Influence of institutional and individual factors on headteachers' instructional supervision practices in public primary schools in Njoro District, Kenya

Abstract

Instructional supervision related problems for head teachers of primary schools have been both turbulent and rapid (Sang, 2009). However, there has been little research on the role of head teachers as instructional supervisors, which focus on the leadership of primary schools. In the attempt to improve the education quality, more focus should be put on teachers and the organizational aspects that affect their work at schools. The study objective sought to establish whether pupils enrollment, delay in fund disbursement, staffing level, head teacher administrative experience, age and level of education influence headteacher instructional supervision practices in public primary schools. The study used theory of supervisory practice to determine the impact of these factors on the performance of instructional supervision in public primary schools.

The study found that delays in funds disbursement influence head teachers' instructional supervision in public primary schools in Njoro district. The study established that administrative experience of the head teacher influence instructional supervision in public primary schools in Njoro district. The study further revealed that age of the head teacher influence instructional supervision in public primary schools in Njoro district. The study established that administrative experience of the head teacher influence instructional supervision in public primary schools in Njoro district. The study revealed that delays in funds disbursement influence head teachers' instructional supervision in public primary schools in Njoro district. The study established that administrative experience of the head teacher influence instructional supervision in public primary schools in Njoro district. The study further revealed that age of the head teacher influence instructional supervision in public primary schools in Njoro district. The study established that administrative experience of the head teacher influence instructional supervision in public primary schools in Njoro district.

High teacher–pupil ratio in public primary schools have contributed negatively to the implementation of child right education. Inadequacy of school facilities had further aggravated the situation with many cases of child abuse occurring within the school compound as a result of this inadequacy. With most of the public primary schools having inadequate instructional materials and with most of the teachers employing the use of only one form of teaching method the implementation of child’s right education was greatly hampered in these schools. The study recommends that adequate measures in schools be put in place to ensure the sustainable implementation of child right education. Kenyan public primary schools in 2003, Teacher-Pupil ratio increased and classes are of.

The study recommends that there is need to ensure efficient funds disbursement as this will help in positively influencing head teachers' instructional supervision in public primary schools and there is need for the ministry of education to increase number of teacher in public primary school in order to enhance headteachers' instructional supervision in public primary schools.

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