

**ROLE OF HEADTEACHERS IN SUPERVISION OF INSTRUCTION FOR  
CURRICULUM IMPLEMENTATION: A STUDY OF ELDORET WEST  
DISTRICT**

**BY**

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**A THESIS SUBMITTED TO THE SCHOOL OF EDUCATION IN PARTIAL  
FULFILMENT OF THE REQUIREMENTS FOR THE AWARD OF THE  
DEGREE OF MASTER OF PHILOSOPHY IN CURRICULUM DEVELOPMENT  
DEPARTMENT OF CURRICULUM INSTRUCTION AND EDUCATIONAL  
MEDIA, SCHOOL OF EDUCATION MOI UNIVERSITY ELDORET**

**JULY 2015**

## DECLARATION

### DECLARATION BY THE CANDIDATE

This proposal is my original work and has not been presented for a degree in any other university. No part of this thesis may be produced without prior permission of the author and/or Moi University.

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**DEDICATION**

To my beloved husband Peter Kenny and children Sylvia, Cynthia and Patience. Thanks for your love, encouragement and support. Special dedication to my parents, Mr. and Mrs. Peter Cheruiyot for their inspiration.

## ACKNOWLEDGEMENT

The completion of this work was possible with the assistance and contribution that I received from various institutions and people. I would like to thank Moi University for giving me the opportunity to pursue my studies. Special thanks go to Prof. Kindiki N. Jonah and Prof. Too K. Jackson who tirelessly and patiently supervised my work. Their advice and encouragement was a source of inspiration. Many thanks to the lecturers from the school of Education, Department of Curriculum Instruction and Educational Media who tirelessly guided me throughout the period of study.

I would also like to recognize colleagues especially Mr. Joshua Keter and Dr. Elias Kirui for the many sessions we held together. Special thanks also go to all the head teachers, HODs and students from schools that participated in provision of data used in the study. I would also like to recognize my family members for the financial support they gave me. Lastly, thanks to Lilian, Everlyne and Juliah for typing and editing this work.

To you all, may our almighty God through Jesus Christ richly bless you.

## ABSTRACT

The demand for supervision and monitoring in education has increased as a result of the tremendous growth and expansion in education and training in recent years. This study was set to examine supervision of instruction for proper implementation of curriculum by head teachers in public secondary schools. Its objectives were to investigate the role of head teachers in supervision of instruction for curriculum implementation, to establish the consistency of headteachers in monitoring important instructional documents, find out the role of headteachers in the provision of important resources and establish the relationship between the headteachers' administrative experience and curriculum implementation as reflected in student performance. The study utilized the descriptive survey design and the quantitative methodology was applied in data collection. The contingency theory X and Y formed the basis of this study. It was conducted in public secondary schools of Eldoret West district and the target population composed of head teachers, heads of departments and students. Stratified sampling was used to select 15 schools based on school type, heads of departments were selected proportionately from the 15 schools in the district and 140 students were randomly selected from form 3 and 4 classes. Data was collected using questionnaires and statutory documents. Analysis was done using descriptive and inferential statistics involving frequency tables, percentages, means and Chi-Square test. For reliability and validity, piloting was done in which PMCC formula was used to calculate the correlation index and university supervisors were also consulted. The findings revealed that head teachers perform their supervisory roles mostly through delegation, the basic physical facilities and materials for instruction are available but their appropriateness differ thus affect the implementation of the curriculum. Qualified teachers are inadequate in most schools. The researcher established that there is a significant relationship between experience of head teachers and curriculum implementation. In conclusion supervision of instruction by head teachers is mandatory, they play a major role in facilitating for resources. The researcher recommends that the government should train head teachers on supervision, facilitate for physical and human resources in all public schools to increase access in day schools and also promote teachers on merit.

## TABLE OF CONTENTS

DECLARATION.....	ii
DEDICATION .....	iii
ACKNOWLEDGEMENT .....	iv
ABSTRACT .....	v
LIST OF TABLES .....	x
LIST OF FIGURES .....	xi
LIST OF ABBREVIATIONS .....	xii
CHAPTER ONE.....	1
INTRODUCTION TO THE STUDY.....	1
1.0Introduction .....	1
1.1 Background of the Study.....	1
1.2 Statement of the problem .....	4
1.3 Objectives of the Study.....	7
1.4 Research Questions.....	8
1.5 Hypothesis.....	8
1.6 Significance of the study.....	8
1.7 Scope and Limitations of the Study.....	9
1.8 Theoretical framework.....	10
1.9 Definition of key terms .....	11
1.10 Summary .....	13
CHAPTER TWO.....	14
LITERATURE REVIEW .....	14
2.0 Introduction .....	14

2.1 Historical perspective of supervision.....	14
2.2 Origin and development of supervision in Kenya .....	15
2.3 Head teacher as an instructional leader.....	17
2.4 Supervision of instructional activities.....	21
2.5 Management of school resources .....	25
CHAPTER THREE .....	30
RESEARCH DESIGN AND METHODOLOGY.....	30
3.0 Introduction .....	30
3.1 Research Area.....	30
3.3 Study Population.....	31
3.4 Sample and sampling procedures .....	31
3.5 Research Instruments .....	33
3.5.1 Questionnaires.....	33
3.5.2 Document Analysis .....	34
3.6.0 Validity .....	35
3.6.1 Reliability .....	35
3.6.2 Pilot Study .....	36
3.7 Data collection procedures.....	37
3.8 Data Analysis .....	37
3.9 Ethical consideration.....	37
CHAPTER FOUR .....	38
4.0 Introduction .....	38
4.1 Background information of the respondents .....	39

4.1.1 Age of Principals.....	39
4.1.2 Qualification of principals .....	40
4.2 Role of Headteachers in Supervising Curriculum Implementation .....	42
4.2.0 Introduction.....	42
4.2.1 Control of Class Enrolment .....	43
4.2.3 Time for private studies .....	46
4.2.4 Head teacher as a classroom teacher .....	47
4.3 Monitoring of teaching documents and records .....	49
4.4. Role of Head teacher in Facilitating for Resources .....	53
4.4.0 Introduction.....	53
4.4.1 Physical and Human Resources .....	54
4.4.2 Text books and Reference Materials .....	56
4.4.3 Availability of Qualified Government Teachers.....	58
4.5 Relationship between administrative experience of head teachers and .....	59
CHAPTER FIVE.....	62
5.0 Introduction .....	62
5.1 Summary of the Findings .....	62
5.1.0 Background information.....	62
5.1.1 Role in Supervision of Instruction .....	63
5.1.2 Monitoring of instructional documents and programmes .....	64
5.1.3 Roles in provision of resources.....	64
5.1.4 Administrative Experience of Head teachers. ....	65
5.2 Conclusion.....	66
5.3 Recommendations.....	69
5.4 Suggestions for further research .....	69
REFERENCES.....	71
APPENDICES.....	76
APPENDIX I: STUDENTS' QUESTIONNAIRE.....	76



APPENDIX II: QUESTIONNAIRE FOR THE HEADTEACHER/PRINCIPAL .....	79
APPENDIX III: QUESTIONNAIRES FOR THE HEAD OF DEPARTMENT.....	83
APPENDIX IV: LETTERS OF AUTHORISATION .....	86
APPENDIX V: AUTHORISATION PERMIT.....	88

## LIST OF TABLES

Table 1.1 KCSE Mean Scores.....	6
Table 3.1 Types of School Based ( Day or Boarding).....	32
Table 3.2 Sample and Sampling procedures.....	33
Table 4.1 Respondents in the Study.....	31
Table 4.2 Age of the principals.....	40
Table 4.3 Professional and Academic Qualification.....	41
Table 4.4 Size of Classes.....	44
Table 4.5 Classroom observation.....	45
Table 4.6: Head teachers Lesson Allocation.....	47
Table 4.7: Head teachers Teaching Load.....	48
Table 4.8 Frequency of Checking Documents.....	49
Table 4.9 H.O.D Respondents on monitoring of documents.....	51
Table 4.10 Delegated Duties.....	52
Table 4.11 Physical and Human Resource .....	54
Table 4.12 Physical Resource.....	55
Table 4.13 Availability of Textbooks.....	56
Table 4.14 Textbook study ration.....	57
Table 4.15 Qualified teaching Staff shortfalls.....	59
Table 4.16 Experience of principals and KSCE Mean score.....	60
Table 4.17 Experience of principals and Learners' performance.....	61

**LIST OF FIGURES**

4.1 Physical Resources.....42

**LIST OF ABBREVIATIONS**

BOM	Board of Management
CBE	Curriculum Based Establishment
CDF	Constituency Development Fund
DEO	District Education Officer
DHT	Deputy Head Teacher
FPE	Free Primary Education
FDSE	Free Day Secondary Education
GOK	Government of Kenya
HOD	Head of Department
HT	Head Teacher
ICT	Information Communication Technology
KCSE	Kenya Certificate of Secondary Education
KEMI	Kenya Education Management Institute
KESSP	Kenya Education Sector Support Program
KICD	Kenya Institute of Curriculum Development
LATF	Local Authority Transfer Fund
MOD	Master on Duty
MOE	Ministry of Education
MOEST	Ministry of Education Science and Technology
NGO	Non-Governmental Organization
PTA	Parents Teachers Association
QASO	Quality Assurance and Standards Officer
SMASSE	Strengthening of Mathematics and Science in Secondary Education
TLM	Teaching Learning Materials Development Fund
TSC	Teachers Service Commission
TWP	Tuition Waiver Program
PMCC	Pearson Moment Correlation Coefficient

## **CHAPTER ONE**

### **INTRODUCTION TO THE STUDY**

#### **1.0 Introduction**

This chapter gives an overview of the background information on the topic of study. Important issues included in this chapter are the background of the study, the statement of the problem, the hypothesis, the objectives of the study, research questions, justification of the study assumptions, scope and limitations, the theoretical framework and definition of terms.

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

One of the aims of education throughout the world is to impart literacy, numeracy and manipulative skills in the youth. Clearly improved education for our children requires improved supervision and leadership in instruction. Supervision is an integral part of administration and head teachers for this matter are responsible for fostering the right atmosphere for the achievement of the educational aims and goals (Benaars 1994). Their responsibilities are many though rarely practiced.

Recent work in America has concentrated on school effectiveness and this highlights the need for the supervision of the curriculum. Okumbe (1999) gives an overview of the history of supervision and asserts that supervision in the 17<sup>th</sup> century was mainly concerned with management of schools and the fulfillment of the prescribed curriculum rather than the improvement of teaching and learning.

The 19th century has seen some improvement in that due to shortage of qualified teachers there was need to supervise curriculum to take care of the untrained teachers who were employed. Special area supervisors who were in charge of the subjects introduced in the curriculum were then employed to oversee the work of the new teachers.

In today's world it is perceived that an effective principal or head teacher is expected to be an effective instructional supervisor, someone who is knowledgeable about the curriculum, teachers and instructional effectiveness, clinical supervision staff development and teacher evaluation. Saran (1990) recommends that head teachers should spend more time and effort in the classroom processes of teaching and learning and less time in administration.

Researchers have suggested that among activities which would appear from government documents on what head teachers are expected to carry out are currently not systematically included in their work. They have not been laid down in the past as requirements for the job. Achola (1990) on the role of the secondary principals in Quebec English schools reveals that the duties of a head teacher included instructional leadership, student discipline, personnel management and maintenance of files and records.

The head teacher is therefore considered a head of the institution with good management skills but should also maintain a role as a teacher. A successful school thus depends on the quality of the leadership at the head and for that matter the principal is considered as an institutional leader or master teacher.

Wekesa (1993) recommended that head teachers should be held accountable for student academic achievement in that the education system in Kenya ties head teachers' performance to student performance. The government of Kenya is concerned about quality of school education and attempts to increase teacher effectiveness and students learning. The Directorate of Quality Assurance and Standards (formally Inspectorate Division) which is an important arm of the Ministry of Education works together with K.I.C.D and KNEC to fulfill essential role of ensuring maintenance of the quality and standards of curriculum development and implementation in the country. However studies and reports from researchers have associated quality education with improved curriculum implementation and how teachers are supervised (Sessional Paper No 6 of 1988).

In section 18 of the Education Act Cap 211 of 1968, QASO is authorized to visit and inspect any school or place which is reasonably suspected that a school is being conducted with or without notice. They inspect or audit the accounts of the school and also request the head teacher to place at their disposal all the facilities, records, account books and examination scripts for the purpose of inspection. They carry out visits to schools for purposes of checking on facilities equipments, administration and actual teaching by individual staff members.

The demand for supervision and monitoring in education has therefore increased as a result of the tremendous growth and expansion of education and training in recent years. The Kamuge Report of 1988 recommended that heads of institutions be trained as first line QASO and the Sessional paper No. 1 of 2005 recommended the expansion,

upgrading and relocation of KEMI to High ridge Teachers College. The institute will then offer more training programmes to head teachers, deputies, HODs and education managers on management issues in school.

KESSP has articulated strategies to improve quality assurance services to establish an effective school based quality assurance programmes and together with the objectives of the Strategic Plan of 2006 -2012 in the Ministry of Education they have tried to establish a robust and effective school-based quality assurance programme. All these are plans to ensure that quality is provided in our schools, through supervision.

The success of every school curriculum therefore depends to a great extent on sound educational administration and curriculum matters need supervision for eventual success thus the head teachers who are the immediate people on the ground are responsible for developing, implementing and assessing effective curriculum and instruction in their schools.

While supervising curriculum the head watches over those carrying out the teaching and learning processes to ensure that it is done effectively. It therefore follows that curriculum supervision aims at improving methods of teaching-learning and the teachers' performance in the classroom. This is the most important means of achieving school and educational goals.

## **1.2 Statement of the problem**

Even though head teachers are supposed to be instructional leaders, supervising learning and teaching processes in their schools, they spend most of their time dealing with



management issues. The Quality Assurance is a directorate in the Ministry of Education whose function entails monitoring of schools and teachers to ensure that the curriculum is delivered appropriately. It ensures that quality education and training is provided for all.

Factors behind good performance as noted by educationists include effective teaching by teachers, as what matters much is what goes on inside the classroom. Head teachers have always been blamed for poor results in their schools, a belief that poor results in national examinations are due to poor management by head teachers. Management here involves ensuring that proper curriculum instruction is implemented in schools.

A recent report on school performance has exposed negligence among head teachers and those whose schools continued to register dismal performance in national examinations could be replaced. Head teachers and some of their staff are accused of laxity in schools that reported mass failure and others are reported to have even committed suicide as a result of poor performance in their schools.

Head teachers also have a role to play in soliciting for the provision of important facilities and resources in their schools. These facilities and resources are believed to have an impact on curriculum implementation. In a research by World Bank of concern is principals' disinterest in developing school libraries as seen by the fact that most secondary schools have no or ill equipped libraries.

Overall students performances in KCSE was poor in 2008, only 25% of students had scored at least C on KCSE. The performance was weakest in the District schools where only 11% of the students scored at least C average score of 4 points compared to 43% in

provincial schools and 90% in national schools. The differences in performances across these types of schools partly reflects differences in facilities, teachers and other resources but also reflect different levels of academic preparations of students admitted to these schools, (Glennerster , 2011). All these boils down to the proper implementation of the approved curriculum.

This study was done in Eldoret West District of Uasin Gishu County. Eldoret West district has 43 public secondary schools. The district has 4 QASO officials (Mar 2007- paper presented to head teachers in Uasin Gishu district), who hardly cope with the demand in the district. They cannot monitor the day to day activities of these schools. It is therefore the head teacher who is left in charge of the day to day activities in their schools for proper implementation.

**Table 1.1:K.C.S.E mean scores 2004-2008**

KCSE YEAR	DISTRICT SCORE	MEAN	% QUALITY SCORES C PLUS ABOVE
2004	5.216		28%
2005	5.232		28%
2006	5.252		28%
2007	5.127		28%
2008	5.270		27%

From Table 1.1 the results of the district seems to have stabilized at slightly above a mean score of 5.00. The results could be an indication of a kind of satisfaction by those in

charge of improving performance and ensuring that the proper curriculum is implemented.

These are the head teachers and the QASO officials and as a result the education stakeholders have shown a lot of concern and have always pointed fingers on the people concerned at the school level.

The purpose of this survey study therefore is to investigate the role of the head teachers in supervision of instruction for improved curriculum implementation in public secondary schools in Eldoret West district, Uasin Gishu county in view of the generally below average performance in the district. It is suspected that the curriculum implementation is questionable in the public secondary schools.

### **1.3 Objectives of the Study**

The following are the objectives of the study:

1. Investigate the role of the head teachers in supervision for proper implementation of the curriculum.
2. To establish the consistency of the head teacher in monitoring the important instructional instruments / documents for curriculum implementation.
3. To find out the role of the head teachers in the provision of important resources for curriculum implementation.
4. To establish the relationship between head teachers' administrative experience and implementation of curriculum.

## **1.4 Research Questions**

Arising from the above objectives are the following research questions:

1. What is the role of the head teacher in supervision of instruction for curriculum implementation?
2. How consistent are the head teachers in monitoring the instructional documents important for the implementation of the curriculum?
3. What roles do head teachers play in the provision of resources for curriculum implementation?
4. Is there any relationship between the head teachers' administrative experience and implementation of curriculum?

## **1.5 Hypothesis**

The hypotheses to be tested in this study is:

HO1: There is no significant relationship between administrative experience of the head teacher and curriculum implementation.

## **1.6 Significance of the study**

The study on the role of head teachers in supervision of instruction will make some contribution to existing knowledge in the wide and ever changing field of education.

It will also contribute to both curriculum theory and practice and will help educational stakeholders in decision making. The findings and recommendations of this study will be

an eye opener to the head teachers on their roles in supervision for improved curriculum implementation in secondary schools in Kenya.

### **1.7 Scope and Limitations of the Study**

The study was conducted in Eldoret West District. Respondents were drawn from 15 public secondary schools in the district. Private schools were not included. Respondents included all head teachers from the selected schools and heads of departments and students who were selected proportionately depending on the population in the school. Data was collected by use of questionnaires and document analysis. The research was done between November 2008 and September 2009.

Limitations of the study included the fact that students were not well placed to give their views on supervision of instruction by head teachers as would head teachers themselves do. They might not as well have given the correct information for fear of victimization or because they don't have the right information on the subject. Secondly the research deals with all categories of schools. Roles of headteachers in supervision for proper implementation of curriculum might be unique depending on the type of school whether a national or district school, a day or boarding school and whether mixed or single sex school. It is feared therefore that the responses might not give a good picture of how the situation is on the ground.

Finally the 2004-2008 results captured in the study might not actually reflect the work of the headteacher of 2008-2009 when the study was done. The researcher overlooked this possibility and it might have been a limitation in this study.

## **1.8 Theoretical framework**

Supervision is an important part of education that is required to prevent misbehavior and protect students who are studying in school. Educational supervision has different approaches available for education to consider. The best approaches will often differ depending on the school and the situation within the school.

Managers employ different supervision models and theories to maximize productivity and efficiency of their work teams. School systems around the world subscribe to a number of different theories or models of educational management and there is no single theory or model that is inherently better than another. In this study the contingency theory was utilized. This theory was set forth by Douglas McGregor-Theory Y and Theory X. It is a human relations theory that can apply in a school situation where managers are the headteachers or principals and employees are teachers. Work in this case refers to teaching or instruction.

Theory Y encompasses the premise that employees naturally love to work finding inherent satisfaction in their careers. The focus of supervision under theory Y is the managers' role as facilitators and teachers. Theory Y managers believe that all they have to do is provide a pleasant, healthy, engaging work events and employees will be highly motivated from within. They believe that employees are self directed and creative and can handle responsibility.

Theory X is the opposite of theory Y. It puts forth the premise that people by nature dislike working and only do it because they have to do, that they dislike responsibility

and prefer to be directed, are self centered and must be controlled as they resist change. They place more emphasis on motivating and monitoring employees. Theory X manager believes that the primary source of most employee motivation is money and security. The basic premise here is that the employees will slack off whenever they can and try to get away with anything they can. As a result of this managers believe that employees need to be supervised and comprehensive systems of controls be developed. A hierarchical structure is needed with a narrow span of control at each level.

In relation to the study it is important that the manager who is the headteacher for this matter understands the employees well and therefore applies the right theory to guide in managing the human resource in the organization which is the school. This theory guided the researcher in undertaking the research.

## **1.9 Definition of key terms**

### **Curriculum:**

The Ministry of Education and Human Resource, Kenya: (1995:25) describes curriculum as involving all subjects and all activities provided by the school and may include the time devoted to each subject. Curriculum is therefore a combination of classroom and out of classroom activities carried out under the premises of a school as per the provisions of the Kenya Institute of Curriculum Management (KICD) and in response to societal demands. Beauchamp (1968) cited that curriculum is basically a plan for the education of pupils during their enrolment in a given school. Curriculum as all the learning which is planned or guided by the school whether it is carried on in groups or individually inside or outside the school.

**Curriculum implementation:**

This is an interaction between those who have created the program and those charged to deliver it. To implement is to roll it out and ensure that the program is working as planned.

**Head teacher/principal:**

The head of the institution is someone with the appropriate management responsibilities who also maintains the role as a professional in education. He is the manager and lead teacher in the school, also known as the principal.

**Instruction:**

To cause a change in an individual knowledge or behavior after attending classes in a school. It includes the teaching and learning activities in a classroom situation which deliberately attempt to produce planned changes or results.

**Supervision:**

Okumbe, (1999) explains supervision as that dimension or phase of educational administration which is concerned with improving effectiveness by overseeing the activities which sum up teaching and learning in school. Educational supervisors lead and oversee educators and students in all types of educational settings. Principals in this case are supervisors at the school level and they do supervise at all sections of the school set up. Supervision's main aim therefore is to improve quality of instruction and management in schools to ensure that curriculum is implemented well.



### **1.10 Summary**

This chapter has given an overview of the back ground information on the topic of study. The background of the study has shown the development of supervision in education and the situation as at now. The statement of the problem has also been stated as well as giving a basis of the study by the researcher.

The purpose and the objectives of the study have been given and the research questions formulated. This chapter has also showed the significance of the study and justified it as being worth being done. Lastly the scope and the limitation and the theoretical framework have been discussed. This will guide the researcher in her undertaking.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.0 Introduction**

This chapter will review literature related to the topic of study or topic under investigation. Related studies that have been done by scholars outside Africa will also be included. Sources of literature review will include the published books, research journals, newspapers, dissertations and thesis, magazines, MOE circulars, pamphlets, booklets, seminar papers and also important information from the internet. Literature review related to the study is done in order to identify and evaluate the opinions, knowledge and attitudes of various studies and people towards head teacher's leadership roles in the supervision of instructional activities for proper curriculum implementation in schools.

#### **2.1 Historical perspective of supervision**

A statute was adapted in America in 1654 that empowered select men in towns to be responsible for appointing teachers of sound faith and morals. Supervision was by then handled by laymen like clergy, school warden trustees and others who were not professionals.

Their work was to appraise the general achievement of pupils in subject matters, evaluating methods of teaching, observing the general management of schools and conduct of pupils and ascertaining whether money spent on education was wisely expended. Such people were called inspectors as their functions were more judicial than executive in nature. They made judgments of the teacher rather than teaching or the pupils learning in classroom. This shows that supervision during this period was

concerned with management of schools and the fulfillment of prescribed curricular rather than the improvement of teaching and learning.

During the period that followed, attention was in assisting the teachers in improving their teaching effectiveness. Supervisors then became professionals who provided a friendly atmosphere and a warm interpersonal relationship for the supervised teachers. The period of cooperative group effort (1937-1959) saw the autocratic relationship between the supervisors and teachers fading away.

Due to shortage of qualified teachers a number of untrained teachers were employed thus need for supervision of instruction which marked the establishment of the post of superintendant of schools (Chief inspector of schools) and special area supervisors in charge of special subjects introduced in the curriculum.

The 1960's to present was a period of research orientation whereby school administration and supervision is being studied with increasingly improved research procedures and professionally inspired vigor.

## **2.2 Origin and development of supervision in Kenya**

During the pre-independence period supervision and inspection was based on racial lines in that the Europeans, Asians, Arabs and Africans each had its own supervisory pattern. Common supervisory patterns were not allowed due to the fact that the colonial government did not want to take the responsibility of improving African education. (Bogonko(1992)

Ochieng (1990) asserts that missionaries showed concern and interests by setting up elementary schools to win converts and train catechists. Basic curriculum elements were introduced. When enrolment for the school went up it was expensive for the colonial government. An exam board was formed in the form of school inspectors who were expected to investigate the method of teaching, scrutinize the suitability of the curriculum, examine schools in conjunction with staff, adopt an examination to the curriculum, examine and assist teachers in college.

The government became more concerned with the education standards of mission schools and the total curriculum was brought under the government surveillance. The colonial government began to take part in educational activities and the education commission recommended that the government be involved in education for Africans. Later the responsibility of inspection shifted to local authorities and other bodies. The Beecher commission (1949) led to the establishment of supervisory teams.

The years 1955-1963 saw the training of personnel who were prepared to take key position after independence. Since independence the government of Kenya has acknowledged the importance of supervision in improving the quality of instructions in schools.

The inspectorate is an important arm of the Ministry of Education and its role and relationship to K.I.E, classroom teacher and administrators have undergone tremendous change in recent years. The supervisory and advisory function of inspectors help teachers in their work to ensure that fresh thinking and trends in curriculum and instructional

approaches are diffused everywhere (Oketch 1992). These functions are always overshadowed by other activities.

The Directorate of Quality Assurance and Standards in the MOE (formerly known as the inspectorate) performs those functions of the inspectorate. It fulfils the essential role of ensuring the maintenance of quality and standards of curriculum development and implementation in the country.

Instructional supervision is therefore one of the areas where school principals need to be very effective though in most cases they do not regard it as part of their roles but as a duty of officials from the county or district education offices.

These inspectors in question (QASO) rarely visit schools and therefore supervision should be jointly undertaken between them and the school principals.

### **2.3 Head teacher as an instructional leader**

The role of the head teacher has recently changed to become overloaded with expectations to the point at which were heads to seek to meet them all they would risk the burn out which is affecting so many. One of the dilemmas is to select from the range of diversity of expectation of those to which they should give most time and attention (Hoyle,E 1986). Any school has a culture and as a leader it is important for the head to understand the symbols and culture of a school in order to manage the school more effectively.

Recent work has concentrated on school effectiveness and this has highlighted the need for the principal to be an instructional leader. Teaching and learning is the core business

of any educational institution, therefore curriculum should be managed well in order to achieve the set goals. They should spend more time and effort on the curriculum and the classroom processes of teaching and learning and less time in administration. (Saran 1990).

The head teacher therefore should have a high and superior knowledge about curriculum and instruction. He/she should provide expert leadership in all programs of the school and ensure that curriculum is followed. The head teacher's curriculum skills entails improving teaching and learning, provision of teaching and learning facilities, arranging for in-service courses, developing proper supervisory strategies like checking on classroom work and preparation of lesson plan among others.

The successful implementation of any curriculum therefore involves thoughtful planning and hard work on many levels. Implementation is an interaction between those who have created the programme (KICD) and those who are charged to deliver it (teachers on the ground). Successful implementation of curriculum requires understanding the power relationship, the traditions, the roles and responsibilities of individuals in the school system.

Implementators who are teachers, principals, DEOs should be well versed with the contents of the curriculum. Effective implementation thus requires time, personal interaction and contacts, in service training and it requires winning people over. Individuals need motivation but intrinsic will do better than the extrinsic in that individuals contributes their best talents when they are internally motivated and derive a good feeling from being involved. Teachers are central to any curriculum improvement

effort. Among the factors that affect curriculum implementation in secondary schools therefore include adequacy of resources, e.g. equipments, facilities and general resources required for implementation time required for preparing and delivering the curriculum.

Farrant (1980) says that the head teacher must not depend on the notes of Ministry of Education and QASO officials on supervision. However it is true that QASO is responsible for assessing the standards and quality of education provided and assisting in providing guidance in raising those standards.

Secondly, it ensures that fresh thinking and trends in curriculum and instruction approaches are diffused everywhere. The head teacher therefore must contribute his own system of maintaining standards and assessing the performance at school level.

Research findings indicate that school principals are one of the most powerful determinants of the overall quality and effectiveness of schools (Daresh, 1998). Teaching and learning is the core business of any educational institution therefore curriculum should be managed well in order to achieve the set goals. It is the Principal's duty to ensure that teachers prepare good schemes of work, lesson plans of good quality and use them when they go to class.

Timetabling is the method by which the curriculum is brought to the students as it indicates the number of lessons each subject is to be taught, the time to teach and the teacher who is to teach. As a principal, a time table is the means by which resources like teachers, teaching areas, finance and time are marshaled to provide the greatest possible

educational opportunities and alternatives for learners in the most co-effective manner. The more effectively resources are utilized the better quality of teaching and learning.

At school, the principal is the manager, the instructional leader and the supervisor. These titles do not include other roles such as a disciplinarian, public relations coordinator, police and community liaison. In the face of all these time demands and choices that principals must make, most principals want to be instructional leaders. Their main tools are spending time in classroom supporting and supervising teachers, school-site professional development and face to face conversation about curriculum and lessons.

Ozigi (1995) suggests that a head teacher is a leader of the institution with the appropriate management responsibilities but also should maintain a role as a professional. Leadership is recognized as a vital factor in school effectiveness. Bush and West Burnham (1994) points out that the most important factor in the success of a good school is the quality of leadership at the top. On the other hand leadership is not only confined to the head of the school but may be assumed by the deputy heads, senior teachers, heads of departments, team leaders and curriculum leaders or class teachers.

Wekesa (1993) in his study on instructional leadership suggested that gain scores in mathematics had a strong relationship with head teachers instructional leadership efforts thus schools with strong instructional leadership had higher ratings in school characteristics like dedicated staff, frequent monitoring of students' progress and high expectations of staff and students. Schools are judged by external constituencies as much as appearance as on results (Meyer and Rowan 1983). Sub cultures can play a very important role in school performance and studies have shown that the principal plays a



very key role in how well students perform. He should therefore know how to balance the bureaucratic values with professional ones.

Allan and Audrey (1987) point out that the duty of the head is to take responsibility for the determination and organization of the secular curriculum and to ensure that it is followed within the school. Ozigi (1995) adds that it is important for the school head to evaluate the educational programs of his school as it relates to both general aims and specific objectives.

Doll (1982) has a view that the principal develops insights into needs for curriculum change that stem directly from their close contact with educational scene. They observe the current curriculum and in the classroom they listen to pupils for whom the curriculum is planned and they know at least something in what other educators think about the proposal for curriculum reforms.

English (1983) says that there is need for a trusting relationship between the administration and teachers. He agrees with Berman and Laughlin (1977) that the principal is a key element in the success of a change of effort in curriculum. As a leader in instruction therefore the head has to know the weak areas so that the greater attention can be given in future. It is only through this that a head teacher can feel satisfied that the institution he/she is heading is making progress.

#### **2.4 Supervision of instructional activities**

Supervision is an administrative activity whose strategy is to stimulate teachers towards greater pedagogical effectiveness and productivity. Through supervision one will be able

to ensure effective curriculum delivery hence quality education in schools. It entails getting involved in the process of watching out somebody to ensure that he/she does things in the right manner. While supervising instructional activities, the head teacher watches over those carrying out the teaching and learning processes to ensure that it is done effectively.

The world bank vision proposes a model to identify factors that determine the effectiveness at the school level, factors which are related to enabling conditions such as effective school leadership and a capable teacher force, that shape both teaching and learning process as well as the school climate. These enabling conditions within the school are conditioned by input such as support from parents and the community, curriculum and learning materials and facilities. School effectiveness is ultimately assessed through outcomes in terms of participation, academic achievement, social skills and economic success of students

The head teacher therefore must contribute his own system of maintaining standards and assessing the performance at the school level. Research findings indicate that school principals are one of the most powerful determinants of the overall quality and effectiveness of schools.

As a school head one has an important role or responsibility of determining whether the pupils are learning what they are supposed to know and whether they are making real progress individually and collectively (Ozigi 1954). According to Jones, a principal depends on a curriculum relevant to the academic abilities and needs of all students and allocating curricular responsibilities to departments, staff members and pupils.

Nyaiglesia (2003) indicates that school managers, in this case are number one resident supervisors. They develop and acquire implementation and supervisory skills to strengthen internal (in-school) supervision long before external supervision are applied. Sifuna (1974) says internal and external supervision of teachers has its roles in improving the quality of teaching. Things like unwarranted absenteeism, negligence in lesson preparation and marking of books could be minimized through supervision by head teachers.

Benaars (1994) points out that the head teacher should be concerned to find out how well prepared the teachers are in guiding the students. He/she must find out the abilities of each teacher and make an attempt to remedy a situation if discovered compromising. A principal can collect direct evidence like going to any classroom as a matter of routine or policy in order to observe the lessons. As a head teacher it is part of the duty to collect evidence of all curriculum activities going on in the school.

One can talk informally to groups of pupils about lessons to find out how they are responding to classes and what their problems are. This is necessary in the case of inexperienced teachers and the objective is to assist and advice in every way in the overall interest of the pupils and the teachers (Ozigi 1995)

Examination results are by no means the only or even the most reliable criteria in judging the quality of a school. Farrant points out that it is important for any head teacher to review the schools' performance in examination whether local or external. Evaluation in this case should be a continuous process in any school situation as it covers several areas

like the curriculum activities, attitudes of staff and pupils, use made of learning equipments and materials, role of the school in the community and job performance of every staff in the school.

MOEST report (2003) on students discipline and unrest in secondary schools gave suggestion that a good head teacher is a good classroom teacher to enable him or her to supervise curriculum implementation. It further suggested that based on the CBE of the school, every head teacher takes a minimum load of teaching periods without exception. This will give them a chance to interact with their students and hence know them better. Ozigi puts it in a different way that a head teacher demonstrates practically the skills of teaching by having some lessons to teach. This gives the opportunity to gauge the classroom atmosphere and the problems of learning.

Teachers are critical in shaping the learning outcome and effort to lift the overall quality of education need to consider ways to improve teacher effectiveness. Quality of teachers therefore depends on the supervision of the head teacher. Rosen Holtz (1989) identifies the importance of the principal in working with teachers to shape the school as a work place in relation to shared goals, teacher's commitment and student learning. It is important for a head teacher therefore to know how each member of staff is getting on and how well he/she is performing his /her duties, what techniques he/she uses and what new ideas are being taught.

The head teacher can also use several techniques to motivate staff to effectively implement the curriculum in their schools and such a head teacher will always succeed in making his school an effective school and he will also be regarded an effective

instructional leader. Bush and West-Burnham (1994) defines an effective school as “one” which responds to individual pupil and staff needs and to the changing face of the community in which it is placed.

Principals should always examine staff records; meet them informally as an individual or formally at staff meetings to discuss various aspects of their teaching and curriculum development program. (Ozigi-1995) This helps in understanding their problems. Questionnaires can be developed to help obtain information about any aspect of the school program.

Principals should always examine pupils’ written work to establish who is working and progressing and who is not and to investigate on the reasons for this. The pupils’ performance in test and exams gives a fair indication of students’ progress in school.

It is therefore important for any principal to evaluate the instructional activities in the school in order to know whether learning and teaching is taking place in school. In supervising, the head teacher fulfils an essential duty of ensuring the maintenance of the quality standards of the curriculum in the school (Sifuna, 1974). It is therefore evident that instructional supervision aims at improving methods of teaching, learning atmosphere and the teachers’ performance in general .This is the most important means of achieving school goals.

## **2.5 Management of school resources**

The immediate challenge of secondary education after the introduction of Free Primary Education (FPE) in 2003 was how to expand access at relatively low cost while

improving quality of education at the same time. High cost of learning and teaching materials, development levies and teacher factor is important in explaining the challenge in the expansion of secondary education.

Dwyer (1984) and Davis (1989) quoted by Fullan (1991) found that principals exercised instructional leadership through shaping the organizational climate and resources of the school rather than by intensive direct involvement in instruction. Instructional material is the school resource input used in classrooms to facilitate the teaching learning process for example textbooks, appropriate chalk board, sciences/maths kits among others. Teaching instructional materials play a very important role in the teaching learning process as it enhances the memory level of the student.

Education now has spread widely and the entire oral teaching cannot be the key to successful pedagogy, therefore the teacher has to use instructional material to make the teaching- learning process interesting. The use of instructional materials can enhance the learning achievement. The instructional material is used efficiently and actively to facilitate the teaching – learning process in most of advanced countries. Other things being equal the success of teaching and learning is likely to be strongly influenced by the resources made available to support the process and the direct way in which this resources are managed. It is obvious that schools without teachers, text books or learning materials will not be able to do an effective job. In that sense, resource is important for education quality.

The education inputs are essential in that they underpin and are intrinsically interrelated to teaching and learning processes which in turn affects the range and the type of input

used and how effectively they are employed. The main input variables are materials and human resources and with the governance of these resources, it will have important additional dimensions to the teaching learning process.

Material resources provided both by governments and households include textbooks and other learning materials, infrastructure like classrooms, libraries laboratories special subject rooms among others and other. Human resource inputs include managers, administrators, support staff supervisors, inspectors and teachers. Teachers are vital to the education process. Useful proxies here are pupil/teacher ratio, average teacher salaries and the proportion of education spending allocated to various items.

The government of Kenya is trying to improve access to and quality of secondary education by putting up initiatives which include rationalizing and revising the curriculum to reduce the load, provide teachers to all public schools, KEMI to strengthen the capacities of educational managers, review staffing norms to ensure equitable distribution of teachers, rehabilitate schools to improve teaching and learning materials like laboratory ICT equipments and in service teachers in various subjects (SMASSE).

When addressing problems of inadequate resources, principals serve as advocates for the building of new schools or the repair of existing ones. With the growing number of admissions the government acknowledges the emerging challenges of overstretched facilities. There is a slow growth in public secondary schools which is attributed to the high cost of putting up the facilities. With minimal expansion of secondary education facilities to accommodate increased demand for FSE, competition for the few places will

continue to be stiff, putting children attending well endowed private primary schools against those in public crowded and under-funded primary schools.

Principal's support and advocacy are important to the development of strong school resources which support and enhance teaching and learning. They foster effective programs through budgetary decisions that affect collections of funds and staffing through organizational decisions that affect scheduling and through expectations that they set for resource use by students and teachers.

Analyst faults the current funding criteria which does not differentiate schools on the basis of existing facilities and educational material by giving a blanket annual allocation. Shortage of qualified teachers results in the use of large numbers of unqualified teachers in schools throughout sub-Saharan Africa.

An enabling school level governance is concerned with the way in which the student is organized and managed. Examples of potentially important factors having an indirect impact on teaching and learning are strong leadership safe and welcoming environment, good community involvement and incentive for achieving good results.

Head teachers therefore have the responsibility of arranging the best fit of the resources at hand with requirements of the curriculum. They should concern themselves with effectiveness as there is an educationally effective way of doing it. Orlosky (1984) points out that one of the most direct ways for administrators to influence school effectiveness in curriculum is to exercise appropriate options in utilizing human and other resources to bring about the best combination for school success.



Mutua (1992) views that an educational administrator is the facilitator of educational facilities at national and school levels as he/she ensures that the educational activities take place by ensuring that the necessary resources reach where they are required at the right time they are required.

The presidential working party on education and manpower training for the next decade and beyond (Kamunge Report) reviewed the cycles of formal education and recommended ways of improving the quality of education in all harambee and public institutions. These included strategies for more efficient use of existing human and physical resources, production and distribution of basic learning and teaching resources and proper administration, management and supervision in all educational and training institutions.

An administrator / head teacher therefore should always be armed with information about the school and its curriculum, in tune with behavior of teachers and pupils in respect to each other and the school program. This data enables him/her to monitor school events and be sufficiently informed to anticipate strength and weaknesses in school operations and make better judgments. (Orlosky 1984).

## **CHAPTER THREE**

### **RESEARCH DESIGN AND METHODOLOGY**

#### **3.0 Introduction**

This chapter describes the methodology used in the study. A detailed account of the research area, research design, the study population, the sample and sampling procedures, the development of research instruments, methods of data collection and data analysis procedures have been discussed.

#### **3.1 Research Area**

The study was conducted in Eldoret West District of Uasin Gishu County in Kenya. The district has a total of 52 secondary schools both private and public. There are 43 public secondary schools in Eldoret West. It is one of the three districts carved out of the Uasin Gishu County. The district is situated in the northern part of the province and it borders Trans-Nzoia, Lugari, Nandi North, Wareng, Eldoret East, Keiyo and Marakwet districts. The district is made up of three divisions; Turbo, Soy and Central divisions. The district is a former white highland and one of the leading districts in the production of maize and wheat. Educational institutions of higher learning in the district include Eldoret West Campus of Moi University and other government and private middle colleges.

#### **3.2 Research Design**

This research adopted the descriptive survey design which involved collecting data about variables on predetermined instruments that yield statistical data. It represents a detailed

account of the phenomenon under study and it attempts to describe what is in a social system which in this case is the school. The dependent variable in the study is the implementation of curriculum and the independent variables include the administrative experience of head teachers, availability of resources in school and the frequency of monitoring instructional documents.

### **3.3 Study Population**

The study population was drawn from all the 43 public secondary schools in Eldoret West District that sat for K.C.S.E from at least the year 2006 that is, the research is based on 2006-2008 KCSE results. Public schools were considered appropriate because they are provided with government teachers and a central body controls their activities- the Ministry of Education and TSC.

Respondents were 15 head teachers/principals, 30 heads of departments and 140 form 3 and 4 students. These public schools were either day or boarding, mixed or single sex secondary schools. KCSE performance was considered because school and student performance goes hand in hand with the implementation of the curriculum as per the programmes of KICD and KNEC. The main person to oversee curriculum implementation at school level is the headteacher.

### **3.4 Sample and sampling procedures**

To select a representative sample, a sampling frame was obtained from a list of all public secondary schools that did K.C.S.E from the year 2006. From the list of 43 the 15 schools were picked for the study. Stratified sampling was used to select schools for study

depending on their type: day or boarding. Simple random sampling was then used to select schools from each category as shown in Table 3.1.

**Table 3.1 Type of school based (Day or Boarding)**

School Type	Total	Sample	%
Day	32	10	31
Boarding	11	5	45

From table 3.1, only 10 schools were selected from 32 day schools constituting 31% while 5 schools were selected from 11 boarding schools constituting 45%. A high percentage of boarding schools was used because the total number of boarding schools was low compared to day schools which were 10 out of 15 schools under study.

All head teachers from the sampled schools were picked as respondents. This was because the specific purpose of the research was to investigate the role of headteachers in supervision for proper curriculum implementation by head teachers in secondary school, it was therefore mandatory for all head teachers to form the target population.

Proportionate sampling was used to select the HODs and from a total of 115 HODs in the district, 30 were selected constituting 26% of the total population. Proportionate sampling was also used to select 140 students from a population of 1205 form 3 and 4 students in the sampled schools. The sample is as shown in table 3.1.

**Table 3.2 Sample and Sampling Procedures**

<b>Respondents</b>	<b>Target Population</b>	<b>Sample</b>	<b>Percentage %</b>
HEAD TEACHERS	43	15	39%
H.O.D	115	30	26%
STUDENTS	1205	140	11.6%

Table 3.3 shows a summary of all the samples for the study: head teachers, HODs and students. From the table, it is evident that the higher the population the smaller the percentage used and vice versa.

### **3.5 Research Instruments**

#### **3.5.1 Questionnaires**

A questionnaire is a list of questions in a set form meant for respondents in a prescribed sequence. It is recommended that questions are simple and respondents are literate and can be contacted easily. Questionnaires enable the collection of data from a large area and collection of a wide range of views within a short time. Structured and closed ended questions were self administered to the respondents. Questionnaires were used because the respondent population was a group that had no difficulty in reading and understanding written instructions.

#### **Advantages of using questionnaires:**

Among the advantages of using questionnaires include the fact that there is low cost even if the respondents are many and are widely spread geographically. It is free from bias as all answers are in respondents own words in the case of open ended questionnaires and

respondents have adequate time to give well thought answers. Large samples can also be made use of and thus the results can be made more dependable and reliable.

**Disadvantages of questionnaires:**

Questionnaires on the other hand have limitations which include a low rate of return especially with the postal questionnaires. It can be used only when respondents are educated and co-operative and there is a possibility of ambiguous replies and omission of replies that will require a lot of keenness while analyzing the data. It is also difficult to know whether willing respondents are truly representative or not and finally this method is likely to be the slowest of all the other methods of data collection like interviews and document analysis whereby information is received instantly.

**3.5.2 Document Analysis**

Documents are important sources of data in research. The researcher reviewed documents to identify the key issues, the crucial questions and the gaps in the current state of knowledge in curriculum instruction and supervision. Sources of data in document analysis include records, reports, printed forms, letters, diaries, periodicals, pictures, films and others.

**Advantages of document analysis:**

This method is accessible and cheaply available as the information is held in documents. It is also cost effective particularly when dealing with large scale data such as those provided by official statistics. Finally document analysis is a permanent source of data and available to be checked by others any time it is required.

Documents relevant to the study were collected from the D.E.O.s office. These included a list of all secondary schools and the analyzed K.C.S.E. results for the years 2006-2008. Other documents collected from schools for analysis included the records of work, scheme of work, lesson attendance register, class attendance register, progress records and log in log out register for the teachers. The records from schools were sampled from the selected schools to ascertain the frequency of monitoring of these documents by the respective authorities.

### **3.6.0 Validity**

Validity concerns the extent to which the instrument approach or procedure measure what is intended to measure and gives the correct answer. The research must lead to collection of valid data depending on the methods used and the type of information elicited. The content must be relevant to the field of study (Arun, 1986). Research is valid if it claims to be truly representative. The researcher in this case consulted members of the department and academic supervisors to examine the performance of the content used in the questionnaires in relation to the purpose of the study.

### **3.6.1 Reliability**

Reliability and measurability are of prime importance and the study must bring confidence that another research would match the findings. The reliability of findings depends on the likely recurrence of aspects in the original data as the way data is interpreted. According to Arun(1986), reliability refers to the extent to which an item triggers same response every it is presented.

### **3.6.2 Pilot Study**

Pilot study is pre-testing of a particular research instrument or trying out a research approach in order to identify potential problems that may affect the quality and validity of the results. It increases the likelihood of success in the main study as it warns of possible failures or deviations with proposed methods or instruments of research.

In order to test the reliability of the instruments used piloting was done and questionnaires developed were administered to the principals, HODs and students of 3 secondary schools in the neighboring district (Nandi North).

The pilot study used involved the test re-test method which was used at an interval of 2 weeks. Two weeks was considered appropriate since the respondents would not have matured or learnt much to change their responses. The Pearson Moment Correlation Coefficient (PMCC) formula was used to calculate the correlation index 'r' which yielded reliability index of 0.74 indicating a strong reliability of the questionnaires. Three schools were chosen because it stands for 5% of the sample size. Subjects were encouraged to make comments and suggestions concerning construction, clarity and relevance of questionnaires. This was very important because vague questions would be revealed as respondents interpreted differently. Comments and suggestions were taken into consideration and incorporated to improve the questionnaire and deficiencies in the questionnaire were revealed giving room for improvement.



### **3.7 Data collection procedures**

A permit of research was obtained from the Ministry of Higher Education through the School of Education, Moi University. Formal permission was also obtained from the DEO Eldoret West District to enable the researcher undertake the research in the district. Notification to do the study in the selected schools was made available in advance to the head teachers. The questionnaires were then hand delivered to the schools.

On document analysis relevant information was obtained from schools and Eldoret West District Education Office. This provided information on school types, KCSE examination results and supervisory records.

### **3.8 Data Analysis**

The analysis of the research outcome was done using descriptive and inferential statistical techniques. Frequency tables, percentages and means were used to describe the data while a Chi square test was used to test whether there is a significant relationship between the administrative experience of head teachers and curriculum implementation in relation to learners' performance.

### **3.9 Ethical consideration**

The researcher contacted respondents in order to obtain the consent especially the head teachers. The respondents were informed of the study and what was not clear was clarified to them. They were shown that the purpose of the study was not to identify the weaknesses of the head teacher but to establish the influence of their supervision on performance of learners and finally recommend for improvement if any.

## CHAPTER FOUR

### DATA PRESENTATION, ANALYSIS, DISCUSSION AND INTERPRETATION

#### 4.0 Introduction

This chapter gives a detailed presentation of data, analysis, discussion and interpretation. The chapter contains six sections namely background information, role of head teachers in supervision, monitoring of teaching documents and records, role of headteachers in the provision of resources and head teachers administrative experience. The study was undertaken to answer the following research questions:

1. What is the role of the headteacher in supervision of instruction for proper curriculum implementation?
2. How frequent do the headteachers monitor the important documents for curriculum implementation?
3. What role do headteachers play in the provision of resources for curriculum implementation?
4. Is there a relationship between the headteachers' administrative experience and curriculum implementation?

Respondents in the study were of three categories namely head teachers, heads of departments (HOD) and students. The head teachers were the main respondents and the HODs and students responses were used to verify the head teachers' responses. Table 4.1 shows the distribution of respondents used in the study.

**Table 4.1 Respondents in the study**

RESPONDENTS	NO. OF RESP
Head teachers	15
Heads of departments	30
Students	140

#### **4.1 Background information of the respondents**

In the questionnaires, the head teachers were required first to give information on their age, educational level and academic/professional qualifications. These variables were considered important as they play an important role in the respondents' level of awareness and the extent and nature of their supervision of instruction for improved curriculum implementation. The findings were presented as follows:

##### **4.1.1 Age of Principals**

Everand (1988) in his research found out that one of the issues the head teachers had to content with in their roles as managers was age. He discovered that older heads were less aware of the gaps between current situations and desirable situations therefore didn't see any challenge in their work. In this study the researcher asked head teachers to indicate their ages and the responses are as shown in table 4.2.

**Table 4.2 Age of the principals**

<b>Age</b>	<b>No. of respondents(f)</b>	<b>Percentage%</b>
30-40	5	33.3
41-44	7	46.7
45-50	3	20

Table 4.2 shows that most of the head teachers were between the ages of 41-44 (46.7%) Only 20 % are above 45 years of age while 33.3% are of ages between 30-40.

It is therefore likely that the headteachers of the schools under study were of the right age who could perform their duties well different from older heads as described by Everand.

#### **4.1.2 Qualification of principals**

The professional and academic qualifications of head teachers influence their management practice and style of leadership. It also influences their relationship with others. Better trained personnel offer quality management and improved efficiency as indicated by studies, (Lucas and Mbiti, 2011). Inorder to provide the basic supervisory leadership, headteachers should acquire basic skills which include conceptual, human relations and technical skills. Their capacities therefore can be expanded through further training, seminars and experience after graduating from their professional and academic training.

It was found that in 2007, about 80% of teachers in national schools had pursued degree programs compared to 68% in other public schools. Reason for good performance in national schools compared to other public schools can therefore be attributed to effective implementation of curriculum by the more qualified headteachers. From the study therefore there is a clear indication that less qualified and ill prepared teachers are less effective compared to qualified teachers.

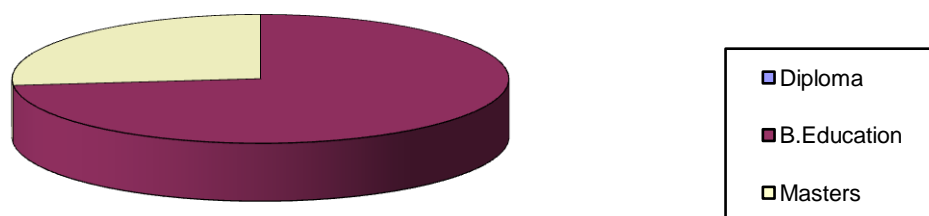
Headteachers were asked to give their level of education and their responses were as shown in table 4.3

**Table 4.3 Professional and Academic Qualification**

<b>Level of Educating</b>	<b>No. of respondents</b>	<b>Percentage</b>
Bachelor of Education	11	73.3
Masters	4	26.7

The table 4.4 indicates that 73.3% have bachelor's degree in education and 26.7 have a master's degree. None of the respondents had qualification below a bachelor's degree. For better interpretation the above information was presented in form of a pie chart as shown in figure 4.1

## LEVEL OF EDUCATION



**Figure 4.1 Level of education**

Teachers are central to any curriculum improvement efforts. Professional development of teachers is an important factor contributing to the success of curriculum implementation. From the study therefore it appears that all head teachers are professional teachers who have gone through the school of education. It therefore means that they are most likely to have necessary skills and knowledge of performing their daily duties and therefore able to supervise instruction to improve curriculum implementation and manage resources for quality teaching and learning.

## 4.2 Role of Headteachers in Supervising Curriculum Implementation

### 4.2.0 Introduction

Head teachers have to play a role as a leader in the school. Apart from managerial duties they have other responsibilities of ensuring that proper curriculum is implemented and teaching and learning goes on as expected.

These responsibilities or roles are presented as follows from the findings of the study: Control of student enrolment, monitoring of teaching documents and records, classroom observation, teaching and organizing for extra time for students' private studies.

#### **4.2.1 Control of Class Enrolment**

The number of students in class is important in determining the effectiveness of a teacher in instruction in that an effective classroom teacher should be able to meet the needs of all the students in class. If the enrolment in class is high the teacher may not be able to meet the needs of every individual student and vice versa. Individual difference is very crucial in instruction and therefore requires a lot of care in school management. The role of the head teacher is to ensure that the class enrolment is within the ministry's requirements of between 40-45 students per class (Education Act Cap 211).

The impact of class size has been a subject of keen debate, but recent research evidences points to a weak negative correlation between class size and student learning achievement. There is also evidence that the effects of class size vary across countries with adverse effects in less advanced economies where classes are generally larger and teachers are less trained.

The Ministry's regulation with respect to the conduct and management of schools describes the standards of education with regard to the numbers and qualifications of staff, the size of classes and the expenditure on educational materials.

Table 4.4 shows the size of classes in schools under study as reported by students.

**Table 4.4 Size of classes**

<b>No. of students</b>	<b>No. of respondents(f)</b>	<b>Percentage%</b>
More than 45	70	50
40-45	32	22.7
35-40	11	7.4
30-35	18	13
Less than 30	9	6.9
<b>Total</b>	<b>140</b>	<b>100</b>

Table 4.5 shows that 50% of the respondents indicated that their class population was above 45 while 22.7% had a population of between 40-45 students, 13% had a population of 30-45 students whereas 6.9% had a population 35-40 and 7.4 with less than 30 students per class.

It appears that most of the schools in the study had classes of above the required number hence effectiveness of the teachers in instruction is inhibited or lowered. The teacher may not be able to meet the needs of each student. It is the responsibility of the head teacher therefore to ensure that the classroom teacher is comfortable with the class population and can handle each student individually. He can do it by controlling the



enrolment and creating more streams incase of excess number of students in a class. This ensures that quality education is provided thus good performance by learners.

#### 4.2.2 Classroom observation

Classroom observation is an important activity that should always be done to ensure that teaching and learning goes on as planned. The objectives and goals of a school will only be achieved if teachers do the right thing in class. This will be known when teachers have a schedule for their observation inspection in classroom situation.

Table 4.5 shows the head teachers' responses on classroom observation.

**Table 4.5 Classroom observation**

	<b>f</b>	<b>%</b>
Never	8	53.3
Rare	2	13.3
Sometimes	4	26.7
Often	1	6.7
Very Often	0	0
<b>Total</b>	<b>15</b>	<b>100</b>

When head teachers were asked whether they observed teachers teaching in class, 53.3% of the respondents said that they have never done it, 26.7% sometimes do it while 13.3% rarely do it and 6.7 % do it often.

It appears therefore that most head teachers do not observe teachers as they teach in class and it is most likely that in monitoring the teaching learning progress they could be depending on the records kept on the same either monitored by him/her or delegated to the D/Head teacher or the HOD. The documents headteachers could be depending on to ensure the right curriculum is being implemented include the scheme of work, record of work covered and the teachers' class attendance register which shows participation of the teacher in the teaching-learning process.

#### **4.2.3 Time for private studies**

In a school situation it is very important to create extra-time for students' private studies especially for students in day schools in that boarding schools have less problems with time allocation as students have all the time in school. It is the responsibility of the teachers and the head teacher being their leader to ensure that students have extra time out of the normal class teaching hours for them to do extra work in their studies.

Open ended questionnaires were used to find out the extent to which headteachers create extra time for students and when they were asked on the same they suggested that they organize for weekend remedial, they have introduced morning and evening preps for the day schools, have organized for lunch during weekends for dayschools, holiday remedial teaching and create time during the lunch hour for private studies. This is done with the help of the academic team of teachers led by the Director of Studies ( DOS).

Students were asked to give their views on the ways in which the head teacher assist in improving their performance. The most recurrent points that appeared in their views was that the head teacher ensures that they have extra time in their programme for private studies and ensuring that it is managed well by both teachers and students. It is also important that time for private studies are well supervised so that students don't waste the created time.

#### **4.2.4 Head teacher as a classroom teacher**

Head teachers must maintain their roles as professionals. They must be conversant with the curriculum and understand the students well and to do this, a headteacher must teach in class. Headteachers are role models in the school community and must be allocated lessons to teach, prepare candidates and do well in their teaching subjects for the other teachers to follow suit. The TSC requires all headteachers to be allocated between 3 and 12 lessons per week depending on the school size or category. The respondents for this study were selected from the district and county schools in the district under study.

Table 4.6 shows lessons allocated to the respondents per week.

**Table 4.6: Head teachers Lesson Allocation**

<b>No. of lessons</b>	<b>f</b>	<b>%</b>
3-6	3	20
7-10	6	40
More than 10	6	40
<b>Total</b>	<b>15</b>	<b>100</b>

From the table , 40% of the head teachers teach a number of 7-10 lessons per week and more than 10 lessons per week, 20% of the head teachers have between 3-6 lessons per week.

It therefore appears that all head teachers have been allocated lessons ranging from 3 to above 10 lessons per week. The workload most likely depends on the size of the school and the number of teachers present in that school and the subject combinations. It can be deduced that headteachers perform their teaching duties as expected by the employer because non of the teachers has no lessons.

When asked about their views on the teaching load the head teachers' responses were as shown in table 4.7.

**Table 4.7: Head teachers Teaching Load**

<b>Teaching load</b>		<b>f</b>	<b>%</b>
Overload	[>10]	5	33.3
Enough	[4-10]	10	66.7
<b>Total</b>		<b>15</b>	<b>100</b>

Table 4.7 shows that 66.7% of the respondents have between 4-10 lessons per week and 33.3% have more than 10 lessons per week. It appears therefore that majority of the head teachers are comfortable with the work load and are more likely to perform their other duties of supervision more comfortably and not interfering with their noble duty of teaching.

### 4.3 Monitoring of teaching documents and records

Teaching documents and records are crucial in instruction and must be well prepared and kept. It is the responsibility of the head teacher to ensure that all is prepared professionally by respective teachers. Proper preparation ensures teaching and learning goes on as planned. Dean (1993) suggests that the head teacher is most likely to be effective when he emphasizes the quality of teaching and learning lesson by lesson and day by day which can be done by proper monitoring of the teaching-learning process.

Important documents that guide in the teaching learning process and should be well monitored include the following; scheme of work , lesson plan, record of work, progress records, teachers attendance register, lesson notes and students attendance register

Table 4.8 shows the frequency of monitoring documents by the head teacher.

**Table 4.8 Frequency of Checking Documents**

	V. Often		Often		Sometimes		Rare		Never	
	f	%	f	%	f	%	f	%	f	%
Schemes of work	5	33.3	7	46.7	3	20	0	0	0	0
Lesson plan	0	0	2	13.3	2	13.3	4	26.7	7	46.7
Record of work	5	33.3	7	46.7	3	20	0	0	0	0
Progress records	5	33.3	6	40	3	20	2	6.7	0	0
Teachers' register	7	46.7	5	33.3	3	20	0	0	0	0
Lesson notes	2	13.3	5	33.3	5	33.3	2	13.3	1	6.7
Students' register	8	53.3	3	13.3	2	13.3	2	13.3	0	0

Head teachers were asked on the frequency of checking the various monitoring documents. From table 4.8 half of the head teachers often monitor the preparation of the schemes of work. The lesson plan is never checked as said by 46.7 % of the respondents and the rest rarely do it.

The records of work is checked frequently by 79.3 % and on the progress records, 73.3 % of the respondents check on them frequently but 26.7 % do it rarely. The teacher's attendance register is checked frequently by 80 % of the respondents and the lesson notes are rarely checked by 46.6 %.

Generally, from the table of findings, it can be deduced that the documents which are frequently monitored by the head teacher are the schemes of work, records of work covered, progress record and teachers' lesson attendance registers. The documents that are rarely monitored or never monitored at all are the lesson plans and the lesson notes.

Good monitoring of these documents will in most cases improve instruction in that it shows how the head teacher is interested in the actual learning of students and therefore give leadership to the teaching and learning in school. This ensures that proper curriculum is implemented in the school for good performance by the students.

HODs were asked to give their views on who monitors these documents for proper curriculum implementation and their responses were as shown in table 4.9.

**Table 4.9 H.O.D responses on monitoring of documents**

	Head teacher		D/Head teacher		H.O.D		Never monitored	
	f	%	f	%	f	%	f	%
Scheme of work	6	20%	8	26.7%	16	53.3%	0	0
Lesson plan	0	-	0	-	0	-	30	100%
Record of work	4	13.3%	6	20%	20	66.7%	0	0
Progress records	0	-	5	16.7%	25	83.3%	0	0
Lesson notes	10	33.3%	15	50%	5	16.7%	0	0

From Table 4.9 it is evident that 53.3% indicated that H.O.D monitors the preparation of the schemes of work, 26.7% by D/Head teacher and 20% by the head teacher. All respondents indicated that the lesson plan is never monitored, while with records of work a significant number of H.O.Ds, 66.7% indicated that the H.O.D monitors the records of work, 20% said it is done by the D/H teacher and 13.3 by the H/teacher. About the progress records; 83.3% indicated that the H.O.D do the monitoring and 16.7% by the D/Head teacher. On lesson notes 33.3% said that the H/teacher does the monitoring, 50% by the D/H teacher and 16.7% by the H.O.D.

Bell (1992) suggests that all teachers in secondary schools have a direct and developing part to play in the management of the school at some level. For example as a HOD, a class teacher or a member of a subject panel. It therefore follows that the entire teaching staff should exercise a greater collective responsibility in school.

When the head teachers were asked about the delegated responsibilities their responses were as shown in Table 4.10.

**Table 4.10 Delegated Duties**

	V. Often		Often		Sometimes		Rare		Never	
	f	%	f	%	f	%	f	%	f	%
Schemes of work	3	20	10	66.7	2	13.3	0	0	0	0
Record of work	2	13.3	7	46.7	4	26.7	2	13.3	0	0
Progress records	6	40	4	36.7	3	20	2	13.3	0	0
Teachers' register	0	0	2	13.3	3	20	10	66.7	0	0
Class register	13	86.7	2	13.3	0	0	0	0	0	0
Lesson notes	2	13.3	7	46.7	3	20	3	20	0	0

From table 4.10 the degree of delegation on monitoring of these activities varies. For the scheme of work 66.7% is often delegated, 20% very often and 13.3% sometimes delegated.

For the records of work 46.7% often delegated 26.7% sometimes delegated and 13.3% very often and rarely delegated. For the progress records 36.7% often, 20% sometimes and 13.3% rarely delegated on the teacher attendance register 66.7% rarely delegated 20% sometimes 13.3% often and none does it very often. On the class attendance register 86.7% delegated very often and 13.3% often. On lesson notes 46.7% do it often 20% do it sometimes and rarely 13.3% it very often.



It appears therefore that all the duties of supervision of instruction by the principal are delegated. Nevertheless others are rarely delegated probably because the principal in person must do it for instance the teachers' attendance register which is rarely delegated. Others are in most cases delegated either to the deputy, H.O.D, M.O.D or class teacher. This therefore shows that the degree of delegation will depend on the kind of work to be done. It also appears that monitoring of students attendance in class is largely delegated may be to the class teacher or class prefect and the head teacher rarely does it.

#### **4.4. Role of Head teacher in Facilitating for Resources**

##### **4.4.0 Introduction**

Resources play a very important role in instruction. These facilities include classrooms, laboratories, libraries, textbooks and the human resource i.e. qualified teachers among others. The presence or absences of these resources directly affect the teaching/learning process (instruction).

Since the inception of FDSE Programme in 2008, the government provides important resources like textbooks, reference materials, laboratory equipments and chemicals and other teaching learning materials (TLM) through the Tuition Waiver Programme (TWP). The TWP has been very relevant in reducing economic burden on parents, increase access to secondary education and improve on quality of education by providing the necessary resources.

The physical facilities are to be provided by the parents in conjunction with other stakeholders like LATF, CDF and NGOs. The government also through the TSC provides for qualified teachers to all public schools. In supervising instruction therefore the head teachers' roles are curtailed if resources are limited/inappropriate and vice versa.

#### 4.4.1 Physical and Human Resources

The following are responses from the headteachers on the availability and appropriateness of resources which includes physical facilities, text books and teachers

**Table 4.11. Physical and Human Resources**

Resources	V. Good		Good		Fair		Poor		Very poor	
	f	%	f	%	f	%	f	%	f	%
Classrooms	2	10	7	70	3	20	0	0	0	0
Library	3	20	6	40	2	10	0	0	4	30
Laboratory	3	20	10	70	2	10	0	0	0	00
H/science	2	10	2	10	0	-	0	0	11	80
Computer lab	2	10	3	20	0	-	0	0	10	70
Textbooks	4	30	8	50	3	20	0	0	00	00
									0	
Teachers	3	20	9	60	2	10	2	10	00	00

Table 4.11 indicates that 80%, 60%, 90% and 80% of the schools studied have good and appropriate classrooms, libraries, laboratories and textbooks respectively. The

Homescience and computer rooms are unavailable and if available they are not appropriate in more than 70% of the schools. Concerning the availability of teachers 20% of the schools have adequate number of staff, 60 are fairly staffed and 20% are poorly staffed.

To confirm on the availability and appropriateness of resources students were also asked to give their views on the same. The following table shows their responses.

**Table 4.12. Physical Resources**

Resources/Facilities	Very poor		Poor		Fair		Good		V. Good	
	f	%	f	%	f	%	f	%	f	%
Classrooms	0	0	4	3	12	8.5	98	70.0	26	18.5
Library	45	32.3	7	1.9	13	9.0	48	34.2	31	22.6
Laboratory	8	5.4	0	0	8	5.4	86	61.7	38	27.5
H/science	118	85.0	0	0	3	1.8	7	4.8	12	8.4
Computer lab	104	74.5	1	0.6	1	0.6	13	9.1	21	15.2

Table 4.13, indicates that 100% of the respondents have classrooms but their appropriateness varies in that over 70% have good classrooms and the rest have fair classrooms. On availability of the library over 65% have fairly good libraries and 32% do not have. Concerning the science laboratories about 6% of the schools studied do not have them and 94% have fairly good laboratories.

#### 4.4.2 Text books and Reference Materials

Textbooks and other reference materials are very important in teaching – learning process. In the absence of these resources the role of the head teacher in monitoring teaching-learning process to ensure good performance is inhibited. This variable was determined by asking the head teachers to give their views on the state of the textbooks in their schools. The responses were as shown in the table.

**Table 4.13 Availability of Textbooks**

<b>Textbooks</b>	<b>Frequency</b>	<b>Percentage</b>
<b>Very Good</b>	<b>5</b>	<b>33.3</b>
<b>Good</b>	<b>7</b>	<b>46.7</b>
<b>Fair</b>	<b>3</b>	<b>20</b>

Table 4.13 indicates that the state of textbooks in schools is 46.7% good, 33.3% V. good and 20% fair. None of the schools were poor or very poor in the availability of the required materials.

It therefore appears that most of the schools have enough textbooks and reference materials for use by students and teachers in the teaching learning process. The availability of the resources therefore makes the work of the head teacher in supervising instruction easier and improves performance of the learners therefore curriculum can be implemented successfully.

When students were asked to indicate the average textbook – student ratio their responses were as shown in Table 4.14.

**Table 4.14. Textbook-Student Ratio**

<b>Ratio</b>	<b>Frequency</b>	<b>Percentage %</b>
1:1 –1:2	114	81.2
1:3 –1:4	15	10.7
1:5 – 1:6	7	5.3
Above 1:6	4	2.8

Table 4.14 indicates that the textbook-student ratio of over 80% of the schools is 1:2. It therefore follows that majority of the schools have adequate textbooks for the teaching learning process. The responses from the head teachers and students appear to agree that textbooks in most of the schools are adequate and this therefore is likely to make the work of the head teacher in supervising instruction easier. This could be due to the introduction of TWP which has ensured that all public schools are provided with the required teaching learning materials by the government through the programme.

It is therefore likely that with availability and appropriateness of the basics like the classrooms, laboratories and textbooks, the head teachers work in ensuring that teaching and learning goes on as planned. This is because students have comfortable classrooms, have enough textbooks and good and appropriate laboratories.

However, it is most likely that availability and appropriateness of other resources depends on choice of subjects in schools. Nevertheless with the technological advancements computer laboratories are now very essential in our schools and therefore head teachers will be required to source for funds to facilitate the acquisition of computers and computer laboratory rooms.

#### **4.4.3 Availability of Qualified Government Teachers**

Qualified teachers are critical in curriculum implementation. It is therefore important to ensure that there are enough teachers posted to teach in all schools. Lack of professional teachers can make supervision of instruction by the head teacher difficult because the teachers could be lacking skills of teaching and handling the students. In case of inadequate staffing head teachers cannot employ teachers since they are not allowed to charge extra levy on parents.

Since the introduction of FPE in 2003 there has been increased enrolment in secondary schools straining the available resources. The government has also since then reduced the employment of teachers due to lack of funds leading to problems of understaffing. Table 4.15 shows responses by head teachers on the shortfall as per their CBE in their school.

**Table 4.15. Qualified Teaching Staff Shortfall.**

<b>Frequency</b>	<b>Percentage</b>	<b>Shortfall in %</b>
3	20	10-20
7	56.7	21-40
3	20	41-60
2	13.3	Above 60%

From table 4.15`majority of the schools (56%) had a shortage of teachers, a shortfall of between 21% and 40% of expected CBE, while only 20% have adequate teachers, a shortfall of only 20% of its CBE. This means that most of the schools in the district lack qualified teachers employed by TSC and it is therefore more likely that the role of head teachers in supervising instruction is hampered by lack of qualified teachers. It is therefore the responsibility of the head teacher to fill the gap most likely by employing qualified teachers on BOG to ensure that instruction is not hampered with by lack of teachers.

#### **4.5 Relationship between administrative experience of head teachers and implementation of curriculum**

Experience shows how one is well conversant with the daily routine or activities because he/she has been doing it for a long time. In most cases experienced people do it better than the newly employed.

The working experience of those in management positions in the learning institutions is considered a necessity. Those who have had a longer working period are better placed to head and manage schools than the newly employed. There is a possibility of them having undergone training through in-service. They are also mature hence handle issues cautiously.

This variable was measured by asking the principals to state their duration in headship as follows: 3-5 years, 6-9 years or above 9 years. Experience was then compared with the average test performance of learners in their respective schools for a period of 3 years (KCSE 2006 – 2008).

The data obtained is as shown in the Table 4.16

**Table 4.16. Experience of Principals and KCSE mean score.**

<b>Experience of principal</b>	<b>Performance mean score</b>		
	<b>less than 4.0</b>	<b>4.1-7.0</b>	<b>7.1-10.0</b>
3- 5years	2	2	0
6-9years	1	3	1
Above 9years	0	4	2

The hypothesis tested here is whether experience makes a difference in implementation of curriculum which translates to student performance i.e. whether there is a significant relationship between the experience of a head teacher in headship and curriculum implementation. In order to test the above hypothesis, a Chi-Square test was carried out and the results are as shown.



**Table 4.17. Experience of Principals and Learners' Performance**

	<b>Experience</b>	<b>Performance</b>
Chi- Square(a,b)	.400	6.143
Df	2	2
<b>Asymp. Sig.</b>	<b>.819</b>	<b>0.046</b>

The output in Table 4.17 provides a statistical hypothesis test that experience of head teachers and curriculum implementation are not independent of each other as indicated by the small significant value. There is therefore a significant relationship between experience of head teachers and curriculum implementation as indicated by the small significant value of 0.046 which is less than the confidence level of 0.05. In other words the longer the experience in service by the heads the better the planned curriculum is implemented for good student performance and vice versa.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSION AND RECOMMENDATIONS**

#### **5.0 Introduction**

This chapter focuses on the summary of the findings, conclusion and recommendations. The major concern of this study was to investigate supervision of instruction by head teachers of secondary school for proper implementation of curriculum. The study also tried to establish the consistency of monitoring of the important instructional documents by the headteacher for proper curriculum implementation and their roles in the provision of important resources for learning. Finally the study looked at the relationship between the administrative experience of headteachers and curriculum implementation as reflected in the students' test performance.

#### **5.1 Summary of the Findings**

##### **5.1.0 Background information**

From the background information the results of the findings showed that there are more male than female head teachers in secondary school. Considering their ages, 46.7% of the head teachers are between the ages of 41-44, 20% are of ages 45-50 and 33.3% are of ages 30-40 years. All head teachers under study are trained as they hold at least a bachelor's degree in education and 26.7% have masters' degree in various fields.

### **5.1.1 Role in Supervision of Instruction**

Concerning the role of the headteachers in the supervision of instruction, the research shows that headteachers have a big role in ensuring that real teaching and learning goes on in class.

The findings show that 53% of head teachers don't observe teachers as they teach in class and most of them depend on the reports from the teaching documents. Classroom observation is a very important duty that head teachers should not neglect or overlook. In supervision of private studies it is clear that the prefects and the MOD do it as shown by 86.7% and 73.3% respectively.

It was also discovered that all head teachers are classroom teachers and are comfortable with the teaching work load. Therefore teaching is not a challenge to them in their duty performance. Even though this was discovered in this study it could be possible that head teachers get overworked when management duties are put together with the curriculum duties. This is evident by the fact that 60% of the respondents are comfortable with the work load but 33% feel overloaded when teaching is coupled with administrative duties.

The findings also show that headteachers also do support extra teaching by creating extra time out of the normal class time and supervise it well to ensure that both teachers and students manage it well. Headteachers have a role to play in controlling student enrolment.

The findings on this shows that 50% of the schools have overstretched classes which could impact negatively on instruction. It is therefore the responsibility of the head to expand classes by increasing streams if need be and solicit for the required facilities.

### **5.1.2 Monitoring of instructional documents and programmes**

Headteachers ensure that important curriculum documents are well monitored to improve instruction. From the findings monitoring of lesson plans and lesson notes is not well done by the head teachers as findings show that these duties are done through delegation to the D/Head teacher and HOD.

From the findings therefore it is evident that some duties are done by the head teacher through delegation to the H.O.D and the D/H teacher. This is shown by the following percentages of HOD: 53%, 66% and 83% monitoring the scheme of work, record of work and progress records respectively. Reasons for delegation could be because the head teacher has other managerial duties apart from supervising instruction.

### **5.1.3 Roles in provision of resources**

Schools studied had basic physical facilities required in a standard secondary school for instance classrooms, libraries, laboratories, textbooks and reference materials though its appropriateness varied. The introduction of FDSE (subsidized day education) in 2007 has actually helped boost provision of these facilities. The other facilities like the H/Science, computer and Geography/Maths rooms are still inadequate. This inadequacy could be due to choice of subjects in respective schools.

The appropriateness of the facilities differs from one school to another depending on their financial strength. Very good and good (standard) facilities were found in the well established district and county schools but poor for the upcoming district schools. This affects the learning environment and therefore the implementation of curriculum.

The teaching force in the schools studied is adequate apart from a few schools (20%) which still have limited number of qualified teachers employed by TSC. Where teachers are not adequate it was discovered that they were untrained and therefore likely that they would not teach effectively. For those trained but not permanently employed by the government, their turnover rate is too high leading to lack of continuity in instruction. All these would lead to a negative impact on implementation of the curriculum by head teachers.

Most schools that were started after the inception of FPE and FDSE, popularly known as CDF schools may not afford to employ teachers as the government does not allow extra charges on parents apart from the stipulated charges. The recent policy on employment of teachers on contract does not motivate most of them because of job security and low remuneration therefore most of them prefers private institutions.

#### **5.1.4 Administrative Experience of Head teachers.**

All head teachers under study are trained teachers as they hold at the lowest level bachelor's degree in education. Comparing their experience and performance in their schools which depicts the success of curriculum implementation the hypothesis that there

is no relationship between experience and implementation of curriculum is rejected and the alternative is taken. It is therefore true to say that there is a significant relationship between experience of head teachers and curriculum implementation as indicated by a small significant value of 0.046 which is less than the confidence level of 0.05.

## **5.2 Conclusion**

Head teachers have a big task of ensuring that the right curriculum is implemented in their schools and they have a role to play in supervision of the teaching-learning process. Important documents must be monitored to improve instruction. The QASO cannot be in every school every day and it is the responsibility of the head teacher to ensure that effective teaching goes on in class by observing teachers regularly and delegation on this should be minimal.

Head teachers should be first line QASO and for them to be more effective, they should be relieved of their teaching duties and be inspectors at the school level. They may be the right people who understand what goes on at school. The QASO could therefore be relieved of their duties or deployed to other departments. Head teachers can then be in the forefront in supervising curriculum instruction at school level.

Head teachers are also first line classroom teachers and must prove their professionalism. Their level of education and qualification speaks a lot about their work. It is therefore important that they get the right training as professionals and also as leaders. As a result of the overwhelming responsibilities of the headteachers there is a likelihood therefore of

delegation of some duties to those on the ground who are always with the students for example the MOD and the prefect.

The basic physical facilities in secondary schools like classrooms, laboratories and libraries are adequate. Facilities play a major role in performance in that lack or inadequate facilities acts negatively on student performance and affects choice of subjects. However these facilities could be overstretched due to over enrolment arising from the introduction of free primary education in 2003 whose effects were felt in 2010 in secondary schools. The government policies during the introduction of FPE and FDSE in 2002 were silent on the acquisition of extra physical and human resources that would be needed.

With introduction of subsidized secondary education (FDSE) the government provides for the teaching- learning materials and teachers whereas the parents and other bodies like CDF, LATF and NGO'S facilitate for infrastructure.

It is therefore important that head teachers understand their responsibility as facilitators towards the acquisition of the most important facilities for better performance in school by approaching potential sponsors and GOK to subsidize on the improvement of physical facilities to improve the learning environment in the school for example the ESPF that was rolled out in 2009 assisted many schools that benefited from it.

The GOK should also provide grants for upgrading and building new facilities equally as it was discovered from the study that their quality differs depending on their financial strength. It is therefore possible that learners' performance in KCSE could be influenced

by the resources because generally all the schools have although their appropriateness differ and implementation of curriculum would be hindered in that some schools would be limited in choice of subjects as a result of inadequate facilities for instance Computer, Homescience and others. The head teachers must always play a big role in facilitating for these through the parents and other stakeholders.

It is also the responsibility of the head teacher to fill the gap on teaching staff shortages by employing qualified teachers on BOG and paying them well. This will ensure that instruction is not hampered with by lack of teachers. The TSC directive that qualified and only registered teachers should be employed must be followed by the BOM through the advice of the headteacher.

It therefore means that it is the responsibility of the head teacher to fill the gap most likely by employing qualified teachers on BOG and paying them well. This will ensure that instruction is not hampered with by lack of teachers.

It can be deduced from the findings that it is possible the newly appointed head teachers are posted today schools which are still upcoming/growing thus reason for their low performance and the most experienced ones are transferred to well established schools which are either day schools or in most cases boarding schools. This is clearly shown from the findings on the performance in comparison to experience of head teachers.

Nevertheless, the wellbeing of the head teachers should be looked into by all the stakeholders. Head teachers have a big task of ensuring that the right curriculum is implemented in their schools. It is important therefore to note that for them to be efficient



and effective in their work they require a lot of support from all the stakeholders in education.

### **5.3 Recommendations**

From the findings of this research efforts must be made by the government, secondary school management, parents and other stakeholders to provide support to headteachers of secondary schools to ensure that proper curriculum is implemented in all schools as stipulated by the MOE and KICD. The following are recommendations put forward by the researcher for action by respective authorities:

1. The government should train the head teachers as first line QASO and reduce their teaching load.
2. Deploy QASO to other departments of the ministry and empower headteachers to perform the duties of assuring quality education at school level.
3. The Government should facilitate for the basic physical and human resources for all public schools equally.
4. The government should promote head teachers on merit to ensure that qualified and experienced people get promoted.

### **5.4 Suggestions for further research**

In the course of the study the researcher discovered that there are still areas that need to be explored. Head teachers' roles in implementing curriculum and improving students academic performance in KCSE is still clouded with a number of unanswered questions

that need more research. In this respect the researcher recommended the following areas for further research:

1. Similar research to be done in other districts in the country.
2. In depth research on the challenges facing head teachers in the supervision of instruction.
3. Roles of heads of departments in supervising instruction.
4. An assessment by MOE should be done to find out if head teachers' supervision of instruction has any impact on KCSE performance. This can be done through the QASO at the district level.

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## APPENDICES

### APPENDIX I: STUDENTS' QUESTIONNAIRE

This is not a test: it is a questionnaire seeking information on the roles of head teachers in the Supervision of instruction. Give your honest responses that best represent your feelings or opinion.

#### A. Background information

##### Gender

Male	{		}
Female	{		}

##### Type of school

Day	{		}
Boarding	{		}
Day/Boarding	{		}

##### Status of your school

National	{		}
Provincial	{		}
District	{		}

##### Number of students in class

More than 45	{		}
40-45	{		}
35-40	{		}
30-35	{		}
Less than 30	{		}



## B. Questionnaires related to supervision of instruction

1. The following documents are important for assessment of instruction.

How often does your head teacher check on them for monitoring purposes?

Documents	Never	Rare	Sometimes	Often	Very Often
Class Attendance Register					
Lesson Attendance Register					
Lesson Notes/Note books					

2a). How often does your head teacher meet with you for discussions during the following occasions: -

Documents	Never	Rare	Sometimes	Often	Very Often
School Assembly					
Student Baraza's/Kamukunji					

b). List some of the issues discussed in such meetings.

3 Put a tick (√) to indicate the availability and appropriateness of the following facilities in your school.

Facilities	Not Available	Poor	Fair	Good	V.Good
Classrooms					
Library					
Laboratory					
H/Science Room					
Computer Lab					
Textbooks					

4a). Are your teachers assessed or observed while teaching in class?

YES {      }

NO {      }

b) If yes, who assesses or observes them?

Headteacher {      }

D/Headteacher {      }

Others {      }

c) How often is it done?

Never	
Rare	
Sometimes	
Often	
Very often	

5 a) Give ways in which your headteacher assist you improve in your performance.

b). How are textbooks shared in your class - the textbook –student ration

1:1- 1:2	{	}
1:3-1:4	{	}
1:5-1:6	{	}
<b>Above 1:6</b>	{	}

**THANK YOU FOR YOUR CONTRIBUTION**

## APPENDIX II: QUESTIONNAIRE FOR THE HEADTEACHER/PRINCIPAL

### A. Background information (Tick where appropriate)

#### 1. Gender

Male {        }  
 Female {        }

#### 2. Age in years: Below

40 {        }  
 40-44 {        }  
 45-50 {        }  
 51-55 {        }  
 56-60 {        }

#### 3. Type of school

Day {        }  
 Boarding {        }  
 Day/Boarding {        }

#### 4. Status of your school

Provincial {        }  
 District {        }

### B. Questionnaires related to supervision of instruction.

#### a. What is your level of education?

Diploma in Education {        }  
 Bachelor of Education {        }  
 Masters {        }  
 Phd {        }

#### b.i. For how long have you been a headteacher?

Less than two years {        }  
 3-5 years {        }  
 6-9years {        }  
 More than 9years {        }

#### ii. For how long have you been in your current station?

Less than 2 yrs {        }  
 3-5 years {        }  
 6-9 years {        }  
 More than 9years {        }

#### 2. a. What is the state of staffing in your school?

Number of TSC Teachers {        }  
 CBE {        }  
 Shortfall {        }

b). What was your school's mean score for the last 3 years.

2006 {      }  
 2007 {      }  
 2008 {      }

3. a. Have you been assigned classes to teach? YES {      }

NO {      }

If yes, how many lessons per week?

3-6 {      }

7-10{      }

More than 10 {      }

4. Indicate with a (√) in the appropriate space the statement that best represent your opinion concerning the roles of a headteacher.

5. a. How often do you monitor the following documents for teaching and learning?

<b>Documents</b>	<b>V.O</b>	<b>O</b>	<b>S</b>	<b>R</b>	<b>N</b>
Schemes of work					
Lesson plan					
Records of work					
Progress Records					
Teachers' Attendance Register					
Student/class attendance Register					
Lesson notes					

**KEY**

**V.O** - **Very Often**

**O** - **Often**

**S** - **Sometime**

**R** - **Rare**

**N** - **Never**

b. How often do you delegate your duties of monitoring these documents?

<b>Documents</b>	<b>V.O</b>	<b>O</b>	<b>S</b>	<b>R</b>	<b>N</b>
Schemes of work					
Lesson plan					
Records of work					
Progress Records					
Teachers' Attendance Register					
Student/class attendance Register					
Lesson notes					

6. a. How often do you observe teachers while teaching (classroom observation).  
(Tick appropriately).

Never	
Rare	
Sometimes	
Often	
Very often	

b. What measures have you put in place to create more time for student's private studies?

c. Who supervises students while on their private studies (preps)?

	<b>Never</b>	<b>Rare</b>	<b>Sometimes</b>	<b>Often</b>	<b>Very Often</b>
Head teacher					
D/Head teacher					
H.O.D					
Class-Teacher					
Prefects					

7a. Indicate by using a tick the availability and appropriateness of the following resources in your school.

<b>Resources</b>	<b>Not Available</b>	<b>Poor</b>	<b>Fair</b>	<b>Good</b>	<b>V. Good</b>
Classrooms Library Laboratory H/science Room Computer lab Textbooks Other Teaching learning materials Teachers.					

b. These resources affect/influence your roles in the supervision of instruction for proper curriculum implementation.

<b>Facilities</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Undecided</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
Classrooms Library Laboratory H/science Room Computer lab Textbooks Other Teaching learning materials Teachers.					

**THANK YOU FOR YOUR CONTRIBUTION.**

## APPENDIX III: QUESTIONNAIRES FOR THE HEAD OF DEPARTMENT

### A. Background information

#### 1. Gender

Male {        }

Female {       }

#### 2. Level of Education

Diploma in education {        }

B. Ed {        }

Masters {        }

Phd {        }

Which department do you head?

.....

.....

.....

For how long have you been a head of Department?

Less than 2 years {        }

2-4 years {        }

More than 4 years {        }

### B. Information related to supervision of instruction.

How often do your headteacher monitor the following documents for teaching and learning?

Documents	V.O	O	S	R	N
Schemes of work					
Lesson plan					
Records of work					
Progress Records					
Teachers' Attendance Register					
Student/class attendance Register					
Lesson notes					

#### KEY

V.O - Very Often

O - Often

S - Sometime

R - Rare

N - Never

Indicate with a (√) in the appropriate space the statement that best represent your opinion concerning roles of head teachers in supervision of instruction

**KEY**

- SA** - Strongly Agree  
**A** - Agree  
**U** - Undecided  
**D** - Disagree  
**SD** - Strongly Disagree

- i. The head teacher plans and arranges purchase of teaching – learning aids  
 SA ( ) A ( ) U ( ) D ( ) SD ( )
- ii. The head teacher co-ordinates the work of the teachers and students activities  
 SA ( ) A ( ) U ( ) D ( ) SD ( )
- iii. The head teacher assigns the duties to individual teachers on the basis of their qualification  
 SA ( ) A ( ) U ( ) D ( ) SD ( )
- iv. The head teacher advises the TSC for the transfer of teachers and posting of others for improving instructions.  
 SA ( ) A ( ) U ( ) D ( ) SD ( )
- v. The head teacher makes the arrangement for teachers to get expert advice for example inviting resource persons to the school.  
 SA ( ) A ( ) U ( ) D ( ) SD ( )
- vi. The head teacher ensures that all departments have enough teachers and inter departmental relations are cordial.  
 SA ( ) A ( ) U ( ) D ( ) SD ( )
- vii. The head teacher hires untrained teachers in case of shortage of trained teachers.  
 SA ( ) A ( ) U ( ) D ( ) SD ( )
- viii. The head teacher recommends staff members for further studies and endeavors to retain them there after  
 SA ( ) A ( ) U ( ) D ( ) SD ( )
- ix. The head teacher is actively involved in analyzing assessment data on student's work.  
 SA ( ) A ( ) U ( ) D ( ) SD ( )
- x. The head teacher observes teachers and students work in classrooms situations.  
 SA ( ) A ( ) U ( ) D ( ) SD ( )



- xi. The head teacher evaluates teachers to ascertain their potential to perform various tasks.  
SA ( ) A ( ) U ( ) D ( ) SD ( )
- xii. The head teacher conducts evaluation of the curriculum in order to point out continuing needs.  
SA ( ) A ( ) U ( ) D ( ) SD ( )
- xiii. The head teacher assists teachers in preparing schemes of work, lesson plans and records of work covered.  
SA ( ) A ( ) U ( ) D ( ) SD ( )
- xiv. The head teacher fosters a suitable working climate where teachers feel free to initiate positive changes in educational practices  
SA ( ) A ( ) U ( ) D ( ) SD ( )

**THANK YOU FOR YOUR CONTRIBUTION**

## APPENDIX IV: LETTERS OF AUTHORISATION



Tel: (053) 43001-5 MOI UNIVERSITY P.O. Box 8900  
 (053) 43005 Eldoret  
 Fax: (053) 43047 KENYA

### SCHOOL OF EDUCATION

REF: MU/SE/PGS/54

DATE: 6<sup>th</sup> May, 2009

The Permanent Secretary  
 Ministry of Education  
 Science and Technology  
 P.O. Box 30040-00100  
 NAIROBI

Dear Sir/Madam,

RE: RESEARCH PERMIT IN RESPECT OF CHERUYOT J. TECLA -  
EDU/PGCM/1019/06

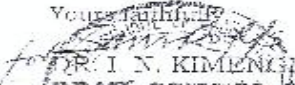
The above named is a 2<sup>nd</sup> year Master of Philosophy (M.Phil) student at Moi University, School of Education, Department of Curriculum, Instruction and Educational Media.

It is a requirement of her M.Phil studies that she conducts research and produces a thesis. Her research is entitled:

**"Roles of Secondary School Head Teachers in the Supervision of Instruction for Curriculum Implementation: A Study of Eldoret West District."**

Any assistance given to her to facilitate the successful conduct of her research will be highly appreciated.

Yours faithfully,

  
 DR. I. N. KIMANI  
 DEAN, SCHOOL OF EDUCATION



TECLA J. CHERUIYOT  
0721 - 277522  
P.O BOX 398-30106  
TURBO

THE PRINCIPAL  
\_\_\_\_\_

Dear Sir/Madam,

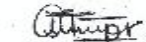
**RE: PERMISSION TO DO RESEARCH IN YOUR SCHOOL**

I am a second year Master of Philosophy (M. phyl.) student at Moi University school of Education.

I intend to do my research for a period ending 31<sup>st</sup> December 2010 on the topic "Roles of Secondary School Head Teachers in the supervision of instruction for curriculum implementation; A study of Eldoret West District". I therefore would wish to ask for permission to undertake the research in your school. Any assistance will be highly appreciated.


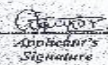

Attached herein find the authorization from Moi University.

Yours faithfully



TECLA J. CHERUIYOT

### APPENDIX V: AUTHORISATION PERMIT

PAGE 2	PAGE 3
<p><b>THIS IS TO CERTIFY THAT:</b>          Prof./Dr./Mr./Mrs./Miss. <u>TECLA</u>  <u>CHIRUYOT</u>          of (Address) <u>MCI UNIVERSITY</u>  <u>P.O. BOX 3880 ELDORET</u>          has been permitted to conduct research in.....          ..... Location,  <u>ELDORET WEST</u> District,  <u>RIFT VALLEY</u> Province,          on the topic <u>ROLES OF SECONDARY SCHOOL</u>  <u>HEAD TEACHERS IN THE SUPERVISION OF</u>  <u>INSTRUCTION FOR CURRICULUM</u>  <u>IMPLEMENTATION: A STUDY OF ELDORET</u>  <u>WEST DISTRICT</u>          for a period ending <u>31st DECEMBER 20 19</u></p>	<p>Research Permit No. <u>MSST/5/002/3/177</u>          Date of issue <u>30.12.99</u>          Fee received <u>KSh 1000</u></p> <div style="text-align: center;">  </div> <p style="text-align: center;">  Applicant's Signature   Secretary          National Council for          Science and Technology       </p>