.

Recommendations

Based on the findings, the researcher makes the following recommendations:

- i. The Teachers Service Commission (TSC) and Kenya Educational Management Institute (KEMI) should expose the head teachers to more training on instructional supervision after appointing them to the positions so as to make them more effective.
- ii. Instructional supervision should be given more emphasis in the teacher training curriculum in the teacher training colleges and universities. This will prepare the graduates to better handle the responsibilities on being appointed to headship.
- iii. Head teachers are appointed on the basis of the skills and aptitudes possessed since some of the skills required in carrying out instructional supervision are inborn.

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