

**ASSESSMENT OF CURRICULUM SUPERVISION TRAINING NEEDS OF PUBLIC
PRIMARY SCHOOL HEAD TEACHERS IN BUNGOMA WEST SUB - COUNTY,
KENYA**

**BY
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DECLARATION

This thesis is my original work prepared with none other than the indicated sources and support and has not been presented elsewhere for a degree or any other award.

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DEDICATION

The study is dedicated to my late mother Maria Anyango Achieng who was a devoted Christian and a great counselor. She inculcated in me the spirit of hard work, devotion and endurance that enabled me to face life's challenges with confidence.

ABSTRACT

Effective internal supervision of curriculum is necessary for educational institutions to offer quality education to learners. Thus head teachers should possess requisite knowledge, skills and attitude in curriculum supervision. In Bungoma West Sub-County low academic achievement is an issue in most public primary schools. This is attributed to various factors, with inefficiency in internal curriculum supervision often mentioned by stakeholders in the Sub-County as one of the factors. In Kenya Certificate of Primary Education (KCPE) exam, mean scores for the year 2012 to 2014 have been below average performance indices of 237.22, 239.63 and 232.30 respectively out of possible 500 marks. In-Service Education and Training (INSET) courses have previously been organized based on the whims of course organizers and not actual curriculum supervision needs of head teachers. The purpose of the study was to assess curriculum supervision training needs of public primary school head teachers in Bungoma West Sub-County. Specific objectives were to determine the discrepancy between the ideal and actual curriculum supervision knowledge, skills and attitudes of the head teachers with regard to: capacity building, professional documents preparation, instructional resources mobilization, classroom observation and learners' assessment. The study used descriptive survey research design. A conceptual framework comparing the ideal and actual outcome was used to guide the study. The study population was 81 primary school head teachers, 1 Sub-County Director of Education (SCDE) and 1 TSC Sub-County Director (TSC SCD). The research instruments comprised of head teachers questionnaires, interview schedule and document analysis guide. To ascertain reliability of the instruments, a pilot study was carried out involving 10% of the study population. Curriculum studies experts at Maseno University were consulted to ascertain content validity. Test re-test was used to determine an acceptable reliability Pearson coefficient of 0.9. Quantitative data was analyzed by descriptive statistics of frequencies, percentages and means. Qualitative data was grouped based on objectives and analysis based on emerging themes. The study found very low discrepancy between ideal and actual curriculum supervision knowledge, skills and attitudes of head teachers with regard to capacity building ($m= 4.14$). Very low discrepancy also existed between the ideal and actual knowledge and skills on: preparation of professional documents ($m=4.05$), instructional resources mobilization ($m=4.26$), classroom observation ($m=4.23$) and learners' assessment ($m=4.02$). The study equally observed very low discrepancy in the attitude of head teachers towards classroom observation ($m=4.22$). However, there was a discrepancy between ideal and actual curriculum supervision attitudes of head teachers on: Preparation of professional documents ($m=3.87$) instructional resources mobilization ($m=3.69$) and learner's assessment ($m=3.75$). The study concludes that head teachers have training needs with regard to curriculum supervision attitude in line with: preparation of professional documents, instruction resources mobilization and learners' assessment. The researcher recommends that future INSET courses for head teachers should target attitude change for them to supervise curriculum effectively. The study would be of significance to the Sub-County MoE officials in the organization of INSET courses for head teachers. Besides that, the study findings would contribute significantly to the knowledge in the field of teacher education and training.

TABLE OF CONTENTS

CONTENT	PAGE
DECLARATION	ii
ACKNOWLEDGEMENTS.....	iii
DEDICATION.....	iv
ABSTRACT.....	v
TABLE OF CONTENTS.....	vi
LIST OF ABBREVIATIONS.....	xi
LIST OF ACRONYMS	xiii
LIST OF TABLES.....	xiv
LIST OF FIGURES	xv
LIST OF APPENDICES.....	xvi
CHAPTER ONE: INTRODUCTION.....	1
1.1 Background to the Study.....	1
1.2 Statement of the Problem.....	12
1.3 Purpose of the Study	13
1.4 Objectives of the Study.....	13
1.5 Research Questions.....	14
1.6 Significance of the Study	14
1.7 Conceptual Framework.....	15
1.8 Assumptions of the Study.....	17
1.9 Limitation of the Study.....	17

1.10 Scope of the Study	17
1.11 Operational Definition of Key Term.....	18
CHAPTER TWO: REVIEW OF RELATED LITERATURE.....	21
2.1 Ideal and Actual Capacity Building knowledge, Skills and Attitudes of Head Teachers..	21
2.1.1 Ideal Knowledge, Skills and Attitude in Capacity Building.....	21
2.1.2 Actual Knowledge, Skills and Attitudes in Capacity Building.....	26
2.1.3 Discrepancy between Ideal and Actual Knowledge, Skills and Attitudes in Capability Building.....	27
2.2 Ideal and Actual Knowledge, Skills and Attitude of Head Teachers in Preparation of Professional Documents.....	30
2.2.1 Ideal Knowledge, Skills and Attitude for Head Teachers in Preparation of Professional Documents	30
2.2.2 Actual Knowledge, Skill and Attitude of Head Teachers in Preparation of Professional Document.....	35
2.2.3 Discrepancy between Ideal and Actual/Training Needs for Head Teachers in Preparation of Professional Documents.....	35
2.3 Ideal and Actual Knowledge, Skills and Attitude of Head teachers in Instructional Resources Mobilization	36
2.3.1 Ideal Knowledge, Skill and Attitude for Head Teachers in Resource Mobilization ...	36
2.3.2 Actual Knowledge Skills and Attitude Possessed by Head Teachers' Instructional Resources Mobilization	40
2.3.3 Discrepancy between Ideal and Actual Training Needs of Head Teacher's Resource Mobilization.....	42
2.4 Classroom Observation Knowledge, Skills and Attitude of the Head Teachers	44
2.4.1 Ideal Knowledge, Skills and Attitude for the Head Teachers in Classroom Observation	44
2.4.2 Actual Knowledge, Skills and Attitudes Possessed by the Head Teacher in Classroom Observation.....	47

2.4.3 Discrepancy between Ideal and Actual Training Needs of Head Teachers in Classroom Observation	49
2.5 Learners Assessment Knowledge, Skills and Attitude of Head Teachers	52
2.5.1 Ideal Knowledge, Skills and Attitudes for Head Teachers in Learners’ Assessment..	53
2.5.2 Actual Knowledge Skills and Attitudes Possessed by Head Teachers in Learner’s Assessment.....	55
2.5.3 Discrepancy between Ideal and Actual/Training Needs for Head Teachers in Learner’s Assessment.....	56
CHAPTER THREE: METHODOLOGY	58
3.1 Research Design.....	58
3.2 Study Area	58
3.3 Study Population.....	59
3.4 Sample and Sampling Techniques	59
3.5 Research Instruments	60
3.5.1. Questionnaire for the Head Teachers.....	60
3.5.2 Document Analysis Guide	61
3.5.3 Interview Schedule for the SCDE and the TSC SCD	61
3.6 Validity of the Instruments	61
3.7 Reliability of the Instruments.....	62
3.8 Data Collection Procedure	62
3.9 Methods of Data Analysis.....	63
CHAPTER FOUR: RESULTS AND DISCUSSIONS	65
4.1 Introduction.....	65
4.2 Socio – Demographic Characteristics of the Head Teachers	65
4.3 Capacity Building	67
4.3.1 Knowledge and skills on Capacity Building.....	67

4.3.2 Attitude on Capacity Building	71
4.4 Preparation of Professional Documents.....	75
4.4.1 Knowledge and skills on Preparation of Professional Documents	75
4.4.2 Attitude on Preparation of Professional Document	80
4.5 Instructional Resources Mobilization	86
4.5.1 Knowledge and skills on Instructional Resources	86
4.5.2 Attitude on Instructional Resources Mobilization	90
4.6 Classroom Observation.....	94
4.6.1 Knowledge and skills on Classroom Observation	94
4.6.2 Attitude on Classroom Observation.....	100
4.7 Learners’ Assessment	105
4.7.1 Knowledge and skills on Learners’ Assessment.....	105
4.7.2 Attitude on Learners’ Assessment	110
CHAPTER FIVE: SUMMARY OF THE FINDINGS, CONCLUSIONS AND RECOMMENDATIONS.....	115
5.1 Introduction.....	115
5.2 Summary	115
5.2.1 Discrepancy between the Ideal and Actual Knowledge, Skills and attitudes in capacity building	115
5.2.2 Discrepancy between the ideal and actual knowledge, skills and attitudes in preparation of professional documents	116
5.2.3 Discrepancy between the ideal and actual knowledge, skills and attitudes in instructional resources mobilization	117
5.2.4 Discrepancy between the ideal and actual knowledge, skills and attitudes in classroom observation.....	118
5.2.5 Discrepancy between the ideal and actual knowledge, skills and attitudes in learners’ assessment.....	119

5.3 Conclusion	120
5.3.1 Discrepancy between the ideal and actual knowledge, skills and attitudes in capacity building	120
5.3.2 Discrepancy between the ideal and actual knowledge, skills and attitudes in Preparation of professional documents	120
5.3.3 Discrepancy between the ideal and actual knowledge, skills and attitudes in instructional resources mobilization	121
5.3.4 Discrepancy between the ideal and actual knowledge, skills and attitudes in Classroom observation	121
5.3.5 Discrepancy between the ideal and actual knowledge, skills and attitudes in Learners' assessment	122
5.4 Recommendations	122
5.5 Suggestions for Further Research	123
REFERENCES.....	124
APPENDICES	131

LIST OF ABBREVIATIONS

AEO	Area Education Officer
ATS	Approved Teacher Status (Kenya)
BOM	Board of Management
CATs	Continuous Assessment Tests
CPD	Continuous Professional Development
DDEO	Deputy District Education Officer
FPE	Free Primary Education
FPESP	Free Primary Education Support Programme
ICT	Information Communication and Technology
KCPE	Kenya Certificate of Primary Education
KEMI	Kenya Education Management Institute
KESI	Kenya Education Staff Institute
KIE	Kenya Institute of Education
MOES&T	Ministry of Education, Science and Technology
MEQO	Monitoring Education Quality Organization
NGOs	Non-Governmental Organizations
PI	Primary Teacher I (Kenya)
PRISM	Primary Schools Management
QASOS	Quality Assurance and Standards Officers
ROK	Republic of Kenya
SACMEQ	Southern and Eastern African Countries Consortium for Monitoring Education Quality

SAGAS	Semi- Autonomous Government Agencies
SbDT	School based Teacher Development
SCDE	Sub-County Director of Education
SEP	School Empowerment Programme
SI	Senior Teacher I (Kenya)
SMASE	Strengthening Mathematics and Science Education
SPRED	Strengthening Primary Education
TAC Tutor	Teachers Advisory Center Tutor
TAD	Teachers Appraisal and Development
TSC	Teacher Service Commission (Kenya)
TSC SCD	Teachers Service Commission Sub-County Director
UNESCO	United Nations Educational Scientific and Cultural Organization
ZQASO	Zonal Quality Assurance and Standards Officer

LIST OF ACRONYMS

COMESA	Common Market for Eastern and Southern African
DEM	Diploma in Education Primary school Management
DQASO	District Quality Assurance and Standards Officer (Ministry of Education)
INSET	In-Service Education and Training

LIST OF TABLES

Table: 1.1: Comparison of KCPE Exams Results for Bungoma West Sub-County and some of the Neighbouring Sub-Counties.....	10
Table 3.1: Population sample frame	60
Table 4.1: Head teachers’ Knowledge and Skills on Capacity Building.....	67
Table 4.2: Head Teachers’ Attitudes on Capacity Building	72
Table 4.3:Head teachers’ Knowledge and Skills on Preparation of Professional Documents	75
Table 4.4: Head Teachers’ Attitudes on Preparation of Professional Documents.....	81
Table4.5: Head Teachers’ Knowledge and Skills on Instructional Resources	87
Table 4.6 Head Teachers’ Attitudes on Instructional Resources Mobilization	91
Table 4.7: Head Teachers’ Knowledge and Skills on Classroom Observation	95
Table 4.8: Head Teachers’ Attitudes on Classroom Observation.....	101
Table 4.9: Head Teachers’ Knowledge and Skills on Learners’ Assessment.....	106
Table 4.10: Head Teachers’ Attitudes on Learners’ Assessment	110

LIST OF FIGURES

Figure 1.1: The Conceptual Framework	16
Figure 2.1: The Training Need Equation	27
Figure 2.2: Relating Needs to Discrepancies	28

LIST OF APPENDICES

APPENDIX	PAGE
Appendix A: Summary of Document Analysis Guide	131
Appendix B: Questionnaires for the Head Teachers.....	133
Appendix C: Open -ended Questions for Tead Teachers	142
Appendix D: Interview Schedule for the Sub-County Director of Education (SCDE)	146
Appendix E: Documentary Analysis Guide.....	148
Appendix F: Questionnaires for the Head Teachers	152
Appendix G: Research Permit from (NACOSTI).....	154
Appendix H: Authorization Letter (NACOSTI).....	155
Appendix I: Authorization Letter, Deputy County Commissioner Bungoma West.....	156
Appendix J: Authorization Letter from Maseno University	157
Appendix K: Authorization Letter Ministry of Education Bungoma West.....	158

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Head teachers as educational managers are expected to be equipped with knowledge, skills and attitude that would enable them carry out effective curriculum supervision in order for schools to provide learners with quality education (Awiti et al., 2016). Curriculum supervision is one of the aspects of school management. For an educational institution to realize its goals, effective curriculum supervision should be put in place. The 2014 Global Monitoring Report (GMR) estimated that globally, 250 million primary school age children are not achieving the basic literacy and numeracy skills even though 130 million of them have spent at least four years in school (UNESCO, 2014).

On capacity building of teachers in U.S.A, Fullan (2001) points out weaknesses in organization of courses to empower educators to enhance learning outcomes. He found out that capacity building courses for teachers were not based on researched needs of participants. The same has been mentioned by the Ministry of education (2010) to be the case in public primary schools in Bungoma West where in-service education and training (INSET) courses for head teachers are based on the whims of the organizers and not on the actual needs of the participants. This may lead to inadequate knowledge and skills in internal supervision of curriculum that adversely affect learning outcomes (Omulako and Jepchumba, 2012).

Office for Standards in Education (Ofsted) in United Kingdom (UK) in their survey on 'how head teachers achieved success in running their schools' noted that head teachers ensured teachers were monitored closely in order for them to assess learners in line with assessment

strategies in the schools' assessment programmes. The report also noted that head teachers in UK had the capacity to lead in drawing up school improvement plans which resulted into a better way for monitoring and evaluating learners. The report observed that head teachers were able to organize their staff to analyze pupils' assessment data and the information used to track pupils academic progress. According to the report; head teachers were well equipped with knowledge, skills and attitude to explain to teachers the reasons for tracking pupils' progress. Ofsted Report further revealed that head teachers organized regular meetings to discuss learners' progress and to establish proper assessment system to determine learners' achievement. In addition the Report also points out that head teachers in UK made teachers to be accountable to learners' achievement especially when assessment data showed low achievement of learners in academic work. Ofsted Report is quite relevant to the current study as it outlines what head teachers in UK did in order to improve learning outcomes in their schools. Ofsted Survey Report examined the key steps taken by head teachers in schools that improved from satisfactory to good. However, in the current study the focus was on discrepancy between the ideal and actual knowledge/skills as well as attitudes of public primary school head teachers on learners' assessment (a gap which the current study fulfilled).

According to Hardman (2015), significant gains had been made in improving access to education of children in developing countries; however one of the challenges noted was on quality of education provided in the learning institutions. Hardman tends to link pedagogy to learning outcomes; his main argument was that, training in an effective pedagogy, informed by observation of how teachers teach and how pupils learn in classroom is central to raising achievements.

UNESCO (1994) recognizes education as one of the basic rights and that investment in quality primary education enhances pursuit of higher education. This has made many nations globally to embrace educational policies such as Education for All (EFA), Universal Primary education (UPE) and others. However, Buregeya (2011) noted that in pursuance of these global education policies most developing nations have been facing challenges related to low learning outcomes. Buregeya cited failure of UPE in Uganda as an example. UNESCO (2000) attributes low learning outcomes in education system in developing nations to inefficiency in curriculum supervision especially internal supervision of curriculum. The World Bank (2010) asserts that systems of supervision if properly utilized have potential to mitigate educational challenges brought about by global education policies. Buregeya and UNESCO studies are quite relevant to the current study in that the two studies attribute low learning outcomes in developing countries to inefficiency in curriculum supervision particularly internal supervision in primary and secondary schools. However, in the current study the focus was on low learning outcomes in public primary schools which the researcher attributed to failure of public primary school head teachers to carry out effective internal supervision of curriculum in Bungoma West Sub-County.

Chapman and Burchfield (1994) in their study on how headmasters perceive their role in Botswana noted that instructional leadership functions are rare in developing countries and that Principals are likely to favour management and administration. According to Chapman and Burchfield (1994), Ghana in West Africa seems to be exception among African countries; its principals perceive their roles in curriculum supervision to include helping teachers to apply new pedagogical approaches in teaching and learning process. Otunga et al., (2008) identified lack of resources as one of the challenges facing the head teachers in Africa.

In Tanzania Onguko et al., (2012) noted general lack of leadership preparation for head teachers which to some extent adversely affected quality of education received in learning institutions. The same applies to Kenyan system where one is appointed a head teacher after serving as a deputy head teachers for a period of time. Dejaehgere et al., (2009) in their study on head teachers' skills in secondary schools in Uganda found that school size affected the extent to which head teachers were directly involved in leading learning, with head teachers in small schools were more likely to supervise curriculum effectively. The study by Dejaehgere et al., (2009) is relevant to the current study though carried out in secondary schools. It outlines effectiveness of curriculum supervision in relation to the size of a school. The current study focused on specific curriculum supervision skills among public primary school head teachers which Dejaehgere et al., (2009) did not mentioned in their study. The specific skills were: capacity building of the key stakeholders, preparation of professional documents, instructional resources mobilization, classroom observation and learners' assessment.

According to Shoraku (2008); good educational management is critical in raising access, improving learning outcomes and empowering people to secure education. Shoraku observes that school based management is of importance in realizing educational goals. Effective internal supervision of curriculum is a component of school based management mentioned by Shoraku. However in Bungoma West sub-county, discrepancy between the expected knowledge, skills and attitudes of public primary school head teachers and their actual practices have been mentioned by the stakeholders as factors ailing academic standards in public primary schools (MoEST, 2015).

Swists (1998) observed that training programmes are often prescribed as the drug of choice to problem situation in organizations and that proposing a solution or an intervention can be a costly and fruitless endeavor. According to Swists (1998), often overlooked as the first step in the performance improvement process is the training needs assessment which is defines as a gap between what is and what ought to be. Therefore in this study the researcher focused on curriculum supervision training needs of public primary school head teachers in line with knowledge, skills and attitudes they possess in: capacity building of the key stakeholders, preparation of professional documents, instructional resource mobilization, classroom observation and learners' assessment. Review of literature reveals that capacity building in teaching is a term associated with learning institution's improvement and professional development of staff being one of the aspects.

Obanyi (2006) in his study on administrative training needs of public primary school head teachers in Kuria District in former Nyanza Province found out that primary schools head teachers expressed training need in curriculum and instruction supervision. Obanyi's study emphasized curriculum and instruction supervision in general. However in this study the researcher considered elements of curriculum and instructional supervision such as classroom observation, instructional resources mobilization, preparation of professional documents, learners' assessment and capacity building. In the subsequent paragraphs the study reviewed literature in line with the aforesaid five elements of curriculum supervision and gaps identified in line with the five objectives of the study.

Orwa (1986) stated that the INSET for teachers has been and continues to be subject of great interest to education policy makers and planners all over the world. He observes that INSET is an important and integral part of education system and that its importance has been given

prominence by governments, international organizations and through research and writing by academicians. Orwa (1986) noted that INSET has not been given attention it deserves in teacher training programmes in Kenya. He points out that teacher education and training is made up of three cycles: personal education, initial teacher education (pre-service) and INSET.

Kafu (2011) concurs with Orwa (1986) on attention or emphasis given to in-service teacher education in Kenya. Kafu noted lack of proper INSET curriculum in Kenyan education system. Sossion (2014) also identified lack of proper policy framework that would enhance continuous professional development of teachers in the Kenyan education system. Sossion asserts that for a very long time, the training needs of teachers have not been addressed and there has been no known in-service programme for the teachers. Sossion's observation pertains to teachers in general. What is not clear is whether KEMI INSET programme for head teachers and some of the recently organized INSET programmes for public primary schools head teachers address effectively their curriculum supervision training needs in line with capacity building of the key stakeholders. Besides that, the MOE (2010) Report on standards assessment in Bungoma West Sub-County noted inadequate capacity building among some of the head teachers which adversely affected their managerial skills. In the current study, the researcher sought to establish discrepancy between the ideal and actual capacity building knowledge/skills and attitudes of public primary school head teachers which Kafu (2011), Sossion (2014) & MOE (2010) did not mention concerning professional development of teachers (i.e. the gap in capacity building of head teachers that the current study addressed).

Saitaga (2015) in his study in Laikipia North Sub-County, Kenya also noted that head teachers and teachers had no in-service training on instructional supervision since graduating from college. Saitaga (2015) study focused generally on school based factors that influenced head

teacher's instructional supervision in public primary schools and in-service training was one of the factors, unlike the current study that sought to establish the discrepancy between the ideal knowledge, skills and attitude of public primary school teachers in capacity building of the key stakeholders.

Nzambi (2012) study in Kitui, Kenya, on head teacher's roles in instructional supervision observed that instructional effectiveness is related to students' academic achievement and that in Kenya roles of head teachers in curriculum supervision includes: checking schemes of work, checking lesson books, record of work covered, class attendance registers and clock in clock out. Nzambi's study in Kitui is quite relevant to the current study as it links effective instructional supervision and academic achievement in secondary school. However, in Nzambi's study emphasis was given to perception of teachers on head teachers' roles in curriculum supervision which entails checking of professional records compared to the current study that addressed discrepancy between the ideal and actual knowledge/skills and attitudes of head teachers in line with preparation of professional documents (i.e. the ability/attitude of head teachers as far as preparation of professional documents is concerned).

According to TSC (2016) i.e. TSC Kenya teaching standards, one of the responsibilities of head teacher is to mobilize resources in the community in order for learners to realize quality education. Nzambi (2012) study in Kitui, Kenya on head teacher's roles in instructional supervision noted that all head teachers accepted responsibility of providing learning resources. However, provision of adequate textbooks was one of the challenges head teachers faced.

Kibet (2002) found out that in Baringo District, the frequency of performance of instruction/supervisory practices by head teachers were low especially checking students' notes

and teaching lessons. What Kibet observed was an aspect of classroom observation which is one of the current study's objectives. However, in the current study the researcher looked at the discrepancy between the ideal and actual knowledge, skills and attitudes of head teachers in line with classroom observation which Kibet did not consider.

Wesanga, Noor and Nyaga (2010) in their study on learner assessment entitled assessment for the 21st century impact of school management factors on academic achievement of primary schools in Kenya view INSET and training needs for teachers as some of the variables that determine learner achievement. Head teacher characteristics namely sex, education level and experience were also some of the factors identified by Wesanga et al., (2010) as determinants of learners' achievement. The study by Wesanga et al.,(2010) like the current study view curriculum supervision training needs of head teachers as a factor that determines quality education. However in the current study the researcher determined discrepancy between the ideal and actual Knowledge/ skills and attitudes of head teachers in learners' assessment which Wesanga et al., (2010) hardly addressed in their study.

The Republic of Kenya (2013) report on education and training allude to the fact that poor attainment of desired reading and numeracy competencies among pupils is attributed to various factors. Inadequate internal as well as external supervision of curriculum are some of the factors mentioned by the Republic of Kenya (2013) report on education and training as challenges that adversely influence quality of education in basic education institutions in Kenya. The low learning outcomes in Kenya basic education system is confirmed by Uwezo Kenya (2013 and 2014) reports on learning outcomes assessment which revealed that results have remained static in the last three years (i.e. no change noticed in acquisition of literacy and numeracy skills). The Reports observed that only three out of ten children in standard three can do standard two works.

It noted that on average one out of ten children in Kenyan primary schools are completing standard eight without having acquired the necessary skills of standard two level. Uwezo Reports and the Republic of Kenya (2013) are quite relevant to the current study as they point out a gap in education quality in public primary school pupils in Kenya which the researcher examined. However, Uwezo (2013 and 2014) reports hardly offer practical solution to low learning outcomes in primary schools apart from pointing out the short falls. This study filled the gap in the Uwezo reports by focusing on teacher based factors that are likely to lower quality of learning outcomes, especially the internal supervision of curriculum. It is against the low learning outcomes in public primary schools that the current study focused on curriculum supervision training needs of head teachers in line with the five objectives of the study.

Eshiwani's (1993) publication concerning views of Kenyans on quality education established that stakeholders associate quality education with high academic achievement in national examinations hence basic education institutions curriculum implementation is geared towards attainment of high grades and mean scores. Ngome (2014) study in Bungoma County on low academic achievement in national examinations (Primary and secondary schools) observed inadequate teaching and learning materials and that impaired pupils learning. Ngome (2014) study in Bungoma County on low academic achievement in national examinations (Primary and secondary schools) observed weaknesses in primary schools for example failure of head teachers to monitor teacher attendance and quality of teaching that takes place in schools (i.e. curriculum supervision inefficiencies). Ngome's (2014) study also addressed factors ailing quality of education in Bungoma County hence quite useful to the current study. However, Ngome in his study did not consider professional characteristics of head teachers that contributed to their failure to supervise curriculum implementation effectively and that is the gap that the

current study addressed. Therefore the current study established discrepancy between the ideal and actual knowledge, skills and attitude possessed by public primary school head teachers in line with capacity building, professional document preparation, instructional resource mobilization, classroom observation and learners' assessment.

Table 1.1 in the subsequent paragraph illustrates Kenya Certificate of Primary Education examination (KCPE) mean scores for Bungoma West Sub-County in comparison with other Sub-Counties in Bungoma County.

Table: 1.1: Comparison of KCPE Exams Results for Bungoma West Sub-County and some of the Neighbouring Sub-Counties in Bungoma County from the Years 2010 to 2014

Sub-Counties	Time in years					Average Mean Score
	2010	2011	2012	2013	2014	
Bungoma West	230.22	228.84	237.22	239.63	232.30	233.64
Bungoma East	250.45	246.72	255.00	250.69	253.98	251.39
Kimilili Bungoma	244.52	246.81	250.16	253.52	245.83	248.17
Mt Elgon	245.05	255.81	255.04	254.22	239.44	249.91
Bungoma South	266.10	266.15	271.18	271.65	270.56	269.13
Bungoma North	244.40	246.60	246.57	243.70	247.20	245.69

Source: KCPE exam results Reports of the Sub Counties

Bungoma West Sub-County Head teachers' Taskforce Report (2014) outlines KCPE exam results (mean scores) for the years 2010-2014 as follows: 230.22, 228.84, 237.23, 239.63 and 232.30 respectively out of possible 500 marks. From Table 1.1, it is clear that Bungoma West Sub County had the lowest average mean grade of 233.64 as compared to other Sub Counties in Bungoma County. The head teachers' taskforce report in the Sub County points out dismal performance in the national examination in Bungoma West and says that it had become a major concern of all stakeholders who wished to reverse the trend. Some of the challenges mentioned by the Report that contribute to low quality education in the Sub-County are: inadequate teaching/learning resources, lateness and absenteeism of some teachers and pupils that lead to time wastage and negative attitude towards education by both parents and learners. Lack of teacher dedication and parental support were also stated as factors ailing standards of education in Bungoma West Sub-County.

The Bungoma West Head teachers' Report (2014) is quite relevant to the current study as it addressed ways and strategies of improving learners' academic performance in national examination in the Sub-County. However, the Report hardly focused on head teachers' professional knowledge, skills and attitudes as one of the challenges that could adversely influence effective curriculum implementation. It only points out lack of parental commitment and teacher dedication as factors lowering academic standards while effective school management and curriculum leadership are not mentioned. Therefore in the current study the researcher focused on discrepancy between the ideal and actual knowledge, skills and attitudes of head teachers in line with capacity building of the key stakeholders, supervision of teachers in preparation of professional documents, instructional resources mobilization, classroom observation and learners' assessment.

1.2 Statement of the Problem

Low academic achievement in most of the Public Primary schools in Bungoma West Sub-County has drawn attention of the stakeholders in Bungoma County. One of the factors often mentioned by the parents, sponsors and other stakeholders is inadequate skills in curriculum supervision among the public primary school head teachers (MOE, 2010). Review of literature on management of public primary school curriculum reveals that INSET courses for head teachers are hardly based on proper needs assessment but on the whims of course organizers. This implies that the discrepancy between the ideal and actual knowledge, skills and attitudes of public primary school head teachers as pertains to capacity building of the key stakeholders, preparation of professional documents, instructional resource mobilization, classroom observation and learners' assessment are not known hence never considered in INSET organizations.

Low academic achievement of learners in public primary schools in the Sub-County has persisted as reflected in KCPE exam for the years 2010-2014. The average mean score were below Bungoma County average of 250 marks out of possible 500 marks (Table 1.1). These performances were lower than other Sub-Counties such as Kimilili, Mount Elgon, Bungoma South, Bungoma East and Bungoma North. In addition to this Uwezo (2013) reported poor mastery of literacy and numeracy skills among primary school children in the Sub-County. Nationally the Sub-County was rank 92 out of 155 Sub-Counties studied by Uwezo Kenya. Inefficiency in internal curriculum supervision could be a factor that impact negatively on quality of education received by children in public primary schools in Bungoma West Sub-County.

The study assessed curriculum Supervision training needs of public primary school head teachers in Bungoma West Sub-County. The problem of the study was low academic achievement in public primary schools which is associated with various factors; however in this study inefficiency in internal curriculum supervision was singled out for investigation. Review of literature equally indicated that head teachers' curriculum supervision knowledge and skills play significant role in determining learners' achievement in education (Awiti et al., 2016; Buregeya 2011). The knowledge gap identified was the discrepancy between the ideal and actual knowledge skills and attitude of public primary school head teacher in line with: capacity building of the key stakeholders, preparation of professional documents, instruction resources mobilization, classroom observation and learners' assessment.

1.3 Purpose of the Study

The purpose of the study was to assess curriculum supervision training needs of primary school head teachers in Bungoma West Sub-County.

1.4 Objectives of the Study

Objectives of the study were:

- (i) To determine the discrepancy between the ideal and actual capacity building knowledge, skills and attitudes possessed by head teachers.
- (ii) To establish the discrepancy between the ideal and actual professional documents preparation knowledge, skills and attitudes possessed by head teachers.
- (iii) To establish the discrepancy between the ideal and actual instructional resources mobilization knowledge, skills and attitudes possessed by head teachers.
- (iv) To establish the discrepancy between the ideal and actual classroom observation knowledge, skills and attitudes possessed by head teachers.

- (v) To establish the discrepancy between the ideal and actual learners' assessment knowledge, skills and attitudes possessed by head teachers.

1.5 Research Questions

The following research questions were answered by the study:

- (i) What discrepancy exists between the ideal and actual capacity building knowledge, skills and attitudes possessed by head teachers?
- (ii) What discrepancy is there between the ideal and actual professional documents preparation knowledge, skills and attitudes possessed by head teachers?
- (iii) What discrepancy is there between the ideal and actual instructional resources mobilization knowledge, skills and attitudes possessed by head teachers?
- (iv) What discrepancy exists between the ideal and actual classroom observation knowledge, skills and attitudes possessed by head teachers?
- (v) What is the discrepancy between the ideal and actual learner assessment knowledge, skills and attitudes possessed by head teachers?

1.6 Significance of the Study

The study assessed curriculum supervision training needs of primary school head teachers in Bungoma West Sub-County. The outcome of the study is of significance to the Sub-County in the organization of INSET courses for head teachers. Besides that the study findings would contribute significantly to the knowledge in the field of teacher education and training i.e. in-service aspect of teacher education. Results of the study can be of interest to Quality Assurance and Standards Directorate at the Ministry of Education and SAGAS like Kenya Institute of Curriculum Development, Kenya Education Management Institute (KEMI), Teachers service commission and others who deal with in-service education courses for head teachers.

1.7 Conceptual Framework

The study was guided by the conceptual framework. Kombo and Tromp (2011) view conceptual framework as a research tool intended to assist a researcher to develop awareness and understanding of the situation under study and thereafter to communicate it.

The independent variables in the study comprised of the ideal knowledge, skills and attitudes for head teachers in Capacity building, Professional documents preparation, Instructional resources mobilization, Classroom observation and learners' assessment. Under independent variables, actual knowledge, skills and attitudes are measured against the ideal knowledge, skills and attitude in line with the five objectives of the study. The differences observed between ideal and actual knowledge, skills and attitude is the disparity, illustrated in Figure 1.1. The discrepancy observed between the ideal and actual knowledge, skills and attitude leads to training needs option. Training needs option is treated as intervening variable to INSET training programme which is illustrated as dependent variables. According to Kaufman (2011), the ideal is "what should be" while actual is "what is"; therefore Kaufman's model was appropriate for the study.

INSET training needs are as a result of discrepancy between the ideal and actual knowledge, skills and attitude of teachers as pertain to curriculum supervision in public primary schools in Bungoma West Sub-County. The variables in the study guided the researcher in assessing curriculum supervision training needs of primary school head teachers in respect to the aforesaid five areas. The researcher assessed actual curriculum supervision knowledge, skills and attitudes of public primary school head teachers against ideal or the expected professional qualities that enhance effective curriculum supervision. Examples of professional attributes the current study addressed were: head teachers' perception concerning their ability to carry out effectively

capacity building of teachers, support staff, student leaders and parents. The study's conceptual framework is illustrated on (Figure 1.1).

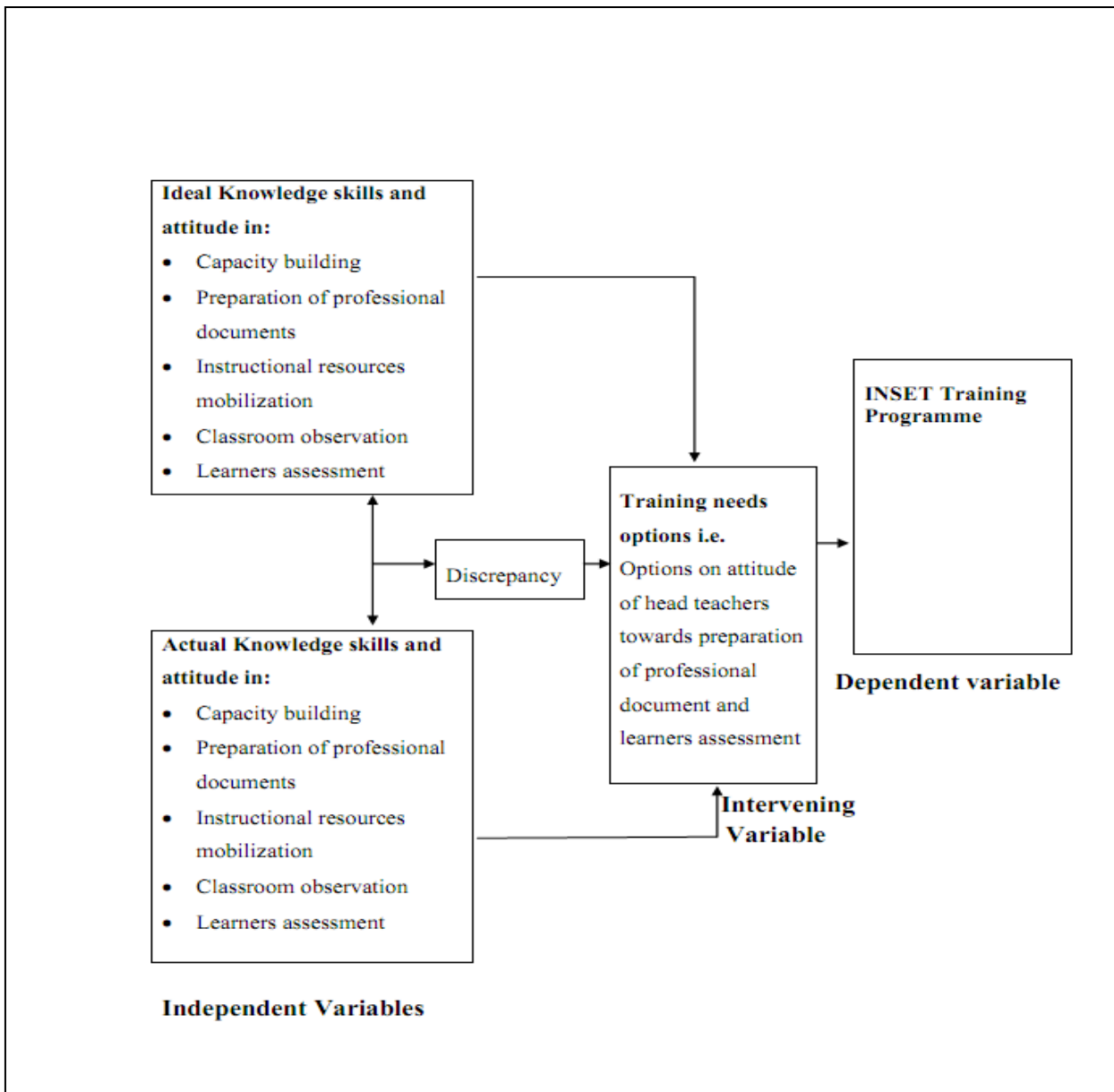


Figure 1.1: The Conceptual Framework: Discrepancy between ideal and actual knowledge, skills and attitude of head teachers upon the intervening variables leads to INSET training needs for head teachers.

1.8 Assumptions of the Study

The study was carried out on the following assumptions:

- (i). All primary school head teachers in the Sub-County had equal opportunities to attend INSET courses offered in the past.
- (ii). Head teachers in the schools selected for the study were honest in providing primary data on INSET needs in the area of the study.
- (iii). During the study period there would be minimal transfer of head teachers in the schools sampled for the study.

1.9 Limitation of the Study

The study was limited to the assessment of curriculum supervision training needs of Primary school head teachers in Bungoma West Sub-County. In other words the study was conducted within the geographical boundary of the Bungoma West Sub-County. The area had a limited number of public primary schools hence a small sample used in the study which might hinder generalization of the study's outcome.

1.10 Scope of the Study

The study was confined to public primary school head teachers, private school head teachers precluded as most of the private schools were often excluded in INSET programmes organized by the government agencies. The study focused on curriculum supervision aspect that deals with capacity building of key stakeholders in primary schools, preparation of professional documents, instructional resource mobilization, classroom observation and learner's assessment. These variables were examined in line with training needs of primary school head teachers. The study assessed actual knowledge, skills and attitude possessed by public primary school head teachers

against ideal knowledge, skills and attitudes with curriculum supervision (i.e. the aforementioned five variables).

1.11 Operational Definition of Key Term

Actual

Actual refers to knowledge skills and attitude observed being practised or possessed by the head teachers in performance of their duties.

Capacity Building

The term capacity building refers to activities performed by the head teachers to prepare teachers through school based in-service courses for the school to meet its objective. It also involves empowering pupils' and support staff to play their roles effectively, organizing awareness creation seminars for board of management member and parents' association members.

Classroom Observation

Classroom observation refers to a head teacher visiting a classroom to see a lesson being conducted by a teacher. The task involves discussing a lesson to be assessed, assessing the lesson and discussion after a lesson has been assessed. Lesson observer uses a checklist to guide in the exercise.

Curriculum Supervision Training Needs

Refer to significant deficit in knowledge, skills and attitude necessary for a head teacher to play effective role as an instructional leader.

Curriculum Supervision Skills

Refer to head teachers' ability to carry out activities that enhance effective teaching and learning in a school. Professional records should be kept properly as evidence of effectively teaching and learning activities going on in a school system.

Curriculum Supervision

The term curriculum supervision refers to activities performed by the head teacher in a school system that enhance learning outcomes.

Discrepancy

Discrepancy refers to a gap observed between actual knowledge, skills and attitude of head teachers compared to the ideal.

Ideal

Ideal refers to knowledge, skills and attitude a head teacher is expected to possess in order to perform duties of curriculum supervision effectively. In other words ideals are standards in curriculum supervision, such as knowledge and skills in organizing school based INSET programmes for teachers.

Instructional Resource Mobilization

Instructional resource mobilization refers to the task performed by a head teacher in the acquisition, distribution and management of instructional materials to enable a school to meet its objectives of educating pupils.

Learners' Assessment

Learner's assessment refers to activities performed that determine effectiveness of curriculum delivery in a school. Learner's assessment involves activities such as setting and organization of continuous assessment tests, determining effectiveness of tools used to measure learning

outcomes, organization of remedial lessons and using test results to advise learners and their parents on academic progress of individual children and being able to handle learners according to their academic ability and needs.

Professional Documents

Refers to teaching records that are prepared by teachers in order to perform teaching task effectively. These records are: Schemes of work, lesson plan, record of work covered, learners progress records and lesson notes.

Training Needs

The gap or discrepancy between ideal and actual knowledge, skills and attitude of school heads in terms of capacity building, professional document preparation, instructional resources mobilization, classroom observation and learners assessment.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Ideal and Actual Capacity Building knowledge, Skills and Attitudes of Head Teachers

The researcher reviewed literature on capacity building of head teachers in line with the ideal knowledge, skills and attitudes for head teachers. The literature is also reviewed discrepancy between ideal and actual knowledge, skills and attitude of head teachers in capacity building. The literature review is done in similar way for the other four variables in the current study.

2.1.1 Ideal Knowledge, Skills and Attitude in Capacity Building

Stringer and Martha (2009) noted that capacity building is about school improvement. The two scholars did study on capacity building in low docile multicultural New Zealand primary school (a case study). The study views attributes of capacity building as: the school vision, stakeholders as change agents, school culture and professional development. According to the study the practices that are examined include: Knowledge production and its utilization, division of labour, roles and responsibilities.

Stringer and Martha assert that capacity building should be based on the aforesaid factors. The case study in a New Zealand primary school is relevant to this study as it outlines what is expected in capacity building of the key stakeholders in a school. The study also addresses humanity aspect in a school and people in the change process. However, study by Stringer & Martha hardly mentioned the ideal knowledge, skills and attitude for head teachers apart from explaining what capacity building is all about.

Hardman (2015) in the paper commissioned for the EFA Global Monitoring Report 2015, Education for all 2000-2015, noted that many low income countries have started to reform their teacher education system by moving away from college based to more sustainable school based INSET that provide teachers with relevant competencies to enable them deliver curriculum effectively. In other words less developed countries in partnership with development partners have started teacher education programmes that enhance CPD of teachers at school level. Hardman's observation is relevant to the current study which focused on capacity building as one of the aspects that should be considered in enhancing learning outcomes in a school. However, Hardman only mentioned a shift from college based to CPD of teachers where the school is the focus but hardly mentioned quality in school leadership that would make school based CPD of teachers to succeed. In this section of the study, the researcher focused on ideal knowledge, skills and attitude for head teachers in line with capacity building which Hardman did consider.

Republic of Kenya (2004) report on School empowerment programmes for primary school teachers view capacity building in primary schools as duty for head teachers. Through capacity building, a head teacher creates an enabling environment to develop efficiency and effectiveness to meet current and future challenges of a continuous changing environment. According to the Republic of Kenya (2004), generally capacity building of a school by a head teacher comprises of staff development, development of pupils voice, promoting partnership and networking, among others. These components of capacity building outlined by the Republic of Kenya (2004) are consistent with Stringer and Martha (2009). A head teacher has a role to build the capacity of the whole school community for the various roles they are expected to play in developing the school. The head teacher is expected to facilitate learning sessions for pupils, teachers, School board of management members and the parents. Under capacity building, head teachers are

expected to explore and discuss ways by which they could build the capacity of their schools to ensure effective teaching and learning.

In capacity building of human resource at school level the head teachers are expected to learn how to plan for and facilitate professional development for their teaching and non-teaching staff. Head teachers are expected to understand the concepts and purpose of staff development, identify and use appropriate methods of professional learning. Republic of Kenya (2004) noted that for head teachers to succeed in that role he/she should be equipped with knowledge, skills and attitude that enhance adult learning. In addition to that, head teachers are supposed to be versed with children rights as spelt out in the Children Act 2001.

According to the Republic of Kenya (2004) report on School empowerment programmes for primary school teachers, supervision is defined as a process of interacting with teachers in order to improve the provision and actualization of learning opportunities for pupils. In the same report, supervision is also viewed as a process of guiding and influencing teachers and learners in order to achieve educational goals and that in a school's perspective, supervision involve: Coordinating, stimulating, directing and guiding the growth of the teacher and the pupils. Head teacher should be familiar with such knowledge, (Republic of Kenya, 2004 p.5).

According to Rotich (2015) the most notable INSET in the recent past includes: Strengthening of Primary Education (SPRED), Primary School Management Project (PRISM), School Based Teacher Development (SbTD), School Empowerment Programme (SEP), Strengthening Mathematics and Science in Primary Education (SMASE) project and Diploma in Education Management (DEM). Objectives of SPRED, PRISM, SbTD, SEP and SMASE as outlined in the

MoEST (2004) school empowerment head teachers' module, is presented in the subsequent paragraphs.

The objectives of PRISM were to: enhance school development planning, enhance head teachers' supervisory skills on curriculum delivery, in-school supervision, establishing and maintaining the quality of learning, determining needs of pupils, teachers and initiate program to improve teaching and learning.

School Empowerment program (SEP) in-service course distance learning model for head teachers was meant to equip them with skills and knowledge to meet challenges brought by introduction of Free Primary Education (FPE). The main objective of the programme was to improve the quality of teaching and learning in every public primary school. The ongoing curriculum supervision course for head teachers has been Strengthening Mathematics and Science Education (SMASE) primary schools project. The main objective is to improve the quality of mathematics and science education at primary school level in Kenya. Head teachers' capacity is enhanced for them to supervise implementation of the SMASE programme. However, the duration of training is usually a day.

According to KESI (2011) Diploma in Education Management for primary school head teachers is the most current INSET programme for head teachers. Some of the objectives of the programme are:

- i. To enable public primary school head teachers to manage institutional resources with accuracy and prudence.
- ii. Transit from being managers to leaders.
- iii. Enhance commitment to professionalism and integrity in service delivery among others.

The purpose of Diploma in primary Education management is to enable head teachers to be effective and efficient in order to make optimum utilization of resources and create a favourable environment in the school for productivity. The In-service course objectives are quite good as they are based on training needs assessment conducted by KESI. However, the modes of delivery i.e. open Distance Flexible Learning (ODFL) is likely to hinder achievement of the objectives. Some of the head teachers may not be comfortable with the mode as they may not grasp the key concept of the course. Most of the objectives are general and hardly related to the study's research topic i.e. curriculum supervision training needs of public primary school head teachers.

Lydia and Nasongo (2009) on their publication on role of head teachers in academic achievement in secondary schools in Vihiga Kenya, observe that the success of what is done in a school is attributed to the head teacher. The head teacher is the pivot around which many aspects of the school revolve. According to these scholars, schools can make a difference to student achievement and the head teacher's leadership is one factor determining that success. The study found that head teachers who applied quality improvement measures recorded success in their schools. Lydia and Nasongo (2009) focused on secondary schools. However, their study explains the effectiveness of head teacher in determining success of a school thus relevant to this study. They also noted that head teachers in the schools they studied applied quality improvement measures that contributed to the success of their schools. Capacity building of teachers was one of the quality improvement measures that the head teachers used in enhancing students achievement.

According to UNESCO (2010); educational quality mostly depends on pedagogical processes in the classroom and that learner's achievements or learning outcomes rely on knowledge, skills

and attitude and commitment of teachers who are in control of pupils learning outcomes. The UNESCO report is quite relevant to the study as it outlines knowledge, skills and disposition for the teachers in line with learning of pupils, but it hardly mentioned the role played by the head teacher in influencing the learning outcomes by interacting with teachers in the capacity building process. That is the gap the current study had to fill.

2.1.2 Actual Knowledge, Skills and Attitudes of Head Teachers in Capacity Building

The researcher reviewed literature on actual capacity building knowledge, skill and attitudes possessed by head teachers. Westbrook et al., (2013) found that teachers who promoted an interactive pedagogy also demonstrated a positive attitude towards their training and the student saw teaching and learning as interactive and communicative process. Westbrook et al study is quite relevant to the current study as it points out attitude of teachers towards in-service training. However, in the current study the researcher focused on attitude of the head teachers towards capacity building and this is where in-service training falls. Rotich (2015) in his study in Longisa Division, Bomet County established that instructional supervision practices were influenced by head teachers' in-service training and concluded that head teachers INSET is critical in curriculum supervision. Rotich observed that 66.7% of his respondents indicated that INSETs equip them with relevant Knowledge, skills and attitudes that enhanced their roles in curriculum supervision. Rotich's study is quite relevant to the current study as it addressed factor influencing public primary schools head teachers' instructional supervision practices in Bomet County. However, the current study addressed curriculum supervision training needs of public primary schools head teachers.

2.1.3 Discrepancy between Ideal and Actual Knowledge, Skills and Attitudes /Training Needs for Head Teachers in Capability Building

Cole (2002) views training needs as any shortfall in employee performance or potential performance which can be remedied by appropriate training. Cole observes that there are many ways of overcoming deficiencies in human performance at work and training is only one of them. Nyangeri et al., (2011) noted that before any training programme is undertaken, it requires that a need assessment be done to clearly determine the specific competencies that one need to be equipped with. In the current study the researcher did not deal with identification of inefficiency in work place in general but assessed curriculum supervision training needs in a primary school setting. Figure 2.1 was adopted from Cole (2002) to guide the researcher in understanding and identifying the training needs of the head teachers.

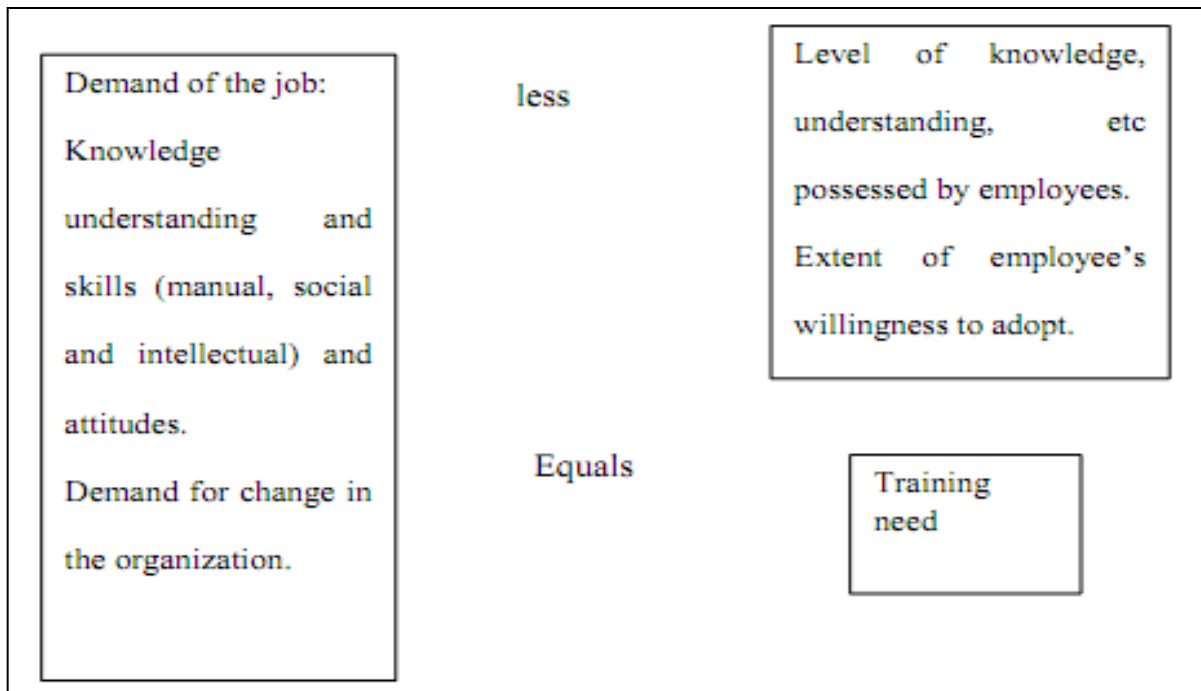


Figure 2.1: The Training Need Equation

Apart from Cole (2002), Kaufman (2011) needs and needs assessment model is explained and illustrated in the subsequent paragraph. According to Kaufman (2011) need can easily be confused with want. According to Kaufman's model, the word need is used as a noun and not as a verb and he defines need as a gap in results and not a gap in means or resources. Kaufman view a problem as a need chosen for reduction or elimination, and he says that in management it is important to define the gap in results before coming up with means to close the gap. He says identify needs, then consider and select the means to close those gaps in results. The model is illustrated in Figure 2.2.

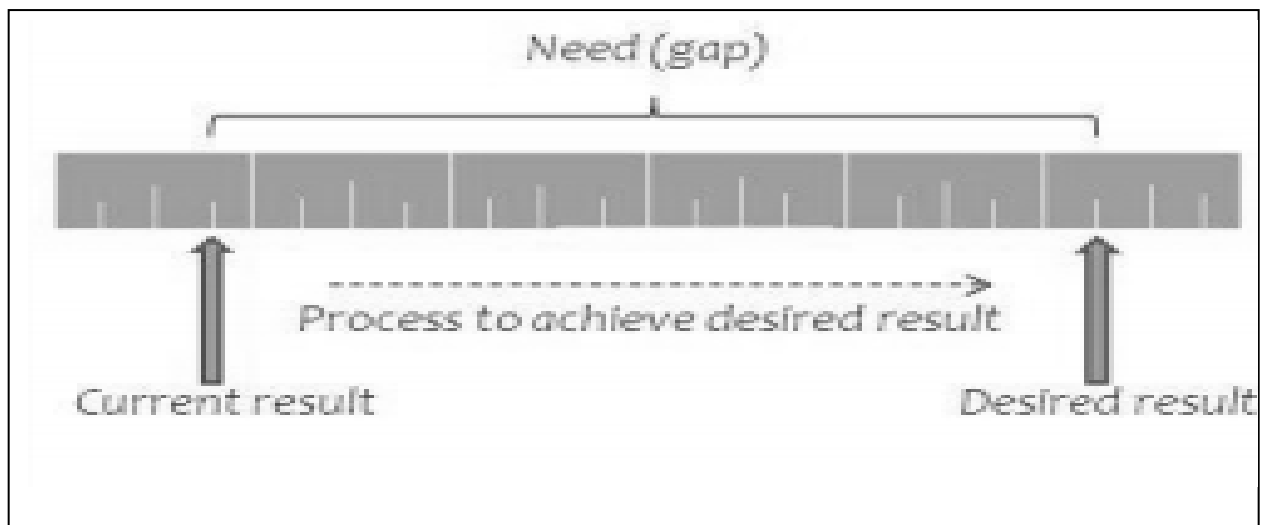


Figure 2.2: Relating Needs to Discrepancies; i.e (between what is /current results and what should be / desired results). Source: Kaufman (2011).

Saleem (2007) refers to training needs assessment as needs analysis which he defines as a series of activities conducted to identify problems and other issues in the work place and to determine whether training is an appropriate response. Barbazette (2006) share similar view with Saleem except he says that the need can be a desire to improve current performance or to correct a deficiency. According to Barbazette a deficiency in a performance that does not meet the current standard i.e. there is a prescribed or best way of doing a task and variance from

it is creating a problem. Barbazette's concern was methods, tools and techniques of doing TNA in business/ industrial sectors in U.S.A. According to Saleem needs analysis is usually the first step taken to cause a change. On techniques for determining specific training needs, Saleem says there are a number of practical methods that work well in given circumstances and that none of the methods can stand alone. Saleem advises that always at least two methods to be used in order to validate findings. Saleem recommends various methods should be used when conducting needs assessment. However the methods used by the researcher that were recommended by Saleem were: questionnaires, document analysis guide and interview methods.

Obanyi (2006) studied training needs among primary school head teachers in Kuria District. He found out that head teachers had problem in managing teaching staff. In essence a head teacher is supposed to provide effective curriculum leadership. Also Obanyi identified training needs among the head teachers in line with curriculum and instruction supervision. However, the aforesaid training needs observed by Obanyi were not directly linked to capacity building; they were concerned with general curriculum supervision and management of staff. In this particular objective of the study the researcher focused on training needs in line with capacity building which is an element of internal curriculum supervision. Saitaga (2015) in his study in Laikipia North Sub-County, Kenya also noted that head teachers and teachers had no in-service training on instructional supervision since graduating from college. This implies that the head teachers, their deputies and senior teachers were not well equipped with supervisory skills necessary for effective curriculum supervision. Saitaga (2015) study focused on school based factors that influenced head teacher's instructional supervision in public primary schools unlike the current study that sought to establish the discrepancy between the ideal knowledge, skills and attitude of public primary school teachers in capacity building of the key stakeholders.

2.2 Ideal and Actual Knowledge, Skills and Attitude of Head Teachers in Preparation of Professional Documents

The researcher reviewed literature on ideal, actual, knowledge, skills and attitude for/of head teacher in preparation of professional documents. Also the literature is reviewed on the discrepancy between the ideal and actual knowledge/skills and attitudes in preparation of professional documents.

2.2.1 Ideal Knowledge, Skills and Attitude for Head Teachers in Preparation of Professional Documents

Review of literature on content for head teachers INSET courses revealed that designers of such courses tended to address factors to consider when preparing for teaching, the process of preparing for teaching, preparing good schemes of work, aspects of good scheme of work, preparing good lesson plan, teaching and learning strategies, evaluation of teaching and learning. These are necessary professional knowledge and skills that a head teacher is expected to possess in order to be able to provide effective curriculum leadership in a school. However, what the organizers of such INSET programmes fail to take into consideration is the proper analysis of training needs as mentioned in the background of this study by Fullan. The designers of INSET Courses also fail to look at attitudes of individual head teachers in acquiring and implementing what they have learnt in the in-service courses. That is the gap that the current study sought to bridge in line with the ideal knowledge/skills and attitude possessed by head teachers in preparation of professional documents.

KESI (2011) says that a head teacher plays important role in curriculum implementation for example syllabus interpretation knowledge and skills should be possessed by the head teacher. A

head teacher without such knowledge and skills may not be able to assess standards being achieved by learners. Knowledge of national goals and objectives of education at Primary school level and subjects is quite necessary for a head teacher to possess in order for the head teacher to advise teachers on preparation of schemes of work.

Republic of Kenya (2004) like KESI (2011) equally stresses importance of head teacher possessing knowledge, skills and positive attitude on preparation of professional documents such as schemes of work, lesson plan, record of work covered among others. The head teacher is expected to make teachers know the importance of effective preparation as the beginning of effective teaching. TSC (2015) says that a head teacher should ensure that teachers maintain professional records such as schemes of work, lesson notes, record of work covered and pupil's progress records. The researcher noted that the Republic of Kenya (2004), KESI (2011) and TSC (2015) were concern with what a head teacher should do in preparation of professional records but hardly mention ideal knowledge/skills and attitude head teacher should possess in order to perform curriculum supervision task effectively and that is the missing link that the current study pursued.

Nzambi (2012) reviewed literature on instructional supervision and noted that instructional leadership functions are rare in developing countries and that Principals are likely to favour management and administration (Chapman and Burchfield, 1994). According to Chapman and Burchfield (1994) Ghana in West Africa seems to be exception among African countries, its principals perceived their roles in curriculum supervision to include helping teachers to apply new pedagogical approaches in teaching and learning process. Nzambi observed that instructional effectiveness is related to students' academic achievement and that in Kenya, roles

of head teachers in curriculum supervision includes: checking schemes of work, checking lesson books, record of work covered, class attendance registers and clock in clock out.

Nzambi's Study in Kitui is quite relevant to the current study as it links effective instructional supervision and academic achievement in secondary school. Factors that influence effective implementation such as learning resources and effective internal supervision of curriculum are addressed in the study. However, in Nzambi's study emphasis is given to perception of teachers on head teachers' roles in curriculum supervision. In the current study unlike Nzambi's the researcher focused on perception of head teachers themselves concerning their ability and attitudes in line with the preparation of professional documents.

TSC (2013) emphasizes adequate preparation of professional documents such as lesson plan schemes of work among others. Besides adequate preparation of key professional documents effective coverage of syllabus on time is equally stressed by TSC in its regulations that head teachers should reinforce in the process of curriculum implementation. According to TSC (2013) the following key professional documents are mandatory for the relevant cycle of education: Schemes of work, lesson plan, learners' progress and record of work covered. Therefore it's the responsibility of a head teacher to supervise curriculum effectively for pupils to realize quality education. Saitaga (2015) says that head teacher must check the teaching standards in reference to schemes of work, lesson plans, and record of work covered; ensure duty attendance by teachers, and a class attendance by students. The head teacher is expected to keep proper records on the aforesaid aspects of curriculum supervision. According to literature reviewed on planning and preparation of professional documents, scholars argue that teachers can only work on plans they know about and that successful schools have teachers who are engaged in planning and decision making in line with institution's mission statement. Basing on review of literature,

MoEST (currently MOE) and TSC are the main source of curriculum supervision standards for head teachers in Kenya.

Likewise in Uganda, Kayiwa (2011) literature review revealed that MOE and Sports control curriculum supervision standards for head teachers. Review of literature reveals also that since independence, the MOE has taken measures that had been geared towards enhancing standards and quality of education offered in learning institutions. This is reflected in policy documents that focus on educational changes such as Ominde Report of 1964, the Gachathi Report of 1976, the Kamunge Report of 1988, the Sessional paper No 1 of 2005 among other policy documents. According to MOE (2008), the MOE has had concern on teaching standards by ensuring that teachers are equipped with knowledge and skills to be able to deliver curriculum effectively. The MOE's Policy on curriculum supervision standards and TSC regulation pertaining to curriculum implementation are quite relevant to the current study as one of the objectives was to establish discrepancy between the ideal and actual knowledge and skills possessed by head teachers in line with preparation of professional documents. However, TSC regulations on professional documents cover all teachers handling children at various levels of education cycles; the same applies to MOE policy on curriculum supervision standards. In this section of the current study the focus was curriculum supervision training needs of public primary school head teachers as pertains to professional documents preparation (i.e. deficit in curriculum supervision knowledge, skills and attitude of public primary school head teachers in preparation of professional documents).

Lydia and Nasongo (2009) noted that schools require good leaders to organize the process of teaching and learning to ensure the mission of the school is achieved. Musungu and Nasongo (2008) stated that the role of secondary school head teachers revealed that they supervised

teachers work by inspecting records such as schemes of work, lesson books, record of work covered, class attendance records and clock in clock out book. Nyagosia et al., (2013) study established that head teachers frequency of internal supervision contributed towards better performance. Ngala and Odebero (2010) view the role of a head teacher as Quality Assurance Officer who should ensure that teachers employ modern methods in teaching, Ngala & Odebero (2010) spells out duties of a head teacher as curriculum supervisor as: checking professional records such as schemes of work, record of work covered, students marks, attendance register, teacher appraisal, evaluation of pupils among others. These views concur with others previously mentioned on preparation of professional documents. However, in this current study the researcher established the discrepancy between ideal and actual knowledge, skills and attitudes possessed by the head teachers on preparation of professional documents which the literature reviewed hardly mentioned.

Hardman points out six effective teaching behaviours that a head teacher should be conversant with in order to carry out effective monitoring of teacher preparedness to teach. One of them is teacher should be able to use visual aids and locally produced learning materials (Hardman, 2015). OECD study observed that high performance education system provide opportunities for teachers to work together on issues of instructional planning and mentoring or peer coaching enhanced among teachers. OECD study on instructional planning is quite relevant to the current study as it outlines what is practiced in ideal situation. However, it hardly mentioned the role of head teachers in instructional planning. In the current study the researcher focused on the ideal knowledge, skills and attitude of the head teachers in the preparation of professional documents.

2.2.2 Actual Knowledge, Skill and Attitude of Head Teachers in Preparation of Professional Document

A study by Mobegi et al., (2010) observed that over 80 percent of public secondary schools head teachers preferred the use of written records such as schemes of work, record of work covered, progress records and class attendance registers in their supervision of curriculum. In addition to that data indicated that less emphasis was given to self-appraisal and less than 50 percent undertook class visits and observation. Though the study focused on secondary schools head teachers it was relevant to the current study as it outlined behavior of head teachers concerning internal supervision of curriculum. Mobegi et al., (2010) study focused on strategies used by head teachers in general to enhance quality education through internal supervision of curriculum. In the current study the researcher sought to find out curriculum supervision training needs pertaining to actual knowledge, skills and attitudes of primary head teachers in monitoring teachers' preparation of professional records.

2.2.3 Discrepancy between Ideal and Actual/Training Needs for Head Teachers in Preparation of Professional Documents

Mobegi et al., (2010) investigated challenges head teachers faced in attempt to promote quality education in their schools. The findings of the study showed that head teachers' curriculum supervisory methods were limited to checking of teachers' professional records and less emphasize to departmental supervision, self-appraisal and finding out effectiveness of teaching in the classroom. Mobegi et al study concluded that the head teachers used inadequate methods for supervising teachers in preparation of professional documents and that the head teachers preferred to rely on written records to establish the quality of education. According to the study

the head teacher in the sampled schools in Gucha District did not play effectively their supervisory roles as internal quality assurance officers and ensure that appropriate modern teaching methods were used in secondary schools. Mobegi et al study is relevant to this section of the current study as it explains discrepancy noted in the way head teachers handled issues pertaining to internal supervision of curriculum especially planning and implementation of professional documents such as schemes of work. Little attention was given by head teachers to actual work done by head teachers in the classroom other than checking the written work and quality of teaching/ learning gauged on that. Mobegi et al focused on secondary schools head teachers. In the current study the researcher focused on discrepancy between ideal and actual knowledge, skills and attitude possessed by primary head teachers in preparation of professional documents.

2.3 Ideal and Actual Knowledge, Skills and Attitude of Head teachers in Instructional Resources Mobilization

The researcher reviewed literature on ideal, actual and training needs on instructional resources mobilization knowledge, skills and attitudes for/of head teachers.

2.3.1 Ideal Knowledge, Skill and Attitude for Head Teachers in Resource Mobilization

Oxford Advanced Learners' Dictionary (2010) defines the term mobilizes as to work together in order to achieve a particular aim or to organize a group of people to achieve an objective. According to the Dictionary word mobilize also means to find and to start to use something that is needed for a particular purpose. In other words it means to marshal.

In this study the second meaning of the word mobilizes is relevant. Instructional resources mobilization means providing or supplying as well as controlling/ maintaining to enable a school

achieve its mission. TSC (2015) outlines maintenance of institutional resources as one of the key responsibilities of head teachers in order for a school to provide quality education. However, TSC (2015) hardly mentioned qualities a head teacher should possess in order to perform the task of maintaining institution's resources. A gap the current study sought to fulfill by identifying ideal knowledge, skills and attitude for head teachers in instructional resources mobilization. According to the literature review mobilization also involves the mode of procurement and acquisition of the material resources available to the institution, the maintenance of the resources against misuse as well as updating.

According to Wango and Gatere (2013); the government through MOE develops procedures including manuals to guide head teachers on various management roles. In addition to that MOE in the past organized INSET programmes for head teachers to equip them with knowledge and skills on effective management aspects. Wango and Gatere points out that constitution of Kenya (2010) embrace financial management and procurement as important component in management of public institutions; educational institutions inclusive. Wango and Gatere ideas are quite relevant to this study as the paper focused on effectiveness of financial management and procurement in learning institutions. However, the paper addresses procurement in general unlike the current study that focused on the ideal knowledge, skills and attitude for head teachers in instructional resources mobilization in primary schools.

Otunga et al., (2008) identify lack of resources as one of the challenges facing the head teachers in Africa. KESI (2011) says that head teachers are expected to be conversant with legal framework of procurement, particularly the information in the public procurement and disposal Act, 2005 and regulations 2006. Also head teachers should be familiar with content of KESSP public procurement Manual for Schools and colleges (2009). In addition to that a head teacher

should acquire the instructional resources and to ensure that they are used effectively, learners' needs assessment is necessary for effective provision of instructional resources. KESI view the role of a head teacher in a similar way to Republic of Kenya (2004) as far as mobilization of resources is concerned. Republic of Kenya says that it's the responsibility of a head teacher to avail teaching/learning resources except where a teacher is supposed to improvise from the environment.

According to KESI a head teacher should mobilize instructional resources such as the chalkboard, textbooks, workbooks, reference books among others in to enhance learning in a school. The researcher noted that KESI addressed comprehensively resources mobilization in head teachers' in-service course programme. However, what is not clear is whether all head teachers implement effectively the knowledge and skills acquired through KEMI training. Besides that KESI (2011) explains generally the role of head teacher in resource mobilization unlike the current study that focused on the ideal knowledge/skills and attitude for head teachers in instructional resources mobilization.

According to Kegode (2012) proper management of text books or instructional materials is important in a school for an institution to enhance quality of education. Head teachers are expected to possess knowledge, skills and right attitude in order to enable a school to acquire and manage text books and other instructional resources. Kegode says that all those people involved in management of instructional resources should undergo thorough in-service training so that they are empowered to implement MOE guidelines on acquisition of instructional materials. Especially the head teachers should possess knowledge, skills on the process of selection, procuring acquiring, use and maintenance of school instructional materials.

Ngaroso (2008) says that for effective teaching to take place in a school instructional materials such as textbooks, exercise books teaching aid and teachers guide, should be readily available in a school. The author of the current study noted that Kegode's study tended to emphasize on acquisition and management of text books while exercise books and teaching aids which are also procured by head teachers are not emphasized. In the current study the researcher focused on instructional resources comprehensively and not just the text books and more so the mobilization aspect prioritized, which also incorporate management and acquisition of the instructional resources for head teachers to manage effectively human and other resources in schools (Lydia and Nasongo, 2009).

As concerns acquisition of instructional materials in basic education institutions, TSC (2013) says that it's the responsibility of head teacher to ensure that teachers have adequate instructional materials and curriculum implementation documents such as Syllabus, circulars among others in order to implement curriculum effectively. TSC regulation concerning instructional material is quite appropriate to this study as the study focused on instructional resources mobilization knowledge, skills and attitudes of head teachers visa-avis the actual. The researcher noted that TSC which is the employer of head teachers hardly assesses the needs of its employees before delegating to them certain responsibilities such as the one public primary school teachers are expected to perform on instructional resources mobilization for schools to have adequate instructional materials. That was the gap the current study sought to bridge.

2.3.2 Actual Knowledge Skills and Attitude Possessed by Head Teachers' Instructional Resources Mobilization

Instructional resources mobilization is an aspect of procurement in an institution therefore KESI (2011) information on legal framework is quite ideal. Community mobilization concept is quite relevant to the head teachers as head teachers are expected to bring together the members of the community who are also the stakeholders, to work towards achieving the vision, goals and objectives of the school (Republic of Kenya, 2004). Some of the courses recently organized by MOEST focused on school leadership which had an aspect of community mobilization of resources to enhance education. However what is not clear is whether all head teachers apply knowledge acquired through in- service courses to add value to their schools.

Bhatta (2000) did a study in Nepal on community mobilization in primary education and noted the following: In all areas community members had actively participated in generating resources, for example donating cash and providing construction materials and physical labour for school construction. In addition to that community based organizations and NGOs were also involved in the acquisition of resources for the schools. Bhatta says that participatory approach (strategy) was applied to create awareness in the community. For example literacy programs, local songs, dance, theatre and cultural activities were used to enhance community awareness.

The study done in Nepal on community resources mobilization for acquisition of primary education to some extent is relevant to the current study as it addresses strategies of community mobilization on provision of resources to primary schools besides FPE Policy in that country. Unlike Kenya Bhatta's study reveals that parents whose children learn in public schools were ready to support primary schools financially despite FPE policy.

Rotich (2015) evaluated effectiveness of KEMI Diploma in Education management training programme for public primary school head teachers in Bomet County. Resource management and procurement were some of the variables in the study. According to the results of the study head teachers had positive attitude towards the program and the variable effective resource utilization and management had a mean of 3.73 in the likert scale of 5 which was an indicator of good performance of the respondents in the resource utilization and management benchmark for good performance. The procurement process of goods and services had mean of 4.017. That implied that head teachers in Bomet County had benefitted from KEMI training programme and were doing well in the resource mobilization. However, the study in Bomet did not focus on instructional resources mobilization. Rotich (2015) dealt with resource management in general. In the current study the focus was instructional resources mobilization. That is to establish discrepancy that exists between ideal and actual knowledge, skills and attitude possessed by head teachers. Kegode observed the following as actual knowledge, skills and attitude possessed by head teachers in line with acquisition of instructional resources: head teachers adhered to MOE guidelines on textbooks and were able to empower as well as liaise with school instructional materials selection committee members in dealing with procurement of textbooks and they consulted MOE officials at District level.

A study in Kitui Kenya by Nzambi (2012) on head teacher's roles in instructional supervision noted that all head teacher accepted responsibility of providing learning resource. However, provision of adequate textbooks was one of the challenges head teachers faced. UNESCO (2005) says that provision of instructional materials including textbooks was one of the major achievements of FPE programmes in Kenya. However, UNESCOS views are contrary to SACMEQ (2011) which disclosed that some head teachers had the tendency to collude with

book sellers to misappropriate FPE funds. On actual knowledge and skills of head teachers on procurement, Odhiambo (2009) observed that in-service courses provided to head teachers were not adequate for effective management of FPE funds. Although Odhiambo's study is relevant to the current study, however the focus of the current study was on instructional resources mobilization compared to Odhiambo's which was purely on management of FPE funds. Financial management was just an element of the current study.

KNEC (2010) observed that most head teachers expressed an above average satisfaction with in-service training, however a considerable proportion 14 percent said financial management training had no impact on their practice. KNEC study recommended the financial management training to be strengthened for head teachers. Study on financial management cited in KNEC (2010) is relevant to the current study, however; financial management was not the main focus, the area of concern was on actual knowledge, skills and attitude possessed by head teachers on instructional resources mobilization which without finance may not be achieved.

2.3.3 Discrepancy between Ideal and Actual Training Needs of Head Teacher's Resource Mobilization

Concerning attitudes of head teachers towards acquisition of instruction materials SACMEQ (2011) study discloses that there are strong indications that some school heads and textbooks sellers still collude to appropriate FPE funds using all sort of corrupt tricks.

Odongo (2009) says that major challenge is experienced by head teachers in procurement of instructional material in Uganda are: identification of official text books and stationery suppliers, documentation and delayed payment. Odongo says that head teaches had problem of record keeping. In other words according to Odongo head teachers in Uganda had not mastered the

Science of documentation. UNESCO (2005) expressed concerns that the procurement procedures were cumbersome and time consuming. Odhiambo (2009) did research in Rachuanyo District on management of FPE and found out that head teachers had challenges such as budgeting, procurement, trial balance preparation, accountability on school financial management and annual certification of financial records.

Edho (2009) study in Nigeria observed inadequate provision of facilities in primary schools which adversely affected quality of education offered in primary schools in Delta state in Nigeria. Some of the challenges observed by Edho were: insufficient teachers' guidelines, teaching aids, sport equipment, poor maintenance of school records and non budgetary provisions among others. Edho's study is quite relevant to the current study as it touched on what the researcher referred to as instructional resources. However, the current study focused on instructional resources mobilization knowledge, skills and attitude possessed by the head teachers.

In Emuhaya Sub-County Odongo (2014) had contribution of head teachers teaching/learning resources as one of the objectives of his study. Odongo found that the head teachers contribution, provision and use of teaching and learning resources were low at inter-quartile range of 2.0. Odongo's study is parallel to Kegode (2012) study in Kakamega South of head teachers who experienced a problem in management of textbooks due to heavy work load in primary schools. Odongo's study focused on contribution of head teachers in acquisition of teaching/learning resources. In the current study the researcher focused on instructional resource mobilization in primary schools which had similarity to Odongo's study. However, in the current study the researcher went further to identify training needs of head teachers in line with instructional

resource mobilization which Odongo did not address. Odongo only focused on head teachers' contribution to teaching and learning resources.

On mobilization/training needs, Kegode (2012) study on management and strategies head teachers applied in acquisition of textbooks in Kakamega South District observed that there was a problem in management of textbooks due to heavy workload in primary schools. Other factors that adversely influenced instructional resources mobilization in Kakamega South were: lack of proper measures to deal with disasters, lack of proper storage facilities and lack of co-operation from parents. Odhiambo (2009) did research in Rachuonyo District on management of FPE and found out that head teachers had challenges such as budgeting, procurement, trial balance preparation, accountability on school financial management and annual certificate of financial records.

2.4 Classroom Observation Knowledge, Skills and Attitude of the Head Teachers

Under this section the researcher reviewed literature on ideal knowledge, actual and training needs, skills and attitudes by head teachers with regards to classroom observation. Literature reviewed comprised of descriptive and empirical studies.

2.4.1 Ideal Knowledge, Skills and Attitude for the Head Teachers in Classroom Observation

Curriculum scholars consider classroom observation as an important aspect of curriculum supervision. According to MOEST (2000), classroom observation is valuable tool for monitoring both teaching and learning; therefore skills on classroom observation should be possessed by head teachers. MOEST observed that classroom observation should not be regarded as an

opportunity to criticize or catch teachers out but should be perceived as a form of teacher support. MOEST asserts that classroom observation should be used to increasing performance.

Increasing performance summarized as: determining needs, support programmes and to improve teaching and learning. A head teacher is expected to identify needs of staff and pupils. It is important for a head teacher to organize INSET activity for his or her staff. Such programmes comprises of an induction programme for newly qualified or newly deployed staff or short workshops to look at a particular concern of a school. Therefore classroom observation knowledge, skills and right attitude should enable a head teacher to plan for school based INSET.

According to Buregeya (2011), lack of effective supervision in Uganda schools had made some teachers no to regard teaching as a desired career and ever take it for granted. Buregeya in his study reviewed literature on supervision of schools in Uganda both internal and external and points out that lack of close supervision as one of the challenges in implementation of Universal Primary Education (UPE) programmes in Uganda. Buregeya's study is quite relevant to this study as it focused on general school supervision as well as instructional supervision. However, Buregeya did his study on supervision at secondary school level. In this study the researcher focused on curriculum supervision training needs of primary school head teachers. TSC (2015) says that head teachers should have specified teaching load in school and at the same time should monitor teaching/learning in classroom. That implies that a head teacher should possess qualities to enable him/her perform classroom observation task effectively. Wanzare (2013) points out that internal instructional supervisor should possess ability to lead by example as one of the attributes, in addition to supervisory skills. He says that instructional supervisors must be highly skilled in their supervisory responsibilities.

Republic of Kenya (2004) says that effective learning takes place when there are no barriers to learning and when the learners are prepared to take part in the learning process. A head teacher is to support teachers in order to enable them to identify and build on learners abilities. A head teacher according to the Republic of Kenya should be familiar with the teachers' limitation in handling learners in the classroom. Also a head teacher should have skills to enable him or her tell whether there is effective learning in class. Republic of Kenya (2004) publication on school empowerment programme for primary school teachers observed that teachers should make learners ready to learn and that it's the responsibility of a head teacher to tell whether teachers are making learners ready to learn or not. The Republic of Kenya (2004) outlines the Principles of curriculum supervision that head teachers are expected to study: the characteristics of effective teacher, what makes effective learning, developing professional skills of teachers, motivating teachers and pupils, developing creativity, encouraging and improvisation. The Republic of Kenya also views curriculum supervision from two different perspectives; namely:

- (i) A process of overseeing and ensuring curriculum implementation. That implies that the head teacher articulates the objectives and goals of the school and is a specialist in the curriculum areas offered in implementation, i.e. direct, control, report and command teachers and learners. Such behavior of a head teacher may be viewed by teachers as dictatorship which may affect curriculum implementation adversely.
- (ii) Helping and guiding teachers and learners in curriculum implementation. The second approach to curriculum implementation seem to be better than the first one as the head teacher's role is that of a facilitator, supporter, a guide and an assistant both to the teachers and the learners in order to grow professionally.

According to Memon et al., (2006), head teacher should possess knowledge, skills and attitude in line with classroom observation such as: effective pedagogical leadership in order to assist teachers in the process of teaching/learning. In order for a head teacher to carry out effective classroom observation he/she should be able to be conversant with what makes effective teaching and learning practices. For example a head teacher should be familiar with interactive strategies such as reciprocal teaching, collaborative group work and peer tutoring. A head teacher should hold the attitude that high quality classroom talk or interaction promote understanding, increases learning and boosts learning outcomes (Hattie, 2009).

Hardman says that a head teacher should be familiar with what should be observed in a classroom during classroom observation for example task performed by the pupils or activity, classroom interaction, assessment and others. Hardman noted that the head teacher should be in a position to identify what makes interactive pedagogy especially providing feedback, sustaining attention, inclusion in the classroom, creating a safe environment in which each learner is supported in the learning process and understanding learner's background and experience. The aforesaid literature on classroom observation knowledge, skills and attitude for head teachers consider generally what head teacher should do in carrying out classroom observation. However, no mention of standards set for head teachers in classroom observation and that gap was identified for the current study.

2.4.2 Actual Knowledge, Skills and Attitudes Possessed by the Head Teacher in Classroom Observation

Memon et al., (2006) say that head teacher should possess knowledge and skills to enable him/her monitor teaching and learning in classroom and give feedback to teachers. In Karachi, a

developing country like Kenya Memon et al., (2006) observed that after head teachers undergoing capacity building they exhibited qualities of effective school leadership such as able to tell what makes a good lesson from the point of view of the learner, importance of clear lesson objectives pace in lesson development, differentiation of tasks to match students intellectual capabilities and acknowledgment of a variety of learning style and students motivation (Memon et al., 2006).

In addition to that Memon et al., (2006) observed that head teachers had positive attitude towards training that helped them to be good pedagogical leaders. Memon et al., (2006) study relevant to the current study but deals with classroom observation for head teachers without considering their curriculum training needs in line with classroom observation and that is the gap the current study aimed at bridging.

Buregeya (2011) study in Entebbe Municipality Wakiso District in Uganda finding indicates that 64.3% of head teacher's routine check their teacher's pedagogic documents and as a practice to teacher supervision while 57.1% of head teachers informally visited their teachers during classroom instruction. The study observed moderate correlation between secondary school head teachers supervisory practices and teachers work performance. Buregeya's study embraced quantitative and qualitative methods with a descriptive correlation research approach and Pearson head teacher's supervisory practices and teachers work performance. According to Buregeya head teachers in the private secondary schools in Entebbe Municipality did general and informal supervision at the expense of instructional or formal classroom observation. Mobegi et al., study in Gucha District noted that head teachers in Secondary were reluctant in carrying out classroom observation to determine teacher's effectiveness in delivery of curriculum. This is parallel to Buregeya's observation in Entebbe Municipality secondary schools. Both Mobegi and

Buregeya generally observed behavior of head teachers in classroom observation without focusing on their classroom observation training needs which the current study sought to accomplish.

Odongo's (2014) a study in Emuhaya Sub-County on head teachers contribution to the curriculum content delivery and provision and use of physical facilities as well as provision of teaching/learning resources as pertain to learning outcomes. Odongo's study adopted description survey design which has similarity to the current study. Likewise Odongo's study focused on contribution of primary school head teachers to quality of education in Emuhaya schools which to some extent similar to the current study which focus on curriculum supervision training of head teachers in Bungoma West Sub-County. Odongo observed that head teachers contribution to internal quality assurance was low and recommend that head teachers should step up their internal supervision mechanisms in order to enhance quality. However, Odongo concentrated on contribution of head teachers towards internal supervision of curriculum in line with quality of education in schools in Emuhaya, in the current study the researcher focused on training needs of primary school head teachers in line with classroom observation.

2.4.3 Discrepancy between Ideal and Actual Training Needs of Head Teachers in Classroom Observation

Buregeya (2011) in a study in Entebbe Municipality Wakiso District Uganda found that head teachers in private secondary schools did not carry out instructional supervision although they did some informal classroom visit. In other words classroom observation was minimal in private secondary school except head teachers did informal classroom observation. Buregeya's study further indicates that proper classrooms observation was lacking in private secondary schools in

Entebe Municipality. Also the study indicates that head teachers were unaware of their job description and not given support to practice instructional supervision. Buregeya's finding is parallel to Thiongo (2000) study in Nairobi who observed that head teachers were not quite clear or certain about their supervisory duties compared to administrative duties which they were conversant with.

Odongo's study established a discrepancy in head teacher's contribution in curriculum delivery. The low contribution to curriculum content delivery was rated at inter-quartile range of 2.4 in the likert scale of 5. The researcher noted that Odongo's study focused on internal quality assurance of head teacher in general. In this current study the researcher focused on an aspect of internal quality assurance, the classroom observation. The current study is also different from Odongo's study as it focused on curriculum supervision training needs of head teachers and not just perception of head teachers to quality education.

Kipruto et al., (2007) observed that introduction of FPE in January 2003 led to a drastic increase in pupil enrolment from 5.9 million children to 7.2 million. That posed a serious challenge to primary school head teachers without prior preparation many head teachers found it difficult to balance administrative duties and their teaching roles in the classrooms. Kipruto et al., study is relevant to this study in that it points out challenges head teachers in public primary schools experience in performance of duties which to some extent contribute to low learning outcomes. This study hardly differentiates head teachers' curriculum supervision roles from other school administration tasks. Therefore the current study sought to establish discrepancy between the ideal and actual knowledge, skills and attitudes of head teachers in regard to the five components of curriculum supervision addressed in the study's objective.

Thiong'o (2000) research in Nairobi on teachers' perception of supervisory practices reveals that head teachers were conversant with their administrative duties while they were not quite clear or certain about their supervisory duties. The same has been observed by curriculum scholars in the developed world where head teachers were found to be comfortable with educational leadership than with instructional leadership. (Chell, 1995). Thiong'o (2000) observed inadequacies in supervisory practice especially in relation to communication, curriculum instruction and motivation. Thiong'o recommends that head teachers are given formal training in supervision to improve. He says that the supervision of instruction involves the head teachers in a number of activities or tasks such as classroom visitation, individual teacher conferences and consultative meetings and in-service programmes all geared towards improving the conditions that surround learning and growth of pupils and teachers.

Ngome (2014) addressed educational matters affecting quality education in the entire Bungoma. Concerning classroom observation it was noted that head teachers failure to monitor teacher attendance and quality of teaching that takes place, teaching approach used by teachers in most of the schools consisted of teacher-centered, lecturing style instruction that enhanced passive learning which tended to limit critical thinking as well as creativity, irregular school attendance by both teachers and pupils adversely affected syllabus coverage and teachers present in school but did little interaction with children in classroom apart from keeping themselves busy by correcting pupils' written.

In the current study the researcher focused on Bungoma West Sub-County. However, most of the issues addressed by Ngome (2014) were relevant to the current study. However, some of the issues addressed were based on generalization and lacked appropriate solution for the Sub-County. Therefore the researcher decided to pursue the study on curriculum supervision training

needs in Bungoma West Sub-County in order for the truth to come out clearly about internal supervision of curriculum. Ministry of Education Report on standards assessment in Bungoma West Sub- County in the year 2010 noted the following weaknesses in the five schools that had performed poorly in KCPE exam in the year 2009: most of the teachers were found to be ill prepared and lacked professional documents such as lesson plan, schemes of work, pupil's progress records and record of work covered. Teacher centered approach and lecture methods were dominantly used to deliver curriculum, some of the teachers used text books to teach instead of preparing lesson plan and lesson notes among other.

Teachers relied on commercial examination to test pupils rather than preparing school based examinations. The Quality Assurance Officers attributed the aforementioned weaknesses to the head teacher's failure to supervise curriculum effectively. The quality assurance report is quite relevant to the study as it revealed the weaknesses in curriculum supervision in the Sub-County. The information enabled the researcher to reflect on the training needs of head teachers in the Sub-County. However, the National Quality Assurance Officers' Report focused on five schools that did not do well in KCPE exam in the year 2009. The report inspired the researcher to carry out the study to establish whether most of the head teachers in the Sub- County could be experiencing curriculum supervision problems identified by the MoEST officials (MOE, Assessment Report 2010).

2.5 Learners Assessment Knowledge, Skills and Attitude of Head Teachers

The researcher reviewed literature on ideal, actual and training needs knowledge, skills and attitude for/of head teachers on learner's assessment in line with curriculum supervision training needs in primary schools.

2.5.1 Ideal Knowledge, Skills and Attitudes for Head Teachers in Learners' Assessment

Head teachers are expected to possess knowledge and skills on assessment of learning skills for example planning and target setting, listening, developing the desire to succeed, evaluation, active method of work, revision examination techniques among others. Frequent monitoring of students progress is a factor cited by Nyagosia et al., (2013) that determine better achievement in national examinations.

According to Nyagosia et al., (2013) in the effective school, student progress on the essential objectives is measured frequently. Monitoring frequently and those results of those assessments are used to improve the individual student's behavior and performance. Education assessment is the process of documenting usually in measurable terms knowledge Skills, attitude and beliefs. Assessment can form an individual learner, the learning community (class, workshop or other organized group of learners). The final purpose of assessment practices in education depends on the theoretical framework of the practitioners and researchers, their assumptions and beliefs about the nature of human mind, the origin of knowledge and the process of learning.

According to Hornby (2010) the word assessment comes from the root word assess which is defined as to determine the rate or amount of (as a tax)...“Assessment in education is best described as an action to determine the importance size or value of”. The term assessment is generally used to refers all activities teachers use to help students learn and to gauge student progress (Hornby, 2010).

According to Hornby (2010), types of assessment are: Initial, formative and summative. Initial assessment also referred to as pre-assessment or diagnostic assessment. According to Hornby (2010), diagnostic assessment is conducted prior to instruction or intervention to establish the

baseline from which individual student growth can be measured. Formative assessment is generally carried out throughout a course or project. Hornby says that formative assessment is also referred to as educative assessment and it is used to assess learning. In an educational setting formative assessment might be a teacher (per se) or the learners providing feedback on a student's work and would not necessarily be used for grading purposes. Formative assessment can take the form of diagnostic standard tests.

Summative assessment is generally carried out at the end of a course or project in an educational setting. Summative assessments are typically used to assign students a course grade. Summative assessments are evaluative according to Hornby (2010), summative and formative assessments are referred to in a learning context as assessment of learning and assessment for learning respectively. Assessment of learning is generally summative in nature and intended to measure learning outcomes and report those outcomes to students, parents and administrators. Assessment of learning generally occurs at the conclusion of a class, course, semester, or academic year. Assessment for learning is generally formative in nature and is used by teachers to consider approaches to teaching and next steps for individual learners and the class. A common form of formative assessment is diagnostic assessment. Diagnostic assessment measures a student's current knowledge and skills for the purpose of identifying a suitable program of learning. Republic of Kenya (2008) views assessment as the measure of learner's attainment of knowledge, skills, values and attitudes during or after exposure to a learning experience. Assessment helps a teacher to know whether methods, teaching and learning resources used were appropriate or effective in the teaching.

Republic of Kenya (2008) recognized that there are different forms of assessment. These are:

- (i) Teacher made tests which comprises of; matching of pairs, Short answer questions, multiple choice questions, Essay questions, True or false and Filling in blanks.
- (ii) Oral questions part of assessment oral questions asked in class during a lesson help in finding out whether pupils are following or understanding the concepts being taught. Oral questions should be simple and short learning given time to think over time. Oral questions reveal a pupils ability to recall, apply and re-arrange concepts.
- (iii) Projects, these are activities assigned the learner to enable them apply the knowledge and skills acquired during the lesson. Example modeling physical features, drawing maps, constructing weather instruments...
- (iv) Observation this is done during a lesson or class or group discussions (Republic of Kenya 2008 p. 99).

The researcher noted that the literature reviewed in line the ideal knowledge, skills and attitude of the public primary school head teachers were concerned with the definition and various meanings of assessment in general. However in the current study the focus was on discrepancy between the ideal and actual knowledge, skills and attitude of public primary school head teachers in Bungoma West Sub-County.

2.5.2 Actual Knowledge Skills and Attitudes Possessed by Head Teachers in Learner's Assessment

Office for Standards in Education (Ofsted) in United Kingdom (UK) conducted a survey on how head teachers achieved success in running their schools. Ofsted (2012) Survey Report noted that head teachers ensured that teachers were monitored closely in order for them to assess learners in line with assessment strategies out lined in the schools' assessment programmes. The report also noted that head teachers in UK had the capacity to lead in drawing up school improvement plans

and that resulted into a better way for monitoring and evaluating learners. The Report observed that head teachers were able to organize their staff to analyze pupils' assessment data and the information used to track pupils academic progress. According to the Report head teachers were well equipped with knowledge, skills and attitude to explain to teachers the reasons for tracking pupils' progress. Ofsted Report also revealed that head teachers organized regular meetings to discuss learners' progress and to establish proper assessment system to determine learners' achievement. In addition to that the Report points out that head teachers in UK made teachers to be accountable to learners' achievement especially when assessment data showed low achievement of learners in academic work. Ofsted Report quite relevant to the current study as it outlines what head teachers in UK did in order to improve learning outcomes in their schools. Ofsted Survey Report examined the key steps taken by head teachers in schools that improved from satisfactory to good. This section of the current study looked at actual knowledge, skills and attitude possessed by the primary school head teachers on assessment of learners which Ofsted Report hardly mentioned.

2.5.3 Discrepancy between Ideal and Actual/Training Needs for Head Teachers in Learner's Assessment

Republic of Kenya (2008) noted that teacher have the tendency to buy exams instead of setting themselves. Also Nyagosia et al., (2013) pointed weaknesses in Kenyan assessment of learner's especially national examinations. According to these scholars intervention is lacking in Kenya assessment system to address the weakness portrayed by candidates before they take the natural examination. It was also noted by Nyagosia et al., (2013) that the country still use standardized tests as the main assessment method whose result are used for transition. Nyagosia et al., (2013) say that Kenyan assessment tests have been declared inadequate in measuring effective schools.

Assessment defined by the Republic of Kenya as a measurement of learner's attainment in knowledge skills, values and attitudes during or after exposure to a learning experience. It is the process of gathering, interpreting, recording and using information from pupil's responses for an educational purpose.

The research found definition of assessment presented by Republic of Kenya quite relevant to the study despite being used in line with social studies as a subject in the primary school curriculum. In the study the researcher was concerned with assessment of curriculum supervision training needs which involved collection of data and determining training needs among the head teacher in Bungoma West Sub-County. Otherwise the term assessment as used in the literature review refers determining learner's achievement after exposure to learning experience.

CHAPTER THREE

METHODOLOGY

3.1 Research Design

The research design was evaluative. A descriptive survey was suitable for the study as the researcher did not control any variables in the field. The phenomena were described as observed by the researcher. Descriptive survey according to Kombo and Tromp (2011) describes the state of affairs as it exists and the researcher reports the findings. The study observed a descriptive survey as the researcher obtained data from the respondents on their perception and opinion pertaining to discrepancy between the ideal and actual knowledge, skills and attitudes of public primary school head teachers on curriculum supervision aspects that were answered by the study's research questions.

3.2 Study Area

The area of the study was Bungoma West Sub-County. The Sub-County was established in the year 2009 from the larger Bungoma West. The newly created Sub-County retained the name Bungoma West with the headquarters at Sirisia town while the mother Sub-County assumed the new name Bungoma Central and it retained the headquarters at Chwele Market. Bungoma West has four administrative divisions namely: Sirisia, Malakisi, Namwela and Lwandanyi. However, educational administrative divisions are only two, Malakisi and Sirisia. In each educational division there are two educational zones. The zones are Sirisia Urban, Butonge, Namwela and Lwandanyi.

Geographically Bungoma West Sub-County is one of the nine Sub-Counties in Bungoma County which lies between latitude $0^{\circ} 25.3$ and $0^{\circ} 53.2$ north and longitude $34^{\circ} 21.4'$ and $35^{\circ} 4'$

East. A study by Broach (2009) found out that Bungoma West Sub-County experiences a number of challenges related to socio-economic development of the people such as: high poverty index of 47.3, increased number of orphans and vulnerable children due to Hiv/Aids prevalence. Broach also observed that many girls were dropping out of school due to economic and social factors. Concerning the INSET courses for head teachers, there was no proper basis for identifying curriculum supervision training needs for head teachers other than INSET course content based on whims of course organizers.

3.3 Study Population

In Bungoma West sub County, there were 81 public primary schools whose head teachers were the focus of the study. 10% of the number was used in the pilot study hence the sample size that remained for the study was 73. The purpose of choosing only the head teachers of public primary schools was to enable the researcher assess the discrepancy that exist between the ideal and actual knowledge, skills and attitudes possessed by the respondents (head teachers) in line with curriculum supervision training needs. Besides head teachers of public primary schools, education officers dealing with supervision of curriculum implementation in the Sub-county were included in the study. They comprised of: one Sub-County Director of Education (SCDE) and one TSC Sub-County Director (SCD). These officers provided data pertaining to knowledge, skills and attitudes possessed by head teachers in line with curriculum supervision training needs.

3.4 Sample and Sampling Techniques

Saturated sampling technique was applied in the study i.e. the entire population treated as a sample. Sample size comprised of 73 public primary school head teachers, one SCDE and one TSC SCD. Since the number was small the whole population was taken as saturated sample (Mugenda and Mugenda, 1999).

Table 3.1: Population Sample Frame

Population	Study population	Sample Size	Percentage (%)
Head teacher	81	73	87.65
DEO	1	1	100
TSC SCD	1	1	100

3.5 Research Instruments

3.5.1. Questionnaire for the Head Teachers

The main research instrument in the study was head teacher questionnaire. The head teacher questionnaire was preferred because it gave time to the participant to reason and react appropriately before responding to an item especially the open-ended questionnaire. Since the questionnaire does not require the respondent to write his/her name, it promotes honesty and unbiased answers. There was questionnaire for each category of respondents. The researcher used closed ended and open ended questionnaires (Mugenda and Mugenda, 1999). Questionnaire for the head teachers was used to collect data on knowledge, skills and attitude they possessed on the aspects of curriculum supervision training needs. Review of literature indicated that head teachers play vital role in determining learning outcomes, head teachers' curriculum supervision knowledge and skills play significant role in determining learners' achievement in education. Therefore other factors determining academic achievement are secondary hence were not considered for this study.

3.5.2 Document Analysis Guide

The researcher administered Document Analysis Guide in the 25 public primary schools where the respondents worked. Simple random sampling technique was applied to identify the 25 schools. This was 34.25% of the respondents. Document Analysis Guide assisted the researcher to confirm data collected through questionnaires especially skills possessed by head teachers in line with the five variables in the study. According to Mugenda and Mugenda (2009) a sample of 30 percent was a representative sample and assisted the researcher to make non biased conclusion. Some of the documents analyzed were: training needs assessment records for various subject, teachers and record kept on training programmes for school based in-service courses for teachers. For the details of the documents analyzed see Appendices A and F.

3.5.3 Interview Schedule for the SCDE and the TSC SCD

The researcher interviewed the aforementioned officers on the five aspects of curriculum supervision training needs of the primary school head teachers. This assisted in gauging authenticity of data obtained from the respondents through the questionnaires and document analysis guide.

3.6 Validity of the Instruments

To give content validity to the research tools, there was effective consultation with the lecturers in the Department of Educational Communication, Technology and Curriculum Studies Maseno University. The lecturers analyzed the items and the researcher did corrections appropriately before carrying out the pilot study.

3.7 Reliability of the Instruments

For reliability of the data collecting instruments, pilot study was conducted on 10% of the 81 primary schools head teachers in Bungoma West Sub-County. For piloting, the questionnaires were administered in the two divisions to four respondents from each division in the Sub County. In total eight respondents were used in the pilot study which is equivalent to 10% of the study population of 81.

Test- retest method Pearson correlation coefficient of index 0.9 was obtained, an indicator that the main tool was reliable. This according to Fraenkel and Wallen (2000) was high enough to determine reliability of the questionnaire. The Index exceeded the proposed index (0.7) i.e. what the researcher had proposed.

3.8 Data Collection Procedure

A letter was sought from Maseno University, School of Graduate studies to facilitate the application of research permit from the National Council for Science, technology and Innovation (NACOSTI). The researcher also obtained research permission from the Deputy County Commissioner and District Education Officer Bungoma West Sub- County. Thereafter questionnaires for the main study were issued to the respondents in each division by the researcher himself. The researcher gave the respondents at least a week to respond to the items and thereafter the researcher went to the respective schools to collect the questionnaires.

Concerning administration of Document Analysis Guide the researcher visited the schools identified for the purpose, at least three schools were visited per day. In addition to that interview schedule was administered to the two education officers in their respective places of work by the researcher himself.

3.9 Methods of Data Analysis

Quantitative data were analyzed using descriptive statistics. Descriptive statistics was used in the analysis of data because they enabled the researcher to meaningfully describe a distribution of scores these were: percentages, frequency distribution tables and mean. Quantitative data collected by questionnaires was coded by assigning numeral value 1 or 0 to responses such as strongly agree, agree, somehow, strongly disagree and so on. Data obtained through Likert Scale of measurements (1-5) provided basis on which need was determined.

SPSS version 17 was applied in the analysis of quantitative data. Qualitative data obtained through open ended questionnaires for the head teachers and interview schedule for the education administrators were analyzed by being organized into categories, themes, and patterns created, to describe certain phenomena in the study.

Mugenda and Mugenda (1999), say as follows concerning qualitative data analysis: “once the themes, categories and patterns have been identified the researcher then evaluates and analyses the data to determine the adequacy of information...”

According to Mugenda and Mugenda the most commonly used rating scale is Likert scale. The scale was chosen because it measures attitudes, beliefs and values. The likert scale of 5 ratings: SA-strongly Agree (5), A- Agree (4), SH- Somehow (3), D- Disagree (2), and SD – strongly disagree (1). The aforesaid rating applied in situation where a statement was positive while for negative statements strongly disagree scored 5, disagree 4, somehow 3, agree 2 and strongly agree 1. From the key the researcher was able to determine whether respondents had training needs in line with the variables of curriculum supervision. Mean score of data obtained on scale

of 1-5 was used to identify existence of need, i.e. need was identified where mean score was 3.9 and below.

Low discrepancy downward showed that a respondent had training needs in line with the areas or aspects assessed. Overall Mean was used to make judgment whether there was discrepancy between ideal and actual knowledge, skills and attitude possessed by respondents in line with the study's five objectives. Descriptive statistics indices: mean, overall mean and percentage were also summarized in the tables. These indices were used by the researcher to explain whether discrepancy existed between ideal and actual variables in the study.

3.10 Ethical Considerations

A letter was sought from Maseno University School of Graduate Studies to facilitate the application for a research permit from the National Council for Science and Technology. Approval was sought from the local authorities in the study area for permission to undertake the research. Respondents were informed about the objectives and benefits of the study.

CHAPTER FOUR

RESULTS AND DISCUSSIONS

4.1 Introduction

The chapter presents results and discussions of the study on the ideal and actual capacity building knowledge, skills and attitudes possessed by head teachers; the discrepancy between the ideal and actual professional documents preparation knowledge, skills and attitudes possessed by head teachers; the discrepancy between the ideal and actual instructional resources mobilization knowledge, skills and attitudes possessed by head teachers; the discrepancy between the ideal and actual classroom observation knowledge, skills and attitudes possessed by head teachers; and the discrepancy between the ideal and actual learner assessment knowledge, skills and attitudes possessed by head teachers. Also presented in this chapter were the socio-demographic characteristics of respondents which enabled the researcher to make conclusion on the discrepancy between the ideal and actual knowledge possessed by the head teachers as pertains to their professional training background.

From the data collected, out of the 73 questionnaires administered, 72 were filled and returned. This represented 98.6% response rate, which is considered satisfactory to make conclusions for the study.

4.2 Socio – Demographic Characteristics of the Head Teachers

In addition to the five objectives the study sought to find out the background information of the respondents: their gender, age, professional qualification, number of lessons and years of experience as a teacher. The socio-demographic characteristics of head teachers were summarized and discussed in the subsequent paragraphs.

Majority of the head teachers were males (73.2%) and females were 26.8%. This results reveal that males still dominate in education administration despite aggressiveness in gender campaign that promote feminism in leadership. From the results, majority of the head teachers (84.7%) were 46 years and above, 9.7% were aged 41-45 years, 2.8% were aged 31-40 years and 2.8% were 30 years and below. This is a true reflection since most heads are experienced and are aged over 40 years. Also the results indicated that majority (83.3%) of head teachers had attained Approved Teacher Status (ATS), 12.5% were graduates, 2.8% were Senior Teacher1 (S1) while 1.4% was Primary Teachers 1(P1). The results were in agreement with qualitative data obtained from the DEO and TSC SCD which indicated that most head teachers possessed an ATS qualification. This results in line with Namachi et al., (2011) study in Samia Sub-County that found only a few graduate teachers in primary schools. However, the percentage of graduate teachers in the study was higher compare to Namachi's 4 years ago.

From the results, 48.6% of the head teachers had 21-30 lessons per week, 29.2% had 11-20 lessons, 19.4% had 31-40 lessons while 1.4% had ten or below and over 40 lessons respectively. This shows that majority of head teachers were overburdened with classroom lessons, which might influence supervision of the teaching and learning process in their schools. From the results, 5.6% had been head teachers for 1 year and below, 8.3% 2-3 years, 16.7% for 4-6 years, 29.2% 7-10 years, 31.9% 11-20 years and 8.3% above 20 years. The data indicate that most of the head teachers were experienced enough and they had undergone several INSET courses organized by the MoEST or its agencies therefore they should be able to supervise curriculum effectively.

4.3 Capacity Building

The section gives results and discussions on the discrepancy between the ideal and actual capacity building knowledge, skills and attitudes possessed by head teachers; which was the first objective of the study.

4.3.1 Knowledge and skills

Descriptive statistics were used to rate the head teachers Knowledge and Skills on capacity building. The results were summarized in Table 4.1

Table 4.1: Head teachers' Knowledge and Skills on Capacity Building (N=72)

Statement	SA		A		SH		D		SD		Mean
	f	%	f	%	f	%	f	%	f	%	
I am able to carry out training needs assessments for various key stakeholders in my school	31	43.1	34	47.2	3	4.2	4	5.6	0	0	4.28
I have adequate knowledge and skills on organization of school based INSET courses	14	19.4	54	75.0	1	1.4	3	4.2	0	0	4.10
I do not possess adequate knowledge and skills on recruitment and deployment of staff in my school	1	1.4	8	11.1	2	2.8	47	65.3	13	18.1	3.89
I understand the concept adult learning and its principles in line with capacity building of school's stakeholders	15	20.8	45	62.5	6	8.3	3	4.2	6	8.3	3.92
I am well equipped with knowledge and skills on internal supervision of curriculum	23	31.9	44	61.1	2	2.8	0	0	2	2.8	4.21
Overall Mean											4.08

KEY:**SD - Strongly Agree, A - Agree, SH-Somehow, D – Disagree, SD) - Strongly Disagree**

5.0	No discrepancy
4.0 -- 4.9	Very low discrepancy
3.0 -- 3.9	Low discrepancy
2.0 -- 2.9	Big discrepancies
1.0 -- 1.9	Very big discrepancy

Table 4.1 shows that the overall mean score for head teachers knowledge and skills in capacity building was 4.08 which indicated very low discrepancy between the ideal and actual knowledge and skills possessed by head teachers. Regarding the statement on whether head teachers were able to carry out training needs assessment, the mean score for the statement was 4.28 indicating very low discrepancy. This implies that head teachers have requisite knowledge and skills in carrying out training needs assessment. It further means that majority of head teachers are able to diagnose the training needs of their teaching and non teaching staff. This finding is in line with Cullen et al., (2012) that stressed importance of continuous professional development of teachers as its key to improve the quality of classroom pedagogy. Qualitative data indicated that head teachers, valued continuous professional development (CPD) of teachers as it widens teachers' operations as the profession demands.

Results obtained from socio-demographic characteristics of the head teachers indicated that majority of the head teachers (84.7%) were 46 years and above, 9.7% were aged 41-45 years, 2.8% were aged 31-40 years and 2.8% were 30 years and below. This is a true reflection since most heads are experienced and are aged over 40 years. Also the results indicated that majority (83.3%) of head teachers had attained Approved Teacher Status (ATS), 12.5% was graduates, 2.8% was Senior Teacher1 (S1) while 1.4% was Primary Teachers 1(P1). The results were in agreement with qualitative data obtained from the SCDE and TSC SCD which indicated that most head teachers possessed an ATS qualification. These results are in line with Namachi

(1990) study in Funyula Division (currently Samia Sub-County in Busia County) that found only a few graduate teachers in primary schools. However, the percentage of graduate teachers in the study was higher compare to Namachi's study 25 years ago. Since most of the head teachers were of ATS grade and above, it implies that they had adequate knowledge and experience on capacity building of teachers, prefects, support staff and BOM members. Therefore this result from socio-demographic characteristics corroborates quantitative results on actual ability of head teachers to carry out capacity building of the key stakeholders in their respective schools. However, in terms of actual skills possessed by the head teachers in capacity building compared to the ideal skills (expected), results obtained through Document Analysis Guide indicated that only 44.44% of the head teachers had kept records on capacity building documents. This implies that a discrepancy was noted between the ideal and the actual despite head teachers' belief that they had adequate knowledge and skills in capacity building of teachers and others mentioned in the current study. This finding is in line with Onguku et al., (2012) who noted that head teachers in Tanzania lacked leadership preparation therefore they face myriad problems related to instructional leadership.

Concerning the statement on Knowledge and skills in organization of school based INSET courses, the mean score for the statement was 4.10 indicating very low discrepancy. This implies that head teachers possess knowledge and skills concerning organization of school based INSET courses. Onderi and Croll (2008) observed that some head teachers lacked confidence in organizing and arranging in school professional development which is the same as school based INSET courses. In this study results show that only a small percentage expressed lack of confidence to organize school based continuous teacher development.

Regarding the statement whether head teachers do not possess adequate knowledge and skills on recruitment and deployment of staff in their schools, the mean score for the statement was 3.89 indicating low discrepancy. This implies that head teachers are not well equipped with knowledge and skills on recruitment and deployment of staff in their schools. This finding is not in line with the Republic of Kenya (2004) which recommended that a head teacher should be equipped with adequate knowledge and skills to recruit and capacity build non-teaching staff. The support staff play important role in academic success and welfare of the learner. Besides that some teachers are hired by parents to supplement or complement T.S.C teachers. As a curriculum supervisor a head teacher should be in a better position to recruit competent human resource in order to improve well being of learners in a school.

Concerning the statement whether head teachers understand the concept of adult learning and its principles, in line with capacity building of schools' stakeholders, the mean score for the statement was 3.92 indicating low discrepancy. This implies that the head teachers lack the concept of adult learning and its principles in line with capacity building of schools' stakeholders. Data obtained through Document Analysis Guide indicated that in most of the institution sampled for the study records on in-service courses were lacking, therefore lack of evidence on effectiveness of capacity building in most the schools. However, interview with education administrators showed that head teachers were capable of carrying out capacity building of stakeholders but they hardly do it as expected. This finding is not in line with Kuria (2002) who observed that in-service courses duration and training activities have the potential to result in the improvement of school instruction and learning. He further indicated a positive relationship between in-service courses and changes in teacher's behavior.

Cullen et al., (2012) like Kuria underscore the role of head teachers in CPD of teachers, under school based programme (i.e. in-service organized at school level to enhance effective teaching and learning in a school).

Regarding the statement on whether head teachers are well equipped with Knowledge and skills on internal supervision of the curriculum, the mean score for the statement was 4.21 which indicated very low discrepancy between ideal and actual knowledge/skills possessed by the head teachers. This implies that head teachers are well equipped with knowledge and skills on internal supervision of the curriculum. This finding is contrary to Thiong'o (2000) research in Nairobi on teachers' perception of supervisory practices which noted that head teachers were conversant with their administrative duties while they were not quite clear or certain about their supervisory duties. The results compared to Thiong'o are different. Obanyi (2006) reveals that head teachers expressed training needs in curriculum and instructional supervision in the study carried in Kuria District.

Kibet (2002) found in Baringo District the frequency of performance by head teachers were low especially checking students' notes and teaching lessons. Though head teachers indicated that they had knowledge and skills on internal supervision of the curriculum, checking pupils notes and lesson plan still an issue in most of the school, report of Quality Assurance Officers found that teachers were not effectively supervised in Bungoma West Sub-county and that contributed to inefficiency among teachers in curriculum implementation (MOE, 2010).

4.3.2 Attitude on Capacity Building

Descriptive statistics were carried to rate the head teachers attitudes on capacity building. The results were summarized in Table 4.2

Table 4.2: Head Teachers' Attitudes on Capacity Building (N=72)

Statement	SA		A		SH		D		SD		Mean
	f	%	f	%	f	%	f	%	f	%	
In-service training of teachers on methodology is important in the effective implementation of curriculum	47	65.3	25	34.7	0	0	0	0	0	0	4.65
In service training of teachers is a waste of time and money	2	2.8	8	11.1	1	1.4	37	51.4	24	33.3	4.01
In my school we induct prefects on their roles to enable school run smoothly	21	29.2	41	56.9	5	6.9	2	2.8	2	2.8	4.09
Empowerment of parents to play their roles effectively in curriculum implementation is not my responsibility	2	2.8	6	8.3	3	4.2	35	48.6	26	36.1	4.07
The support staff do not play important role towards academic success of a school	3	4.2	4	5.6	0	0	40	55.6	25	34.7	4.11
Overall mean											4.19

KEY:

SD - Strongly Agree, A - Agree, SH - Somehow, D – Disagree, SD) - Strongly Disagree

5.0	No discrepancy
4.0 -- 4.9	Very low discrepancy
3.0 -- 3.9	Low discrepancy
2.0 -- 2.9	Big discrepancy
1.0 -- 1.9	Very big discrepancy

Table 4.2 shows that the overall mean score for head teachers' attitudes on capacity was 4.19 which indicated very low discrepancy between ideal and actual attitudes of the head teachers in capacity building. Regarding the statement on whether in-service training of teachers on methodology is important in the effective implementation of curriculum, the mean score for the statement was 4.65 indicating very low discrepancy. This implies that head teachers view in-service training of teachers on methodology as important in the effective implementation of curriculum. Information obtained through qualitative data corroborates the quantitative information, most of the head teachers responded by indicating that CPD is an important aspect

in teaching profession. This finding is in line with Glatthorn et al., (2006) study which view professional development of teachers as an important aspect in teaching profession. Fullan (2001) likewise emphasizes high quality professional development of teachers in general so that to improve their practice and enhance student learning. Therefore this results are in line with the studies cited above and an indicator that head teachers value in-service training. However, interaction with education administrators through interview schedule indicated that head teachers valued school based CPD of teachers except they rarely organised INSET courses at school level.

Methods of teaching used by a teacher determine depth of learning or mastery of concept of learners. Therefore it is necessary for teachers continuously review methods employed in delivery of curriculum. Cullen, Keraro and Wamutitu (2013) study in Kenya reveals that current teaching methods used in Kenyan classrooms are failing very large numbers of children who attend schools regularly but learn very little. Also previous studies on continuous professional development of teachers in New Zealand say that in some cases more attention is given to academic qualification rather than pedagogic skills (Stinger and Mather,2009).

Concerning the statement on whether in-service training of teachers is a waste of time and money, the mean score for the statement was 4.01 indicating very low discrepancy. This implies that head teacher value in-service training of teachers at school level despite the fact that they rarely organize CPD courses in their schools.

Regarding the statement on whether head teachers induct prefects on their roles to enable schools run smoothly, the mean score for the statement was 4.09 indicating very low discrepancy between ideal and actual attitude of the head teachers. This implies that head teachers induct

prefects on their roles to enable schools run smoothly. This finding is in line with the Republic of Kenya (2004) which says that it's head teacher's role to empower all the key stakeholders in order for the school to move forward effectively. Likewise the Republic of Kenya cited above outlines reforms in education system in Kenya which demands that learners should be involved in the running and management of schools and that children's government to be put in place through democratic election. According to the Republic of Kenya (2004); children's voice should be enhanced and it is the work of the head teacher to see that pupils elect their leaders and are inducted on what they should do for the smooth running of the school. This should take place in order to avoid role conflict in the school.

Regarding the statement on whether empowerment of parents to play their roles effectively in curriculum implementation is not a responsibility of head teachers, the mean score for the statement was 4.07 indicating very low discrepancy. This implies that head teachers accept the responsibility of empowering parents to play their roles effectively in curriculum implementation. The aforesaid statistical indices are reinforced by qualitative data which indicated that most head teachers were actively involved in empowerment of parents, pupils, sponsors and BOM members.

Regarding the statement on whether the support staff does not play an important role towards academic success of a school, the mean score for the statement was 4.11 indicating very low discrepancy. This implies that head teachers value the role the support staffs play in the academic success of a school. This finding is in line with the observation made by Republic of Kenya (2004) which view support staff as component of a learning institution. It is necessary for a head teacher to recognize the role played by those human resource not directly involved in teaching learning process as they offer support services to teachers and learners.

4.4 Preparation of Professional Documents

The section gives results and discussions on the discrepancy between ideal and actual professional documents preparation knowledge, skills and attitudes possessed by head teachers; which was the second objective of the study.

4.4.1 Knowledge and skills

Descriptive statistics were carried out to rate the head teachers knowledge and skills on preparation of professional documents. The results were summarized in Table 4.3.

Table 4.3: Head teachers' Knowledge and Skills on Preparation of Professional Documents
(N= 72)

Statement	SA		A		SH		D		SD		Mean
	f	%	f	%	f	%	f	%	f	%	
I am well equipped with professional knowledge and skills on syllabus interpretation	24	33.3	41	56.9	0	0	4	5.6	3	4.2	4.10
I am quite conversant with strategies of monitoring teachers preparedness to deliver curriculum effectively	25	34.7	41	56.9	3	4.2	3	4.2	0	0	4.22
I have knowledge and skills of handling teachers who have problem with preparation of professional documents	20	27.8	46	63.9	2	2.8	3	4.2	1	1.4	4.13
I have the capacity to convince teachers to prepare schemes of work in advance	18	25.0	43	59.7	8	11.1	3	4.2	0	0	4.06
I have put in place proper mechanism of monitoring preparation of all professional documents.	12	16.7	49	68.1	6	8.3	4	5.6	1	1.4	3.94
Overall Mean											4.05

KEY:**SD - Strongly Agree, A - Agree, SH - Somehow, D – Disagree, SD) - Strongly Disagree**

5.0	No discrepancy
4.0 -- 4.9	Very low discrepancy
3.0 -- 3.9	Low discrepancy
2.0 -- 2.9	Big discrepancy
1.0 -- 1.9	Very big discrepancy

Table 4.3 shows that the overall mean score for head teachers knowledge and skills on preparation of professional documents was 4.05. Which indicated very low discrepancy between the ideal and actual knowledge and skills on preparation of professional documents. These findings are corroborated by information from socio-demographic characteristics which indicated that most head teachers were experienced and had higher professional qualifications.

However, results obtained from Document Analysis Guide reveal that 42.86% of the head teachers kept records to prove that they possessed skills in curriculum supervision in line with preparation of professional documents. Discrepancy of negative 57.14% noted in preparation of professional documents despite head teachers believing that they had adequate skills to enable them supervise teachers in preparation of professional documents(see Appendices A and E). This finding is in line with the study of Nyangeri et al., (2011), a study that assessed training needs of primary school head teachers in educational supervision a case study of Primary schools in Eldoret Municipality-Kenya. Nyangeri et al., (2011) study revealed deficiencies between the ideal and actual supervisory practice among the head teachers in Eldoret municipality as regards to macro-competencies areas of curriculum supervision. Curriculum and instruction were the components of the competencies studied by Nyangeri et al., (2011). Preparation of professional documents is an important element of instruction in teaching profession.

Concerning the statement on whether head teachers are well equipped with professional knowledge and skills on syllabus interpretation, the mean score for the statement was 4.10 indicating very low discrepancy. This implies that head teachers are well equipped with knowledge and skills on syllabus interpretation. This finding is in line with Ngala and Odebero, (2010) who observed that a head-teacher should possess Knowledge and skills on syllabus interpretation in order to supervise teachers effectively and to encourage them use modern teaching strategies. They view head teacher as quality assurance officer at school level. Possession of knowledge and skills on syllabus interpretation is an indicator of directly involvement in teaching/learning process in a school.

Regarding the statement on whether head teachers are conversant with strategies of monitoring teachers' preparedness to deliver curriculum effectively, the mean score for the statement was 4.22 indicating very low discrepancy. This implies that most head teachers are quite conversant with strategies of monitoring teachers' preparedness to deliver curriculum effectively. This finding is contrary to the findings of MoE (2010) that reported inefficiency in the five schools assessed where head teachers had failed in effective curriculum supervision and most teachers were found without professional records. Information obtained through qualitative data indicated that head teachers were conversant with preparation of professional records and they said it's important as it helps one achieve the set objectives. However, interview with the education administrators showed that most of the head teachers in the Sub-County had problem with effective supervision of teachers in preparation of professional documents especially lesson plan, record of work covered and pupils progress records.

In addition to that information obtained through Document Analysis Guide indicated that a few schools sampled for the study head teachers kept proper records on tools used to monitor

teachers' preparation of professional records such as lesson plan monitoring, pupils' progress records and record of work covered. These observations have similarity with the one noted by the Ministry of Education officials on head teachers' weakness in internal supervision of curriculum implementation. It's a fact that teachers in most of the primary schools hardly prepare lesson plans regularly and that tend to undermine effective curriculum delivery. Concerning the statement on whether head teachers have knowledge and skills of handling teachers who have problem with preparation of professional documents, the mean score for the statement was 4.13 indicating very low discrepancy. This implies that head teachers have knowledge and skills on handling teachers with problems with preparation of professional documents. From Document Analysis Guide, it was confirmed that indeed all schools had schemes of work which indicated that head teachers were able to ensure that teachers prepared the schemes of work and pupils progress records but evidence was lacking on preparation of record of work covered (see Appendices A and E). This result is different compared to Thiong'o (2000) research in Nairobi which found out that head teachers were conversant with their administrative duties but not quite clear or certain about their supervisory duties. Likewise curriculum scholars in the developed world observed that head teachers were comfortable with educational leadership than with instructional leadership.

According to curriculum scholars instructional leadership pertains to supervisory activities that are direct towards promotion of effective teaching and learning in a school while educational leadership deals with general activities of a head teacher that enhance smooth running of a school such as supply of resources, development of school infrastructure and management of parents among others.

KESI says that it's the responsibility of head teacher to ensure that teacher prepare lesson plans of good quality and use them when they go to class. Qualitative data reveal that most of the head teachers expressed their views that those teachers who are reluctant to prepare lesson plans and other professional documents are advised on the importance of regular lesson planning. Monitoring teacher's preparedness to deliver curriculum effectively is supervisory element that cannot be overlooked. Obanyi, (2006) noted that head teachers in primary schools in Kuria District expressed training need in curriculum and instruction supervision. He found out that head teachers had problem in managing teaching staff especially in curriculum implementation and instruction.

Regarding the statement on whether head teachers have capacity to convince teachers to prepare schemes of work in advance, the mean score for the statement was 4.06 indicating very low discrepancy. This implies that head teachers have the capacity to convince teachers to prepare schemes of work in advance. This finding is in line with Nyangosia et al., (2013) who noted that schools require good leadership to organize the process of teaching and learning therefore it is necessary that a head teacher should have ability to convince teachers to prepare schemes of work promptly in order for effective teaching/learning to take place in a learning institution. Preparation of schemes of work in advance minimizes wastage of time when a school term begins. It's common in public schools for teachers to waste pupils' time meant for learning preparing schemes of work instead of embarking on teaching straight away when schools resume. Lydia and Nasongo (2009) believe that the success of what is done in a school depends on capacity of the head teacher. From Document Analysis Guide most of the schools had schemes of work in place. However, only a few schools had prepared the schemes of work to cover the whole year. In addition to that qualitative data also revealed that some head teachers

said that they sometimes had a difficult time convincing teachers to prepare their schemes of work in advance.

Concerning the statement on whether head teachers have put in place proper mechanism of monitoring preparation of all professional documents, the mean score for the statement was 3.94 indicating low discrepancy. This implies that head teachers lack proper mechanism of monitoring preparation of all professional documents. Information obtained through document analysis checklists, indicated head teachers hardly kept records concerning schemes of work and lesson plan preparation monitoring tool. However, qualitative data results showed that in most of the schools head teachers delegated the task to the subject heads to ensuring that all professional documents were prepared and updated regularly. The finding is in line with the finding of Bungoma West Head Teachers' Task Force report (2014) which observed that head teachers had failed to monitor teachers' attendance effectively as well as quality of teaching in most of the schools. The results also concur with Obanyi (2006) who found that primary school head teachers in Kuria District in Nyanza province had instructional supervision needs.

4.4.2 Attitude on Preparation of Professional Document

Descriptive statistics were carried out to rate the head teachers attitudes on preparation of professional documents. The results were summarized in Table 4.4.

Table 4.4: Head Teachers' Attitudes on Preparation of Professional Documents (N= 72)

Statement	SA		A		SH		D		SD		mean
	f	%	f	%	f	%	f	%	f	%	
Preparation of professional documents such as schemes of work and lesson plan take a lot of time allocated for syllabus coverage	11	15.3	13	18.1	0	0	39	52.8	10	13.9	3.38
It is only schemes of work and lesson notes that are important in teaching, professional records like lesson plan, record of work covered among others are not so important in teaching and learning process	2	2.8	4	5.6	1	1.4	26	36.1	39	54.2	4.33
It is necessary that a lesson plan should be derived from scheme of work	50	69.4	17	23.6	0	0	2	2.8	3	4.2	4.51
Preparation of lesson plan as well as lesson notes is time wasting, lesson notes are sufficient in curriculum delivery	3	4.2	3	4.2	2	2.8	38	52.8	26	36.0	4.13
Teachers mastery of content and appropriate teaching approaches matters in teaching more than preparation of professional documents	13	18.1	13	18.1	3	4.28	35	48.6	8	11.1	2.99
Overall Mean											3.867

KEY:

SD - Strongly Agree, A - Agree, SH - Somehow, D – Disagree, SD) - Strongly Disagree

- 5.0** **No discrepancy**
- 4.0 -- 4.9** **Very low discrepancy**
- 3.0 -- 3.9** **Low discrepancy**
- 2.0 -- 2.9** **Big discrepancy**
- 1.0 -- 1.9** **Very big discrepancy.**

Table 4.4 shows that the overall mean score for head teachers' attitudes on preparation of professional documents was 3.87; which indicated low discrepancy between the ideal and actual attitudes of the head teachers on preparation of professional documents. Regarding the statement

on whether Preparation of professional documents taking a lot of time allocated for syllabus coverage, the mean score for the statement was 3.38 indicating low discrepancy. This implies that head teachers value time teachers spend on teaching (syllabus coverage) more than preparation of professional documents such as lesson plan, schemes of work and others. This is not in line with KESI (2011) which emphasizes importance of preparation of schemes of work and that head teacher should possess syllabus interpretation skills. Republic of Kenya (2004) like KESI emphases importance of schemes of work and preparation of other professional document in curriculum implementation in a school set up. For example KESI view lesson plan as a process of planning ahead what one intends to deliver and activities to be undertaken with the learner in a specified period of time. KESI says that it is a responsibility of a head teacher to ensure that teachers prepare lesson plan on a regular basis.

Lydia and Nasongo (2009) observe that good performance does not just happen. It is as a result of good teaching and effective leadership. Indeed good teaching hardly takes place where effective planning is not embraced. Lydia and Nasongo like other aforementioned in this study equally emphasis effective preparation of professional document in teaching and learning processes. Lydia and Nasongo found that head teachers in effective school involve themselves in improving instruction and focused on in-service courses and strengthen day to day assignment of duties and supervision of teachers. The only difference is that Lydia and Nasongo carried their research in secondary schools but preparation of professional document matters in primary and even secondary schools. At primary level there is more emphasis on preparation of lesson plan that at high school. In practice a high school teacher may prepare lesson plan or a lesson guide compared to primary school teacher who is expected to have lesson plan as well as lesson notes.

That implies that a primary school head teacher has to enhance his/her supervision skills in order to realize effective implementation of curriculum.

Regarding the statement on whether it is only schemes of work and lesson notes that are important in teaching, record of work covered and others not so important in teaching and learning process, the mean score for the statement was 4.33 indicating very low discrepancy. This implies that head teachers do not only value the schemes of work and lesson notes as important in teaching and that other professional records such as the lesson plan, record of work covered are equally important in teaching and learning processes. This finding is in line with Academic org (2010) which says that head teacher plays a role of Quality Assurance officer and his/her main duty should be to check professional records such as schemes of work, record of work covered, students marks, attendance registers, teacher appraisal evaluation of pupils among others. KESI likewise has similar view on preparation of professional documents. Information obtained from the document analysis guide indicated that most head teachers did not have proper records on tools to enable them monitor preparation of all professional documents apart from schemes of work and lesson plan. Likewise education administrators expressed opinion that only a few head teachers in the Sub-County had positive attitudes to supervise teachers effectively on preparation of professional documents. However, information obtained qualitatively indicated that some of the head teachers delegated a bit of their supervisory duties to their deputies and senior teachers. However, effectiveness in performance of delegated duties could not be established.

It is common in school to find teachers without lesson plan, record of work covered and even learners' progress records. As immediate supervisors of teachers, head teachers should possess positive attitude towards preparation of professional documents. It is important for a head

teacher to value preparation of professional documents as effective preparation of these documents have positive impact on quality of education provided to learners in a given institution. Lydia and Nasongo (2009) assert that effectiveness of a school is determined upon appraisal of performance of the person who heads it (i.e. the head teacher).

Concerning the statement whether it is necessary that a Lesson plan should be derived from the schemes of work, the mean score for the statement was 4.51 indicating very low discrepancy. This implies that head teachers value schemes of work and its connection to lesson plan in preparation for effective teaching. This observation is in line with the World Bank (2009) review which stated that teachers are primarily supervised by the head teachers and teachers supervise learners. Since the main tools of trade in teaching learning processes are schemes of work and lesson plan it is important for a head teacher to understand these documents so that to be able to mentor teachers to teach effectively. World Bank review says that at school level supervision focus mainly on: student learning outcomes, school processes and the context in which the schools operate.

As internal curriculum supervisors head teachers should be quite familiar with the two documents and their significance in curricular implement. In deed these are the key tools in the profession and should be understood well by the head teachers who are the immediate supervisors of teachers.

Regarding the statement on whether Preparation of lesson plan is time wasting; lesson notes are sufficient in curriculum delivery, the mean score for the statement was 4.13 indicating very low discrepancy. This implies that head teacher agree that preparation of lesson plan is not time wasting and that lesson notes were not sufficient in curriculum delivery. This finding is contrary

to observation made by Ngome (2014) who noted that head teachers were unable to monitor effectively quality of teaching. Also Ministry of Education report on standards assessments in Bungoma West Sub-County in the year 2010, observed that most of the teachers were ill prepared and lacked professional documents such as lesson plan, schemes of work among others. The report also revealed that some teachers used text books to teach instead of preparing lesson plan and lesson notes.

There is also tendency among teachers to confuse lesson plan and lesson notes. Lesson plan according to KESI guides the teacher to implement a content of a lesson within a specified time period while lesson notes contains the content of a lesson to be delivered therefore the two are not the same in teaching learning process. Thus for a teacher to teach effectively it is important to have a lesson plan as well as lesson notes. Therefore it is necessary that head teacher should possess positive attitude towards preparation of lesson plan so that he/she can supervise teachers effectively.

Concerning the statement whether teachers' mastery of content and appropriate teaching approaches matters in teaching than preparation of professional documents, the mean score for the statement was 2.99 indicating big discrepancy. This implies that head teachers value mastery of content and appropriate teaching practices more than preparation of professional documents. Hence lack of effective supervision of teachers in preparation of professional documents which encourages teachers to apply teacher centered teaching approaches.

This observation is in line with findings by Ngome (2014) who noted that teaching approach used by teachers in most of the schools consisted of teacher centered, lecturing style of instruction that enhanced passive learning which tended to limit critical thinking and even

creativity. It is important to note that mastery of content and appropriate teaching approaches go hand in hand with effective preparation of professional documents such as schemes of work, lesson plan lesson notes among others. There are certain teaching methods that are easier to apply because they hardly require thorough preparation and such methods are likely or bound to be teacher centered. Mastery of content and appropriate or proper application of teaching approaches confirms proper teacher preparedness in delivery of curriculum. Both the Republic of Kenya (2004) and KESI underscore importance of teacher preparedness in the teaching/learning process. It is during preparation to teach that a teacher identifies teaching methods to be used in delivery of content at the same time a teacher chooses what to teach (i.e. content). Therefore mastery of content and appropriate teaching methods cannot be viewed separately from teacher preparedness to teach.

4.5 Instructional Resources Mobilization

The section gives results and discussions on the discrepancy between the discrepancy between the ideal and actual instructional resources mobilization knowledge, skills and attitudes possessed by head teachers; which was the third objective of the study.

4.5.1 Knowledge and skills on Instructional Resources

Descriptive statistics were carried out to rate the head teachers' knowledge and skills on instructional resources mobilization. The results were summarized in Table 4.5.

Table4.5: Head Teachers’ Knowledge and Skills on Instructional Resources Mobilization

(N= 72)

Statement	SA		A		SH		D		SD		Mean
	f	%	f	%	f	%	f	%	f	%	
I am quite conversant with the content of procurement Act 2005 and disposal regulation 2006	13	18.1	52	72.2	2	2.8	3	4.2	1	1.4	4.03
I have proper concept of instructional resources and capable of applying my knowledge and skills to acquire resources for effective teaching	20	27.8	44	61.1	1	1.4	5	6.9	1	1.4	4.1
I have the capacity to organize effective acquisition of instructional materials in line with the MOEST guidelines	34	47.2	35	48.6	0	0	1	1.4	1	1.4	4.41
I have adequate skills to mobilize parents and other stakeholders to provide instructional materials for effective curriculum delivery in my school	12	16.7	41	56.9	8	11.1	8	11.1	2	2.8	3.75
I am able to identify learners needs and channel instructional resources for effective curriculum delivery	21	29.2	42	58.3	1	1.4	4	5.6	3	4.2	4.04
Overall mean											4.266

KEY:

SD - Strongly Agree, A - Agree, SH - Somehow, D – Disagree, SD) - Strongly Disagree

- 5.0** No discrepancy
- 4.0 -- 4.9** Very low discrepancy
- 3.0 -- 3.9** Low discrepancy
- 2.0 -- 2.9** Big discrepancy
- 1.0 -- 1.9** Very big discrepancy

Table 4.5 shows that the overall mean score for head teachers knowledge and skills on instructional resources mobilization was 4.27 which indicated very low discrepancy between the ideal and actual knowledge and skills possessed by head teachers on instructional resources mobilization. This result corroborated by information obtained on professional qualification and experience of head teachers. However, the results obtained through Document Analysis Guide indicated that 75% of the head teachers had kept records on instructional resources mobilization activities. This was lower compared to the one obtained through Likert Scale. Negative deviation was 25%. This implies that there was discrepancy between the ideal and actual skills possessed by head teachers in regard to instructional resources mobilization. Since a skill is practical knowledge being applied at work place each head teacher was expected to show higher level in performance of duty related to instructional resources mobilization. A negative deviation of 25% was great therefore training needs noted in the area. This finding is similar to views of education administrators who said that most head teachers in the Sub-County were challenged in instructional resources mobilization and that tended to undermine effective delivery of curriculum in schools.

Regarding the statement on whether head teachers are conversant with the content of Procurement Act 2005 and disposal regulations 2006, the mean score for the statement was 4.03 indicating very low discrepancy between ideal and actual knowledge and skills possessed by the head teachers. This implies that head teachers are conversant with the content of Procurement Act 2005 and disposal regulations 2006. This is in line with KESI (2011) which says that head teachers should be familiar with legal framework of procurement so that to avoid deviation from the expected procedure in the process of acquiring instructional materials in a school. However, data obtained through Document Analysis Guide (i.e. cross examination in schools) the schools

did not have the Procurement Act 2005 and disposal regulations 2006 manuals. Concerning the statement on whether head teachers have proper concept of instructional resources and capable of applying knowledge/skills to acquire resources for effective teaching, the mean score for the statement was 4.1 indicating very low discrepancy. This implies that head teachers understand the meaning of the term instructional resources and are able to organize effective acquisition of instructional materials in line with MoEST guidelines. This observation in line with Republic of Kenya (2004) which observes that its responsibility of a head teacher to avail teaching/learning resources in order for teachers to implement curriculum effectively, with exception of where a teacher is supposed to improvise.

Regarding the statement on whether head teachers have capacity to organize effective acquisition of instructional materials in line with MoEST guidelines, the mean score for the statement was 4.41 indicating very low discrepancy between ideal and actual knowledge/skills possessed by the head teachers. This implies that head teachers have the capacity to organize effective acquisition of instructional materials in line with MoEST guidelines. This finding is contrary to the observation of Ngome (2014) who noted that most schools in Bungoma County lacked adequate instructional materials. Also Quality Assurance Officers' report of poor performing schools in the year 2010 indicated that five schools that did poorly in KCPE 2009, lacked adequate instructional materials and that instructional materials management was wanting in these schools.

However, information obtained through Document Analysis Guide revealed that most schools were having instructional materials such as textbooks and other instructional materials (see Appendices A and E). Concerning the statement on whether head teachers having adequate skills to mobilize Parents and other stakeholders to provide instructional materials for effective curriculum delivery in their school, the mean score for the statement was 3.75, indicating low

discrepancy. This implies that head teachers are challenged in mobilizing parents and other stakeholders to provide instructional materials for effective curriculum delivery in their schools. This observation is not in line with Lydiah and Nasongo (2009) who noted that the success of what is done in a school attributes to the head teachers. As internal supervisor of curriculum a head teacher should possess knowledge and skills to mobilize parents and other stakeholders to provide instructional resources for effective curriculum implementation. Bhatta (2000) found out that in Nepal community based organization and NGOs were involved in the acquisition of resources for the schools. Active participation of the head teacher in mobilizing parents and other stakeholders to enhance acquisition of instructional resources depends on experience and knowledge of a head teacher.

Regarding the statement on whether head teachers are able to identify learners' needs and channel instructional resources for effective curriculum delivery, the mean score for the statement was 4.04 indicating very low discrepancy. This implies that head teachers are able to identify learners' needs and channel instructional resources for effective curriculum delivery. This finding is in line with KESI observation which says that head teachers should mobilize instructional materials such as text books, chalk board, work books among others in order for a school to achieve its objectives. SACMEQ (2011) noted instructional materials that are basic for primary school learners and head teachers should be able to provide: - these are mathematics text books, exercise books, a pen or a pencil and a ruler.

4.5.2 Attitude on Instructional Resources Mobilization

Descriptive statistics were carried out to rate the head teachers' attitudes on instructional resources mobilization. The results were summarized in Table 4.6

Table 4.6 Head Teachers' Attitudes on Instructional Resources Mobilization (N= 72)

Statement	SA		A		SH		D		SD		Mean
	f	%	f	%	f	%	f	%	f	%	
Tendering procedure in educational system is quite involving and expensive way of acquiring instructional materials	14	19.4	14	19.4	7	9.7	28	38.9	8	11.1	2.99
For accountability of money received by the school you should acknowledge by writing a receipt	45	62.5	26	36.1	-	0	1	1.4	0	-	4.60
It is not necessary to identify instructional resources needs in a school	4	5.6	6	8.3	-	-	21	29.2	41	56.9	4.24
It is not necessary to involve parents in acquisition of instructional resources in school	5	6.9	10	13.9	-	-	31	43.1	26	36.1	3.74
Keeping of documents on cash receipt and tendering is quite involving as it takes time that should be spent on curriculum delivery	11	15.3	27	37.5	-	-	22	31.0	11	15.3	3.89
Overall mean											3.69

KEY:

SD - Strongly Agree, A - Agree, SH - Somehow, D – Disagree, SD) - Strongly Disagree

- 5.0** No discrepancy
- 4.0 -- 4.9** Very low discrepancy
- 3.0 -- 3.9** Low discrepancy
- 2.0 -- 2.9** Big discrepancy
- 1.0 -- 1.9** Very big discrepancy

Table 4.6 shows that the overall mean scores for head teachers attitudes on instructional resources mobilization was 3.69, which indicated low discrepancy between the ideal and actual attitudes of head teachers on instructional resource mobilization. Regarding the statement on whether tendering procedure is involving and expensive way of acquiring instructional materials, the mean score for the statement was 2.99 indicating big discrepancy. This implies that head teachers are not comfortable with tendering procedure in the education system. However,

information obtained through Document Analysis Guide indicated that all schools were having their tender documents, showing that they observed and followed tendering procedures. Adherence to recommended tendering procedure is an indicator that institutions resource was acquired through the right procedure and proper attitude necessary for a head teacher to succeed in the resource mobilization. Also information obtained through qualitative data indicated that most head teachers supported MoEST policy that governs tendering procedure in learning institutions in Kenya. Besides that education administrators said that all head teachers had the right attitude to enable them mobilize instructional resources for effective curriculum delivery. However, these findings are not in line with SACMEQ (2011) which cited transparency international on the attitude of head teachers towards acquisition of instructional materials in public schools in Kenya, transparency international, observed that some head teachers colluded with book sellers to misappropriate FPE funds allocated for acquisition of instructional materials. Concerning the statement on whether, money received by the school the head teacher should acknowledged by writing a receipt, the mean score for the statement was 4.60 indicating very low discrepancy. This implies that head teachers value writing of a receipt to acknowledge money received by the school. This finding is in line with KESI (2011) which find out that there is need for head teachers to be conversant with legal frame work of procurement particularly public procurement and disposal Act 2005 and regulation 2006. It was confirmed by information that obtained through Documentary Analysis Guide which showed that all schools had receipt books to acknowledge receipt of any money paid in by parents and even government (i.e. FPE capitation). As far as resource mobilization is concerned in a primary school, financial resources play important role towards acquisition of instructional materials. Therefore a head teacher should be able to possess appropriate attitude towards management of financial resources.

MoEST expect head teachers to acknowledge receipt of money especially FPE funds. This results show that the head teachers value acknowledgement of money received by a school.

Regarding the statement on whether it is not necessary to identify instructional resources needs in a school, the mean score for the statement was 4.24 indicating very low discrepancy. This implies that head teachers value identification of instructional resources needs in a school. This finding is in line with Republic of Kenya (2004) which says that it's the responsibility of a head teacher to avail teaching/learning resources therefore proper attitude towards resource needs assessment quite necessary. KESI has similar view to Republic of Kenya on resource mobilization by the head teachers.

Concerning the statement on whether, it is not necessary to involving parents in acquisition of instructional resources in a school, the mean score for the statement was 3.74 indicating low discrepancy. This implies that the head teachers find it necessary to involve parents in acquisition of instructional resources. Qualitative data revealed that most head teachers were emphatic and that it was necessary to involve parents in acquisition of instructional materials as they were the main financiers of the school. Therefore, qualitative and quantitative data elicited similar results. This finding is in line with Bhatta (2000) who found out those community members participated actively in generating resources for primary schools in Nepal which has similarity to Kenya in terms of economic development. Unlike Kenya Bhatta's study reveals that parents whose children learn in public school which also received FPE just like Kenyan schools were supporting schools in acquisition of instructional resources. However, Mac Beath (2003) found out that in Ghana head teachers struggled with teaching and supervision with little external support (i.e. parental support).

Regarding the statement on whether, keeping documents on cash receipt and tendering was quite involving as it takes time that should be spent on curriculum delivery, the mean score for the statement was 3.89 indicating low discrepancy. This implies that head teachers view keeping documents on cash receipt and tendering as quite involving as it takes time that should be spent on curriculum delivery, which is not true.

Campbell, Omolera and Ayotunde (n.d) emphasize importance of availability of monetary resource in learning institutions. Monetary resources according to these scholars should enhance acquisition of other resources. Indeed record keeping in a learning institution is part of school administration duties therefore keeping records on financial resources of a school should not be viewed as involving by the school administrators.

4.6 Classroom Observation

The section gives results and discussions on the discrepancy between the ideal and actual instructional resources mobilization knowledge, skills and attitudes possessed by head teachers; which was the fourth objective of the study.

4.6.1 Knowledge and skills on Classroom Observation

Descriptive statistics were carried out to rate the head teachers' knowledge and skills on classroom observation. The results were summarized in Table 4.7.

Table 4.7: Head Teachers' Knowledge and Skills on Classroom Observation (N= 72)

Statement	SA		A		SH		D		SD		Mean
	f	%	f	%	f	%	f	%	f	%	
I am equipped with adequate knowledge and skills to guide and assist teachers to grow professionally	25	34.7	39	54.2	2	2.8	4	5.6	2	2.8	4.13
I have the ability to tell effective teaching through classroom observation in a lesson	44	61.1	24	33.3	1	1.4	0	0	3.42	0	4.30
I have adequate knowledge on teaching approaches to carry out classroom observation effectively	25	34.7	45	62.5	1	1.4	1	1.4	0	0	4.31
I am capable of identifying an effective teacher or a teacher with curriculum delivery problem in the process of lesson observation	33	45.8	38	52.8	0	0	1	1.4	0	0	4.40
I am well furnished with knowledge and skills of handling challenges identified in the classroom during lesson observation	19	26.4	43	59.7	1	1.4	4	5.6	4	5.6	3.97
overall Mean											4.233

KEY:**SD - Strongly Agree, A - Agree, SH - Somehow, D – Disagree, SD) - Strongly Disagree**

- 5.0** No discrepancy
- 4.0 -- 4.9** Very low discrepancy
- 3.0 -- 3.9** Low discrepancy
- 2.0 -- 2.9** Big discrepancy
- 1.0 -- 1.9** Very big discrepancy

Table 4.7 shows that the overall mean score for the head teachers' knowledge and skills on classroom observation was 4.23, which indicated very low discrepancy between the ideal and actual knowledge and skills possessed by head teacher. This is confirmed by information obtained on professional experience and higher grades of most of the head teachers. However, believe of head teachers on skills possessed and what was observed through Document Analysis

Guide hardly matched. Only 25% of the head teachers practiced what they believed, negative deviation of 75% was noted between the ideal and actual skills in classroom observation of head teachers. This implies that most of the head teachers hardly perform duties related to classroom visitation or observation. This finding is in line with observation of Ngome, (2014) who noted weak supervision of head teachers in curriculum supervision especially in classroom activities (teaching/learning process) in most of the public primary and secondary schools in Bungoma County. This finding also in line with observation of Dejaeghre et al., (2009) in Uganda who noted that head teachers were not performing their duties effectively on classroom visitation.

Regarding the statement on whether head teachers are equipped with adequate knowledge and skills to guide and assist teachers to grow professionally, the mean score for the statement was 4.13 indicating very low discrepancy in terms of ideal and actual knowledge/skills possessed by the head teachers. This implies that head teachers are equipped with adequate knowledge and skills to guide and assist teachers to grow professionally. This observation is in line with Hardman (2015) who says that training in an effective pedagogy, informed by observation of teachers and pupil learning in classroom is central to raising achievements. Continuous Professional Development (CPD) of teachers is necessary in order for an individual to remain effective and relevant in the teaching profession. Fullan observed that all teachers should participate in high quality professional development so that they can improve their classroom performance. However, from the literature review various scholars expressed their view on lack of proper programme to enhance CPD of teachers in Kenya. For example Kafu (2011) and Sossion (2014) observed lack of proper policy frame work that would enhance CPD of teachers in Kenyan education system. KESI stresses importance of CPD in the teaching fraternity and that head teachers should be in the forefront in spear heading professional growth of teachers. Basing

on that premise Kenya Education Management Institute (formerly KESI) has initiated a diploma course (INSET programme) for primary school head teachers study through open and distance learning. The MoEST sponsors the programme and it is believed that the KEMI programme would bridge the gap as far as CPD of teachers is concerned, especially teachers at the level of school administration and management.

Concerning the statement on whether head teachers have the ability to tell effective teaching through classroom observation in a lesson, the mean score for the statement was 4.30 indicating very low discrepancy. This implies that head teachers have the ability to tell effective teaching through classroom observation in a lesson. Qualitative data corroborates this finding. Qualitative results indicated that most head teachers expressed the ability to tell a successful lesson being conducted and that a good lesson must have an introduction, logical presentation as well as adequate content based on the objectives. To determine head teacher's ability to carry out classroom observation in a lesson the researcher used quantitative and qualitative tools to collect data. As evidenced in the study results, most of the head teachers showed that they understood teaching and learning process in a classroom set up. The knowledge of systematic presentation of a lesson from introduction to conclusion is necessary for lesson observer.

Researcher noted that the results are not in line with Ngome (2014) who found out dismal performance in both primary and secondary schools. He also identified weakness among head teachers especially in close supervision of teachers in the classroom. Particularly teaching approaches used by teachers were teacher centered and that tended to undermine quality of education provided to learners. In addition to that, interaction with education administrators revealed that most head teachers hardly show interest in classrooms apart from subjects they teach in a given class. Also education administrators said that not all head teachers have adequate

knowledge and skills to carry out classroom observation effectively. This is corroborated by information obtained through Document Analysis Guide which indicated that 75% of the head teachers did not keep proper records on classroom observation activities, for example lesson records on observation programmes were lacking in the schools sampled for the study.

Though head teachers showed ability to tell effective lesson in classroom there could be mismatch between ability to perform and actual observation carried out at work place. Otherwise a good lesson must incorporate adequate participation of the learners during the lesson. Other skills include class control, utilization of the chalkboard and audibility of the voice. Regarding the statement on whether head teachers have adequate knowledge on teaching approaches to carry out classroom observation effectively, the statement's mean score was 4.31 indicating very low discrepancy. This implies that head teachers have adequate knowledge on teaching approaches to carry out classroom observation effectively. This finding contrary to Dejahgere et al., (2009) who observed failure of head teachers' involvement in leading learning in their schools due to large size of the institution they were heading. That made difficult for such heads to practically observe lessons being taught in classroom or classroom visitation. Likewise Thiong'o (2000) noted that head teachers tended to overlook their supervisory duties and instead they concentrated more on institution administration tasks at the expense of instructional supervisory tasks.

According to literature review lesson observer should be equipped with adequate teaching strategies in order to be able to carry out effectively lesson observation. Indeed a head teacher as an instructional leader should be well informed with the latest and applicable teaching strategies in order to be relevant to the task of leading other teachers. Regarding the statement on whether head teachers are capable of identifying an effective teacher or one with curriculum delivery

problem in the process of lesson observation, the mean score for the statement was 4.40 indicating very low discrepancy. This implies that head teachers are capable of identifying an effective teacher or one with curriculum delivery problem. This observation is in line with Wesonga et al., (2010) which observed that head teacher characteristics such as professional experience and level of education determined learner's achievement. Teaching task demands a head teacher to be an instructional leader and he should be equipped with ability to identify ability of each member of the team and place them accordingly in order to render effective services to the learners. Apart from identifying effective teachers on the staff a head teacher should be able to possess knowledge and skills to enable him tell a teacher with problem in handling a certain subject.

Concerning the statement on whether head teachers are well furnished with knowledge and skills of handling challenges identified in the classroom during lesson observation, the mean score for the statement was 3.97 indicating low discrepancy. This implies that head teachers are not well furnished with knowledge and skills of handling challenges identified in the classroom during lesson observation. This observation is not in line with Republic of Kenya (2004) which says that a head teacher should put programme for capacity building in place especially when need has been identified among teachers and that capacity building in a school comprises of staff development particularly improving teachers ability to be effective in imparting knowledge to the learners. Likewise information obtained through Document Analysis Guide indicated that none of the head teachers kept proper records on challenges identified on classroom observation as well as strategies to overcome the challenges were lacking in all the schools whose head teachers were sampled for the study.

Head teacher as an instructional leader should be equipped with appropriate knowledge and skills to be able to assist other teachers with difficulty in curriculum implementation that call for continuous learning especially on professional matters. From the previous discussion and literature review cited, it is apparent that supervisory duties are not adequately handled by most of the head teachers while effective supervision especially teaching/learning process determine learning outcomes in a school.

4.6.2 Attitude on Classroom Observation

Descriptive statistics were carried out to rate the head teachers' attitudes on classroom observation. The results were summarized in Table 4.8.

Table 4.8: Head Teachers' Attitudes on Classroom Observation (N= 72).

Statement	SA		A		SH		D		SD		Mean
	f	%	f	%	f	%	f	%	f	%	
Teaching and non-teaching staff appraisal is a waste of time in school	2	2.8	5	6.9	2	2.8	34	47.2	28	38.9	4.08
Frequent monitoring of learners progress is part and parcel of supervisory activities in school	44	61.1	24	33.3	1	1.4	0	0	3	4.2	4.47
Sometimes it is necessary to direct, control, report and command teachers in the process of curriculum implementation	32	44.4	33	45.8	0	0	6	8.3	1	1.4	4.24
A check list to guide classroom observer is not a necessary tool for head teachers	2	2.8	3	4.2	0	0	43	59.7	24	33.3	4.17
Interaction between lesson observer and a teacher is not necessary after a teacher has presented a lesson	2	2.8	4	5.6	2	2.8	38	52.8	26	36.1	4.14
Overall mean											4.22

KEY:

SD - Strongly Agree, A - Agree, SH - Somehow, D – Disagree, SD) - Strongly Disagree

- 5.0 No discrepancy**
- 4.0 -- 4.9 Very low discrepancy**
- 3.0 -- 3.9 Low discrepancy**
- 2.0 -- 2.9 Big discrepancy**
- 1.0 -- 1.9 Very big discrepancy**

Table 4.8 shows that the overall means score for head teachers attitudes on classroom observation was 4.22 which indicated very low discrepancy between the ideal and actual

attitudes of the head teachers. Regarding the statement on whether teaching and non-teaching staff appraisal is a waste of time in school, the mean score for the statement was 4.08 indicating very low discrepancy. This implies that head teachers view teaching and non-teaching staff appraisal as not a waste of time in schools. This finding is in line with TSC (2016) which considers appraisal of teachers as one of the core functions of a head teacher in line with teaching standards in Kenya. One of the responsibilities of a head teacher is appraisal of teaching and non teaching staff. The results indicates that most of the head teachers valued staff appraisal however teacher appraisal by head teachers in basic education institution has not been quite effective in most the institution and that has prompted T.S.C and Ministry of Education to introduce a policy that enhances learners monitoring their teachers.

Education Newspapers of 2015 reveals that a pilot study conducted by the T.S.C under a new system referred to Teachers Appraisal and Development (T.A.D) mandate students and pupils in monitoring team in a school. According to the education Newspaper report senior TSC officials at the headquarters believe that TAD would minimize cases of teachers missing lessons, while in schools and cases of absenteeism. According to the report on teacher's performance in classroom only 12.7% of primary school teachers are in school every day of the primary school calendar. This came from a pilot study conducted by the TSC in collaboration with a British council and Department of International Development (UKAID).

Concerning the statement on whether frequent monitoring of learners' progress is part and parcel of supervisory activities in school, the mean score for the statement was 4.47 indicating very low discrepancy. This implies that head teachers accept that frequent monitoring of learners' progress is part and parcel of supervisory activities in school.

This finding is contrary to Thiong'o (2000) study which revealed that head teachers were conversant with their administrative duties while were not quite sure of their supervisory duties. Similar situation was observed by curriculum scholars in developed world where head teachers were found to be familiar with administrative duties and tended to mix supervisory duties with administrative roles (Stronge, 1988).

Regarding the statement on whether sometimes it is necessary for head teachers to direct, control, report and command teachers in the process of curriculum implementation, the mean score for the statement was 4.24 indicating very low discrepancy in attitude of the head teacher's visa-avis the ideal. This implies that head teachers feel that sometimes it's necessary to direct, control, report and command teachers in the process of curriculum implementation. This finding in line with Republic of Kenya (2004) which says that curriculum supervisor entails co-ordination, stimulating, directing and guiding the sum total of what goes on in a school. It implies that head teacher should be in a position to direct and guide teachers in order for them to implement curriculum effectively. Effective curriculum implementation requires strong curriculum instruction leadership. Without proper direction in school system valuable time for learners would not be utilized effectively. Kibet (2002) found out in his study that the frequency of performance of instruction/supervisory practices by head teachers in Baringo District were low particularly teaching lessons and checking learner's written work.

Concerning the statement on whether, a checklist to guide classroom observer is not a necessary tool for head teachers, the mean score for the statement was 4.17 indicating very low discrepancy. This implies that head teachers are of the view that a checklist to guide classroom observer is a necessary tool for head teachers. However this finding not in line with MoE (2010) which observed that most of teachers in Bungoma West Sub-County taught without necessary

professional documents and that some of the teachers used textbooks to teach instead of preparing lesson plan. These were indicators of poor internal supervision by the head teachers of the schools that were assessed by Quality Assurance Officers from MOE headquarters (MOE Assessment Report, 2010).

Qualitative data equally indicated that most head teachers said that monitoring was done by checking professional records such as the schemes of work, lesson plan and lesson notes. However, information obtained through document analysis guide indicated that most of the head teachers hardly kept proper records on classroom observation activities. For example records of lessons observed, classroom observation checklist among others could not be availed by most of the head teachers in the schools sampled for the study. For example only 25% of the head teachers had kept proper records on classroom observation. Also education administrators disclosed that most head teachers lacked proper attitude to enable them perform classroom observation effectively in their respective schools. Regarding the statement on whether, interaction between lesson observer and a teacher is not necessary after a teacher has presented a lesson, the mean score for the statement was 4.14 indicating very low discrepancy. This implies that head teachers view interaction between lesson observer and a teacher as necessary after a teacher has presented a lesson. It is expected that classroom observer should interact with the teacher after the exercise. That is debriefing the teacher and exchanging views about the lesson observed. It is necessary to have a session after lesson observation in order to interact and discuss success or failure of the lesson. Dejaeghre et al., (2009) in their study of curriculum supervision in Uganda found that head teachers in small schools were able to carry out curriculum supervision effectively unlike those in large schools

4.7 Learners' Assessment

The section gives results and discussions on the discrepancy between the ideal and actual learners' assessment knowledge, skills and attitudes possessed by head teachers; which was the fifth objective of the study.

4.7.1 Knowledge and skills on Learners' Assessment

Descriptive statistics were carried out to rate the head teachers' knowledge and skills on learners' assessment. The results were summarized in Table 4.9.

Table 4.9: Head Teachers’ Knowledge and Skills on Learners’ Assessment (N=72)

Statement	SA		A		SH		D		SD		Mean
	f	%	f	%	f	%	f	%	f	%	
I have adequate knowledge and skills to enhance effective assessment and evaluation of pupils in my school.	30	41.7	36	50.0	1	1.4	4	5.6	1	1.4	4.30
In my school I encourage teachers set multiple choice questions compare to other types of questions.	7	9.7	18	25.0	10	13.9	31	43.1	6	8.3	3.15
In my school I have put in place effective mechanism for monitoring quality of internally and externally designed formative evaluation tests.	13	18.1	52	72.2	5	6.9	1	1.4	1	1.4	4.04
I have the ability to monitor pupils progress in various Developmental aspects like academic, social ,emotional, physical and spiritual	28	38.9	38	52.8	3	4.2	2	2.8	1	1.4	4.25
I am quite familiar with MoEST policy on academic progress and promotion of pupils from one class to the next.	28	38.9	43	59.7	1	1.4	0	0	0	0	4.38
Overall Mean											4.02

KEY: SA - Strongly Agree, A - Agree, SH - Somehow, D – Disagree, SD) - Strongly Disagree

- 5.0 No discrepancy**
- 4.0 -- 4.9 Very low discrepancy**
- 3.0 -- 3.9 Low discrepancy**
- 2.0 -- 2.9 Big discrepancy**
- 1.0 -- 1.9 Very big discrepancy**

Table 4.9 shows that the overall means score for head teachers’ knowledge and skills on assessment was 4.02, which indicated very low discrepancy between ideal and actual knowledge possessed by the head teachers on learners’ assessment. This result is confirmed by higher

professional grades and experience of most head teachers which was analyzed from socio-demographic characteristics. However, in terms of skills that head teachers believed they possessed did not match with actual practice at their place work. Document Analysis Guide results indicated that 44.44% of the head teachers had kept records on learners' assessment. Negative deviation was 55.56%. This implies that there was discrepancy between the ideal and actual skills possessed by most of the head teachers as pertains to skills on learners' assessment (see Appendices A and F). This observation is in line with the Republic of Kenya (2008) that noted inefficiency among the primary school teachers concerning designing of internal continuous assessment tests. In fact most public primary schools prefer to buy commercially prepared tests instead teacher made tests.

Regarding the statement on whether head teachers have adequate knowledge and skills to enhance effective assessment of pupils in their schools, the mean score for the statement was 4.30 indicating very low discrepancy. This implies that head teachers have adequate knowledge and skills to enhance effective assessment of pupils in their schools. The qualitative data equally revealed that head teachers had put in place proper mechanism for monitoring tests set internally for example in some schools the head teachers delegated to the subject panels and examination committee to perform the duty. These findings in line with Education Act 2013, regulation number 39 of the year 2015 which emphasizes school based continuous assessment of all learners. This implies that a head teacher should be equipped with adequate knowledge and skills to monitor learner's progress in various developmental aspects through effective assessment procedures.

Republic of Kenya (2012b) recognizes limitation in the education system where curriculum hardly addresses varied leaning needs of the learners. That is learners not accorded adequate

opportunity to explore their talents other than pursuing content that are likely to be tested in the national examination. The Republic of Kenya proposes opportunities where those with certain talents can be of use to themselves and society. According to the Republic of Kenya, the world is endowed with almost limitless opportunities therefore learners' creativity and diversity in think should be enhanced. Head teachers are expected to put proper mechanism in place to monitor tests set by teachers and even tests set outside the school. Thiong'o (2000) research in Nairobi on teachers' perception towards supervisory practices reveals that head teachers were conversant with their administrative duties while they were not quite clear or certain about their supervisory duties. The results of the study compared to Kibet and Thiong'o are different in that the two studies identified a gap in internal supervision of curriculum. The respondents in their studies did more administrative duties which had little to do with what was going on in the classroom.

Regarding the statement on whether head teachers encouraging teachers in their schools to set multiple choice questions compared to other types of questions, the mean score for the statement was 3.15 indicating low discrepancy. This implies that head teachers hardly encourage teachers to set both multiple choice questions and other types of question. This further means that teachers often set multiple choice questions in the assessment of pupils instead of using even none multiple choices. Multiple choice questions are form of objective types of questions which are the key assessment items used by Kenya National Examination Council in the Kenya certificate of primary education examination (KCPE) however, other forms of test items should be used by teachers in assessment of learners. It happens that most primary schools teachers hardly employ other form of test items other than multiple choice questions. This finding is in line with Republic of Kenya (2008) which noted inefficiency among primary teachers in assessment of pupils especially designing test items internally.

Concerning the statement on whether head teachers have put in place effective mechanisms for monitoring quality of internally and externally designed formative evaluation tests, the mean score for the statement was 4.04 indicating very low discrepancy. This implies that head teachers had put in place effective mechanisms for monitoring quality of internally and externally designed formative evaluation test. Internally designed formative evaluation mainly is the assessment prepared within the school while externally designed is tests from outside an institution. This finding is not in line with Kibet (2002) findings in Baringo County on curriculum supervision which observed that head teachers did not check student's notes and teaching lessons regularly and that tended to affect adversely learning outcomes. However, information obtained through Document Analysis Guide indicated that all the head teachers had kept records on testing policy in their schools (see Appendix A and E).

Regarding the statement on whether head teachers have ability to monitor pupil's progress in various developmental aspects, the mean score for the statement was 4.25 indicating very low discrepancy. This implies that head teachers have the ability to monitor pupils' progress in various developmental aspects. This observation is in line with MoEST (2004) which views curriculum supervision as the process of overseeing and ensuring effective curriculum implementation. MoEST asserts that it's the responsibility of a head teacher to support teachers in order to enable them to identify and build on learners abilities. Likewise Education Act 2013 Regulation No. 39 2015 emphasizes assessment of learners in various aspects, character and talent inclusive.

Concerning the statement on whether head teachers are familiar with MoEST policy on academic progress and promotion of pupils from one class to the next, the mean score for the statement was 4.38 which reflected very low discrepancy between ideal and actual knowledge, skills

possessed by the head teachers as pertains to MoEST policy on learners' progress. This implies that head teachers are familiar with MoEST policy on academic progress and promotion of pupils from one class to the next. This finding is in line with Education Act 2013 Regulation No. 39 2015 that emphasizes assessment of learners in various aspects, character and talent inclusive and discourages forced repetition of learners that is common in some of the public primary schools.

4.7.2 Attitude on Learners' Assessment

Descriptive statistics were carried out to rate the head teachers' attitude on learners' assessment and evaluation. The results were summarized in Table 4. 10.

Table 4.10: Head Teachers' Attitudes on Learners' Assessment (N=72)

Statement	SA		A		SH		D		SD		Mean
	f	%	f	%	f	%	f	%	f	%	
Teacher made tests are never reliable in measuring learning outcome	7	9.7	7	9.7	0	0	24	33.3	34	47.2	3.99
Monitoring learners progress through regular CATS is important in curriculum implementation	37	51.4	28	38.9	0	0	7	9.7	0	0	4.32
Written assessments tests sometimes are not suitable for children in standard one	12	16.7	28	38.9	1	1.4	19	26.4	12	16.7	2.88
Remedial teaching conducted in a class without establishing individual learners strength and weakness is time wasting to most of the pupils	12	16.7	46	63.9	2	2.8	10	13.9	2	2.8	3.78
In an inclusive education system teaching children with special needs without individualized educational programme is a waste of time for such children	19	26.4	34	47.2	4	5.6	14	19.4	1	1.4	3.78
Overall Mean											3.75

KEY:

SD - Strongly Agree, A - Agree, SH - Somehow, D – Disagree, SD) - Strongly Disagree

5.0	No discrepancy
4.0 -- 4.9	Very low discrepancy
3.0 -- 3.9	Low discrepancy
2.0 -- 2.9	Big discrepancy
1.0 -- 1.9	Very big discrepancy

Table 4.10 shows that the overall mean score for head teachers' attitudes on learners' assessment was 3.75, which indicated low discrepancy between the ideal and actual attitudes of head teachers on learners' assessment. Regarding the statement on whether teacher made test is never reliable in measuring learning outcome, the mean score for the statement was 3.99 indicting low discrepancy. This implies that head teachers view teacher made test as not reliable in measuring learning outcomes, which is not true. This finding is in line with Republic of Kenya (2008) which noted that teachers have the tendency to buy exam instead of setting themselves. However, information obtained through qualitative data indicated that most head teachers expressed their opinion that teacher-made tests are the best since they help the teacher gauge the level of understanding of the taught work. Besides that these head teachers said that teacher made tests also help to correct misconceptions and help learners in transition from one topic to the next. Also some head teachers expressed their views that commercially designed assessment tests were never the best since they don't consider the environmental conditions of the pupil. They went further to say that some of the commercial based tests are sub-standard hence cannot evaluate learners effectively. Interview with education administrators indicated that most head teachers in the Sub-County do not have right attitudes to co-ordinate teacher made test at school level. Also information obtained through Document Analysis Guide revealed that only few head teachers had kept proper records on data bank for internally set tests. This implies that in most of

the schools sampled for the study there was lack of evidence to support head teachers' feelings that teacher made tests are frequently used in assessment of pupils.

Concerning the statement on whether monitoring learners' progress through regular CATs is important in curriculum implementation, the mean score for the statement was 4.32 indicating very low discrepancy. This implies that head teachers are of the view that monitoring learners' progress through regular CATs is important in curriculum implementation.

Frequent monitoring of students progress is a factor cited by Nyangosia et al., (2013) that determine better achievement in national examinations. Therefore this finding is in line with Nyongosia et al., (2013) which asserts that student's progress on the essential objectives is measured frequently and that results of learner's progress to be used in improving students learning outcomes. However, Document Analysis Guide tool used for data collection indicated that head teachers hardly kept proper records on tracking performance of individual pupils. Other records not kept on assessment of learners: record on remedial plan, Individualized education Programme for SNE pupil, records on syllabus coverage and records showing other forms of assessment in a school apart from written tests.

Regarding the statement on whether written assessment tests are sometimes not suitable for children in standard one, the mean score for the statement was 2.88 indicating big discrepancy. This implies that head teachers do not supported the view that written assessment tests are sometimes not suitable for children in standard one. Though empirical study not cited for this item, the researcher feels that written assessment tests sometimes are not suitable for children in standard one, especially during first term when most of the pupils especially those from economically disadvantaged families, where they hardly come into contact with written

materials/reading materials. The best method of assessing such children should be through oral test rather than forcing them with written tests which are likely to make them develop negative attitude towards education.

Concerning the statement on whether, remedial teaching conducted in a class without establishing individual learners' strength and weakness is a waste of time, the mean score for the statement was 3.78 indicating low discrepancy. This implies that head teachers hardly value identification of strengths and weaknesses before embarking on remedial teaching in a given class. The finding is not in line with Nyangosia et al., (2013) study which pointed out that assessment results should be used to improve the individual learner's behavior and performance. Remedial teaching is commonly mentioned in learning institutions from ECDE to secondary school level. However, the concept is usually misunderstood. The purpose of remedial teaching should be to bridge gaps in learning or correct faulty learning but not to drill pupils or impart new concepts to the learner. Therefore training needs identified in line with the concept remedial teaching.

Regarding the statement on whether in an inclusive education system teaching children with special needs without individualized educational programme is a waste of time, the mean score for the statement was 3.78 indicating low discrepancy. This implies that head teachers do not support the view that in an inclusive education system teaching children with special needs without individualized educational programme is a waste of time.

A significant percentage (20.8%) of the respondents disagreed simply because they had limited knowledge on SNE therefore either strongly disagreed or disagreed. To educate learners with special needs Individualized Educational Programme (IEP) is a must. In addition to that 5.6%

was undecided an indicator that such respondents did not understand the concept special needs education hence could not respond appropriately.

Appendices (A and E) show summary of document analysis guide that was administered to the 25 head teachers in the public primary schools that were randomly selected to represent the target population of the study. The result of document analysis guide has been summarized further in line with the five variable of the study and the content reflects documents available or not available. Availability of a document implies that a head teacher possessed a particular skill as purported in the questionnaires by the head teachers who were the key respondents in the study.

CHAPTER FIVE

SUMMARY OF THE FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

The purpose of the study was to establish the discrepancy between the ideal and actual knowledge, skills and attitudes possessed by head teachers in line with the following: capacity building of key stakeholders, preparation of professional documents, instructional resources mobilization, classroom observation and learners' assessment.

5.2 Summary

5.2.1 Discrepancy between the Ideal and Actual Knowledge, Skills and attitudes possessed by public primary school head teachers in capacity building of the key stakeholders

Basing on the questionnaires (Likert scale of 5) the overall mean score in capacity building was 4.08 indicating very low discrepancy between the ideal and actual knowledge/skills possessed by head teachers. This implies that head teacher have requisite knowledge and skills in carrying out capacity building of key stakeholders. Also majority of them are able to diagnose the training needs of their teaching and non teaching staff. However, document analysis guide which was used to determine skills possessed by head teachers in capacity building indicated deviation of negative 55.56%. This implies that actual practice as pertains to capacity building of the key stakeholders in over half of the institutions sampled for the study was wanting despite head teachers belief that they possessed adequate skills in capacity building. Otherwise information obtained from socio-demographic data showed that majority of the head teachers were experienced and knowledgeable. For example most of the head

teachers had attained Approved Teacher Status and some possessed diploma and degree qualifications in education.

On attitude of head teachers concerning capacity building the overall mean score was 4.19 indicating very low discrepancy between ideal and actual attitudes of head teachers in capacity building. This was an indicator that training needs were not identified in line with head teachers' attitudes in capacity building. From the results obtained all head teachers were in support that in-service training of teachers on the methodology is important in the implementation of curriculum. Most head teachers were of the opinion that they were supposed to empower parents to play their roles effectively in curriculum implementation. In addition to that, majority of head teachers indicated that the support staff played a very important role towards academic success of a school.

5.2.2 Discrepancy between the ideal and actual knowledge, skills and attitudes possessed by public primary school head teachers in preparation of professional documents

Concerning preparation of professional documents the overall mean score in the area was 4.05 indicating very low discrepancy between ideal and actual knowledge and skills possessed by head teachers in preparation of professional documents. This measurement was based on Likert scale of 5 which determined believes of the head teachers but the document analysis guide which measured the skills possessed by the head teachers indicated discrepancy of negative 57.14%. This showed that only 42.86% had kept records on professional documents preparation. This implies that though head teachers believed they possessed skills on preparation of professional documents the actual practice was not quite effective.

Overall mean of 3.87 noted in line with attitudes of head teachers concerning preparation of professional documents. This indicated low discrepancy between ideal and actual attitudes of head teachers. Therefore training needs identified in line with the attitudes of head teachers in preparation of professional documents.

The findings further indicated that most head teachers viewed professional records as being very important. However, a good number of head teachers (33.4%) were of a contrary opinion. Head teachers indicated that schemes of work and lesson notes were important in teaching; and that other professional records such as the lesson plan and record of work covered were also very important in teaching and learning processes. A few head teachers indicated that lesson plans were not very important as their preparation was time wasting; lesson notes were not sufficient in curriculum delivery. A significant proportion of head teachers (36.2%) were in agreement that teachers' mastery of content and appropriate teaching methods mattered in teaching than preparation of professional documents which is not true. In effective teaching preparation to teach matters as it enables a teacher to determine instructional resources as well as choosing appropriate teaching methods to be used in delivery of the content (KESI, 2011, Enaigbe, 2009).

5.2.3 Discrepancy between the ideal and actual knowledge, skills and attitudes possessed by public primary school head teachers in instructional resources mobilization

The overall mean was 4.27 indicating very low discrepancy between the ideal and actual knowledge/skills possessed by head teachers in instructional resources mobilization. Also document analysis guide indicated 75% kept records on instructional resources mobilization. There was negative deviation of 25%. This implies that most of the head teachers' beliefs that

they possessed skills in instructional resources mobilization which matched with actual practice at their work places.

The overall mean of 3.69 observed in line with attitudes of head teachers which reflected training needs on their attitudes towards instructional resource mobilization. Results further indicated that 50% were comfortable with tendering procedure. However, a significant proportion (39.8%) was of the opinion that the tendering procedure was involving and expensive way of acquiring instructional materials. Most head teachers were of the view that it was necessary to identify instructional resources needs in a school, with majority indicating that it was necessary to involve parents in acquisition of instructional resources. The results indicate that a large proportion of head teachers (53.5%) were of the view that keeping documents on cash receipt and tendering was quite involving as it takes time that should be spent on curriculum delivery.

5.2.4 Discrepancy between the ideal and actual knowledge, skills and attitudes possessed by public primary school head teachers in classroom observation

Overall mean was 4.23 which indicated very low discrepancy between ideal and actual knowledge and skills possessed by head teachers in classroom observation. However, document analysis guide which was used to determine skills possessed by head teachers visa-avis the ideal indicated negative deviation of 75% and only 25% had kept the records. This implies that most head teachers hardly practiced what they believed. Head teachers further indicated that frequent monitoring of learners' progress was part and parcel of supervisory activities in school.

The overall mean of 4.22 was observed on the head teacher's attitude towards class room observation. This was very low discrepancy between ideal and actual attitudes of the head

teacher in line with the variable. However, Information obtained through interview schedule revealed that most head teachers lacked proper attitude towards classroom observation. Also most head teachers indicated that teaching and non-teaching staff appraisal was an important task.

5.2.5 Discrepancy between the ideal and actual knowledge, skills and attitudes possessed by public primary school head teachers in learners' assessment

Overall mean score was 4.024 which indicated very low discrepancy between ideal and actual knowledge/skills possessed by the head teachers in line with learners' assessment. However, document analysis guide which was used to measure the actual skills possessed by head teachers visa-avis the ideal indicated negative deviation of 55.56%, only 44.44% kept expected documents. This implies that over half of the head teachers in the sampled schools hardly practiced the skills they purported to possess. However, this cannot cancel the fact that majority of the head teachers were knowledgeable and skilled in learners' assessment.

Overall mean of 3.75 indicating low discrepancy between the ideal and actual attitudes possessed by head teachers on learners' assessment was observed. On assessment, 80.5% of head teachers had confidence that teacher made tests were reliable in measuring learning outcomes. Most head teachers indicated that monitoring learners' progress through regular CATs is important in curriculum implementation. About half (55.2%) of head teachers were of the view that written assessment tests were sometimes not suitable for children in standard one. Majority (80.6%) of head teachers were of the view that remedial teaching conducted in a class without establishing individual learners' strengths and weaknesses was a waste of time to most of the pupils.

5.3 Conclusion

The following conclusions were made based on the findings of the study as pertain to the five objectives.

5.3.1 Determining discrepancy between the ideal and actual knowledge, skills and attitudes possessed by public primary school head teachers in capacity building

The overall mean score for the knowledge and skills was 4.08 (very low discrepancy) while for the attitudes was 4.19 (very low discrepancy). Thus no training needs identified in regard to knowledge and skills as well as attitudes of the head teachers in capacity building of the key stakeholders.

5.3.2 Establish discrepancy between the ideal and actual knowledge, skills and attitudes possessed by public primary school head teachers in Preparation of professional documents

Head teachers had professional documents preparation knowledge and skills as the overall mean score was 4.05 indicating very low discrepancy. No training needs observed in knowledge and skills possessed by head teachers in line with preparation of professional documents. The researcher noted a discrepancy between the ideal and actual attitudes of the head teacher in preparation of professional documents. The overall mean was 3.87 which indicated low discrepancy between ideal and actual attitude. Therefore training need identified especially in preparation of schemes of work, lesson plan, teaching approaches and mastery of content.

5.3.3 Establish discrepancy between the ideal and actual knowledge, skills and attitudes possessed by public primary school head teachers in instructional resources mobilization

The overall mean score was 4.30 indicating very low discrepancy between the ideal and actual knowledge and skills possessed by head teachers in relation to instructional resources mobilization. Thus basing on this statistical index and sources of information discussed in chapter four no training needs identified.

However, discrepancy was observed between the ideal and actual attitudes of head teachers in line with instructional resources mobilization. The overall mean score for attitude was 3.69 (low discrepancy). Therefore training needs observed in line with attitudes of head teachers towards instructional resources mobilization.

5.3.4 Establish discrepancy between the ideal and actual knowledge, skills and attitudes possessed by public primary school head teachers in Classroom observation

Basing on the overall mean score of 4.23 which indicated very low discrepancy between ideal and actual knowledge and skills of the head teachers on class room observation, the researcher concluded that no training needs was identified in line with this aspect of the objective. Likewise the overall mean score of 4.22 indicating very low discrepancy on head teachers class room observation. The researcher noted no discrepancy between ideal and actual attitude of head teachers in line with class room observation. Therefore no training needs established in line with attitude of head teachers towards class room observation.

5.3.5 Establish discrepancy between the ideal and actual knowledge, skills and attitudes possessed by public primary school head teachers in Learners' assessment

The overall mean score for Knowledge and skills was 4.02 (very low discrepancy), and other sources of information as discussed in chapter four the researcher concluded that no discrepancy existed between the ideal and actual knowledge and skills possessed by head teachers in line with learners' assessment. Most head teachers were familiar with MoEST policy on academic progress and promotion of pupils from one class to the next. However, it was not clear to head teachers on which type of questions were best for pupils; whether multiple choice questions or other types of questions.

The overall mean score of head teachers' attitude was 3.75 indicating low discrepancy. Therefore the researcher noted a discrepancy between ideal and actual attitudes of the head teachers in line with learners' assessment. Thus training needs established concerning attitudes of head teachers towards learners' assessment.

5.4 Recommendations

The following recommendations were made based on the findings of the study:

- i. In capacity building of the key stakeholders in-service courses for head teachers should emphasize practical aspects of curriculum supervision especially keeping records on in-service courses organized at school level and enhancing the concept/ principles of adult learning.
- ii. Discrepancy observed between the ideal and actual attitudes of head teachers in preparation of professional documents thus regular in-service courses for head teachers

to be organized to enhance positive attitude towards preparation of professional documents.

- iii. In line with instructional resources mobilization, the Ministry of Education should consider revising the school tendering procedure since most of the head teachers viewed it as tedious; given that head teachers are also classroom teachers hence need time to teach and carry out curriculum supervision.
- iv. Though discrepancy between ideal and actual knowledge, skills and attitude of head teachers not observed pertaining to class room observation, in-service courses for head teachers should emphasize regular observation of lessons in a school.
- v. Discrepancy observed between the ideal and actual attitudes of head teachers in learner' assessment therefore need for head teachers to be trained on the exams that are best suited to their pupils at different levels and head teachers to encourage teachers to embrace teacher made tests as opposed to commercially designed tests.

5.5 Suggestions for Further Research

The following are suggestions made for further research following the findings of this study:

- i. A similar study need to be undertaken in schools to assess attitudes and knowledge of classroom teachers on preparation of professional documents.
- ii. A study needs to be undertaken in primary schools to establish the nature of the tests given to learners, their ability to measure progress and their overall impact on the learners' academic progress.

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APPENDICES

Appendix A: Summary of Document Analysis Guide

CAPACITY BUILDING	Ideal	Actual
Training needs assessment records for various subject teachers	100%	0%
Training program for school based in service courses for the teacher	100%	0%
Records kept on school prefects or student leaders election	100%	100%
Record kept on induction of pupils leaders	100%	0%
Records kept on guest speakers invited to talk to pupils and topics covered	100%	0%
Records Kept on Field Trips	100%	100%
Record on school programs that enhance talent development	100%	100%
Records kept on PTA meetings and what was discussed.	100%	100%
Records kept on school management member's empowerment especially courses organized for BOM members' i.e capacity building courses for BOM.	100%	0%
PREPERATION OF PROFESSIONAL DOCUMENTS		
Schemes of work in all subjects and respective classes	100%	100%
Lesson plan prepared by teachers on daily basis	100%	0%
Pupils progress records in each class level	100%	100%
Record of work covered per subject	100%	0%
Daily lesson attendance monitoring tool	100%	0%
Pupils progress record monitoring	100%	100%
Schemes of work and lesson plan monitoring	100%	0%
INSTRUCTIONAL RESOURCE MOBILIZATION		
FPE receipt acknowledgement	100%	100%
Text book delivery notes and after documents	100%	100%
Tendering documents for instructional materials	100%	100%
Procurement act 2005 and disposal 2006 manual	100%	0%
Textbook or exercise book inventory	100%	100%
Record of structural material needs analysis	100%	100%
Stock register of all in structural materials in the school	100%	100%
Cash book	100%	0%
CLASSROOM BSERVATION		
Classroom observation checklist	100%	100%
Records of lesson observation i.e lesson observation programme	100%	0%

Summary of classroom observation findings and recommendations	100%	0%
Action plan or way forward based on lessons observed in various subjects	100%	0%
LEARNERS ASSESSMENT AND EVALUATION		
Previous internal and external analyzed results	100%	100%
Data bank for internally set tests	100%	0%
Record kept on testing policy in the school e.g staff minutes	100%	100%
Records indicating other forms of assessment in the school apart from written tests	100%	0%
Record for tracking performance individual pupils	100%	0%
IEP files for SNE pupils	100%	0%
Record on remedial plan	100%	0%
Record on syllabus coverage	100%	100%
Testing timetable records	100%	100%

Appendix B: Questionnaires for the Head Teachers

I am carrying out a research within the Sub-County in our primary schools. The title of the research is An Assessment of curriculum supervision training needs of primary school head teachers in Bungoma West Sub-County.

SECTION A:

Please read statements carefully then put a tick appropriately within one of the possible answer to a statement.

Part One

1. Capacity Building

No	Statement	Strongly Agree	Agree	Somehow	Disagree	Strongly Disagree
	<u>Knowledge & Skills</u>					
1	I am able to carry out training Needs assessment for various key stakeholders in my school.					
2	I have adequate knowledge and skills on organization of school based INSET courses.					
3	I do not possess adequate knowledge and skills on					

	recruitment and deployment of staff in my school.					
4	I understand the concept adult learning and it's principles in line with capacity building of school's stakeholders.					
5	I am well equipped with knowledge and skills on internal supervision of curriculum.					
	<u>Attitude</u>					
6	In-service training of teachers on methodology is important in the effective implementation of curriculum.					
7	In-service training of teachers is a waste of time and money					
8	In my school we induct prefects on their roles to enable school run smoothly.					
9	Empowerment of parents to play their roles effectively in curriculum implementation is not					

	my responsibility.					
10	The support staff do not play important role towards academic success of a school.					

Part Two

2. Preparation of professional Documents

No	Statement	Strongly Agree	Agree	Somehow	Disagree	Strongly Disagree
	<u>Knowledge & Skills</u>					
1	I am well equipped with professional knowledge and skills on syllabus interpretation.					
2	I am quite conversant with strategies of monitoring teacher's preparedness to deliver curriculum effectively.					
3	I have knowledge and skills of handling teachers who have problem with preparation of professional documents.					
4	I have the capacity to convince teachers to prepare schemes of work in advance (i.e. before school term					

	begins).					
5	I have put in place proper mechanism of monitoring preparation of all professional documents					
	<u>Attitude</u>					
6	Preparation of professional documents such as schemes of work and lesson plan take a lot of time allocated for syllabus coverage.					
7	It is only schemes of work and lesson notes that are important in teaching, professional records such as lesson plan, record of work covered among other not so important in teaching/ learning process.					
8	It is necessary that a lesson plan should be derived from schemes of work.					
9	Preparation of lesson plan as well as lesson notes is time wasting, lesson notes are sufficient in curriculum delivery					
10	Teacher's mastery of content and					

appropriate teaching approaches matters in teaching than preparation of professional Documents.					
-------------------------------------------------------------------------------------------------	--	--	--	--	--

Part Three

3. Instructional resources mobilization

No	Statement	Strongly Agree	Agree	Some how	Disagree	Strongly Disagree
	<u>Knowledge & Skills</u>					
1	I am quite conversant with the content of procurement Act 2005 and disposal regulation 2006.					
2	I have proper concept of instructional resources and capable of applying my knowledge and skills to acquire resources for effective teaching/learning.					
3	I have the capacity to organize effective acquisition of instructional materials in line with the MOEST guidelines.					
4	I have adequate knowledge and skills to mobilize parents and other stakeholders to provide instructional resources for effective curriculum delivery in my school.					
5	I am quite able to identify needs of learners and channel instructional resources for effective delivery of curriculum.					
	<u>Attitude</u>					
6	Tendering procedure in educational system is quite involving and expensive way of acquiring instructional materials.					
7	For accountability of money received by the school you should acknowledge by writing a receipt.					

8	It is not necessary to identify instructional resources needs in a school before embarking on the process of acquisition of the same.					
9	It is not necessary to involve parents in acquisition of instructional resources in school.					
10	Keeping of documents on cash receipt and tendering is quite involving, as it takes time that should be spent on curriculum delivery.					

Part Four

4. Classroom Observation

No	Statement	Strongly Agree	Agree	Somehow	Disagree	Strongly Disagree
	<u>Knowledge & Skills</u>					
1	Interaction between lesson observer and a teacher is not necessary after a teacher has presented a lesson (debriefing).					
2	I am equipped with adequate knowledge and skills to guide and assist teachers to grow professionally					
3	I have the ability to tell effective teaching through classroom observation in a lesson.					
4	I have adequate knowledge and skills on teaching approaches to					

	carry out classroom observation effectively.					
5	I am capable of identifying an effective teacher or a teacher with curriculum delivery problem in the process of lesson observation.					
	<u>Attitude</u>					
6	Teaching and non-teaching staff appraisal is a waste of time a school.					
7	Frequent monitoring of learners progress is part and parcel of supervisory activities in a school.					
8	Sometimes it is necessary to direct, control report and command teachers in the process of curriculum Implementation.					
9	A Check list to guide classroom observer is not a necessary tool for head teachers.					
10	Teaching and non-teaching staff appraisal is a waste of time a school.					

Part Five

5. Learners Assessment

No	Statement	Strongly Agree	Agree	Somehow	Disagree	Strongly Disagree
	<u>Knowledge & Skills</u>					
1	I have adequate knowledge and skills to enhance effective assessment and evaluation of pupils in my school.					
2	In my school I encourage teachers to set multiple choice questions compared other types of questions such as matching of pairs, short answers, filling in blanks and true/false.					
3	In my school I have put in place effective mechanism for monitoring quality of internally and externally designed formative evaluation tests.					
4	I have the capacity to monitor pupil's progress in various developmental aspects such as academic, social, emotional, physical and spiritual.					
5	I am quite familiar with MOEST					

	policy on academic progress and promotion of pupils from one class to the next.					
	<u>Attitude</u>					
6	Teacher made tests are never reliable in measuring learning outcome (i.e. formative evaluation).					
7	Monitoring learner's progress through regular continuous assessment tests is important in curriculum implementation.					
8	Written assessment tests sometime are not suitable for children in standard one.					
9	Remedial teaching conducted in a class without establishing individual learner's strength and weaknesses is time wasting to most of the pupils.					
10	In an inclusive education system teaching children with special needs without an individualized educational programme (IEP) is waste of time for such children.					

Appendix C: Open -ended Questions for Head Teachers

Please respond to the questions 1 to 5 by reading carefully the statements and then fill in blank spaces with the appropriate answers and/ or comments.

1. Capacity Building

(a) Who are the Key Stakeholders in your school that you should empower in terms of capacity building? -----

(b) What do you usually do in your school to enhance capacity building of the key stakeholders? -----

(c) In your opinion what do you say about your ability to plan and organize capacity building programmes in your school? -----

(d) School based continuous Professional development of teachers is not an important aspect in teaching profession. What is your view about the statement?

2. Preparation of professional Documents.

(a) Knowledge of the Subject Matter and Methods of teaching are paramount for a teacher, other aspects such as preparation of professional records may not matter.

Comment on the statement. -----

(b) What do you usually do as internal Supervisor of curriculum in your school?

(c) What internal control mechanism have you put in place to enhance preparation of professional records in your school? -----

(d)What do you usually do with teachers who are reluctant to prepare lesson plan regularly?-----

3. Instructional Resources Mobilization

(a) Some of the Instructional Resources available in my school are:-----

(b) What do you say about MOEST policy on acquisition of instructional materials in primary schools? -----

(c) It is not necessary to involve parents in the acquisition of instructional resources in a primary school.

Comment on the statement.-----

(d) Before ordering instructional materials from the supplier you are expected to carry out the school's needs analysis. Explain briefly what you usually do in the

acquisition of teaching/ learning resources-----

4. Classroom Observation

(a) Monitoring teaching/ learning through classroom observation is a strategy of enhancing effective curriculum delivery in a school. Comment on the statement.-

(b) What do you require in order to carry out effectively classroom observation?

(c) What do you usually observe in a successful lesson in the teaching/ learning process?-----

(d) What do you usually do after observing a lesson in your school?-----

5. Learners Assessment and Evaluation.

(a) Assessment of pupils through written tests is quite adequate and reliable means of establishing learner's varied abilities. Give your views about the statement.-----

(b) Teacher made tests are quite good in continuous assessment of learners as they reflect what has been covered at a certain period of teaching/ learning. Comment on the statement. -----

(c) What mechanism have you put in place in your school to ensure effective assessment and evaluation of learners? -----

(d) Commercially designed assessment tests are common in primary schools in Kenya and some educators believe such tests are the best for testing pupils. What is your opinion about the statement? -----

Appendix D: Interview Schedule for the Sub-County Director of Education (SCDE) and TSC Sub-County Director

1. Capacity Building

- (a) In your opinion do you think all head teachers in the Sub-County are well equipped with knowledge, skills and right attitude to enable them organize effectively INSET courses at school level?
- (b) In your opinion do you think all head teachers in the Sub-County have adequate knowledge, skills and right attitudes to enable them plan and implement capacity building of teachers, pupils, parents and Board of management members?
- (c) In your opinion do you think all head teachers are capable of identifying academic and social needs of the learners effectively?
- (d) Do you think all head teachers have the appropriate knowledge, skills and attitude to enable them enhance team building spirit among teachers, pupils and parents?

2. Preparation of professional Documents

- (a) In your opinion do you concur with the statement that most head teachers in the Sub-County have problem with effective supervision of teachers in the preparation of profession documents particularly lesson plan, records of work covered and pupil's progress records?
- (b) Would you concur with the opinion that only a few of the head teachers in the Sub-County are adequately equipped with knowledge, skills and positive attitudes to supervise teachers effectively on preparation of professional documents?

3. Mobilization of instructional Resources

- (a) Do you agree with the opinion that most of the head teachers in the Sub-County are challenged in instructional resources mobilization for effective curriculum delivery?
- (b) In your opinion do you think all head teachers in the Sub-County are well equipped with knowledge, skills and right attitudes to enable them mobilize instructional resources for effectively curriculum delivery?

5. Classroom Observation

- (a) Do you concur with the opinion that most of the head teachers in the Sub-County hardly show adequate interest in classroom activities apart from the subjects they teach?
- (b) In your opinion do you think all head teachers in the Sub-County are well equipped with knowledge, skills and right attitudes to enable them carry out effective observation of lessons in their respective schools?

5. Learner assessment and Evaluation

- (a) Do you concur with the statement that most of the head teachers in the Sub-County prefer commercially prepared assessment tests to teacher made tests?
- (b) In your opinion do you concur with the statement that most head teachers in the Sub-County may not have adequate knowledge, skills and right attitudes to co-ordinate and implement effectively teacher made tests at school level?
- (c) What do you think should be in-service courses priority for head teachers in the Sub-County?

Appendix E: Documentary Analysis Guide

1. Capacity Building

Name of Document	Available	Not Available	Remark
1. Training needs assessment record for various subject teachers.			
2. Training programme for school based in-service courses for teacher.			
3. Record kept on school prefects or student leader's election.			
4. Record kept on induction of pupils leaders.			
5. Record kept on guest speakers invited to talk to pupils and topics covered.			
6. Records kept on field trips.			
7. Records on school programmes that enhance talent development.			
8. Records kept on PTA meetings and what was discussed.			
9. Records kept on school management member's empowerment especially courses organized for BOM members i.e. capacity building courses for BOM.			

2. Preparation of professional Documents

Name of Document	Available	Not Available	Remark
1. Schemes of work in all subjects and respective classes.			
2. Lesson plan prepared by teachers on daily basis.			
3. Pupil's progress records in each class level.			
4. Record of work covered per subject.			
5. Daily lesson attendance monitoring tool.			
6. Pupils progress record monitoring.			
7. Schemes of work and lesson plan monitoring document.			

3. Instructional Resources Mobilization

Name of Document	Available	Not Available	Remark
1. FPE receipt acknowledgement.			
2. Textbooks delivery notes and after documents			
3. Tendering documents for instructional materials.			
4. Procurement Act 2005 and disposal			

2006 manual.			
5. Textbook/exercise book inventory.			
6. Record of in structural materials needs analysis.			
7. Stock register of all in structural materials in the school.			
8. Cash book.			

4 .Classroom observation

Name of Document	Available	Not Available	Remark
1. Classroom observation check list (i.e. guide used when observing a class).			
2. Records of lessons observation i.e. lesson observation programme.			
3. Summary of classroom observation findings and recommendations.			
4. Action plan or way forward based on lessons observed in various subjects.			

Name of Document	Available	Not Available	Remark
1. Previous internal and external analyzed result			

records.			
2. Data bank for internally set tests.			
3. Record kept on testing policy in the school e.g. staff minutes.			
4. Records indicating other forms of assessment in the school apart from written tests.			
5. Record for tracking performance individual pupils.			
6. IEP files for SNE pupils			
7. Record on remedial plan.			
8. Record on syllabus coverage.			
9. Testing timetable records.			

5. Learners Assessment and Evaluation.

Appendix F: Questionnaires for the Head Teachers

(i) Demographic Data

Please tick any answer that suits the questions below and where necessary fill in blank spaces.

1. Name of your school _____

Zone _____

2. Sex Male Female

3. What is your age

30 years and below

31-40 years

41-45 years

46 years and above

4. Professional Qualification

Graduate

ATS

SI

P1

P2

5. How many lessons do you teach per week

10 & below

11-20

21-30

31-40

Over 40

6. Years of experience as head teacher

1 Year Below

2- 3 Years


4- 6 Year

7- 10 years

11- 20 years

Above 20 years

Appendix H: Research Authorization Letter (NACOSTI)



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

Telephone: +254-20-2213471,
2241349,3310571,2219420
Fax: +254-20-318245,318249
Email: dg@nacosti.go.ke
Website: www.nacosti.go.ke
when replying please quote

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

Ref: No **NACOSTI/P/17/73232/15358** Date: **20th January, 2017**


John Onyango Rakama
Maseno University
Private Bag
MASENO.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on “*An assessment of curriculum supervision training needs of public primary school head teachers in Bungoma West Sub -County, Kenya,*” I am pleased to inform you that you have been authorized to undertake research in **Bungoma County** for the period ending **17th January, 2018.**

You are advised to report to **the County Commissioner and the County Director of Education, Bungoma County** before embarking on the research project.

On completion of the research, you are expected to submit **two hard copies and one soft copy in pdf** of the research report/thesis to our office.


BONIFACE WANYAMA
FOR: DIRECTOR-GENERAL/CEO

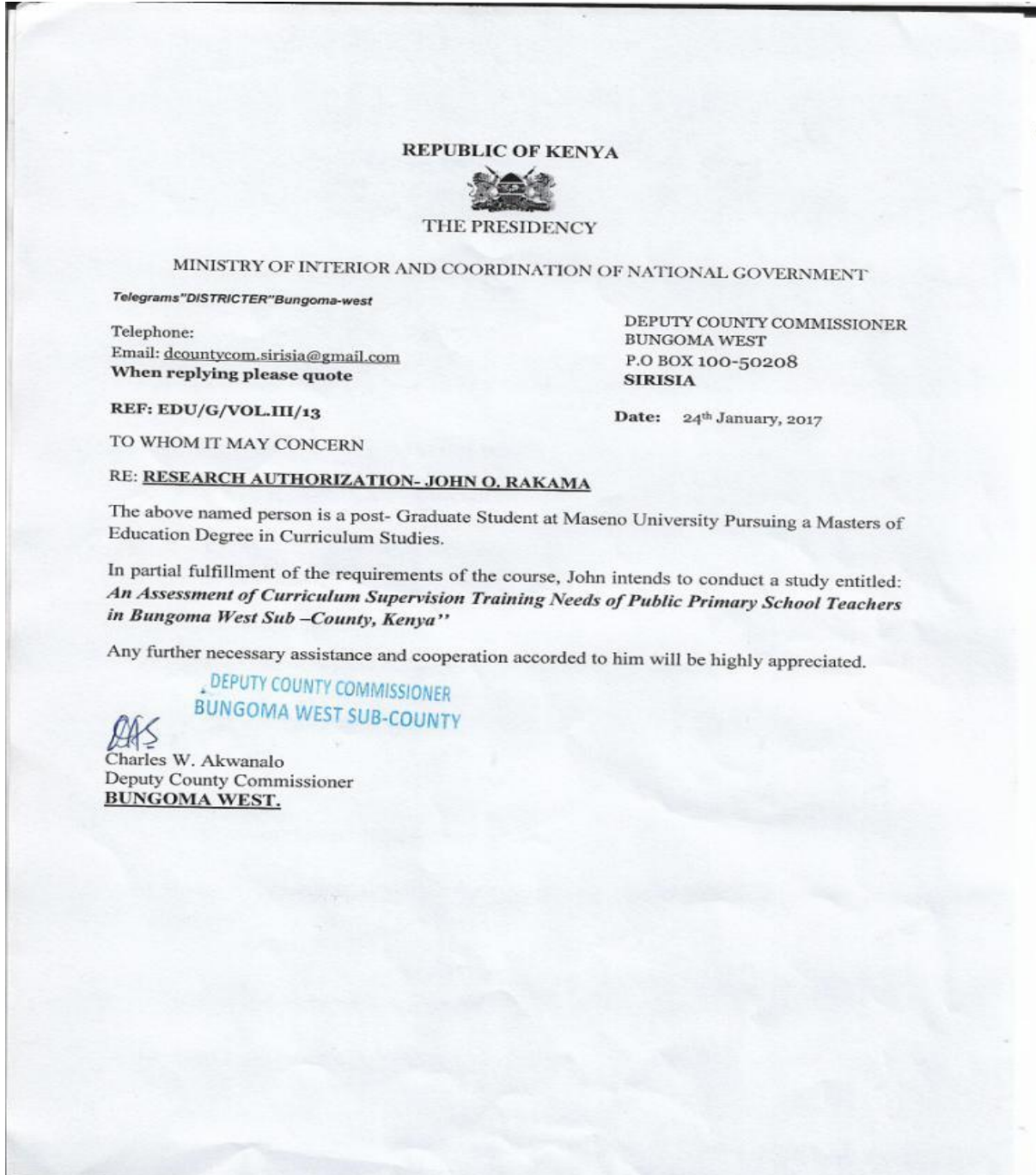
Copy to:

The County Commissioner
Bungoma County.

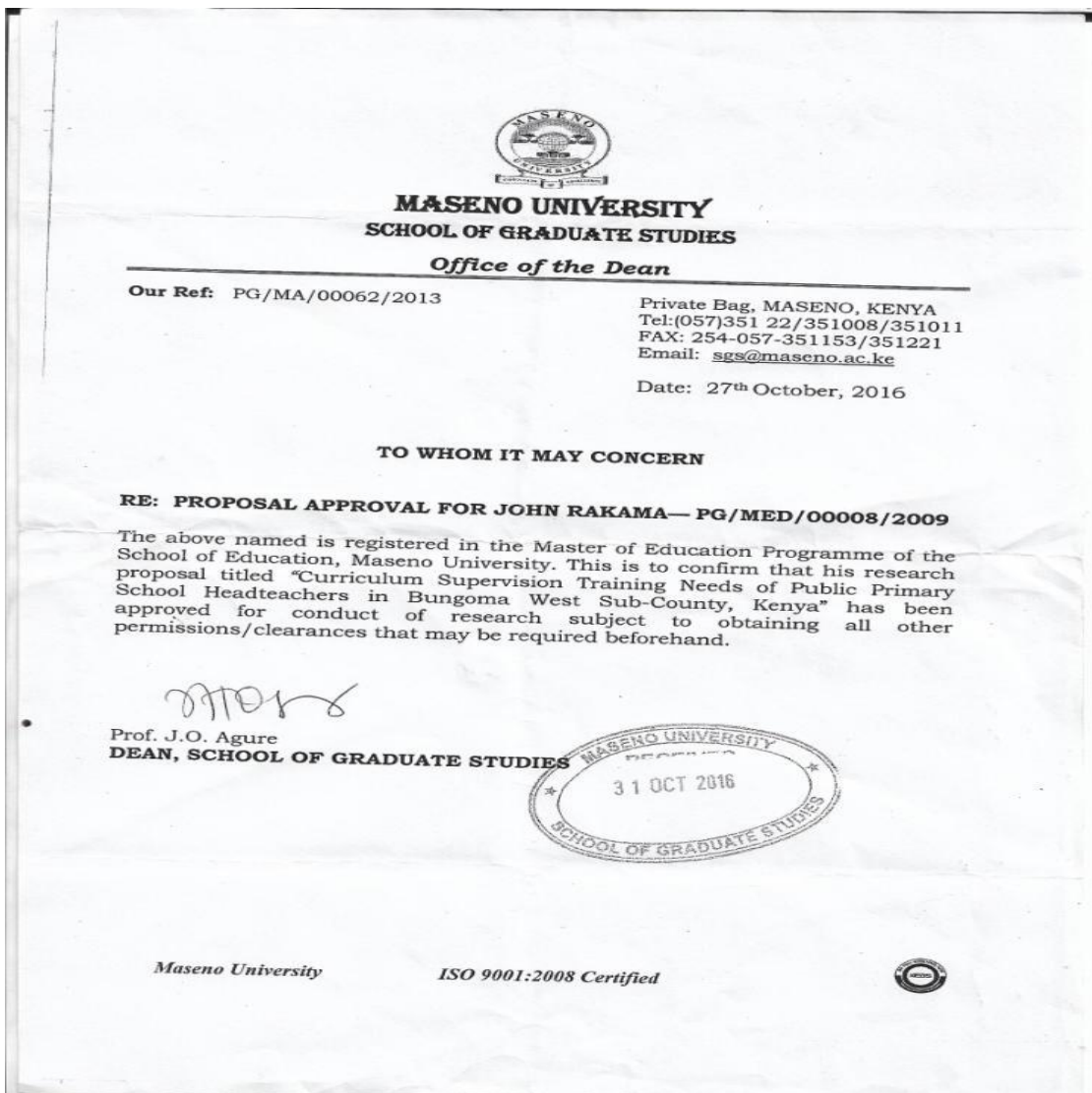
The County Director of Education
Bungoma County.

National Commission for Science, Technology and Innovation is ISO 9001:2008 Certified

Appendix I: Research Authorization Letter, Deputy County Commissioner Bungoma West



Appendix J: Authorization Letter from Maseno University



Appendix K: Research Authorization Letter Ministry of Education Bungoma West



**MINISTRY OF EDUCATION, SCIENCE & TECHNOLOGY
State Department of Education**

Telegrams "EDUCATION" Sirisia
Telephone: 0736-713327
When replying please quote:

SUB-COUNTY EDUCATION OFFICE
Bungoma West Sub-County
P.O Box 36-50208
SIRISIA.

REF: BGW/ED/ADM/001/VOL. 1(14)

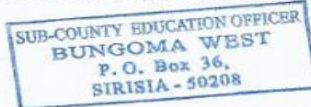
24.1.2017.

TO ALL HEAD TEACHERS PRIMARY SCHOOLS

**RE: LETTER OF AUTHORITY TO CONDUCT RESEARCH
JOHN O. RAKAMA**

Please note the bearer of this letter is Post-Graduate student at Maseno University (Reg. No PG/M.E.D/008/2009). Mr. Rakama has been authorized to conduct the foresaid exercise in our Primary schools. The study area is Curriculum and research title is: **An assessment of Curriculum supervision Training Needs of Public Primary school Head Teachers in Bungoma West Sub-County, Kenya**

You are requested to co-operate and accord the person necessary assistance.



**TOM O. AMOLO
SUB-COUNTY DIRECTOR OF EDUCATION
BUNGOMA WEST.**