

## THE ROLE OF HEADTEACHERS ADMINISTRATIVE EXPERIENCE ON INSTRUCTION SUPERVISION IN KWALE COUNTY, KENYA

### ABSTRACT

Students' academic success is influenced by a variety of factors, one of which is the instructional supervisory tasks played by headteachers. The study's goal was to ascertain how the headteachers experience in administration affected their instructional supervisory roles in public primary schools in Kwale County, Kenya. The objective of the study was to determine how headteachers' administrative experience in administration affect their instructional supervisory roles in public primary schools in Kwale County, Kenya. The study adopted descriptive research design which involved the use of qualitative research approach. The study's target audience consisted of all 432 public primary school headteachers in Kwale County, Kenya. The sample size consisted of 201 headteachers who were chosen at random from Kwale County's public primary schools. Based on propositional representation of the schools in each sub-county, the sample size was selected from all five sub-counties. Headteachers were surveyed in order to gather statistics. To determine the validity and reliability of the instrument, pilot research involving ten head teachers from ten public primary schools in the nearby Kilifi County was carried out. Reliability was determined by using test- retest method. The second test was given to the same respondents who did the first test after one week. The data collected during the two tests of the pilot study was used to compute reliability coefficient. A reliability coefficient of  $r = .78$  was obtained. Validity was ascertained through expert judgement of the items in the questionnaire. Frequencies and percentages were used to analyze qualitative data descriptively, and the results were displayed in tables, charts, and percentage graphs. Version 23 of the Statistical Packages for Social Sciences (SPSS) was used to conduct the analysis, which was then displayed using tables. The results of the study can be applied to enhance instructional monitoring in Kenya's Kwale County public primary schools.

### Introduction

By the year 2015, numerous nations had pledged to provide high-quality education for everyone (Global report, 2009). This is due to the belief that education is the primary factor in fostering long-term socioeconomic development for each individual as well as the advancement of all societal sectors (Kipngetich, 2016). People with more education are better able to turn societal ideals into actuality. Specifically, funding high-quality primary education is essential to preparing students for further education down the road (EFA, 2009). This calls for high standard of instructional supervision.

According to Wanzare (2012), instructional supervision encompasses whole programs meant to preserve and enhance teachers' ability to teach and facilitate learning. The teaching and learning activities that take place in a classroom are the result of numerous elements, such as the workload, degree of training, administrative expertise, and teaching experience of head teachers (Akinfolamu, 2012). Kariuki (2013) further described instruction supervision as a goal-oriented endeavor with the intention of enhancing the processes of teaching and learning. Headteachers' experience is an important factor in implementation of curriculum and instructional supervisory roles (Nyandiko, 2008; Kirui, 2012).

Alzaidi (2008) reports that, academic performance of students can be a measure of the demand for better instructional supervision. Headteachers are supposed to be able to effectively monitor teachers and pupils in order to increase students' academic achievement. The government and other parties involved in education have similar expectations. Thus, headteachers have a challenging task in overseeing the school to ensure effective monitoring in their establishments.

According to research done in the Netherlands by Derel (2008), headteachers are in charge of up to 60% of the operations of the school after working there for at least three years. Derel (2008), further argues that through experience, headteachers get expertise that prepare them for future leadership challenges. They also learn ways to negotiate future leadership challenges; they create effective ways to manage schools and in improving students' academic performance. The role of experience according to Derel (2008), is to design value systems and also be able to clarify and improve the existing values. It is through experience that headteachers carry out their job valuation concerning their management techniques, job evaluation, management role and function.

According to Ejieh, Olajide, Igbasan, Babarinde and Ojuade (2011), in many countries of Sub-Saharan Africa, headteacher instructional leadership behaviour works effectively through socialization process working in an organization. The experience and learning that occurs in an organization are specific to that organization. In addition to mastering a particular organization system, headteachers also study organizational leadership and general administration in a school context.

Muthoka (2014) suggests that headship should be awarded to teachers based on their prior experience as educators who have continuously demonstrated high standards of performance and competence in the classroom. Headteachers work experience is an important factor in effective instruction supervision geared towards improvement of pupils' academic performance (Kirui, 2012). According to Kirui (2012), headteachers' prior job experience is crucial for overseeing instruction supervision because it enhances worker performance. However, according to Wawira (2012) administrative background of headteachers has little bearing on how instructional supervision tasks are implemented in schools. The current study was carried out to investigate how Headteachers' administrative experience affects their instructional supervisory roles in Kwale County, Kenya.

### Objective of The Study

The objective of the study was to evaluate how headteachers' level of administrative experience affects their instructional supervisory roles in public primary schools in Kwale County, Kenya.

### Research Design

The study adopted a descriptive survey research design. This design fitted well in this study in that it involved collecting data that was used to describe the situation as they existed and also allowed the use of descriptive statistics as defined by Kothari. The researcher could not manipulate the variables in any way and decided to study them as they existed in the field (Kothari, 2003).

### Location of the study

The study took place in Kwale County which is one of the 47 counties in Kenya. Kwale County is located in Kenya's south coast and shares boundaries with Taita- Taveta County to the north, Mombasa and the Indian Ocean to the east, Kilifi to the northeast, and the Republic of Tanzania to the south. Kwale County is divided into five subcounties: Kinango, Lunga Lunga, Matuga, Msambweni, and Samburu (Kwale county government, 2015; KNBS, 2019).

### Population, Sample and Sampling Method

The total number of headteachers in Kwale County per subcounty was tabulated in Table 1. The Table also shows sample and sampling method in each subcounty

**Table 1: Population Distribution and Sample in Kwale County**

| Sub County  | Number Headteachers | Sample | Sampling Method |
|-------------|---------------------|--------|-----------------|
| Lunga lunga | 97                  | 45     | Random          |
| Matuga      | 109                 | 50     | Random          |
| Msambweni   | 55                  | 26     | Random          |
| Kinango     | 84                  | 40     | Random          |
| Samburu     | 87                  | 40     | Random          |
| Total       | 432                 | 201    | Random          |

Source: Kwale County Education office, 2023

Headteachers who participated in the study were a propositional representative of the whole population per subcounty. Then from each county, the respondents were randomly sampled. Matuga subcounty had the highest number of headteachers randomly chosen for this study since it had the highest number of schools.

### **Instrument and Pilot Study**

The investigator employed closed-ended questionnaires to gather qualitative data from headteachers. The purpose of the questionnaire was to gather information for research topics as well as bio data. The researcher carried out a pilot study in a neighbouring Kilifi County, Kenya. Test-retest method was used to gather the data from respondents in 10 schools. The researcher used the data collected during the pilot study to assess the instruments' dependability and gain experience administering the instrument. The two set of data collected during the test and retest study was also use to compute reliability coefficient of the instrument. The coefficient yielded was  $r = .78$  which according to Mugenda and Muganda, 2003 is good enough to collect data.

### **Data Collection Procedure and Ethical Consideration.**

The researcher applied and got a research permit from the National Commission for Science, Technology, and Innovation (NACOSTI). Following the grant, the researcher met with pertinent directors at the county and subcounty levels to brief them about the project. The researcher then arranged with headteachers to schedule the collection of data at their respective schools in person.

The researcher carefully followed the laid down procedures to protect the respondents by keeping their identity anonymous and making sure collected data is safely stored and was only accessible to authorized persons. Additionally, the researcher gave the responders the assurance that no private information would be shared with outside parties. The data collected and analyzed without manipulation to suit any preconceived purpose.

### **Data Analysis and Interpretation**

Analysis of headteachers biodata showed that, there were 95 female headteachers and 106 male headteachers in the county. The findings showed that the TSC had attained the gender rule as postulated in 2010 constitution concerning gender law. The second demographic information concerned level of experience in administration. The level was categorized as follows; 0-5 years was considered to have less administration experience, 6-10 years was considered to be medium level and 11 years and above was considered to be high level of experience in administration. Data analysis yielded 43 headteachers with less experience, 58 had medium experience and 100 had high level of experience.

### **Headteachers Administrative Experience and Instruction Supervision**

The research was designed to investigate whether headteachers' level of administrative experience affects their instructional supervisory roles in public primary schools in Kwale

County, Kenya. Data analysis in the biodata came up with the three categories of headteachers' level of experience in administration. These were less administration experience, medium and high level of administration experience. Data analysis on headteachers with low administrative experience was summarized in Table 2.

**Table 2: Headteachers with Less Experience in Administration and their Instructional Supervisory Role**

| Statement   | n=43                  |                     |                     |                 |                 |
|---|-----------------------|---------------------|---------------------|-----------------|-----------------|
|   | SA<br>F<br>(%)        | A<br>F<br>(%)       | U<br>F<br>(%)       | D<br>F<br>(%)   | SD<br>F<br>(%)  |
| The years the headteacher has worked as an administrator influence how often they carry out instructional supervisory roles in school.                          | 23<br>53.4%           | 15<br>34.9%         | 5<br>11.7%          | 0<br>0%         | 0<br>0%         |
| The years the headteacher has worked as an administrator influence how well they carry out lesson observation during instructional supervisory roles in school. | 20<br>46.5%           | 20<br>46.5%         | 3<br>07%            | 0<br>0%         | 0<br>0%         |
| The years the headteacher has worked as an administrator influence how often they give feedback during instructional supervisory roles in school                | 19<br>44.2%           | 22<br>51.2%         | 2<br>4.6%           | 0<br>0%         | 0<br>0%         |
| The years the headteacher has worked as an administrator influence their positive attitude towards teachers during instructional supervision role in school.    | 17<br>39.5%           | 23<br>53.5%         | 3<br>7%             | 0<br>0%         | 0<br>0%         |
| <b>Average</b>  | <b>19.8<br/>45.9%</b> | <b>20<br/>46.5%</b> | <b>3.2<br/>7.6%</b> | <b>0<br/>0%</b> | <b>0<br/>0%</b> |

From Table 2, it was observed that headteachers with less experience in administration strongly agreed or agreed (average 45.9% and 46.5% respectively) that headteachers' experience in administration was important in instructional supervisory role in public primary schools in Kwale County Kenya. The Table also showed that, none of the headteacher disagreed or strongly disagreed on all statements showing importance of headteachers experience in administration playing part in instructional supervisory role in public primary schools in Kwale

County Kenya. However, on average, 7.6% of headteachers were undecided whether headteachers experience in administration played important role in instructional supervisory role in public primary schools in Kwale County, Kenya.

Headteachers with medium level of administration from the biodata was 58 and was also subjected to data analysis. Their response was summarised in Table 3

| Statement   | SA<br>F<br>(%)         | A<br>F<br>(%)          | U<br>F<br>(%)       | D<br>F<br>(%)   | SD<br>F<br>(%)  |
|---|------------------------|------------------------|---------------------|-----------------|-----------------|
| The years the headteacher has worked as an administrator influence how often they carry out instructional supervisory roles in school.                          | 39<br>67.2%            | 16<br>27.6%            | 3<br>5.2%           | 0<br>0%         | 0<br>0%         |
| The years the headteacher has worked as an administrator influence how well they carry out lesson observation during instructional supervisory roles in school. | 34<br>58.6%            | 20<br>34.5%            | 4<br>6.9%           | 0<br>0%         | 0<br>0%         |
| The years the headteacher has worked as an administrator influence how often they give feedback during instructional supervisory roles in school                | 22<br>37.9%            | 29<br>50%              | 7<br>12.1%          | 0<br>0%         | 0<br>0%         |
| The years the headteacher has worked as an administrator influence their positive attitude towards teachers during instructional supervision role in school.    | 24<br>41.4%            | 26<br>44.8%            | 8<br>13.8%          | 0<br>0%         | 0<br>0%         |
| <b>Average</b>  | <b>29.75<br/>51.3%</b> | <b>22.75<br/>39.2%</b> | <b>5.5<br/>9.5%</b> | <b>0<br/>0%</b> | <b>0<br/>0%</b> |

Table 3 revealed that the majority of headteachers in public primary schools in Kwale County, Kenya, agreed (on average, 51.3%) or strongly agreed (39.2%) that their administrative expertise played a significant impact in their instructional supervisory function. There was no headteacher who disagreed or strongly disagreed with all items of the questionnaire regarding the importance of headteachers experience in administration on instructional supervisory role. However, some headteachers on average of 9.5% were undecided on whether experience in administration had an effect on instructional supervisory role in public primary schools in Kwale County, Kenya

The biodata analysis also revealed that 100 headteachers had high administrative experience in administration. The data from this group was subjected to data analysis and their findings summarised in Table 4.

**Table 4: Headteachers with high Administrative Experience and Effect on Instructional Supervisory Role**

| Statement   | n=100                 |                       |                    |                 |                 |
|---|-----------------------|-----------------------|--------------------|-----------------|-----------------|
|   | SA<br>F<br>(%)        | A<br>F<br>(%)         | U<br>F<br>(%)      | D<br>F<br>(%)   | SD<br>F<br>(%)  |
| The years the headteacher has worked as an administrator influence how often they carry out instructional supervisory roles in school.                          | 84<br>84%             | 16<br>16%             | 0<br>0%            | 0<br>0%         | 0<br>0%         |
| The years the headteacher has worked as an administrator influence how well they carry out lesson observation during instructional supervisory roles in school. | 67<br>67%             | 33<br>33%             | 0<br>0%            | 0<br>0%         | 0<br>0%         |
| The years the headteacher has worked as an administrator influence how often they give feedback during instructional supervisory roles in school                | 44<br>44%             | 41<br>41%             | 5<br>5%            | 0<br>0%         | 0<br>0%         |
| The years the headteacher has worked as an administrator influence their positive attitude towards teachers during instructional supervision role in school.    | 55<br>55%             | 45<br>45%             | 0<br>0%            | 0<br>0%         | 0<br>0%         |
| <b>Average</b>  | <b>62.5<br/>62.5%</b> | <b>33.5<br/>33.5%</b> | <b>1.3<br/>01%</b> | <b>0<br/>0%</b> | <b>0<br/>0%</b> |

According to Table 4 the majority of headteachers in public primary schools in Kwale County, Kenya, who had extensive administrative experience strongly agreed (on average, 62.5%) or agreed (on average, 33.4%) that the head teachers' experience level affected their role as instructional supervisors. One percent of headteachers in this category, however, were unsure about the impact of administrative experience on the instructional supervisory position in public primary schools in Kwale County, Kenya.

The researcher used the percentage averages of headteachers response to the questionnaire in order to compare the groups' response. To achieve this, the researcher used graphs and Fig 1 presents the summary.

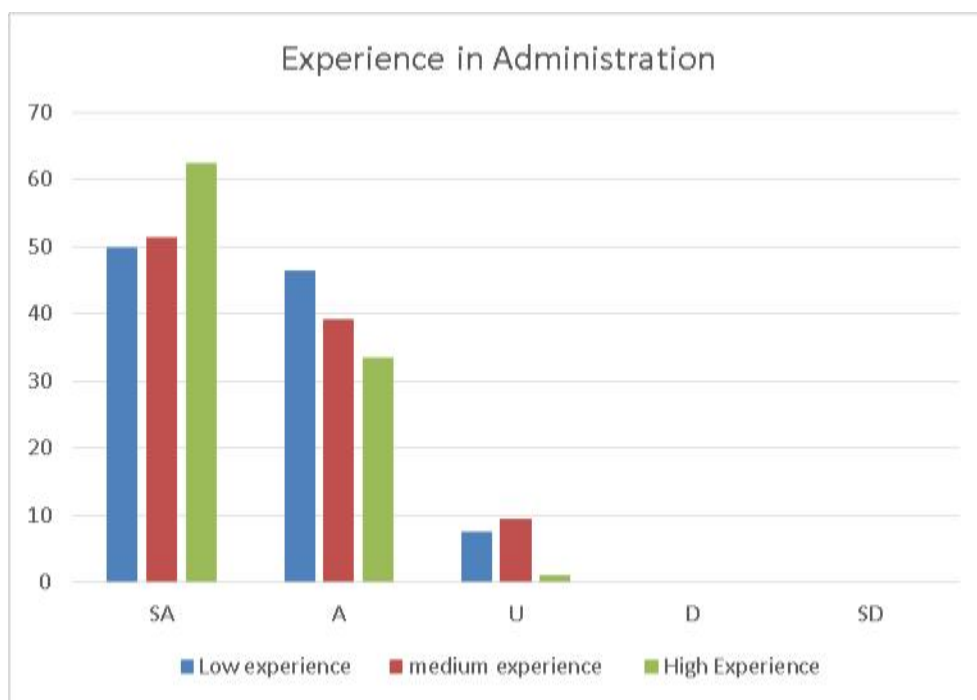


Fig 1: Headteachers Response on Administration Experience

In public primary schools in Kwale County, Kenya, head teachers' average responses to the question of whether their level of administrative experience affected their function as instructional supervisors were contrasted in Fig 1. Figure 1 shows that most headteachers in Kwale County, Kenya agreed—strongly agreed—that their administrative expertise had an impact on their function as instructional supervisors. The finding concurs with that of Derel (2008) who established that experience in administration was an important factor in improving instructional supervisory role in Netherlands. The finds are also supported by that of Ejieh *et al.*, 2011 in that instructional leadership behaviour is affected through socialization process working in an organization. Fig. .1 shows that headteachers with less experience in administration were still in the process of acquiring the experience and therefore due to lack of enough experience in administration, their instructional supervisory role in public primary schools could be less effective.

### Summary , Conclusion and Recommendation of The Study

The research was based on research objective that was achieved through answering the corresponding question. The question was designed to answer the question how headteachers' level of administrative experience affected their instructional supervisory roles in public primary schools in Kwale County, Kenya. The research finding showed that, high average percentage of headteachers strongly agreed or agreed that headteachers' experience in administration affect how they carry out their instructional supervisory role in public primary schools in Kwale County, Kenya. Based on this finding, the researcher concluded that the number of years a headteacher

worked in administration was important factor in determining the quality of instructional supervisory role in public primary schools in Kwale County, Kenya. The researcher recommends the TSC, MoE and other stakeholders should seek ways of assisting newly appointed headteachers overcome their low ability in instructional supervisory role in primary schools.

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