

**RELATIONSHIP BETWEEN SKILLS FROM KENYA EDUCATION
MANAGEMENT INSTITUTE HEADS OF DEPARTMENTS'
TRAINING AND USE ON SUPERVISION OF TEACHERS IN
PUBLIC SECONDARY SCHOOLS IN NAIVASHA SUB-COUNTY,
KENYA**

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ABSTRACT

Globally Heads of Department (HODs) in secondary schools provide instructional leadership in addition to managing departmental day-to-day activities. In Kenya the Ministry of Education Science and Technology (MOEST) and the Teachers Service Commission (TSC) intended to improve management of secondary schools by appointing HODs as middle level managers. The objectives of the study were: to determine the relationship between organisational skills and their use on supervision of teachers with reference to lesson plans, schemes of work, and timetabling of subjects, to establish the relationship between evaluation skills and their use on supervision of teachers with reference to internal examinations and students' progressive records, to examine the relationship between observation skills from KEMI HODs' training and their use on HODs' supervision of teachers with reference to the teaching/learning process in public secondary schools in Naivasha Sub-County, Kenya? The study adopted 'The systems theory' by Wendy and Mary (2006). The literature review discusses themes such as; the role of HODs, training as a requirement of school administration, importance of supervision in schools, and finally supervision of teachers. The study adopted descriptive study design for data collection. Naivasha Sub-County has 22 public secondary schools with a population of 22 principals and 100 HODs and 262 teachers. This makes a total respondent population of 384. Six public secondary schools were selected as follows; purposive sampling was used to select the 2 Girls' schools and 2 Boys' Schools while 2 Mixed Schools were randomly selected from 18 Mixed Schools. All the six principals from the 6 schools were used as respondents. In the study 25 HODs were purposively selected since they had attended KEMI HODs' training. Sixty teachers were randomly selected from the five teaching departments by selecting 2 from each department. Data was collected using questionnaires. The questionnaires were first piloted in a school randomly selected from Gilgil Sub-County. The study is significant in providing information on the effectiveness of KEMI training on day to day supervision of schools. The study found that there is a strong positive relationship between organisational skills from KEMI HODs' training and their use on HODs' supervision of teachers with reference to schemes of work, lesson plans and timetabling of subjects in the master timetable as evidenced by correlation coefficients of 0.950, 0.812. The corresponding values of significance are 0.015, 0.025 and 0.017 which are statistically significant measured against a significant level of 0.05 %. The study also found a strong relationship between evaluation skills from KEMI HODs' training and their use on HODs' supervision of internal examinations and students' progressive records as evidenced by correlation coefficients of 0.918 and 0.840. The corresponding correlation coefficients are 0.018 and 0.028 measured at a significant level of 0.05%. The study also found a weak positive relationship between observation from KEMI HODs' training and their use on HODs' supervision of teachers with reference to teaching/learning process as evidenced by a correlation coefficient of 0.200 and the relationship is statistically significant. The corresponding value of significance is 0.085 which is statistically insignificant at 0.05 significant level.