

**BARRIERS TO INSTRUCTIONAL SUPERVISION IN PUBLIC PRIMARY SCHOOLS  
IN TAVETA SUB-COUNTY, TAITA-TAVETA COUNTY, KENYA**

**BY**

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**MED/2023/37993**



**A RESEARCH PROPOJECT SUBMITTED IN PARTIAL FULFILMENT OF THE  
REQUIREMENTS FOR THE AWARD OF A MASTER OF EDUCATION DEGREE IN  
EDUCATIONAL ADMINISTRATION LEADERSHIP AND MANAGEMENT OF  
MOUNT KENYA UNIVERSITY**

**JULY, 2025**

## DECLARATION AND APPROVAL

### Declaration by the Student:

This research project is entirely original with no submissions for awards or master's degrees to any other university.



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I certify that the candidate worked under my supervision to develop the work described in this research proposal.



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## **DEDICATION**

I dedicate this research proposal to my wife Mrs. Monica Sheila Makau, my mother Mrs. Anna Kavuu Muindi, and my Sons Nicholas, Samuel and Denis, for their support and encouragement that they gave me at a time when balancing between work, family and studies was a big challenge.



## ACKNOWLEDGEMENT

Above all, I want to express my gratitude to Almighty God for providing me with the bravery, discernment, and perseverance necessary to complete this research. Without His guidance and favor, this achievement would not have been possible. Also, I would like to convey my heartfelt appreciation to Dr. Reuben Kenei, who is my supervisor, for his unwavering encouragement, thoughtful criticism, and important assistance during this trip. His knowledge and commitment have been crucial to finishing this project. I want to express my gratitude to my classmates and co-workers for creating such a motivating and encouraging environment. Your teamwork and friendship have improved my academic experience. To everyone who has contributed to this project in one way or another, thank you. Your support and belief in me have made this accomplishment possible.



## ABSTRACT

This study intends to evaluate challenges to effective instructional supervision in public elementary schools in Taveta Sub-County, Taita-Taveta County, Kenya. Instructional monitoring is crucial for boosting teaching quality, although many problems hamper its efficacy, especially in resource-constrained locations. The study is justified by the need to identify these hurdles to guide solutions that can improve educational achievements in the region. The research address four specific objectives: To assess the effect of limited resources on instructional supervision in public primary schools in Taveta Sub-County. To examine how teacher-to-student ratios influence the effectiveness of instructional supervision., to determine the impact of infrastructural challenges on instructional supervision practices., to investigate the extent to which teacher resistance affects instructional supervision., to evaluate how government policy moderates the relationship between institutional factors and instructional supervision. A mixed-methods approach were employed, combining quantitative and qualitative data to create a full knowledge of the research problem. The research strategy used a descriptive survey approach, which is suited for obtaining both statistical data and in-depth insights. The study was undertaken in Taveta Sub-County, targeting a population of 454 individuals, including teachers, head teachers, and Curriculum Support Officers (CSOs). A sample of 105 respondents was generated using stratified random sampling, ensuring that the opinions of all important groups are represented. Piloting was undertaken using 10% of the sample size to refine the research instruments. Data collection entailed standardized questionnaires for teachers and head teachers, along with semi-structured interviews for CSOs. These tools are designed to acquire quantitative data on the challenges to instructional supervision and qualitative insights for deeper context. Validity and credibility was verified by expert reviews and piloting, ensuring the instruments are well-aligned with the study objectives. Data was analyzed using SPSS for quantitative data (employing descriptive and inferential statistics) and theme analysis for qualitative replies. Expected findings would likely uncover important barriers and provide practical insights. The study's results help policymakers and educational leaders in creating targeted measures to increase instructional supervision in similar circumstances. The study revealed that instructional supervision is hindered by limited resources, high teacher-to-student ratios, inadequate infrastructure, and resistance to change. Despite government policies, implementation is inconsistent and poorly supported, highlighting the need for policy reform and improved support systems. Limited resources, high teacher-to-student ratios, poor infrastructure, opposition to change, and poor execution of government policies are all factors that impair instructional monitoring, according to the research. It suggests hiring more teachers, improving infrastructure, integrating technology, and allocating more resources.

## TABLE OF CONTENTS

### Contents

DECLARATION AND APPROVAL .....	2
DEDICATION .....	3
ACKNOWLEDGEMENT .....	4
ABSTRACT.....	5
TABLE OF CONTENTS.....	6
LIST OF TABLES .....	9
LIST OF FIGURES .....	10
A LIST OF ACRONYMS AND ABBREVIATIONS.....	11
CHAPTER ONE INTRODUCTION.....	1
1.0 Introduction.....	1
1.1 Background of Study .....	1
1.2 Statement of the Problem.....	6
1.3 Purpose of the Study .....	7
1.4 Specific Objectives of the Study.....	7
1.5 Research Questions.....	8
1.6 Justification of the Study .....	8
1.7 Significance of the Study .....	9
1.8 Scope of the Study .....	9
1.9 Limitations of the Study.....	10
1.10 Delimitations of the Study .....	11
1.11 Assumptions of the Study .....	11
1.12 Operational Definition of Key Terms .....	11
CHAPTER TWO .....	14
LITERATURE REVIEW .....	14
2.0 Introduction.....	14

2.1 Empirical Literature Review.....	14
2.2 Theoretical Framework.....	19
2.3 Conceptual Framework.....	23
2.5 Research Gaps.....	26
2.6 Summary of Literature Review.....	28
CHAPTER THREE.....	29
RESEARCH METHODOLOGY.....	29
3.0 Introduction.....	29
3.1 Research Methodology.....	29
3.2 Research Design.....	29
3.3 Location of Study.....	30
3.4 Target Population.....	31
3.5 Sampling Procedures and Sample Size.....	32
3.6 Research Instruments.....	35
3.7 Piloting Research Instruments.....	35
3.8 Testing for Validity and Reliability.....	36
3.8 Data Collection Procedures.....	38
3.9 Data Analysis Procedures.....	39
3.10 Ethical Considerations.....	41
4.0: Introduction.....	42
4.2: Demographic Profile of the Participants.....	50
Respondents Professional qualification	
CSOs                      Head teachers                      Teachers	
n      %                      n      %                      n      %.....	52
Table 4.3: CSOs Supervision experience.....	54
Table 4.4: Head teachers' Experience in School Leadership.....	54
Table 4.5: Teachers Experience in Teaching.....	55
Table 4.6: CSOs Response on Support from the Ministry of Education.....	57
Nature of support	
Agree                      Disagree	
n                      %                      n                      %.....	57
Table 4.7: CSOs Response on Areas of Assessment.....	57
Nature of support	
Yes                      No	
n                      %                      n                      %.....	57
Table 4.8: CSOs Perception on various Supervisory Issues.....	59
Figure 4.1: Lessons per Week.....	60

Table 4.9 Classes taught by the Headteachers .....	60
Figure 4.2: Headteachers Response on In-Service Training .....	61
Figure 4.3: Headteachers Response on whether they encouraged Teachers .....	62
Table 4.11: Reasons for Poor Performance .....	64
Figure 4.4: Other Obstacles encountered in the management of Curriculum and Instruction .....	65
Table 4.12: Status of Physical Facilities .....	66
Figure 4.6: Teaching Workload .....	68
Table 4.13: Assessment of Teachers by CSOs and Headteachers .....	69
CSOs Headteachers Assessment issue Yes % No % Yes % No % .....	69
Figure 4.7: Teachers response on In-Service Courses, Seminars and Workshops .....	70
Table 4.14: Teachers' Attitude towards Instructional Supervision .....	74
5.1: Introduction .....	76
5.2: Summary of the findings .....	76
5.3: Conclusion .....	83
5.4: Recommendations .....	84
5.5: Suggestions for further study .....	85
References .....	86
APPENDICES .....	95
APPENDIX I: LETTER OF INTRODUCTION .....	95
APPENDIX II: INFORMED CONSENT FORM .....	96
APPENDIX V: RESEARCH QUESTIONNAIRE FOR HEADTEACHERS .....	97
APPENDIX VI: RESEARCH QUESTIONNAIRE FOR TEACHERS .....	103
APPENDIX VII: RESEARCH QUESTIONNAIRE FOR CURRICULUM SUPPORT OFFICERS (CSOs) .....	109
APPENDIX VIII: WORK PLAN .....	112
APPENDIX X: MAP OF STUDY AREA SHOWING TAVETA SUB-COUNTY .....	118

## LIST OF TABLES

Table 1: Target Population	28
Table 2: Sample Size	29
Table 4.3: CSOs Supervision experience.....	37
Table 4.4: Head teachers' Experience in School Leadership.....	38
Table 4.5: Teachers Experience in Teaching .....	38
Table 4.6: CSOs Response on Support from the Ministry of Education .....	40
Table 4.13: Assessment of Teachers by CSOs and Headteachers .....	54
CSOs Headteachers Assessment issue .....	54



**LIST OF FIGURES**

Figure 1: Conceptual Framework

23



## A LIST OF ACRONYMS AND ABBREVIATIONS

BOM: Board of Management

CBO: Community-Based Organizations, or CBOs

CDF: Constituency Development Fund

CDE: County Director of Education

CSOs: Curriculum Support Officers

EFA: Education for Faith-Based Organizations in All

GDP: Gross Domestic Product

KCPE: Kenya Primary Certificate of Education.

LATF: Local Government Transfer Fund

NACOSTI: National Commission for Science, Technology, and Innovation

MOEST: Ministry of Education, Science and Technology

NGOs: Non-Governmental Organizations

NPE: Education Policy at the National Level

PTA: Kenyan Republic Parents Teachers Association

SPSS: The Social Sciences Package for Statistics

UNESCO: United Nations Educational, Scientific, and Cultural Organization,

TSC: Teachers Service Commission.

USAID: United States Assistance

## **CHAPTER ONE INTRODUCTION**

### **1.0 Introduction**

This section contains background of the study, problem statement, study aims, questions upon which the research is based, the study significance, limitations and the scope.

### **1.1 Background of Study**

This research examined the barriers that affect instructional supervision in public primary schools within Taveta Sub-County, Taita-Taveta County, Kenya. Because of its distinct socioeconomic and educational difficulties, Taveta Sub-County was specifically selected as the study's focus. This makes it a representative case for examining obstacles to instructional supervision in Kenyan rural public primary schools. Effective instructional supervision is directly hampered in Taveta by severe lack of educational resources, high teacher-to-student ratios, and poor infrastructure, in contrast to more urbanized sub-counties. These issues are made worse by the sub-county's remote and marginalized position, the lack of government funding, and the challenging topography along the Kenya-Tanzania border, which makes it more difficult to get to schools and send Curriculum Support Officers (CSOs).

Instructional monitoring is crucial for enhancing the efficacy of teaching and learning in public primary schools worldwide. Nonetheless, numerous impediments frequently obstruct the efficacy of instructional supervision, thereby affecting the overall quality of education. The challenges are multifaceted, involving elements such as insufficient resources, absence of supervisor training, and social influences, among others (Glickman et al., 2019). Globally, nations encounter ongoing barriers in executing effective instructional supervision owing to constraints in the budget, inadequate supervisory training, and an imbalance in teacher-student ratios (Hallinger & Heck, 2018). In Asian countries such as Bangladesh and Nepal, constrained financial resources are

associated with a deficiency of basic teaching materials, declining school infrastructure, and an incapacity to conduct effective instructional monitoring (Rahman, 2017). India and Pakistan similarly report substantial class sizes, which hinder supervisors' capacity to deliver comprehensive evaluations and assistance to teachers, hence impacting student achievements (Banerjee & Duflo, 2014). Moreover, bureaucratic inefficiency within educational systems in these locations typically slows decision-making processes, therefore undermining the autonomy of schools and the effectiveness of instructional supervision (Valdez, 2019).

In Africa, the barriers to effective instructional supervision generally involve resource shortfalls, structural challenges, and societal impediments. African nations, such as Nigeria, suffer high teacher-to-student ratios and insufficient resources for performing instructional supervision, particularly in rural schools (Onuma, 2016). Many African countries suffer severe budgetary constraints that hamper the allocation of resources for supervision, thereby prohibiting supervisors from properly helping teachers and enhancing instructional practices (Obadara, 2014). In addition, bureaucratic impediments are widespread, as highly centralized educational systems in countries such as Tanzania contribute to delays and limited autonomy in schools, which consequently decreases the quality of instructional supervision (Komba & Nkumbi, 2008). Moreover, socioeconomic factors play a crucial impact in influencing supervision effectiveness in African countries. For instance, in high-poverty areas in countries such as Ethiopia and Zambia, the focus is often on fundamental survival needs, making it challenging to emphasize educational quality (Yizengaw, 2007). Political instability in some locations, as experienced in South Sudan and the Central African Republic, further exacerbates these issues by disrupting educational activities and lowering the regularity of instructional monitoring.

In Kenya, instructional supervision in public primary schools faces distinct issues that resonate with the broader regional environment but are compounded by local conditions. One significant difficulty is the high teacher-to-student ratio, especially in urban counties like Nairobi, where classrooms often surpass 70 pupils, making customized instructional support challenging for supervisors (Nyagosia, 2015). The shortage of skilled supervisors adds to the complication, as Kenya's Teachers Service Commission (TSC) struggles to effectively staff schools with trained quality assurance officials, hampering regular and thorough supervision (Wanzare, 2017). Additionally, resource limits and inadequate infrastructure are significant impediments in rural counties such as Turkana and Marsabit, where schools lack basic facilities such as classrooms, desks, and instructional materials (Mugo, 2016). These shortcomings limit the capacity of instructors and supervisors to adopt effective educational techniques, thus complicating the role of supervision.

Another difficulty is the insufficient access to professional development for supervisors and instructors, which is restricted by funding constraints within Kenya's educational sector. For instance, many headteachers in counties such as Kisii lack formal training in instructional supervision, which hinders their ability to offer effective support to their staff (Nyamwamu, 2019). Moreover, a negative attitude towards supervision among teachers in counties like Mombasa and Kakamega often produces resistance to supervisory efforts, since monitoring is viewed as fault-finding rather than a growth process (Onyango, 2018). This resistance often results in superficial compliance rather than actual instructional progress, so diminishing the potential influence of supervision efforts on teaching quality.

Socioeconomic problems further affect instructional supervision in Kenyan public schools. High poverty rates in locations like Kwale County influence student participation and attendance, which in turn affects the learning environment and restricts the efficacy of instructional supervision (Mugambi, 2017). Teachers in some coastal locations, such as Kilifi, may also resist new supervisory proposals, fearing criticism or lacking trust in the advantages of suggested reforms (Kimosop, 2016). These socioeconomic and cultural constraints underline the necessity for a multifaceted approach to instructional supervision that incorporates both logistical and attitudinal variables.

Focusing specifically on Taveta Sub-County in Taita-Taveta County, various barriers limit instructional oversight in public elementary schools. The county, located along Kenya's southeastern border with Tanzania, is a predominantly rural and economically impoverished area, where educational resources are inadequate. In Taveta, the absence of proper training for school supervisors constrains their ability to offer effective support to teachers. This is evident in institutions such as Taveta Primary School, where supervisors find difficulty in offering constructive comments due to poor familiarity with modern teaching approaches (Mwangi, 2018). Classroom congestion also hampers instructional supervision, as schools such as Eldoro Primary and Chala Primary often have over 50 pupils per class, making individualized supervision problematic (Koech & Yano, 2019). Such huge class numbers constrain supervisors' abilities to examine instructional activities closely, thereby decreasing the effectiveness of supervision in these schools.

Resource scarcity is another key concern in Taveta Sub-County. Many schools lack textbooks and instructional aids, as shown in institutions such as Timbila Primary School and Taveta Primary

School, which hinders teachers' ability to execute suggestions from supervisory evaluations (Njeru & Wambugu, 2017). Infrastructure limitations, such as outmoded classrooms and limited access to technology, also hinder instructors' abilities to give high-quality instruction, hence diminishing the potential benefits of instructional supervision. This paucity of resources not only affects the breadth of supervision but also hinders the implementation of innovative instructional approaches. Additionally, the County Government of Taita-Taveta's previous reports and studies have highlighted the region's persistent issues with school management and supervision quality, making Taveta an ideal location for a comprehensive investigation (County Government of Taita-Taveta, 2022). Monitoring is made even more challenging by the socioeconomic issues in the region, such as high rates of poverty and low parental participation, making it a crucial location to learn about the real-world consequences of systemic restrictions (Kenya National Bureau of Statistics [KNBS], 2023). For both strategic and contextual considerations, Taveta Sub-County was selected to collect data that can direct activities targeted at similarly disadvantaged regions of Kenya.

An all-encompassing approach to instructional supervision is required to address these problems in Taveta Sub-County. This approach should include the provision of necessary resources, the creation of a cooperative school culture that is open to change, and professional development for teachers and supervisors (Wanzare, 2012; Onyango, 2018). More training opportunities would give supervisors the skills they need to provide helpful criticism and assistance (Koech & Yano, 2019). Additionally, funding should prioritise providing schools with the infrastructure and instructional materials they need to enable efficient instruction (Mugambi & Ngugi, 2019). Teacher resistance to monitoring may be reduced and a more positive attitude towards professional development may be fostered by promoting a welcoming and cooperative school climate (Sergiovanni & Starratt, 2007). By removing these obstacles, Taveta Sub-County's instructional

supervision might become more efficient, improving the region's educational standards and student outcomes. The obstacles to instructional supervision in public primary schools in Taita-Taveta County, Kenya's Taveta Sub-County, will be investigated in this study.

## **1.2 Statement of the Problem**

In public primary schools, instructional monitoring is essential for improving learner achievement, professional growth, and teaching quality. Effective instructional supervision is still difficult in Kenya, especially in Taveta Sub-County, Taita-Taveta County, because of enduring institutional, systemic, and contextual issues. Compared to many other sub-counties, Taveta Sub-County suffers particular supervisory challenges that are particularly noticeable because it is a predominantly rural and marginalized area. Among these are unreasonably high teacher-to-student ratios, which make it practically hard to provide individualized instructional support. In many classrooms, there are over 70 students per instructor (Wanzare, 2017; Koech & Yano, 2019). A severe lack of qualified Curriculum Support Officers (CSOs), restricted access to ongoing professional development, and pervasive infrastructure deficiencies—such as outdated classrooms and inadequate teaching aids—all contribute to the problem (Mwangi, 2018; Njeru & Wambugu, 2017).

Additionally, a lot of Taveta schools have limited funding, which makes it challenging to enforce accountability, give feedback, and put in place efficient monitoring procedures. The efficiency of the process is further weakened by teachers' reluctance to supervision, which is sometimes caused by a culture of mistrust and views of supervisory methods as punishing rather than constructive (Onyango, 2018). The goals of national education policies are undermined by the uneven application of these rules in rural sub-counties like Taveta, despite the fact that they acknowledge the necessity of strong instructional leadership and oversight.

Despite these well-known problems, there aren't many empirical studies that particularly address Taveta Sub-County to pinpoint and put the scope and character of supervision difficulties in perspective. A major information vacuum is created by the paucity of localised research, especially for decision-makers who are trying to develop focused interventions to raise the standard of instruction in underserved areas. In order to educate practice and policy that can lead to significant changes in teaching and learning outcomes, this study set out to examine the various obstacles to efficient instructional supervision in Taveta Sub-County.

### **1.3 Purpose of the Study**

The purpose of this study was to investigate the key barriers affecting instructional supervision in public primary schools in Taveta Sub-County, Taita-Taveta County, Kenya. The study seeks to uncover how these barriers impact the efficiency of supervisory procedures by studying factors such as low resources, high teacher-to-student ratios, infrastructural issues, and the moderating function of government policies. Notably, understanding these barriers provided insights to improve instructional supervision, boost teaching quality, and guide policy decisions that support improved educational results. The findings offered practical knowledge for educational stakeholders aiming to increase supervision in comparable circumstances.

### **1.4 Specific Objectives of the Study**

The study was guided by the following objectives;

- i. To assess the effect of limited resources on instructional supervision in public primary schools in Taveta Sub-County.

- ii. To examine how teacher-to-student ratios influence the effectiveness of instructional supervision.
- iii. To determine the impact of infrastructural challenges on instructional supervision practices.
- iv. To investigate the extent to which teacher resistance affects instructional supervision.
- v. To evaluate how government policy moderates the relationship between institutional factors and instructional supervision.

### **1.5 Research Questions**

The researcher seeks to answer the following research questions;

- i. What is the impact of limited resources on instructional supervision in public primary schools in Taveta Sub-County?
- ii. How does the teacher-to-student ratio influence instructional supervision in public primary schools in Taveta Sub-County?
- iii. What effect do infrastructural challenges have on instructional supervision in public primary schools in Taveta Sub-County?
- iv. What role do government policies play in moderating the effectiveness of instructional supervision in public primary schools in Taveta Sub-County?

### **1.6 Justification of the Study**

This study is driven by the pressing need to improve instructional supervision in public primary schools in Taveta Sub-County, Taita-Taveta County, Kenya, where impediments such as low resources, high teacher-to-student ratios, and infrastructure issues impair educational quality. As

such, by addressing these specific impediments, the study seeks to provide targeted insights for boosting supervision effectiveness, which is vital for supporting teacher development and student learning outcomes. Notably, the study addresses a research gap by concentrating on instructional supervision in a rural Kenyan context, delivering useful data to influence policy reforms and resource allocation targeted at boosting primary education in underserved areas.

### **1.7 Significance of the Study**

This study is important for Kenyan educators, school administrators, and legislators, among other educational stakeholders. By highlighting areas that instructional supervision needs to improve, such managing resource limits and enhancing teacher engagement, the findings helped the Directorate of Quality Assurance and Standards Officers (DQASO) raise educational standards. For head teachers and teachers, the study provides insights into successful supervisory procedures, which can improve instructional quality and management strategies inside schools. The Ministry of Education can also use these findings to modify training programs and develop clearer rules for supervisory duties, boosting head teachers' and deputy heads' efficacy in instructional monitoring. Besides, the study presents a good foundation for future research on educational supervision in similar circumstances, supporting academics and researchers in investigating solutions to overcome common challenges to successful supervision. Lastly, this study adds to the greater goal of increasing teaching quality and student outcomes in public primary schools by addressing the systemic problems affecting instructional supervision.

### **1.8 Scope of the Study**

The main goal of the study is to investigate the obstacles that public primary schools in Taita-Taveta County's Taveta Sub-County face in their efforts to implement effective instructional supervision. The Taveta Sub-County where the exclusive focus of the study, which was also

focused on public primary schools. Headteachers, educators, and staff from Taita-Taveta County's Directorate of Quality Assurance and Standards Officers (DQASO) was the target respondents. The study shall focus on four independent variables namely; limited resources, high teacher-to-student ratio, infrastructure challenges, and resistance to change with also government policies as its moderating variable while the dependent variable is barriers to effective instructional supervision. The study utilized descriptive survey research design as it assists in data gathering which are both qualitative as well as quantitative in nature. To determine any significant affiliations, the independent variables were linked with the dependent variable. The research was finished in a year, specifically from January to December 2024. This is an academic study that was to explore barriers to instructional supervision in public primary schools in Taveta sub-county, Taita-Taveta County, Kenya.

### **1.9 Limitations of the Study**

The study confronted various limitations, which the researcher has attempted to mitigate. First, the potential for respondent bias, where participants may offer socially preferred responses, could undermine the validity of the findings. To overcome this, the researcher was assuring anonymity and emphasize the necessity of honest feedback to prevent response bias. Second, while the viewpoints of Board of Governors (BOG) members could bring valuable insights, their participation was not practicable due to time, financial, and logistical constraints. Future studies could invest greater resources to incorporate their ideas. Finally, given the study focused primarily on Taveta Sub-County within Taita-Taveta County, the results may not be fully generalizable to other places. Expanding the study's breadth in further studies could provide a more comprehensive knowledge of hurdles across diverse locations.

### **1.10 Delimitations of the Study**

This study focused exclusively on a small number of public primary schools within Taveta Sub-County, Taita-Taveta County, Kenya. Due to restrictions in money and time, just this sub-county was analyzed, despite the larger educational insights that may be acquired from a county-wide examination. Expanding to all sub-counties within Taita-Taveta was not feasible given the study's limits, though future research could examine these areas for a more comprehensive perspective. The study's participants were comprised head teachers, teachers, and the Directorate of Quality Assurance and Standards Officers (DQASO) within Taita-Taveta County, chosen for their crucial role in instructional monitoring. Students, while potentially contributing useful views, was not included in this research to preserve a focused analysis of supervisory problems from the administrative and instructional staff perspective.

### **1.11 Assumptions of the Study**

This study runs under numerous key assumptions. It was assumed that head teachers and teachers participating in the research would offer reliable, representative information that reflects the wider educational setting within Taveta Sub-County. In addition, the study posited that head teachers are conversant with the Ministry of Education's standards for instructional monitoring, enabling them to deliver meaningful and educated responses. Furthermore, it was assumed that these head teachers possess the requisite abilities for effectively supervising instructional activities in their schools, a criterion crucial for analyzing the larger hurdles to effective supervision.

### **1.12 Operational Definition of Key Terms**

**Curriculum:** This is the comprehensive set of learning experiences and content provided by teachers, encompassing all activities that engage students during their educational journey.

**Government Policies:** These are a set of regulations and guidelines set by the government of Kenya, aimed at ensuring the provision of free, equitable, and quality basic education to support the nation's development goals.

**Head Teacher:** The person responsible for the overall administration and leadership of a primary school, including instructional and management responsibilities.

**High Teacher-to-Student Ratio:** This is a metric indicating the number of students assigned per teacher, where an ideal ratio is recommended at 40:1, though some areas experience a much higher ratio of 70:1.

**Infrastructure Challenges:** Denotes deficiencies in school facilities, including inadequate classrooms, unsanitary restrooms, limited classroom space, and general infrastructure gaps that impact the learning environment.

**Instructional Supervision:** The structured process through which educational quality is enhanced by overseeing, guiding, and collaborating with teachers and students to improve teaching practices and learning outcomes.

**Limited Resources:** A lack of essential instructional materials and technology—such as textbooks, projectors, and teaching aids that impedes teacher effectiveness and student engagement.

**Public Primary School:** An institution funded by the government and the community, offering formal education for eight years, from Standard One to Standard Eight.

**Resistance to Change:** A reluctance within school bureaucracies to adopt new practices, due to factors like established habits, security of past methods, economic implications, and perceived threats to authority or freedom.

**Supervisor:** An official appointed by the Ministry of Education or school management responsible for overseeing instructional standards, conducting evaluations, and ensuring quality education delivery.



## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.0 Introduction**

This study's conceptual framework aims to explore the ways in which various independent factors impact the dependent variable of instructional supervision in public primary schools located in Taita-Taveta County, Kenya's Taveta Sub-County. This chapter addresses both theoretical and empirical approaches, covering global, regional, national, and local findings on the research issue. Key issues include the impact of inadequate resources, high teacher-to-student ratios, infrastructure challenges, and reluctance to change, alongside the moderating role of government policy. Additionally, the chapter describes the theoretical framework guiding the investigation and gives a conceptual model. Finally, identified research needs are emphasized, confirming the study's premise and importance.

#### **2.1 Empirical Literature Review**

With an emphasis on Taveta Sub-County, Taita-Taveta County, Kenya, this section critically assesses international, regional, national, and local research pertinent to the obstacles of instructional supervision in public primary schools. It examines empirical data on how the study's main factors—high teacher-to-student ratios, limited resources, infrastructure difficulties, and governmental policy—affect instructional supervision. Instead of just summarizing results, this review questions the strength of the available data, points out contradictions, and places the study in relation to identified research gaps.

### **2.1.1 The Impact of Limited Resources on Instructional Supervision**

The efficiency of instructional supervision is severely hampered by a lack of resources, as a substantial body of international research attests. Researchers like Darling-Hammond et al. (2020) and Ofsted (2018) have demonstrated that differences in resource allocation have a direct impact on supervisory quality and instructional outcomes in developed environments like the US and the UK. Although these studies provide valuable insights into correlations, they are based on systems with ample resources and might not be entirely applicable in low-resource environments, such as rural Kenya.

African study, however, paints a more sombre picture. Makori and Onderi (2015) contend that a lack of resources, such as insufficient instructional materials and a paucity of qualified staff, significantly reduces the effectiveness of supervisors. However, a lot of these research makes cross-national generalizations without addressing the complex ways in which resource shortages affect supervision techniques. For example, Chisholm (2018) in South Africa and Eya and Ofojebe (2019) in Nigeria draw attention to structural deficiencies but do not explicitly connect them to supervisory actions or results.

Similar themes are found in Kenyan studies. According to Mugambi and Ngugi (2019), persistent lack of fundamental teaching resources and antiquated pedagogical materials frequently compromise instructional supervision in rural locations. Although Safari and Kahindi (2020) provide useful background information by pointing out the difficulties supervisors encounter in isolated areas such as Taveta, their study is vague on the dynamics of supervision.

Importantly, a large portion of Kenyan work is descriptive rather than explanatory, omitting to examine the ways in which resource constraints interact with other elements like teacher morale,

leadership ability, or supervisory style. In order to overcome that constraint, this study looks at how Taveta Sub-County's resource shortages actually affect supervisory procedures, frequency, and results.

### **2.1.2 Influence of Teacher-to-Student Ratios on Instructional Supervision**

High teacher-to-student ratios make it more difficult to provide effective supervision, as evidenced by a wealth of international research. Strong evidence that smaller class sizes enhance teaching quality and enable more targeted and efficient instructional supervision is shown by Blatchford et al. (2016). However, this study frequently makes the assumption that there are qualified supervisors and adequate instructional support, which are uncommon in low-income environments.

Studies conducted in Africa, such as Okebukola (2019) in Nigeria and Eshun and Tsiboe (2018) in Ghana, demonstrate how excessive class numbers burden supervisors and teachers. Many of these studies, however, ignore the developmental function that supervision plays in bolstering pedagogy by confusing it with teacher assessment.

Research from Kenya presents an equally bleak picture. According to Koech and Yano (2020), ratios in rural regions can reach 1:70, which significantly reduces supervisors' ability to give prompt, individualized comments. However, the literature rarely examines how supervisors handle these ratios, including whether they assign tasks, priorities particular teachers, or use group-level interventions. By examining the tactics and compromises supervisors adopt in high-ratio situations like Taveta, the current study aims to close this analytical gap.

### **2.1.3 Effect of Infrastructural Challenges on Instructional Supervision**

Although the relationship between infrastructure quality and educational performance is well established, its effect on instructional supervision is less well defined. In the United States, Buckley et al. (2017) contend that improved observation circumstances and teacher engagement are made possible by functioning infrastructure, which improves the supervisory process. These findings, however, are based on high-resource settings and presuppose a certain degree of physical sufficiency.

Studies conducted in Africa, such those by Kintu and Kiwuso (2019) and Akomolafe and Ogunmakin (2018), clearly illustrate the challenge presented by unfavorable physical surroundings, including congested quarters, a dearth of workplaces, and sanitary problems. These obstacles are considered to impair supervisors' credibility and capacity to carry out insightful evaluations in addition to compromising teacher effectiveness.

Muthee and Kamau (2021) highlight the issue of infrastructure deterioration in Kenya, particularly in rural areas. Although their work is informative, it is less about supervision in general and more on the learning environment. Furthermore, not much attention has been paid to how infrastructure issues affect the logistics of supervision, such as the number of visits, the amount of time spent in each classroom, or the dynamics of communication.

By closely analyzing how particular physical deficiencies—such as inadequate road networks, a lack of supervisory offices, or a lack of privacy in classrooms—hinder supervisory duties in Taveta, this study goes beyond earlier research. This method aids in redefining infrastructure as an active factor that determines supervisory reach and efficacy rather than as a passive background condition.

## **2.1.4 Role of Government Policies in Moderating the Effectiveness of Instructional Supervision**

Effective education policies around the world improve supervision by establishing guidelines, distributing funds, and encouraging professional growth. According to Sahlberg (2019), Finland and Singapore are prime examples of how systemic alignment and continuous policy support improve the standing and ability of instructional supervisors. These success stories, however, function in environments that are frequently absent in sub-Saharan Africa, such as political stability, steady funding, and high levels of policy literacy.

Policies designed to facilitate supervision often fail in practice in Africa. The misalignment between national policy aims and ground-level execution is highlighted by Nabukenya (2017) in Uganda and Mosha (2018) in Tanzania, who frequently point to bureaucratic lethargy and inadequate financing as major obstacles.

Through programs like the CPD classes offered by the Teachers Service Commission, Kenya has achieved some progress. Bagine (2022) notes that supervisory feedback has improved, but she also points out that supervisory positions are unclear and training access is inconsistent. Additionally, national policies are frequently inadequately localized in locations like Taveta, with little regard for the cultural and logistical obstacles specific to rural monitoring.

The purpose of this study is to critically examine the ways in which Taveta Sub-County's real instructional supervision practices are impacted by current government laws. Are policies purely prescriptive or enabling? Do supervisory guidelines reflect the realities of available resources? In

order to provide a more contextual and policy-sensitive understanding of supervision efficacy, this research attempts to address some of these problems.

## **2.2 Theoretical Framework**

The study merges Psychological Theory and Symbolic Interactionism Theory to explore the challenges to instructional supervision in public elementary schools in Taveta Sub-County, Taita-Taveta County, Kenya. These theories were employed to illuminate the factors impacting supervision, stressing the dynamic interplay between educational supervisors, teachers, and structural restrictions.

### **2.2.1 Psychological Theory of Supervision**

The Psychological Theory of Supervision, as described by Providence, N., & Cyprien, S. (2022), concentrates on the function of the supervisor as a critical actor responsible for guiding and overseeing organizational activities. In educational environments, this approach positions supervisors (such as head teachers) as leaders who supervise teachers' performance and support advances in teaching quality. This study employed this theory to analyze how supervisors work as both facilitators and monitors, seeking to increase educational standards under the restrictions of low resources, infrastructural challenges, and high teacher-to-student ratios. Psychological Theory stresses the necessity for supervisors to adopt multiple methodologies, including essentialism, experiential learning, and existentialist approaches (Fletcher, J. M., & Miciak, J. (2017).), to modify supervision methods based on individual teacher requirements and contextual challenges. In Taveta Sub-County, where supervisors often confront opposition to change, Psychological Theory assists in understanding how supervisors may encourage instructors to use innovative instructional methods. This approach underlines the relevance of leadership styles and supervisor adaptability, which can offset some barriers to instructional supervision, such as restricted

professional development opportunities and lack of resources. Markedly, by empowering teachers through diversified approaches, head teachers might reduce teacher opposition and build a culture of collaborative learning and improvement, vital for schools with resource constraints (Green, 2015).

Study Variables Link:

**Resistance to Change:** According to the theory, teachers' resistance to change may be a direct result of their unfavorable experiences with supervision, a sense of loss of autonomy, or a fear of being judged. If supervisory attempts are seen as punishing rather than supportive, teachers may oppose them. This is consistent with the study's emphasis on how efficacy is impacted by unfavorable opinions about supervision.

**Teacher-Student Ratio:** Teachers who have high ratios are more stressed and burned out, which makes them less open to supervision. The assumption that overworked teachers may stop participating in professional development activities, which would reduce the effectiveness of monitoring, is supported by psychological theory.

**Effectiveness of Instructional Supervision (Dependent Variable):** According to the idea, effective supervision is one that responds to the emotional and developmental needs of teachers. While strict or authoritarian supervision erodes trust and collaboration, supportive, tailored approaches result in better teaching practices.

### **2.2.2 Symbolic Interactionism Theory**

Symbolic Interactionism, developed by Blumer, H. (2018), maintains that meaning is derived from social interactions and subjective interpretations. This theory is extremely significant for

understanding the relational dimensions of instructional supervision. In educational environments, the symbolic exchanges between supervisors and teachers generate shared meanings, beliefs, and practices surrounding teaching quality and supervision standards. This study employed Symbolic Interactionism to investigate how head teachers and teachers in Taveta Sub-County co-construct the supervisory process and adapt to problems, such as high student-teacher ratios and infrastructural shortcomings. Through this viewpoint, supervision becomes a negotiated practice characterized by constant discourse, feedback, and meaning-making between educators and supervisors.

In circumstances where supervision is perceived as punishing or too critical, teachers may resist, considering supervision as fault-finding rather than a supporting process for improvement. Symbolic Interactionism implies that meaningful and respectful communication during supervision might promote teacher receptivity and involvement (Khan, 2015). This theory is useful in describing how supervisors in Taveta Sub-County could lessen resistance by providing a supportive environment where instructors feel their professional growth is recognized and respected. Thus, by engaging teachers in open, constructive exchanges, head teachers can strengthen monitoring as a common aim of promoting educational quality (Liu, 2015).

Both theories stress the necessity for head teachers to balance directive and supporting responsibilities in supervising teachers. Psychological Theory defines the structural and strategic steps supervisors might take to eliminate barriers, while Symbolic Interactionism underlines the interpersonal and interpretive processes that determine teacher receptivity and collaboration. Together, these theories provide a complete framework for understanding the complex challenges of instructional supervision, particularly in resource-constrained situations such as Taveta Sub-County, where successful supervision relies on both structural and relational dynamics.

Link to Study Variables:

Limited Resources & Infrastructure Challenges: This theory states that lack of fundamental teaching and learning resources in schools frequently results in supervision being limited to formalities and checklists rather than real interaction. Supervisors may go through the motions without having any actual impact since the obvious lack of resources or support weakens their power.

Government Policies (Moderating Variable): Symbolic interactionism also clarifies how supervisory practice is impacted by how policies are interpreted and communicated. Policies lose their symbolic meaning if supervisors and teachers perceive them as aloof, harsh, or inadequately articulated; this results in conformity without involvement (cosmetic supervision).

Interpretation of Professional Roles: Head teachers and CSOs carry out their supervisory responsibilities in accordance with their perceptions of them within their institutional and cultural contexts. Authentic partnership between supervisors and teachers is undermined if supervision is symbolically linked to bureaucratic oversight or fault-finding.

Effectiveness of Instructional Supervision (Dependent Variable): In the end, the theory demonstrates that effectiveness is contingent upon stakeholders' perceptions and performance of their responsibilities as well as structure and policy. It clarifies why, depending on the level of communication and understanding between parties, supervision may be more or less successful in various situations, even when faced with comparable difficulties.

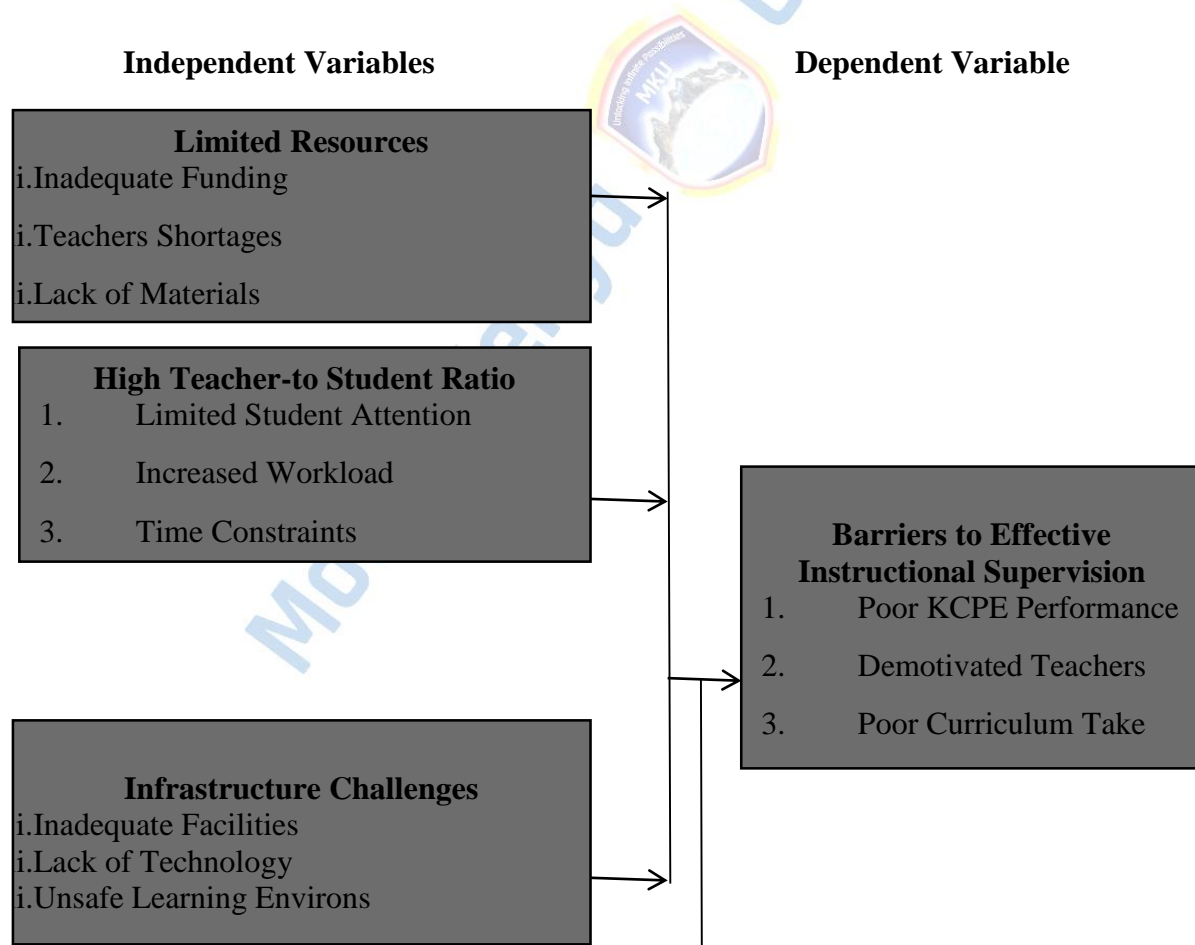
Symbolic interactionism theory and psychological theory of supervision work together to provide complementary understandings of the obstacles to efficient instructional supervision. The psychological theory focusses on teachers' interior personalities and how their motivation and preparedness affect how well monitoring goes. The social meanings and relationships that influence the way supervision is applied and received are the focus of symbolic interactionism. The study's foundation in these theories allows it to capture both the social and individual aspects of instructional supervision, which is in line with the variables of the conceptual framework and strengthens its applicability in the Taveta Sub-County setting.

### **2.3 Conceptual Framework**

This study's conceptual framework aims to explore the ways in which various independent factors impact the dependent variable of instructional supervision in public primary schools located in Taita-Taveta County, Kenya's Taveta Sub-County. The independent factors are limited resources, teacher-to-student ratios, infrastructure problems, and government policies. Limited resources, such as poor instructional materials and financial assistance, directly impair the capacity of supervisors to maintain effective oversight. High teacher-to-student ratios may strain supervisors' efforts, reducing their capacity to engage effectively with particular teachers and pupils. Infrastructural difficulties, such as poor classroom conditions and lack of needed facilities, further restrict the quality of instructional supervision, hurting overall teaching and learning environments. The moderating variable, government policies, determines how the other independent variables affect instructional supervision. Supportive government policies can relieve some barriers, while confusing or weak policies may worsen them. The dependent variable, instructional supervision,

indicates the total effectiveness of the supervisory process in boosting teaching quality and student outcomes. This paradigm thus captures the dynamic interplay among resources, school environment characteristics, and policy, offering a platform to study ways to improve instructional supervision in resource-constrained and high-need educational settings.

**Fig. 1**  
*Conceptual Framework*



### **Government Policies**

1. Infrastructure Development
2. Examination Policies
3. Curriculum Reforms

### **Moderating Variable**

According to this conceptual framework, the efficacy of instructional supervision is dependent on whether or not enabling variables like sufficient funding, controllable class numbers, encouraging infrastructure, and teacher collaboration are present. Government actions that either support or impede efficient supervision methods in turn influence or magnify these relationships. In order to improve the validity, reliability, and practical significance of the research findings, the study made sure that each construct could be measured either quantitatively or qualitatively by clearly specifying indicators for each variable.

### **Variables and Their Measurability**

The foundation of the paradigm was the knowledge that instructional supervision is a complex process that is impacted by institutional, systemic, and environmental factors. It may be assessed using both qualitative and quantitative metrics.

<b>Variable</b>	<b>Operational Definition</b>	<b>Indicators/Measures</b>
<b>Limited Resources (IV1)</b>	Financial, human, and educational resources are available to assist with monitoring and instruction.	The quantity of instructional resources each class uses; the amount of money set aside for monitoring; and the availability of ICT tools How frequently limitations of resources are reported

<b>Variable</b>	<b>Operational Definition</b>	<b>Indicators/Measures</b>
<b>Teacher-to-Student Ratio</b> (IV2)	the typical number of pupils in a school who are assigned to each instructor.	The ratio of students to teachers, the number of teachers per school in relation to enrolment, the number of supervisors per teacher, and the number of classroom inspections per teacher
<b>Infrastructure Challenges</b> (IV3)	Institutional and physical school structures that have an impact on supervision and instruction.	Classroom availability and quality; teacher offices; and sanitary amenities Access to transportation and distance for supervision
<b>Resistance to Supervision</b> (IV4)	Teachers' or supervisors' behavioral and attitude resistance to participating in supervisory procedures.	Attendance at CPD or supervision meetings; frequency of missed supervision sessions; teacher input on supervision procedures; and degree of collaboration with supervisors
<b>Government Policies</b> (Moderating Variable)	administrative and legislative structures that direct and impact instructional supervision.	Monitoring frequency and structure; budgetary allotment for supervision in public schools; implementation of CPD policies; degree of decentralization and policy clarity
<b>Instructional Supervision Effectiveness</b> (DV)	Institutional and physical school structures that have an impact on supervision and instruction.	The frequency and caliber of supervisory visits; the results of teacher performance reviews Implementing the supervision's feedback Trends in learner performance Utilizing technologies for instructional feedback

## 2.5 Research Gaps

Because there are numerous players and systems involved in the implementation process, there are tensions, conflicts, insights, and challenges that make implementing inclusive education policies difficult. Policy implementation practices for inclusive education have been examined (Mwenda & Mulwa, 2017). The school's guiding principles, stakeholder involvement rate, the use of its financial, material, and human resources, and the outcomes of its strategies for overcoming barriers

to the implementation of inclusive education were all examined (Omwenga, 2016). In addition, gaps exist in the way inclusive education is currently being implemented, which emphasizes the increasing need for effective policy practices and a friendly policy climate to support student diversity. It has been determined that there are gaps in the inclusive education policy's enactment timeliness, precise tasks and stakeholder involvement, and explicit school guiding principles (Republic of Kenya, 2018).

The literature evaluation reveals the importance of instructional supervision strategies in raising student achievement. As a result, they are liable for everything that happens in schools. Research shows that different personality types have an impact on supervision (Kimani & Orodho, 2019). A review of the literature revealed that most studies examined the connection between academic performance and instructional supervision techniques; head teachers' character types and the ways in which they relate to instructional supervision practices were not covered (Kathuri & Onderi, 2017).

The need for physical resources to be changed in order to support the implementation of inclusive education in public secondary schools has been noted as a third observation. It has been observed that this exists. There are still more gaps, such as the increasing need for qualified teachers with expertise in special needs and inclusive education management, as well as pragmatic methods that create a barrier-free, learning-friendly atmosphere that maximizes the participation of students with disabilities in the educational process. The deficiencies found foretell grave consequences for the implementation and sustainability of inclusive education, as well as for the policies governing its practices in schools.

## 2.6 Summary of Literature Review

The chapter has reviewed the research that has been done on the subject, taking into account both theoretical and empirical works. About this, the chapter has discussed a number of indicators that are said to explore the barriers to achieving effective instructional supervision in public primary schools in Taveta Sub-County. The independent variables used in the study are; limited resources, high teacher-to-student ratio, infrastructure challenges, and government policies as the moderating variable. A thorough analysis of these indicators has been done, with empirical data from related study providing support. Additionally, the chapter has shown the conceptual framework through a diagrammatical expression that shows the link between the independent variables (chosen metrics) and the dependent variable (barriers to effective instructional supervision). This chapter also looks at the research gaps used in the study.



Mount Kenya University

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.0 Introduction**

The study methodology used to investigate obstacles to instructional supervision in public primary schools in Taita-Taveta County, Kenya's Taveta sub-county, is covered in this chapter. In order to get reliable data, the chapter describes the demographic and sampling techniques and examines the research design. The chapter also covers the data gathering tools, sampling techniques, and sample size. Additionally, the researcher outlines the methods for data collecting and analysis in this chapter. Lastly, to make sure the study is legitimate, the researcher supports its ethical considerations.

#### **3.1 Research Methodology**

The researcher employed a mixed research approach to undertake the study approaches to steer the investigation. Creswell (2016) avers that a methodology entails processes and techniques that a researcher employs. The researcher adopted a mixed-methods technique to capture both quantitative and qualitative characteristics of instructional supervision barriers. Quantitative data that provided measurable insights, while qualitative data added in-depth context to allow for a thorough knowledge of the difficulties. This approach was ensured solid conclusions by confirming numerical patterns with participant perspectives, hence boosting the study's trustworthiness. Markedly, the mixed-methods design helped the researcher to get a nuanced and holistic understanding of the study's objectives.

#### **3.2 Research Design**

This study utilized a descriptive survey research design within a mixed-methods framework, which is suited for gathering detailed data through open- and closed-ended questionnaires. The

descriptive survey approach enables the researcher to systematically collect respondents' experiences, views, and issues connected to instructional supervision in Taveta Sub-County (Creswell, 2016). This design provides for a full study of both numerical data from closed-ended questions and qualitative insights from open-ended responses to support the study objectives. The choice of a descriptive survey is suitable because it provides a snapshot of current conditions, capturing the number and form of impediments to instructional supervision as stated by respondents.

### **3.3 Location of Study**

Taveta Sub-County, Taita-Taveta County, Kenya, was the study's location. This study on the limitations of instructional supervision is relevant to Taveta, a rural place with unique problems such limited resources and poor infrastructure. Taveta is a sample site for examining the challenges faced by Kenyan rural public elementary schools because of its socioeconomic background and its proximity to the Tanzanian border. According to previous studies, its high teacher-to-student ratios, lack of funding, and infrastructure deficiencies support its selection (Mwangi, 2018; County Government of Taita-Taveta, 2017). Additionally, prior education studies show that Taveta Sub-County's teacher professional development is uneven and limited, with little chances for ongoing capacity building or organized in-service training (Njeru & Wambugu, 2017). As seen by consistently low KCPE and KCSE scores, this professional development gap compromises teachers' teaching methods and, consequently, leads to subpar student academic achievements. As a result, studying instructional supervision in this context offers important new perspectives on how structural obstacles impact the quality of instruction. Furthermore, the researcher had easy access to the area, which made data collecting efficient and economical.

### 3.4 Target Population

According to data from the Taveta Sub-County Education Office (2024), the study's target population consisted of 454 educational professionals selected from public elementary schools in Taita-Taveta County. Among these populations were:

42 Head Teachers: These individuals are in charge of overseeing classroom instruction, coordinating instructional programs, and assessing teacher performance. They are also the direct supervisors in their particular schools.

410 Teachers: Teachers play a crucial role in instructional monitoring and are the ones who carry out the curriculum directly. They gained important insight into the nature and difficulties of supervision from their interactions with supervisors, experiences, and attitudes.

2 Curriculum Support Officers (CSOs): The Ministry of Education has designated CSOs to assist, oversee, and assess curriculum delivery at the school level. They manage a number of schools and provide instructors and head teachers with pedagogical support.

All of the people in this demographic were directly involved in instructional supervision, either as implementers, overseers, or beneficiaries, therefore they were chosen on purpose to provide accurate and pertinent information on the supervision process and the difficulties that come with it.

The characteristics of this population are given in Table 1 below.

#### **Table 1**

*Target Population*

<b>Respondents</b>	<b>Target Population</b>	<b>Percentage</b>
Headteachers	42	9.2%
Teachers	410	90.3%
CSO Officers	2	0.4%
<b>Total</b>	<b>454</b>	<b>100</b>

### 3.5 Sampling Procedures and Sample Size

#### 3.5.1 Sample Size

A sample size of 105 respondents was chosen from the 454 target population in the manner described below:

Due to their limited number, two CSOs make up 100% of the CSO population.

21 Head Teachers (50 percent of all head teachers)

82 Teachers (20% of the total number of teachers, sampled proportionately)

In order to guarantee representativeness across roles in the instructional supervision process, the sampling was planned. While stratified random sampling was utilized for teachers and headteachers to gather a wide range of opinions while ensuring proportional representation, census sampling was employed to include all CSOs. This strategy made sure that the data gathered represented the range of viewpoints and experiences held by Taveta Sub-County's teaching personnel and educational leadership. The sampling strategy collects various viewpoints on instructional supervision hurdles, providing trustworthy data analysis consistent with the study's aims (Kothari & Gaurav, 2016). Notably, the sample size was determined based on Yamane's (2024) formula at 95% confidence level which is (0.10 level of significance) as shown below;

$$n = \frac{N}{1 + N(e)^2}$$

Where n = Sample Size

N = Population (454)

e = Level of Precision (0.10)

$$\frac{454}{1 + 454 (0.10)^2} = \mathbf{82}$$

Consequently, the sample size will include a total of 105 respondents.

### **3.5.2 Sampling Procedures**

A stratified random sampling technique was ensuring that each subgroup within the target population is represented. This approach divides the population into homogeneous groups (teachers, head teachers, and CSOs), and then selects a sample from each group proportionately (Wiek & Lang, 2016). The sampling procedure first entails splitting the population's assorted groups into homogeneous subsets. From there, a sample was selected from each individual. Using this technique, the sample is chosen to ensure that the existing subgroups are somewhat represented (Wiek & Lang, 2016). For each stratum, the researcher used simple random sampling.

#### **Teachers and Head Teachers – Stratified Random Sampling**

Teachers and head teachers were the two main divisions into which stratified random sampling was utilized to divide the population. Simple random sampling was used to choose participants within each grouping. The following justifications supported this strategy:

Capturing a balanced cross-section of viewpoints within each subgroup was necessary due to the heterogeneity in school characteristics, including size, geography, and resource levels.

Generalizability was improved by using simple random sampling within the stratum, which

reduced selection bias and provided each member of each group with an equal chance of participating.

By ensuring that administrative and instructional staff were fairly represented, stratification provided a comprehensive understanding of the obstacles to supervision.

### **Curriculum Support Officers (CSOs) – Purposive Sampling**

Purposive sampling was used for CSOs. This decision was made for the following reasons:

Few in number, CSOs possess specific expertise in sub-county instructional oversight.

They served as important informants for in-depth qualitative data because of their experience and required function in observing and assisting with instructional activities.

They could contextualize issues outside of the classroom and offer policy-level views because of their administrative responsibilities.

The study's representativeness and depth were increased by combining purposive sample for supervisory authorities with stratified random sampling for the larger teaching staff. This increased the findings' legitimacy and applicability.

Table 2 below shows the sampling size;

**Table 2**

<i>Sample Size</i>		
<b>Respondents</b>	<b>Target Population</b>	<b>Sample Size</b>
Headteachers	42	21
Teachers	410	82
CSO Officers	2	2
<b>Total</b>	<b>454</b>	<b>105</b>

**Source: Taveta Sub-County Education Office (2024)**

### **3.6 Research Instruments**

The research used questionnaires and interview guides as principal methods for data collection. The questionnaires, tailored for head teachers and educators, had both open-ended and closed-ended questions, facilitating the acquisition of quantitative data via closed responses and qualitative insights through open-ended responses. A 5-point Likert scale measures replies to closed-ended questions, yielding standardized data on many facets of instructional supervision obstacles. Interview guidelines was utilized for Curriculum Support Officers (CSOs) to facilitate comprehensive qualitative data gathering, concentrating on policies and infrastructural obstacles impacting instructional supervision. These instruments are designed to thoroughly address the study's objectives by gathering factual data, individual perceptions, and contextual insights from various stakeholders, thereby facilitating a comprehensive understanding of the factors affecting instructional supervision in Taveta Sub-County.

### **3.7 Piloting Research Instruments**

The piloting phase attempts to modify and validate the research instruments to guarantee clarity, relevance, and reliability. In this study, piloting was undertaken at a public primary school in Wundanyi Sub-County, involving 10 respondents which is about 10% of the intended sample size. These people are not included in the main study to ensure objectivity. The pilot study examined the wording and clarity of the questionnaires and interview guides to ensure they are easily understood by respondents. This approach helps detect any confusing or ambiguous questions to allow for modifications before the major data gathering (Kothari & Gaurav, 2014). In addition, the pilot research evaluates the suitability and alignment of the questions with the study objectives. Pre-testing the instruments also tackles any practical concerns, such as time management, that

could arise during actual data collection. The insights gained from this phase help improve the quality and effectiveness of the instruments for the final study.

### **3.8 Testing for Validity and Reliability**

#### **3.8.1 Validity**

To ensure validity, the research instruments undergo both expert appraisal and pre-testing. Experts in curriculum studies and educational management will examine each item's alignment with the study objectives, providing feedback on relevance and intelligibility. This expert assessment establishes content validity by checking that each question sufficiently addresses the study's important variables. In addition, a pre-test with a representative sample can assist detect any ambiguities or inconsistencies in the questionnaires, allowing required revisions before the main study (Salkind, 2009). Through these phases, the instruments were tuned to correctly collect the necessary data and ensure trustworthy and valid results.

The study used a number of techniques to verify the precision and suitability of the instruments in measuring the targeted constructs in order to assure the validity of the research instruments:

**Content Validity through Expert Review:** Two university lecturers with expertise in instructional supervision and educational management, together with one seasoned Curriculum Support Officer (CSO), received the researcher's draft questionnaires and interview guides. These professionals assessed the items for clarity, relevance, and fit with the research questions and study goals. As a result of their input, questions were restructured to increase focus and comprehensibility, unclear topics were clarified, and redundant information was removed.

**Face Validity through Piloting:** Ten participants from a public primary school in Wundanyi Sub-County—a nearby region not included in the real study—representing head teachers, teachers, and

one CSO participated in a pilot study. The readability, logical flow, appropriateness of language, and item sequencing of the instrument were evaluated during this pre-testing. Items that were unclear or deceptive were found through participant comments and responses, and they were updated appropriately.

**Construct Validity:** Every question helped test the study's conceptual framework because the items were directly mapped to each research purpose and study variable (such as limited resources, teacher-student ratio, and infrastructure issues). This was further improved by reliably measuring impressions across related variables using a 5-point Likert scale.

### 3.8.2 Reliability

The Cronbach's alpha coefficient and the split-half technique was used to assess the questionnaire's reliability. In this approach, the questionnaire items were divided into two halves, and the internal consistency between them were examined. A Cronbach's alpha score near to 1.0 implies good reliability, with a target reliability coefficient of at least 0.75 for this study, signaling satisfactory internal consistency (Kothari, 2014). This method provides a credible measure of how frequently the questionnaire items capture the required information, guaranteeing that the data produced is stable and reliable across varied questions and responders.

To guarantee consistency and stability in responses across several items and participants, the instruments' dependability was examined. The following methods were used:

**Cronbach's Alpha Coefficient:** Following piloting, Cronbach's alpha in SPSS was used to assess the questionnaire's internal consistency. An overall alpha value was determined after a separate analysis of each subscale that represented a variable (such as infrastructure or limited resources).

When each subscale's items consistently measured the same underlying concept, an alpha value of  $> 0.75$  was deemed appropriate.

**Split-Half Method:** By randomly dividing the questionnaire items into even- and odd-numbered halves, the correlation between the two sets of scores was calculated. The instrument's internal reliability was validated by a good correlation between its two parts. Any significant discrepancies found throughout this examination were fixed by changing or rewording any problematic passages.

**Standardization of Administration Procedures:** The researcher made sure that all participants received the questionnaires and interview guides in the same way. In order to reduce bias or variation in delivery, this involved providing uniform instructions, keeping a constant environment and schedule, and, when needed, hiring trained helpers for distribution and collection.

Together, these procedures made sure that the data collection tools were reliable (generating consistent results under consistent settings) and valid (accurately measuring what they were supposed to measure), which increased the study's findings' credibility.

### **3.8 Data Collection Procedures**

Data collection was commencing after acquiring relevant clearances, including a NACOSTI research license, an introduction letter from Mount Kenya University, and local authorizations from county and sub-county authorities. The researcher was informing participants about the study's goal and get their written informed permission to ensure voluntary participation. For quantitative data, formal questionnaires with closed-ended questions will be provided to teachers and head teachers. These questionnaires were captured measurable responses on impediments to instructional supervision. The completed questionnaires were then collected, securely stored, and

processed for analysis. For qualitative data, semi-structured interviews were done with Curriculum Support Officers (CSOs) to gain in-depth thoughts. These interviews, based on open-ended questions, study contextual factors and perceptions connected to instructional supervision problems. The researcher organized these interviews at convenient times, guaranteeing confidentiality and accuracy by recording responses with participant agreement. This integrated method gives both statistical data and broader, narrative insights, permitting a comprehensive analysis consistent with the study's aims.

### **3.9 Data Analysis Procedures**

Data analysis was undertaken in two stages: quantitative and qualitative. Quantitative data, acquired from closed-ended questionnaire replies, was examined using SPSS version 25. The data were summarized using descriptive statistics, such as frequency, percentages, mean, and standard deviation. To evaluate the correlations between independent variables (such as resources and teacher-student ratios) and the dependent variable (instructional supervision efficacy), inferential analysis via linear regression will be done. The regression coefficients were reveal the direction (positive or negative) and strength of each independent variable's impact on instructional supervision. Results were visually presented in tables for clarity. For qualitative data from interviews, theme analysis was performed. The researcher finds reoccurring themes consistent with study objectives, arranging responses into clear, distinct ideas. These themes were providing contextual insights into the issues of instructional supervision, with narrative descriptions augmenting the quantitative data. This technique ensures a full, data-driven knowledge of the study's research issues.

#### **Quantitative Data Analysis**

Teachers and head teachers were given standardized, closed-ended questionnaires to complete in order to gather quantitative data. The Statistical Package for Social Sciences (SPSS) Version 25, which provides a variety of statistical methods appropriate for social scientific research, was used to analyze this data.

Participants' demographic data and answers pertaining to the study variables (e.g., inadequate resources, teacher-student ratio, infrastructure, and policy) were compiled using descriptive statistics (such as frequencies, percentages, means, and standard deviations). -By giving a quick overview of the current state of instructional supervision in the research region, descriptive statistics offer a clear and succinct means of comprehending the distribution and core tendencies of the data.

The links between independent variables (such as infrastructure and resources) and the dependent variable (the efficacy of instructional supervision) were examined using inferential statistics. In particular, the analysis of linear regression was utilized.

-Since regression analysis measures the strength and direction of the link between predictors and outcomes, it is suitable for our investigation. It allows the researcher to ascertain the degree to which each independent variable affects instructional supervision, thereby addressing the goals and hypotheses of the study.

### **Qualitative Data Analysis**

Curriculum Support Officers (CSOs) participated in semi-structured interviews to collect qualitative data, which provided in-depth understanding of policies, implementation difficulties, and contextual factors influencing supervision.

Qualitative data was analyzed using thematic analysis. After a thorough analysis of the interview transcripts, recurrent concepts were categorized into themes that complemented the goals of the study.

-Thematic analysis offers depth and context to support quantitative findings and is ideally suited for spotting trends in qualitative replies. The researcher can investigate respondents' perceptions and experiences of instructional supervision issues using this method, which is not possible with just numerical data.

In conclusion, the chosen methods for data analysis were suitable for accomplishing the study's goals. While thematic analysis gave rich, narrative data for a deeper understanding of supervisory dynamics in Taveta Sub-County, descriptive and inferential statistics provided quantifiable, objective insights. The validity and thoroughness of the study's conclusions were further reinforced by the application of mixed methodologies.

### **3.10 Ethical Considerations**

The study's ethical considerations were prioritizing participant confidentiality, anonymity, informed permission, and data integrity. Confidentiality was protected by preventing access to any identifiable information, with participants told that their responses would be used purely for research reasons. Anonymity was maintained by eliminating any personal or organizational identifiers from the data. Informed consent was entailed thoroughly presenting the study's goals and methods to participants, who freely sign consent papers before participation. To guarantee academic integrity, the researcher used Turnitin to verify originality, adhering to a similarity level of 20% or below. Data storage techniques further safeguard participant information; physical data

is maintained securely, while digital data is protected with access credentials. As such, by adhering to these ethical criteria, the study attempts to preserve participants' rights and ensure responsible management of data throughout the research process.

## **4.0 CHAPTER FOUR**

### **RESEARCH FINDINGS AND DISCUSSION**

#### **4.0: Introduction**

The study's results are presented, interpreted, and discussed in this chapter in light of the four research goals. The presentation incorporates both qualitative and quantitative information obtained from interviews and questionnaires. The results are contrasted with earlier research examined in Chapter Two, revealing both new information unique to Taveta Sub-County and corroboration of earlier findings.

#### **4.1 Specific Findings Based on Study Objectives**

The purpose of this study was to investigate the key barriers affecting instructional supervision in public primary schools in Taveta Sub-County, Taita-Taveta County, Kenya. the study seeks to uncover how these barriers impact the efficiency of supervisory procedures by studying factors such as low resources, high teacher-to-student ratios, infrastructural issues, and the moderating

function of government policies. Notably, understanding these barriers provide insights to improve instructional supervision, boost teaching quality, and guide policy decisions that support improved educational results. To achieve these, the study was guided by four key research objectives:

#### **4.2 To Examine the Impact of Limited Resources on Instructional Supervision**

The results showed that the majority of teachers and headteachers complained about the lack of proper teaching resources, including teaching aids and textbooks. These deficiencies were mentioned as major barriers to efficient supervision of education. Further taxing the availability of resources were reports of inadequate and frequently delayed Free Primary Education (FPE) funding. Teachers reported that the availability and use of educational resources were impacted by the lack of libraries and inadequate storage facilities.

Mugambi and Ngugi (2019), who observed comparable difficulties in Kenyan rural schools, concur with this finding. Additionally, Safari and Kahindi (2020) stressed that supervisors' capacity to effectively support instructors is strongly impacted by resource constraints. By placing these limits in the context of Taveta Sub-County, the current study offers fresh perspectives and demonstrates how the rural and infrastructure constraints of the area worsen resource shortages.

#### **4.3 To Determine the Influence of Teacher-to-Student Ratios on Instructional Supervision**

According to the survey, most schools had teacher-to-student ratios higher than the advised 1:35. It was discovered that many teachers were instructing over thirty lessons a week, which made it challenging for them to prepare lessons in-depth and to follow up on supervisory input. Similar difficulties were also mentioned by head teachers, who mentioned that their administrative and instructional duties left them with little time for monitoring.

These results align with those of Okebukola (2019) and Eshun and Tsiboe (2018), who discovered that teacher shortages and packed classrooms impede efficient supervision in African settings.

Geographic isolation and a lack of staffing exacerbate the impact in Taveta. The study adds a new dimension by relating heavy workloads to lower teacher morale and instructional quality in addition to less supervision.

#### **4.3.1 Response Rate**

Participants in this study included 410 classroom teachers, 42 head teachers, and two Curriculum Support Officers (CSOs) from public primary schools in Taveta Sub-County. A total of 454 questionnaires were given out to participants.

105 of the instruments that were distributed were completed and returned. These comprised:

two CSOs (100 percent return rate),

21 from principals (return rate of 50%), and

Teachers gave 82 (20% return rate).

This resulted in a response rate of roughly 23.1% overall. Although head teachers and instructors had a moderate to low response rate, CSOs' 100% response rate made sure that the sub-county's instructional supervisors' perspectives were properly recorded. In qualitative and exploratory research, where detailed answers from important informants are valued more highly than extensive numerical representation, the total response rate was judged adequate for data analysis and interpretation (Mugenda & Mugenda, 2003).

#### **4.4 To Assess the Effect of Infrastructural Challenges on Instructional Supervision**

Poor school facilities, such as inadequate classrooms, unclean water, inadequate sanitary facilities, and a shortage of staff quarters and furniture, were frequently mentioned by respondents. Libraries and other necessary learning resources were absent from the majority of schools. Both the supervisory and instructional processes were hampered by these infrastructure deficiencies. CSOs

stated that their capacity to routinely visit schools was hampered by bad road conditions and a lack of vehicles.

This result confirms the findings of Muthee and Kamau (2021), who reported on the lack of infrastructure in Kenyan schools located in rural areas. The study contributes to the body of literature by showing that Taveta Sub-County's frequency and quality of instructional supervision are greatly decreased by the combined effects of inadequate infrastructure and restricted mobility for CSOs.

#### 4.4.1 Demographic and Social Data

Social and demographic information is crucial to the study.

Contextualizing the results of a study, especially one that focusses on instructional supervision, requires the use of social and demographic data. The study's demographic data on Curriculum Support Officers (CSOs), head teachers, and teachers—such as age, gender, professional training, and years of experience—provide crucial context for understanding how these variables affect supervision procedures and their efficacy in Taveta Sub-County's public primary schools.

This data helps in:

Recognizing the ability and preparedness of educators and school administrators to carry out efficient instructional monitoring. For instance, despite their experience, senior teachers may find it difficult to adjust to new teaching methods or reforms.

Pointing up possible training requirements or professional qualification gaps that can

compromise the quality of instruction.

Evaluating the distribution of experience, which helps determine how different degrees of teacher skill can be accommodated in mentoring, professional development, and supervision.

Exposing systemic problems that could impact supervision dynamics, such as personnel imbalances or an excessive concentration of long-serving employees in one school.

Establishing a basis for examining connections between individual traits and opinions about the efficacy of instructional supervision—for instance, whether less seasoned educators feel more encouraged or closely watched than their more seasoned peers.

#### **4.4.2 The Experience of CSOs in Supervision and the Significance of This Information**

An important consideration when evaluating the efficacy of instructional supervision in public primary schools is the supervision experience of Curriculum Support Officers (CSOs). This information sheds light on the breadth of CSOs' practical expertise, acquaintance with supervisory protocols, and ability to offer expert advice to the educational system.

In particular, the following highlights the significance of CSOs' supervision experience:

Assessing supervisory effectiveness: In general, more seasoned CSOs are better able to manage challenging teaching situations, provide insightful criticism, and successfully coach instructors.

(Wanzare, 2012).

Finding training and capacity gaps: If CSOs have been in the field for a long time yet continue to have supervisory difficulties, this could be a sign of a lack of exposure to changing supervisory models or gaps in their continued professional growth.

Recognising relationship dynamics: Being posted in the same area for an extended period of time might lead to an excessive amount of familiarity with school personnel, which could undermine objectivity and the authority of supervision. This experience data aids in identifying potential risk areas.

#### **4.4.3 The frequency of CSO visits to schools each term and the impact of infrequent school visits on instructional supervision**

One of the most important aspects of instructional supervision efficacy is the frequency of visits by Curriculum Support Officers (CSOs). Several detrimental impacts that impede the instructional supervision process arise when CSOs visit schools infrequently or infrequently within a term:

**Limited Professional Support:** Teachers receive little feedback on lesson planning, classroom instruction, and assessment procedures since visits are infrequent. This lessens the possibility of ongoing professional development and pedagogical advancement (Wanzare, 2012).

**Weak Monitoring of Instructional Quality:** The goal of supervision is to keep an eye on curriculum coverage, classroom efficacy, and teaching standards. Few visits result in less oversight, which makes it possible for inefficiencies or bad practices to remain undiscovered and unfixed.

**Low Accountability:** Some instructors might not feel inspired to uphold high levels of instruction or update professional documents like lesson plans, schemes of work, and assessment schedules if they don't receive regular follow-up.

**Delayed Intervention and Support:** Early detection of instructional difficulties is impeded by irregular supervision. Without prompt resolution, problems like student indiscipline, difficulties

delivering the material, or a shortage of instructional resources may continue.

Restricted School-Inspector Relations: Insufficient visits could result in a lack of confidence, cooperation, and open communication between CSOs and school personnel, all of which are essential for successful instructional reform (Olembo, Wanga & Karagu, 1992).

#### **4.4.4 CSOs' Response on In-Service Training**

There are notable gaps in the professional development of Curriculum Support Officers (CSOs), as indicated by their replies to questions about in-service training. Despite the fact that every CSO reported having had some kind of in-service training, their comments made clear that: Their practical skills for effective instructional monitoring were not adequately prepared by the training they got. Techniques for observing classes, assessing teaching and learning aids, and using assessment tools were among the specific areas mentioned as lacking.

The majority of CSOs had gone for extended periods of time without attending professional development seminars or refresher courses, and the training was sporadic and out of date. They consequently lacked current understanding of topics like inclusive education approaches and the Competency-Based Curriculum (CBC).

There are significant deficits in capacity, particularly in areas of specialized supervision like ICT integration, special needs education, and instructional leadership. These disparities make it more difficult for them to provide teachers with relevant and specialized support, especially at institutions that face significant difficulties.

This study is significant because it shows that in-service training is an ongoing professional development process that directly affects the quality of instructional supervision rather than being a one-time necessity. CSOs may be unable to give teachers unbiased, pertinent, and helpful

feedback if they are not properly trained or updated on a regular basis. This shortcoming has an impact on the supervisory process as a whole and, in turn, on the standard of education provided to students in public elementary schools.

This result supports Bagine's (2022) claim that education supervisors' continuous professional growth is essential to effective instructional supervision. In the absence of regular and planned in-service training, CSOs could not be prepared to manage the changing demands of the curriculum and classroom conditions.

Table 4.4.4: CSOs' Response on In-Service Training

<b>Training Indicator</b>	<b>Yes (n)</b>	<b>Yes (%)</b>	<b>No (n)</b>	<b>No (%)</b>
Have you ever received any in-service training?	2	100%	0	0%
Was the in-service training adequate?	1	50%	1	50%
Was the training recent (within the last 2 years)?	0	0%	2	100%
Do you need further training in instructional supervision?	2	100%	0	0%

#### 4.4.5 CSOs Response on In-Service Training

Although all CSOs (100%) acknowledged receiving in-service training, just half thought it was sufficient. All (100%) said they needed more training, particularly in new areas of instructional supervision, and none had gotten any in the previous two years.

Table 4.3.2: CSOs' Response on In-Service Training

<b>Training Indicator</b>	<b>Yes (n)</b>	<b>Yes (%)</b>	<b>No (n)</b>	<b>No (%)</b>
Have you ever received any in-service training?	2	100%	0	0%
Was the in-service training adequate?	1	50%	1	50%
Was the training recent (within the last 2 years)?	0	0%	2	100%
Do you need further training in instructional supervision?	2	100%	0	0%

#### 4.4 To Evaluate the Role of Government Policies in Moderating the Effectiveness of Instructional Supervision

Although there are government policies in place to promote instructional monitoring, the study found that grassroots implementation of these policies is still lacking. According to the respondents, policies like continuing professional development (CPD) were understood but not properly implemented. According to headteachers and CSOs, there were few training opportunities available, and roles and policy standards were unclear. Additionally, it was discovered that CSO deployment was irregular and out of step with administrative requirements.

These outcomes are consistent with Bagine's (2022) observations regarding the difficulties in implementing CPD in Kenya. The current study offers fresh Taveta data demonstrating that poor stakeholder involvement and a failure to implement policies diminish the effectiveness of instructional supervision. Teachers said they frequently saw supervision as punitive, which suggests that policies need to be reframed and communication has to be improved.

The findings offer practical knowledge for educational stakeholders aiming to increase supervision in comparable circumstances. To achieve these, the study was guided by four key research questions. A total of 454 surveys were sent to respondents, including 2 questionnaires for CSOs, 42 questions for Head teachers, and 410 questionnaires for teachers. At the completion of data collection, 105 completed questionnaires were collected, including 2 from CSOs, 21 from head teachers, and 82 from teachers, reflecting a 92% response rate.

## **4.2: Demographic Profile of the Participants**

### **4.2.1 Age of the Respondents**

Table 4.1: Age of the Respondents

Respondents		CSOs		Head teachers		Teachers			
Age									
n	%	n	%	n	%	n	%		
Below 25				0	0	0	0	1	3
25- 30				0	0	0	0	25	21
31- 35				0	0	0	0	46	39
36- 40				0	0	2	13	21	18
41- 45				0	0	3	20	13	11
Above 45				2	100	10	67	9	8
				2	100	15	100	118	100

The poll collected information on the respondents' ages. Table 4.1 provides an overview of the age distribution in all categories. As seen in Table 4.1 above, both CSOs were older than 45 years. The majority (67%) of Headteachers were above the age of 45, with only 13% being between the ages of 36 and 40. The age of the administrators' influences decision making in a variety of ways. An administrator nearing retirement age may have little interest in his staff's professional growth or the physical development of the entire institution.

A younger administrator may be eager to enhance current circumstances and has the fortitude to advocate for funding and resources to support such improvements. The bulk of instructors (60%) were between the ages of 25 and 35, with just 3% being younger than 25 and only 8% being older than 45. This obviously demonstrated that many teachers were youthful and enthusiastic enough to perform teaching responsibilities. Although older instructors are more experienced and better at dealing with instructional challenges, they may be weary and lack skills in new technologies, such as computer literacy, which is a critical component of education today.

Women are supposed to be passive in management roles. Women also appear to be reluctant to take on responsibilities (Aringo, 2022). However, females 61 (52%) outnumbered males 57 (48%) in the instructors' group. This might have a severe influence on instructional oversight, particularly

when female instructors go on maternity leave. Female instructors are also heavily involved in home affairs, such as preparing and transporting their small children to school, which may cause them to be late for their classes. This profile also supports the findings of Makori & Onderi (2015) and Koech & Yano (2020), who pointed out that although school leaders' levels of qualification have increased, their ability to effectively supervise instruction rely more on environmental enablers and support networks than just their academic background.

#### 4.2.3 Professional qualification of the Respondents

The survey was also interested in finding out the respondents' professional qualifications. The data are shown in Table 4.2.

**Table 4.2: Professional qualification of the Respondents**

<i>Respondents Professional qualification</i>	<i>CSOs</i>		<i>Head teachers</i>		<i>Teachers</i>
	<i>n</i>	<i>%</i>	<i>n</i>	<i>%</i>	
B. Ed	20		10	7	6
Diploma	30		10	16	14
ATS	50		13	24	20
P1	0		67	71	60
<b>TOTAL</b>	<b>100</b>		<b>100</b>		

The distribution of professional credentials among Curriculum Support Officers (CSOs), Head Teachers, and Teachers in Taveta Sub-County public primary schools is shown in Table 4.2: Professional Qualification of the Respondents. Within each category, the table shows the number (n) and percentage (%) of respondents who possess the following educational credentials: P1 certificate, Bachelor of Education (B.Ed. ), Diploma in Education, and Approved Teacher Status (ATS).

Results Explanation:

Curriculum Support Officers (CSOs) include:

20% of the sample as a whole had a bachelor's degree, 30% had a diploma, and 50% had an ATS certification. There were none with a P1 certificate. According to this distribution, CSOs often had more advanced and specialized professional training, which was consistent with their supervisory responsibilities.

Head Teachers:

The majority of head teachers (67%) had P1 degrees, 10% had a B.Ed., 10% had a diploma, and 13% had ATS training. This suggests that even though some head teachers had advanced degrees, many of them gained leadership roles with a P1 background, maybe through experience-based promotions rather than formal higher education.

Teachers:

Of teachers, 71% had P1 credentials, 24% were ATS trained, 16% had a diploma, and just 7% had a B.Ed. This suggests that the majority of classroom instructors had the bare minimum of professional training (P1), while a smaller percentage had more advanced degrees. This is consistent with staffing patterns in rural or under-resourced schools.

The data shows that most instructors and even some head teachers had P1 certification, even though positions in administration and supervision (such as CSOs and certain head teachers) were normally occupied by those with more education. Given that a better foundation in pedagogy and leadership is frequently associated with higher credentials, this tendency may have an influence on the efficacy of instructional supervision and professional development in schools.

#### 4.2.4 CSOs Supervision experience

The survey also collected information on the CSOs' supervisory experience. The results are shown in Table 4.3.

**Table 4.3: CSOs Supervision experience**

<b>Experience as CSOs</b>	<b>n</b>	<b>%</b>
6-10 Years	1	50
11-15 Years	1	50
<b>TOTAL</b>	<b>2</b>	<b>100</b>

Table 4.3 above reveals that one (50%) CSO had served for 6-10 years, while the other (50%) had served for 11-15 years as CSO. This demonstrated that the CSOs had the necessary experience to perform curricular oversight. Although seasoned, it was noticed that the CSO, who had served for 11-15 years, had spent the whole time at one station. This might lead to him being used to the same Headteachers and teachers, causing him to be less strict with schools that were not performing well.

#### 4.2.5 Head teachers' Experience in School Leadership

The survey also attempted to learn about the headteacher's experience in school leadership. Table 4.4 presents data on the subject.

**Table 4.4: Head teachers' Experience in School Leadership**

<b>Headteachers' Experience</b>	<b>n</b>	<b>%</b>
2-5 Years	1	6.7
6-10 Years	3	20.0
11-15 Years	8	53.3
16-20 Years	1	6.7
Above 21 Years	2	13.3
<b>TOTAL</b>	<b>15</b>	<b>100</b>

According to Table 4.4, the majority (73.3%) of headteachers have 11 years or more of experience, while the fewest (6.7%) have 2-5 years. This meant that the majority of headteachers had enough expertise to provide effective instructional oversight. However, when asked how long they had

served in their current positions, 9 (60%) answered that they had worked for between 11 and 15 years, while the least 2 (13.3%) headteachers had served for 2 to 5 years. This prepared the way for such headteachers to operate schools as if they were their own property, or to manipulate school committees for personal benefit at the expense of effective teaching and learning.

#### 4.2.6 Teachers Experience in Teaching

The research requested further information on the teacher's teaching experience. This is because the researcher understood that teachers are the most significant pillars in supporting the administration since they have a direct relationship with students and are heavily involved in classroom instruction. The findings are shown in Table 4.5.

**Table 4.5: Teachers Experience in Teaching**

Teaching experience	n	%
Less than 2 years	11	9
2-5 years	13	11
6-10 years	16	14
11-15 years	19	16
16-20 years	19	16
Above 21 years	40	34
<b>TOTAL</b>	<b>118</b>	<b>100</b>

Table 4.5 shows that instructors' experience was dispersed across all ages, however the majority (80%) had more than 6 years of experience. This was a great gesture because the majority of the instructors had the necessary experience to adequately apply the curriculum. Given their extensive expertise, it appears that the respondents were in a good position to offer knowledgeable opinions on instructional supervision procedures. Experience by itself, however, does not ensure the effectiveness of supervision, as Onyango (2018) pointed out, especially in situations where systemic issues like heavy workloads, inadequate infrastructure, and insufficient training continue to exist.

### **4.3 Nature of Challenges faced by CSOs in their Supervisory Duties**

CSOs were given questions on the obstacles they encounter in their supervisory roles, and they replied as follows: -

#### **4.3.1 Number of Visits per School per term by CSOs**

The researcher wanted to know how many times CSOs visited each school every term. It was discovered that 1 (50%) CSO visited each school once every term, and 1 (50%) visited each school more than once per term. When asked if the visits were adequate, the CSO that made the most visits per school every term judged that the amount of visits was sufficient. The individual who made one visit each school every term believed that the visits were insufficient. Given the number of schools under their authority, it was difficult since they often worked alone rather than in groups. This may have had an impact on the importance of curricular oversight.

#### **4.3.2 CSOs Response on In-Service Training**

The researcher wanted to know if the CSOs had received any in-service training on school monitoring abilities. The two CSOs said that they had undergone in-service training; nonetheless, they identified areas where they required more capacity development to improve their supervisory abilities. The objectives were to improve assessment and administration abilities, as well as evaluate learning aids. This suggested that their in-service training had been poor, and they lacked some of the competencies necessary for supervision, such as conceptual and technical abilities. It is critical that supervisors improve their supervisory efficacy by learning fresh and evolving concepts and practices. This might be learned through staff seminars and other training.

### 4.3.3 CSOs Response on Support from the Ministry of Education

The study also tried to determine the nature of the Ministry of Education's support for CSOs. Table 4.6 provides an overview of the replies.

**Table 4.6: CSOs Response on Support from the Ministry of Education**

<i>Nature of support</i>		<i>Agree</i>		<i>Disagree</i>	
<i>n</i>	<i>%</i>	<i>n</i>	<i>%</i>	<i>n</i>	<i>%</i>
In-service training		2	100	0	0
Provision of transport		0	0	2	100
Sending external supervisors		0	0	2	100

According to Table 4.6, two CSOs (100%) got in-service training but no extra support. The only issue with the in-service training, as previously stated, was that it was inadequate. This research found that CSOs in Taveta Sub-County, Taita-Taveta County, Kenya, had insufficient assistance for duty performance.

### 4.3.4 CSOs Response on Areas of Assessment

The study was also interested in determining the areas that CSOs examined. The findings are shown in Table 4.7.

**Table 4.7: CSOs Response on Areas of Assessment**

<i>Nature of support</i>				<i>Yes</i>	<i>No</i>
<i>n</i>	<i>%</i>	<i>n</i>	<i>%</i>		

Do you check teachers schemes of work	2	100	0	0
Do you check teachers lesson plans	0	0	2	100
Do you sit in class when teaching is going on	2	100	0	0
Do you hold discussions with the teacher after the classrooms' visit	1	50	1	50

Table 4.7 above shows that two (100%) CSOs looked on instructors' work schedules and sat in class while teaching was taking place. However, neither CSO reviewed the teachers' lesson plans, and only one CSO spoke with the teacher following the classroom visit. When ministry supervisors visit schools, they should notify the school management in advance. Following the classroom visit and observation, it is critical to arrange meetings and conferences with teachers to discuss their strengths and weaknesses, as well as highlight areas for growth that should be addressed. It is also critical that instructors get constant advice by releasing circulars with ideas for improved teaching methods and by studying books and magazines with the most recent instructional and administrative strategies. The study found that this was inadequate in public elementary schools in Taveta Sub-County, Taita-Taveta County, Kenya, which had a detrimental influence on teachers' efficacy in curriculum implementation.

#### **4.3.5 Frequency of Implementation of Supervision Report Recommendations**

The survey also wanted to know how far teachers, headteachers, DEOs, and MOEs have implemented supervision reports. It was discovered that headteachers occasionally execute supervision report suggestions. However, these recommendations were seldom adopted by teachers, the MOE, and DEOs. This had a detrimental influence on the efficacy of instructional supervision, as the advice was made with the intention of enhancing the primary school's performance by rectifying the headteachers' and teachers' areas of weakness.

### 4.3.6 CSOs Perception on various Supervisory Issues

The survey also requested information on CSOs' perceptions on a variety of supervision-related topics. The findings are presented in the table below.

**Table 4.8: CSOs Perception on various Supervisory Issues**

Statement	Always		Often		Sometime		Rarely		None	
	n	%	n	%	n	%	n	%	n	%
Negative perceptions by school admin.	-	-	1	50	1	50	-	-	-	-
Teachers not taking CSOs comments seriously	2	100	-	-	-	-	-	-	-	-
Lack of motivation	2	100	-	-	-	-	-	-	-	-
Lack of materials and equipment's	-	-	1	50	1	50	-	-	-	-
Teachers see supervision as interference	1	50	1	50	-	-	-	-	-	-
Teachers preparing only when to be supervised	2	100	-	-	-	-	-	-	-	-
Poor road network	2	100	-	-	-	-	-	-	-	-
Large distance between schools	-	-	1	50	1	50	-	-	-	-

Table 4.8 above shows that there was a mixed opinion on the following: negative perception by school administration, shortage of supplies and equipment, and long distance between schools. However, there was agreement on the following difficulties as major hurdles to the CSOs' supervision work: a lack of enthusiasm, instructors planning when to be observed, and teachers not taking CSO remarks seriously.

### 4.4 Problems faced by Headteachers in their Supervisory Duties

Headteachers were given questions on the obstacles they encountered in their supervisory roles, and they replied as follows:

#### 4.4.1 Number of Lessons per Week

The head teachers were asked to specify how many lessons they taught every week.

The findings are shown in Figure 4.1.

Lessons per Week	Headteachers (%)	Teachers (%)
Less than 20	14	5
21–25	19	15
26–30	57	35
More than 30	10	45

**Figure 4.1: Lessons per Week**

Figure 4.1 shows that a substantial number of headteachers, 5(33.3%), had more than 30 lessons, 4(26.7%) had between (26-30) lessons, and the other headteachers had equal entries in the other categories. When asked if they believed these courses were more or less important in light of their other supervisory responsibilities, those with more than 26 lessons, or 9 (60%), said they felt overworked. This meant that the headteachers, who, according to Okumbe (1998), are considered agents of supervision on behalf of the inspectorate at the school level, had limited time to carry out their supervisory obligations. To address this, the research proposed that the Headteacher's teaching and secretarial tasks be decreased, with an increased emphasis on the Headteacher's supervisory role in the school. When asked which courses they taught, the majority (53.3%) of headteachers said that they taught higher grades, as shown in table 4.9 below.

**Table 4.9 Classes taught by the Headteachers**

Classes taught by Headteachers	n	%
Upper	8	53.3
Upper & middle	3	20.0
Lower	4	26.7

Given the amount of lessons given every week, as previously stated, as well as their other administrative and supervisory responsibilities, the headteachers would be unable to efficiently manage these classrooms. As a result, headteachers would not serve as role models for curriculum

delivery. This is expected to have an impact on the National Exam (KCPE) outcomes because upper classes include the candidate class.

#### 4.4.2 Headteachers Response on In-Service Training

The researcher wanted to know if the headteachers had received any in-service training in educational management. The findings are displayed in Figure 4.2.

Response	Frequency	Percentage (%)
Yes	13	61.9
No	8	38.1
<b>Total</b>	21	100

*Figure 4.2: Headteachers Response on In-Service Training*

Figure 4.2 demonstrates that 10 (67%) of the headteachers did not get in-service training on educational management, whereas 5 (33%) did. The training addressed a variety of topics, including general management, guidance and counseling, professional ethics, and HIV/AIDS. When asked if the training was acceptable, the headteachers stated that crucial topics such as curriculum implementation skills, library administration abilities, and assessment of learning/teaching aids were not covered. Schools under FPE need competent librarians to assist with the Programme's implementation. B. Snilstveit, J. Stevenson, R. Menon, D. Phillips, E. Gallagher, M. Geleen, and E. Jimenez (2016). This was proved by stating that most underdeveloped nations lack competent, skilled, and experienced personnel to handle a book distribution system. These thoughts made it evident that the textbooks will eventually be lost or destroyed as a result of inappropriate maintenance. This would have a detrimental influence on curriculum and instruction. The headteachers were also questioned if they encouraged teachers to attend in-service trainings. Figure 4.3 shows the findings.

<b>Response</b>	<b>Frequency</b>	<b>Percentage (%)</b>
Yes	18	85.7
No	3	14.3
<b>Total</b>	21	100

**Figure 4.3: Headteachers Response on whether they encouraged Teachers attended**

**In-service courses.**

Figure 4.3 demonstrates that 12 head teachers (80%) encouraged their teachers to attend in-service courses, seminars, and workshops, whereas 3 (20%) did not. Eshiwani (1993) stated that because the improvement of education was primarily dependent on the growth of teacher competency, there was a need for a systematic upgrading and training program for elementary, secondary, and third level teaching through in-service training. An instructional supervisor should consequently arrange for his or her instructors to attend in-service courses, seminars, and conferences, and encourage them to actively participate in such activities.

**4.4.3 Capacity building and Motivation of Teachers**

The study looked into how school principals contributed to the professional development of their workforce. All of the heads stated that they promote and suggest their employees for advancement. When asked if they gave textbooks and other resources to instructors, they all said positive. However, they claimed that the money was insufficient and not given on time. They also complained about the absence of libraries to keep some of these resources, as well as the need for librarians to manage the libraries.

**4.4.4 Extent to which Headteachers carried out their Assessment Exercise**

The researcher wanted to know if the headteachers completed some of the evaluation activities to which they answered, as stated in Table 4.10 below.

Table 4.10: Extent to which Head teachers carried out their Assessment Exercise

Evaluation exercise	Never		Sometimes		Always	
	n	%	n	%	n	%
Checking teachers scheme of work	0	0	5	33	10	67
Checking teachers lesson plans	0	0	8	53	7	47
Checking teachers lesson notes	0	0	7	47	8	53
Assessing teachers while teaching	6	40	5	33	4	27
Informing teachers before you see them in class	3	20	10	67	2	13
Discussing the lesson together with the teacher after assessing him /her	6	40	3	20	0	0
Checking the text books and other literature used by teachers in class	0	0	10	67	5	33
Getting help in term of supervision of instructions from CSOs in charge of Division	2	20	4	27	8	53

Table 4.10 demonstrates that more than half of the headteachers always verified teachers' plans of work, checked teachers' lesson notes, and sought assistance from the division's CSOs with supervision of teaching. However, 8 (53%) reviewed instructors' lesson plans, 7 (47%) checked teachers' lesson notes, and a large proportion 10 (67%) students only occasionally notified their professors before seeing them in class and verified the textbook and other literature used by teachers in class. The table also indicated that six (40%) of the head teachers never assessed instructors while they were teaching, and six (40%) never addressed the lesson with the teachers after they were assessed. One of the supervisory strategies that the headteachers might use is to conduct out a classroom visit to observe a teacher. By doing so, the headteachers becomes aware of the issues that teachers confront in their teaching and what has to be changed. Self-evaluation

study has revealed that instructors who get feedback on their instructional techniques are happier with their work (Dornbush and Scott 2003). According to Goldhammer (2003:23), if supervisors focused more of their attention on classroom visits followed by useful conferences, instructors would have more positive opinions regarding supervision.

#### **4.4.5 School Performance**

The research intended to determine school performance in the division. In this study, school performance was sought since the researcher knew it would have a direct impact on whether or not effective instructional supervision was occurring. From the findings:

#### **4.4.6 Reasons for Poor Performance of Pupils in KCPE in Taveta Sub-County, Taita-Taveta County, Kenya**

A follow-up question was asked on the causes for poor performance in KCPE. The results are given in Table 4.11 below.

***Table 4.11: Reasons for Poor Performance***

<b>Statement</b>	<b>n</b>	<b>%</b>
Generally weak pupils	9	60
Lack of syllabus coverage	8	53
Indiscipline among pupils	10	67

When asked to reply to the general poor performance, the headteachers identified the following as the key causes: generally weak pupils (90%), a lack of curriculum covering (83%), and student indiscipline (107%). Education is offered without discrimination under the FPE scheme. Headteachers are obliged to enroll all students who show up for elementary school. Many children, particularly older ones, are increasingly bypassing nursery school and entering primary school without the foundational abilities gained via early childhood education. The instructor ends up

performing nursery work, pre-unit work, and class one work, which slows down his teaching speed and prevents him from covering the curriculum on time.

Children's lack of discipline has also had a negative influence on the quality of schooling. Pupil discipline is a volatile exercise because, despite the government's decision to abolish physical punishment in favor of counseling, many students' discipline standards continue to deteriorate. According to the Children's Act of 2001, the government and parents are legally required to educate children and safeguard them from physical and psychological abuse by anybody. When asked for other impediments that had a detrimental influence on curriculum and instruction, the headteachers highlighted them as illustrated in the Figure below.



***Figure 4.4: Other Obstacles encountered in the management of Curriculum and Instruction***

According to Figure 4.4, the main challenges were a lack of teachers (7%) and overcrowded classrooms (33%). In 1998, the government halted teacher hiring, claiming that there were already too many instructors in the profession. However, a restricted number of instructors have been recruited beginning in 2021 to replace those who die, retire, or leave the profession. The personnel balance operation between 2022 and 2024 aims to shift instructors from overcrowded schools to understaffed ones.

This endeavor has not been successful in reaching the personnel requirements. As a result, understaffed schools resorted to hiring instructors to satisfy their staffing requirements. As a result, instructors entered schools without proper training, compromising the quality of instruction. According to a nationwide assessment conducted by UNESCO (2023), most schools lack appropriate classrooms to handle the huge number of students participating in FPE. The classrooms were often overcrowded and in poor condition.

#### 4.4.7 Status of Physical Facilities

The study under this subject collected information on the current state of physical facilities. The state of physical facilities in any school has a significant impact on the efficacy of education. The results are reported in Table 4.12 below.

**Table 4.12: Status of Physical Facilities**

Type of resource	Adequate		Inadequate		Lacking	
	n	%	n	%	n	%
Library	0	0	2	13	13	87
Furniture	7	47	8	53	0	0
Toilets/Latrines	5	33	10	67	0	0
Clean Water	2	13	8	53	5	33
Playing Ground	5	33	3	20	7	47
Text books	10	67	5	33	0	0
Teaching aids	3	20	12	80	0	0
Staffroom	7	47	8	53	0	0
Games facilities	3	20	12	80	0	0
Stationery	8	53	7	47	0	0

Table 4.12 shows that the majority of physical amenities were either poor or completely deficient. Only the stationery (53%), and textbooks (67%) appeared to be acceptable. Most schools lacked a

library (87%), a playground (47%), and safe drinking water (33%). According to Olembo and Cameron (1986), headteachers faced growing administrative challenges. These included insufficient and poorly designed facilities, a severe scarcity of equipment, a lack of suitable school furniture, notably desks, poor and often non-existent maintenance and repairs, unskilled and partially trained teachers, and overcrowded classrooms.

The lack of physical facilities was exacerbated by the uncertainty surrounding the Harambee spirit, which allowed schools to gather funds to build physical facilities. With the reinstatement of FPE, most parents planned to spend \$0 for their children's education. UNESCO (2023) advised that the government provide clear policy guidelines for parents and communities to provide physical infrastructure such as schools, bathrooms, tables, and water tanks.

#### **4.4.8 Support for Pupils with Special needs**

The researcher also aimed to determine the existence of students with special needs and the various solutions available to them. Physically handicapped students, mentally troubled students, partially blind students, partially deaf students, and over-age students were among those with special requirements. Up to ten headteachers (67%) said that their schools lacked teachers educated in special needs. Under the FPE program, headteachers are mandated to enroll all pupils who attend primary school. If they are older, the headmaster should arrange for them to have their own class MOEST (2022). Because most schools were understaffed, this approach could not be implemented. For the other special needs cases, special needs teachers and facilities were required, but the major issue was that the majority of the teachers were concentrated in special needs schools, and facilities for such cases were expensive, so special needs students did not receive the necessary assistance. Figure 4.5 below shows that 12 (80%) of headteachers reported a shortage of facilities to accommodate students with special needs.

<b>Response</b>	<b>Frequency</b>	<b>Percentage (%)</b>
Available	6	28.6
Not Available	15	71.4
<b>Total</b>	21	100

Figure 4.5: Facilities for Special Needs Pupils

#### **4.5 Obstacles faced by Teachers in their Supervisory Duties**

Respondents in this category mentioned a variety of challenges they faced while serving as instructional supervisors. The findings were as follows.

##### **4.5.1 Teaching Workload**

The study intended to determine the number of lessons offered by the teachers each week. The findings are shown in Figure 4.6.

<b>Lessons per Week</b>	<b>Frequency</b>	<b>Percentage (%)</b>
Less than 20	5	6.1
21–25	15	18.3
26–30	20	24.4
Above 30	47	57.3
<b>Total</b>	82	100

**Figure 4.6: Teaching Workload**

Figure 4.6 shows that the majority (63%) of teachers taught more than 30 lessons each week, whereas the remaining 6 (5%) taught less than 20 sessions. As a consequence, the instructors were asked to say if these lessons were more or less relevant to their other responsibilities. Up to 103 (87%) instructors said that the classes were longer, while 15 (13%) claimed that they were shorter. The majority of teachers taught more than 30 lessons each week, while the rest taught less than 20. This might be linked to the teacher shortage mentioned before. This is a barrier to effective curriculum implementation since quality learning cannot be anticipated when there aren't enough teachers. The heavy workload also left teachers with insufficient time to devote individual

attention to students, particularly the sluggish ones. As mentioned before, this had a negative influence on the quality of teaching and learning.

#### 4.5.2 Assessment of Teachers by CSOs and Headteachers

The researcher wanted to know if the teachers had ever been assessed in the classroom by the CSO or their respective headteacher, if there were any discussions with the assessor after the exercise, and if these two officers had ever provided feedback on supervision. Results are shown in Table 4.13.

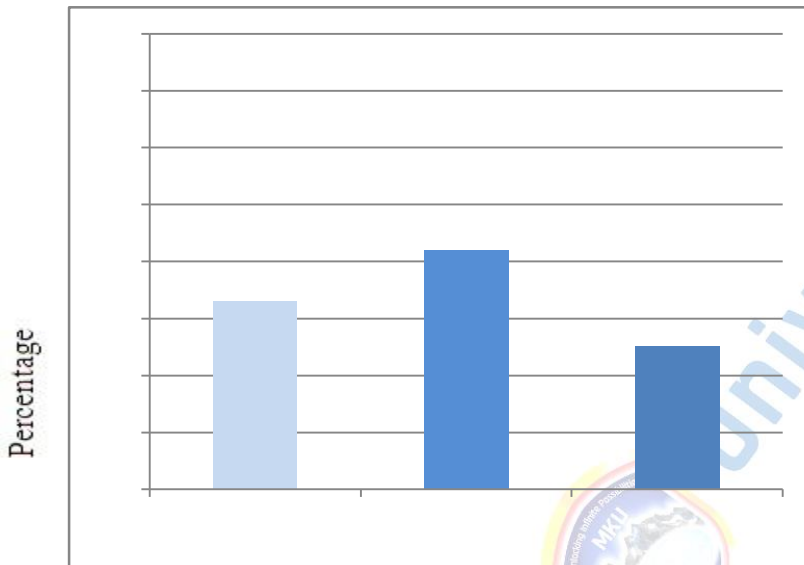
**Table 4.13: Assessment of Teachers by CSOs and Headteachers**

<i>CSOs</i>	<i>Headteachers</i>	<i>Assessment issue</i>		<i>Yes</i>	<i>%</i>	<i>No</i>	<i>%</i>	<i>Yes</i>	<i>%</i>	<i>No</i>	<i>%</i>
		Have you been assessed in the classroom		79	67	39	33	50	42	68	58
		Was the lesson discussed after the assessment		68	58	11	9	39	33	11	9
		Do you receive any feedback on supervision report?		60	51	19	16	38	32	12	10

Table 4.13 reveals that there is good feedback on the quality of evaluation performed by CSOs when compared to head teachers. This is based on the fact that 79 (67%) of teachers reported being assessed by CSOs, compared to 50 (42%), and that the CSO followed up on these evaluations more frequently than the Headteacher. Head teachers, as the direct school administrators, performed extremely limited assessment and supervisory tasks. This might be linked to the fact that the Headteachers were teaching so many lessons that they did not have enough time to assess teachers and offer comments on supervision. It might also indicate that headteachers did not take supervision seriously, as those who rated the instructors should have made time to review the lesson and assist the teachers improve in their weak areas.

### 4.5.3 Teachers response on In-Service Courses, Seminars and Workshops

The study attempted to determine if the instructors had received any in-service training, as this was a key factor in improving their supervisory skills. The results are displayed in Figure 4.7.



*Figure 4.7: Teachers response on In-Service Courses, Seminars and Workshops*

According to Figure 4.7, 33% of instructors attended in-service training on a regular basis, 42% seldom went, and 25% never attended as all. It is obvious that 67% of instructors attended in-service training just sometimes or never at all. This was in contrast to Onyancha, C. N., Nganyi, J., & Musera, G. A. (2024), who argued that the value of inservice education courses for trained teachers is supported by the fact that they provide the quickest manner of implementing changes and improvements in primary schools.

This is owing to the fact that the expectations placed on teachers change significantly during their careers as a result of the desire for fresh curriculum and teaching techniques. As a result, in-service teacher education is required to prepare teachers to meet the difficulties of these evolving

requirements. Okiri, P. O., & Hercz, M. (2024). remark that consistent teacher in-service is essential because it covers gaps that were not covered during teacher training.

#### 4.5.4 Teacher- Pupil Ratio

The research also looked into the degree of satisfaction with teacher staffing in schools. The findings are shown in Figure 4.8.

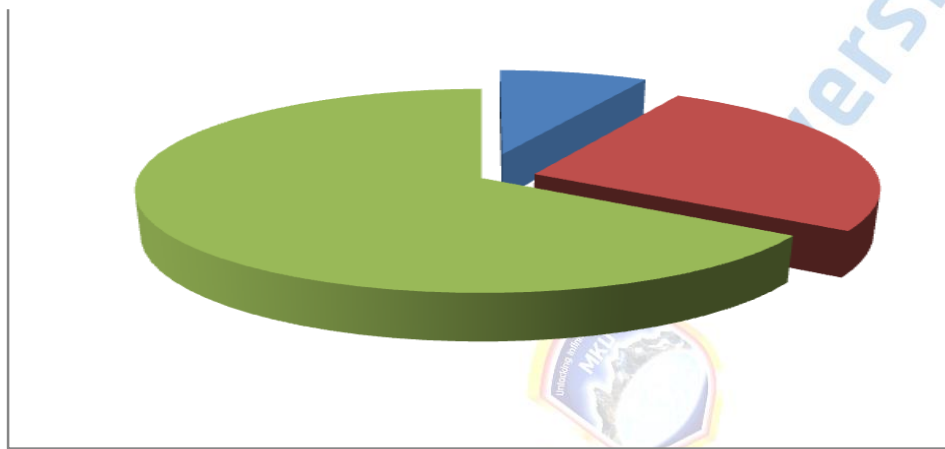


Figure 4.8: Teacher-Pupil Ratio

Figure 4.8 above clearly shows that there was a low level of satisfaction with teacher staffing in the schools that took part in the survey. According to the Heekes, S. L., Kruger, C. B., Lester, S. N., & Ward, C. L. (2022)., up to 46% of teacher respondents said that the staffing level was lower than suggested, i.e. one teacher every thirty-five kids. 31% of teacher respondents believed that this ratio reached the suggested threshold, while only 23% thought that the staffing level was higher than recommended.

Overcrowded classrooms result in a lack of connection between professors and students. According to Wragg (1990), the quality and quantity of teacher-pupil contact is an important

component of effective classroom teaching since pupil-centered instruction is essential for all types of learning. Learning should occur via all senses, thus teachers should employ teaching aids and urge students to write their own. This may not be achievable in larger class sizes (Nceri, 2006).

#### 4.5.5 The Frequency of Teacher Meetings

The poll attempted to determine how frequently instructors had staff meetings. The findings are displayed in figure 4.9.

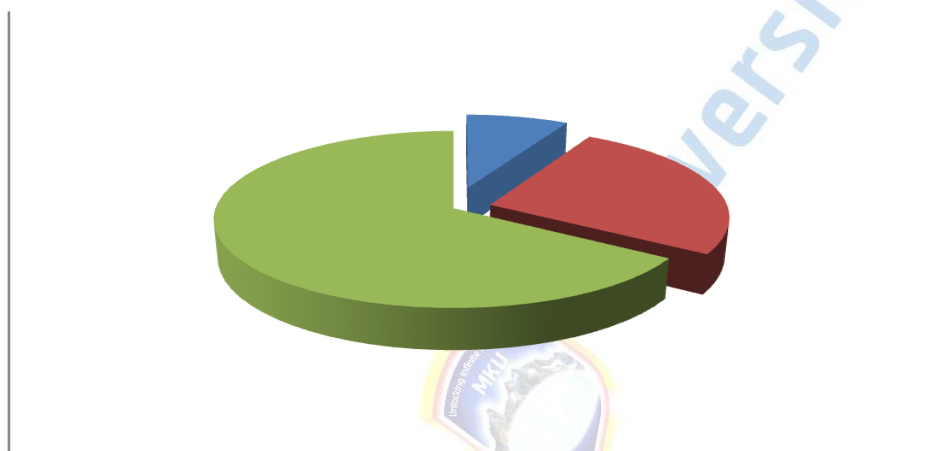


Figure 4.9: Frequency of Teacher Meetings

The majority of teachers (66%) said they had staff meetings once a term, 26% twice a term, and just 8% more than twice a term. According to Brasseur, J. A., & McCrea, E. S. (2024), instructional supervision encompasses all activities by educational administrators that can demonstrate leadership in the improvement of learning and teaching, such as observing class instruction, conducting teacher meetings, and holding group and individual conferences. Teacher meetings might be beneficial to check on progress in attaining the objectives established, to identify any problems that could hinder the school's success, and to define what particular support the supervision could give to help the teacher accomplish the targets. It might also assist to establish

harmony by resolving any conflicts amongst teachers that may be affecting their motivation to educate.

#### **4.6 Measures that could be taken to improve Instructional Supervision**

The final research objective of the study was to determine what steps may be implemented to improve instructional supervision in public elementary schools. All three types of respondents proposed measures to improve instructional supervision. The headteachers responded as follows: 12 (80%) headteachers suggested that school administrators should get in-service training, particularly in supervisory abilities. 10 (67%) believed that school administrators' workloads should be reduced so that they could address both administrative duties and fully participate in their instructional supervisory roles; 9 (60%) suggested that parents be encouraged to participate in the construction of additional physical facilities.

Other proposed initiatives included. More funding should be provided to school administrators to develop physical facilities such as classrooms, staffrooms, libraries, and games facilities and equip them with suitable amenities (67%) and more instructors, particularly those qualified to handle special needs. To accommodate the rising number of students enrolled in the FPE programme (87%), pupils should be employed and equitably dispersed to all understaffed schools.

When instructors were asked what actions should be implemented to strengthen instructional oversight, 79 (67%) teachers suggested that school administrators have high professional qualifications so that they can be better role models for their teachers and students; 90 (76%) agreed that supervisors should create a conducive environment for teachers when conducting assessments; and 85 (72%) proposed that feedback be given to those who have been assessed to help them understand their areas of weakness that need to be improved. Other comments from the teachers were: more classrooms should be established, more teachers should be recruited to

minimize the high pupil-teacher ratio (74%), and teachers should be involved in decision-making (68%).

CSOs recommended that the Kenya Education Staff Institute (KESI) train all headteachers to be effective institutional managers (100%), improve school infrastructure, including classrooms, desks, and teaching materials (100%), integrate ICT in education to ease management tasks (50%), and employ more qualified teaching personnel to address high pupil-to-teacher ratios.

#### 4.7 Teachers Attitude towards Instructional Supervision

The fourth study topic was to learn about instructors' perspectives about instructional monitoring. The instructors' attitudes about a variety of crucial features of instructional supervision were measured. Table 4.14 provides an overview of the findings.



**Table 4.14: Teachers' Attitude towards Instructional Supervision**

Statement	Strongly Agree		Agree		Un decided		Disagree		Strongly disagree	
	n	%	n	%	n	%	n	%	n	%
Supervision of teachers improves Quality of teaching	50	42	47	40	5	4	8	7	8	7
Supervision create a suitable climate Where teachers feel free	8	7	8	7	5	4	47	40	50	42
Supervision helps teachers select and develop instructional materials	42	36	47	40	4	3	18	15	7	6
Supervision helps develop good staff Development programmes	6	5	9	8	18	15	33	28	52	44
Supervising helps instill sense of personal achieving in the teaching staff	9	8	7	6	25	21	30	25	47	40
The supervisor is receptive to new Ideas from teachers	13	11	9	8	9	8	57	43	36	30

Supervision visits are adequate	16	14	9	8	7	6	36	30	50	42
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From Table 4:14, we may determine that: The majority of respondents (42%) strongly agreed and 40% agreed that teacher monitoring improves teaching quality, whereas 36% strongly agreed and 40% agreed that supervision assists instructors in selecting and developing instructional materials. However, the majority of respondents (44% strongly disagreed and 28% disagreed) disagreed that supervision helps develop good staff development programs, 42% strongly disagreed and 40% disagreed that supervision creates a suitable climate in which teachers feel free, 40% strongly disagreed and 25% disagreed that supervision helps install a sense of personal achievement in teaching staff, and 42% strongly disagreed that supervision visits are adequate. The data above showed that instructors had a negative attitude toward instructional supervision.

Supervisors should establish a friendly environment for instructors when conducting assessments. They should also address the ideas made by the instructors in such a way that they feel their thoughts are valued. Those who have been assessed should receive feedback to assist them understand their areas of weakness and where they need to improve. This should be combined with post-assessment debriefing sessions.

## 5.0 CHAPTER FIVE

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

#### *5.1: Introduction*

This chapter summarizes the study's main conclusions, makes inferences from them, makes specific recommendations, and suggests topics for further investigation. The purpose of the study was to evaluate the issues pertaining to instructional supervision in public elementary schools located in Taita-Taveta County, Kenya's Taveta Sub-County. Limited resources, teacher-to-student ratios, infrastructure issues, and the moderating influence of governmental policies were the four primary elements that were the focus of the study.

#### *5.2: Summary of the findings*

The study's goal was to look into the challenges that Head Teachers, Teachers, and CSOs experience in providing effective instructional supervision in public primary schools in Taveta Sub-County, Taita-Taveta County, Kenya. The study also intended to determine what steps may be implemented to improve instructional supervision in this area. It combined qualitative and quantitative methodologies. It was conducted in 42 public elementary schools from Taveta Sub-County, Taita-Taveta County, Kenya. Questionnaires were utilized to collect information from head teachers, teachers, and CSOs. The survey included 42 head teachers, 410 teachers, and two CSOs. The data was presented using descriptive statistical approaches.

The study found that structural and contextual issues severely limit instructional supervision in Taveta Sub-County. This study's localized analysis is a significant contribution, demonstrating that specific obstacles including resource constraint, inadequate in-service training, and ageing supervisory staff impede supervisory effectiveness. Although these issues have been recognized

nationwide by earlier research, this study offers particular data from Taveta Sub-County and presents novel insights:

Innovation and objectivity are limited since a large number of instructional supervisors (CSOs and head teachers) are over 45 and have worked for more than ten years in the same organizations or areas.

Due to understaffing, teachers in Taveta Sub-County are expected to teach more than 30 lessons a week, which is significantly more than the recommended amount.

Two-thirds of the schools lacked qualified special needs teachers, indicating a significant deficit in special needs education.

One major obstacle to monitoring was the absence of libraries, poor restrooms, and unclean water, among other physical infrastructure issues.

Poor transport systems, a lack of supervision, and delayed funding all contributed to the inadequate implementation of government plans, which in turn moderated other issues.

This study provides empirical support for the idea that improving instructional supervision in comparable rural contexts requires a multipronged strategy that includes infrastructure investment, capacity building, and policy realignment.

### **5.2.1 Demographic profile of the participants**

The analysis found that the majority of headteachers and both CSOs were over the age of 45. This meant that they couldn't devote as much time to their employees' professional growth or the physical development of the entire institution. The majority of the teachers ranged in age from 25 to 35 years old, indicating that they were youthful and energetic enough to manage instructional

problems efficiently. The investigation also found that the most educated CSO had a diploma, while the majority of headteachers held P1 certificates and none were graduates. This was a bad gesture, as human resources with little professional qualifications were being assigned to monitor and run elementary schools.

The teachers, on the other hand, were qualified with at least a P1 certificate, with some holding a bachelor's degree.

The survey also discovered that all CSOs and headteachers had sufficient expertise to manage instructional supervision. The only issue highlighted was that one CSO and the bulk of the instructors had worked at the same station for 11-15 years. The majority of the instructors had more than six years of experience, indicating that they could effectively apply the curriculum.

Despite the fact that the inspectorate's role was clearly defined in the Education Act of (1968), which was revised in (1980) chapter 211 of the Kenyan laws, the background information revealed that instructional supervisors face obstacles that prevent them from providing more effective instructional supervision.

### **5.2.2 Nature of challenges faced by CSOs in their supervisory roles**

The study found that CSOs' supervision work was hampered by factors such as inadequate implementation of recommendations made on supervision by Headteachers, the DEO, and the MOE, a poor road network, a negative perception by school administration, teachers not taking CSOs' comments seriously, teachers viewing supervision as an intrusion, a lack of transportation, and teachers preparing only when they were aware that they were to be supervised. These findings indicated that CSOs in the Sub-county had insufficient assistance for duty performance.

All three respondents from the three categories confirmed that they had received in-service training; however, questions about adequacy were raised by the respondents; for example, CSOs

identified areas where they needed additional capacity building to improve their supervisory skills, such as assessment and administrative skills, as well as evaluation of learning/teaching aids. It was also discovered that the CSO, who had served for 11-15 years, had spent all of that time in the same zone. This might cause them to grow overly familiar with Headteachers and teachers, perhaps resulting in inbreeding.

The survey also found that, while CSOs sat in class during teaching, they never verified lesson plans, and only 50% of CSOs had talks with the instructor after visiting the classrooms. This meant that the instructors' weaknesses and strengths were not acknowledged in order to discover areas for growth.

### **5.2.3 Problems faced by Headteachers and Teachers in their supervisory roles**

The study discovered that the majority of teachers either rarely or never attended any in-service training, which contradicted Okumbe's (1999) assertion that the effectiveness of instructional supervisors could be achieved if they were given the opportunity to acquire and practice the important skills required for supervision. The survey also found that two-thirds of the schools participating in the study lacked instructors trained in special needs. The majority of headteachers also stated that special needs students lacked access to appropriate facilities.

The headteachers, as the direct school supervisor, performed extremely limited assessment and monitoring tasks. Many of them never evaluated instructors while they were in the classroom instructing. Only a handful of the students who rated professors in class provided feedback. In-service headteachers should be trained in suitable supervision tactics and processes.

The survey also discovered that the majority of headteachers taught more than 26 lessons every week. The principals felt overburdened since they had many additional administrative responsibilities to handle. According to Okumbe (1998), the Headteachers teaching and secretarial

tasks should be minimized, with a greater emphasis on the Headteachers supervising function in the school. The majority of the headteachers also taught upper grades. Given the amount of lessons given per week as previously stated, as well as their other administrative and supervisory responsibilities, the headteachers would be unable to efficiently manage these classrooms.

The survey also found that the majority of headteachers had not had any in-service training in educational management. Those who attended also noted that certain critical areas, such as curriculum implementation skills, library management skills, and assessment of teaching/learning aids, were not covered, which might have had a detrimental influence on curriculum and instruction.

It was also observed that all Headteachers offered textbooks and other resources to their instructors. However, they claimed that the FPE monies were insufficient and not disbursed on time. The headteachers also worried about the absence of libraries to hold some of the teaching and learning resources, as well as the need for librarians to retain and issue the materials.

According to school performance data from 2020-2023, numerous schools had a mean score that was lower than normal. Head teachers and teachers cited the following as the primary causes of poor performance: generally weak students, a lack of curriculum covering, student indiscipline, and understaffing. All of the issues listed above might be ascribed to the restoration of free primary education, which resulted in a surge in student enrolment and a teacher shortage.

On the subject of physical facilities, the majority of physical amenities were found to be insufficient or lacking in total, with the library, playground, and clean water having the highest frequency of deficiency. Inadequacy was more prevalent in gaming facilities, teaching aids, toilets/latrines, furnishings, and the staffroom.

The majority of teachers taught more than 30 lessons every week, with the fewest teaching fewer than 20. This might be linked to the teacher shortage mentioned before. This posed a challenge to effective instructional oversight since quality learning cannot be anticipated when there aren't enough teachers. The heavy workload also left teachers with insufficient time to devote individual attention to students, particularly the sluggish ones. The survey also discovered that the majority of teacher respondents reported that the teacher-pupil ratio was lower than required, i.e. one teacher for every 35 students, according to the school management handbook (2020).

This indicates that there was overcrowding in the classes. This was consistent with previous results by the Integrated Regional Information Network (IRIN, 2003), which showed that average class sizes had increased from 50 to 60 and 70, with one instructor per class, but facilities remained same.

The survey also found that CSOs judged the majority of teachers rather than their respective headteachers. The CSO followed up on these assessments more frequently than the headteachers. This may be attributable to the numerous lessons that the headteachers were giving, leaving them with little time to assess teachers and offer feedback on supervision. Regarding teachers' attitudes toward supervision, the majority disagreed with the assertion that monitoring produces a proper atmosphere in which instructors feel free, and an even greater proportion disagreed that supervision visits were adequate.

The survey also found that the majority of teachers taught more than 30 lessons every week. Due to the heavy workload, teachers had little time to provide individual attention to students, particularly those who were delayed. It also found a low level of satisfaction with the staffing of teachers in the schools that took part in the study. Up to 46% of teacher responses said that the

staffing level was lower than suggested. This has a detrimental impact on excellent teaching and learning.

The survey also found that staff meetings were rarely held. Teacher meetings might be valuable for checking on progress toward specified objectives, identifying any problems that could impede the school's performance, and determining what particular support the supervisor could give to help the teacher accomplish the targets.

#### **5.2.4. Possible measures that could be taken to improve instructional supervision**

The final research objective of the study was to determine what steps may be implemented to improve instructional supervision in public elementary schools. All three types of respondents proposed measures to improve instructional supervision. These were:- The school administrators should be in-serviced, especially on supervisory skills; the school administrators' workload should be reduced to allow them to address both their administrative duties and fully participate in their instructional supervisory roles; the school administrators should have high professional qualifications so that they can be better role models to their teachers and pupils; encouraging parents to participate in putting up additional physical and be able to provide them with appropriate facilities; a needs assessment exercise should also be conducted among CSOs, headteachers, and teachers to first identify capacity gaps before administering in-service trainings; and supervisors should create a conducive environment for teachers when conducting the assessment.

Furthermore, they should handle teacher suggestions to make them feel as if their opinions are being heard; feedback should be given to those who have been assessed to help them gain a better understanding of their areas of weakness that need to be addressed; and realignment of CSO hiring

and deployment in line with the administrative units in the new constitution. This would assist guarantee fairness in the deployment of CSOs to promote effective supervision of schools in their regions of authority; more instructors, especially those equipped to deal with special requirements. Students should be engaged and equitably dispersed to all underfunded schools to provide for the increased number of children under the FPE program, and teachers should also be involved.

### **5.3: Conclusion**

The results verified that a combination of logistical, human resource, and structural limitations affect instructional supervision in Taveta Sub-County. The quality of supervision was severely weakened by headteachers' inadequate professional qualifications, their excessive teaching workloads, and the absence of regular supervisory support. Furthermore, logistical issues including inadequate road networks and restricted access to in-service training mean that even with supervisory frameworks in place, execution is still weak. The study confirms that although government regulations exist to direct instructional oversight, their intended impact is lessened by their lax enforcement.

To sum up, the main findings are:

The capacity of CSOs and headteachers to efficiently oversee instruction is directly impacted by a lack of resources, particularly instructional materials and teaching aids.

The amount of time available for effective instructional supervision and one-on-one student attention is diminished by crowded classes and heavy instructor workloads.

A favorable teaching and learning environment is hampered by infrastructure deficiencies, such as subpar classrooms, water shortages, and a lack of instructional facilities.

In Taveta Sub-County, government programs have not been implemented successfully due to a lack of financing, staffing, and transportation infrastructure.

#### ***5.4: Recommendations***

The following suggestions are made in light of the main conclusions and in line with the updated goals:

##### **1. Increasing the Capacity of Administrators and Supervisors**

Headteachers and CSOs should get regular, structured in-service training, particularly in supervisory abilities including instructional leadership, classroom observation, and feedback procedures.

##### **2. Workload Rationalization**

Reduce lesson loads by hiring more teachers and redistributing employees fairly among schools so that head teachers can concentrate more on their supervision responsibilities.

##### **3. Boost Your Professional Credentials**

Encourage head teachers to pursue additional education through targeted scholarships or incentives to improve supervisory competency in all schools.

##### **4. Development of Infrastructure**

Particular funding should be set aside by the Ministry of Education to upgrade the physical facilities (classrooms, water supply, staff rooms, and libraries), particularly in rural schools that are underprivileged.

##### **5. Boost the Implementation of Policies**

CSO deployment should be realigned with administrative entities, and their mobility should be improved via dependable transportation. To assist supervisory actions, the government should provide timely and sufficient money.

##### **6. Involve Parents and Communities**

In order to advocate for community-supported learning resources and mobilize funding for

infrastructure development, headteachers should form close partnerships with parents.

## **7. Assure Teacher Support and Feedback**

During supervision, supervisors should foster a positive atmosphere, include teachers in decision-making, and give prompt feedback to promote ongoing development.

### ***5.5: Suggestions for further study***

Research on Public School Instructional Supervision;

Taveta Sub-County, Taita-Taveta County, Kenya, is the main focus.

Demands additional study on related issues.

Indicates that a nationwide poll is necessary to get input from the public.

Seek to ascertain responsibilities and pinpoint areas that want improvement.



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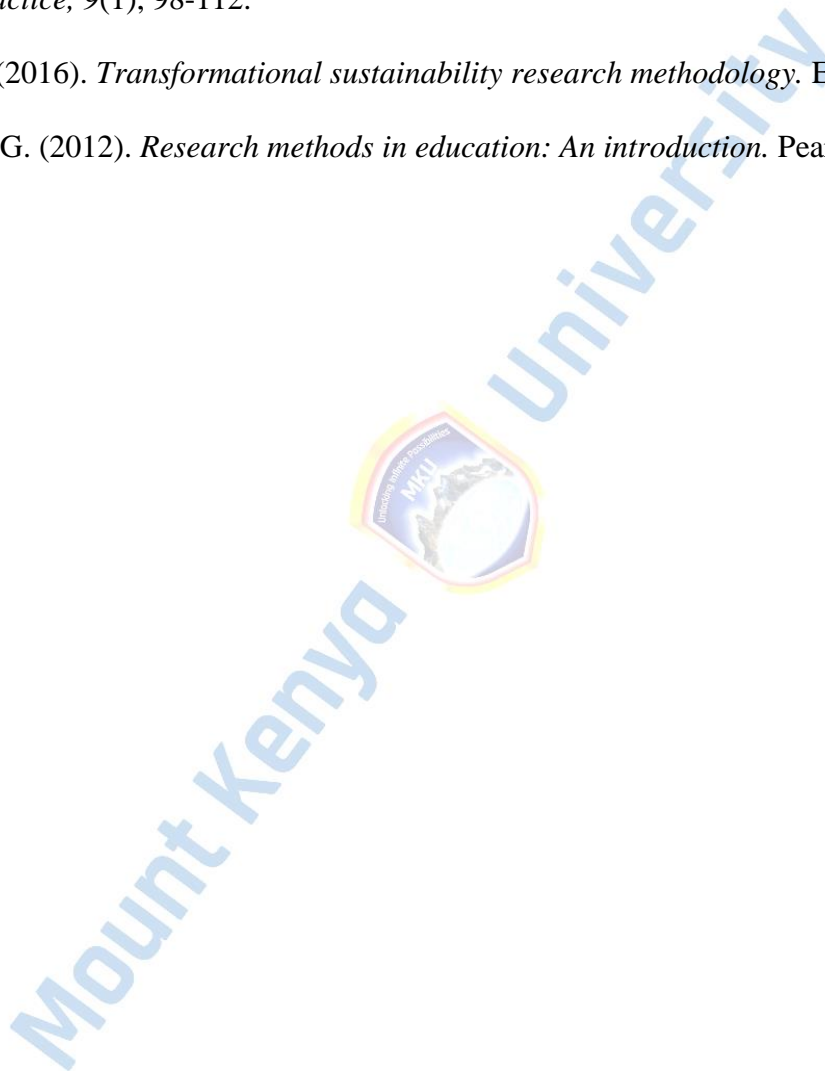
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## APPENDICES

### APPENDIX I: LETTER OF INTRODUCTION

**Dear Dr, Mr., Mrs., Madam**

**RE: PERMISSION TO CARRY OUT RESEARCH**

I'm a Mount Kenya University master's student studying leadership and management in educational administration. My area of study is **Barriers to Achieving Instructional Supervision in Public Primary Schools in Taveta Sub-County, Taita-Taveta County, Kenya.**

To achieve this, you have been selected to participate in the study. I gladly consent to engage completely in the study, as I gladly request from the participants. Your identity will remain anonymous in the report; this information will only be used for academic study. The study's findings will be easily available to you upon request.

We really appreciate your cooperation and assistance.

I'm grateful in advance.

sincerely yours,

**Joshua Makau Muindi**

**APPENDIX II: INFORMED CONSENT FORM**

Researcher’s Name: **Joshua Makau Muindi**

Title of the Study:

**Barriers to Achieving Instructional Supervision in Public Primary Schools in Taveta Sub-County, Taita-Taveta County, Kenya.**

After reading this form carefully, fill it out. Check the appropriate boxes and sign and date the declaration at the end if you are willing to participate in the investigation. The investigation's researcher has provided me with explanations, both verbally and in writing.

<b>YES</b>	<b>NO</b>
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I understand that I may discontinue this study at any moment and without providing a rationale.

I am aware that all material about me will be handled with utmost confidentiality and that my name

<b>YES</b>	<b>NO</b>
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will not appear in any written work resulting from this investigation.

<b>YES</b>	<b>NO</b>
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I understand that all answers and data are confidential.

<b>YES</b>	<b>NO</b>
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I guarantee that the data I submit will only be utilized for research purposes and will be removed after your study is complete.

<b>YES</b>	<b>NO</b>
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**Signature:** .....**Date:**.....

**The Chairman**

**MKU Ethical Review Committee**

**P.O. Box 342 – 01000, Thika**

## APPENDIX III: RESEARCH QUESTIONNAIRE FOR HEADTEACHERS

**Instructions:** Kindly answer the questions below by ticking the appropriate answer or writing your answer in the space provided.

### Section A: Background Information

1. Age of respondent

18-25 years [ ]

25-30 years [ ]

30-35 years [ ]

Over 35 years [ ]

2. Gender of respondent

Male [ ]

Female [ ]

3. What is your teaching experience in years?

1 – 5 years [ ]

6 – 10 years [ ]

11 – 15 years [ ]

16 – 20 years [ ]

26 years and above [ ]

4. Level of education of the respondent

KCPE [ ]



Mount Kenya University

- KCSE [ ]
- Certificate [ ]
- Diploma [ ]
- Degree [ ]
- Postgraduate Degree [ ]

**Section B: Limited Resources**

This section seeks your views on limited resources on barriers to achieving effective instructional supervision in public primary schools in Taveta Sub-County, Taita-Taveta County, Kenya.

Please select the extent to which you agree or disagree with the following statements using the 5-point Likert scale: 1 is Strongly Disagree, 2 is Disagree, 3 is Neutral, 4 is Strongly Agree, and 5 is Agree.

<b>Limited Resources</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
In my school, lack of teaching resources makes it challenging to provide effective instructional supervision.					
Inadequate financial resources have an impact on my school's ability to perform routine oversight.					
The quality of supervision is impacted by teachers' lack of access to sufficient training materials.					
Poor infrastructure in schools hinders the effectiveness of instructional supervision in my school.					
My school has a shortage of qualified supervisors because of financial constraints.					

Inadequate support staff negatively impacts my school's overall efficacy of supervision.					
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### High Teacher to Student Ratio

This section seeks your views on high teacher to student ratio on barriers to achieving effective instructional supervision in public primary schools in Taveta Sub-County, Taita-Taveta County, Kenya.

Please select the extent to which you agree or disagree with the following statements using the 5-point Likert scale: 1 is Strongly Disagree, 2 is Disagree, 3 is Neutral, 4 is Strongly Agree, and 5 is Agree.

High Teacher to Student Ratio	5	4	3	2	1
Some pupils in my school are slipping behind because there isn't enough time to interact with every single student.					
In my school, there is an increase in amount of work that is causing teacher burnout and decreasing their effectiveness.					
Evaluating students and giving them individualized feedback present challenges in my school.					
In my school, students are grouped for peer learning to promote collaborative learning environments.					
The board has hired assistants or teacher aides to assist with classroom management and to offer extra assistance.					
I utilize technology like digital learning programs to intensify classroom instruction and customize school learning.					

### Infrastructure Challenges

This section seeks your opinions on infrastructure challenges on barriers to achieving effective instructional supervision in public primary schools in Taveta Sub-County, Taita-Taveta County, Kenya.

Please select the extent to which you agree or disagree with the following statements using the 5-point Likert scale: 1 is Strongly Disagree, 2 is Disagree, 3 is Neutral, 4 is Strongly Agree, and 5 is Agree.

Infrastructure Challenges	5	4	3	2	1
The number of classes at the school is sufficient to accommodate all of the children in a comfortable manner.					
Inadequate lighting, ventilation, and seating arrangements in the classroom have an impact on instructional supervision.					
Essential instructional resources and materials like textbooks, teaching aids are hard to come by in schools.					
Teachers and pupils in the school do not have sufficient access to digital tools and technology.					
There is a regular maintenance and repair schedule for the school's infrastructure.					
The primary source of revenue for the school's structure building and maintenance is parent contributions.					

### Government Policies

This section seeks your assessments on government policies on barriers to achieving effective instructional supervision in public primary schools in Taveta Sub-County, Taita-Taveta County, Kenya.

Please select the extent to which you agree or disagree with the following statements using the 5-point Likert scale: 1 is Strongly Disagree, 2 is Disagree, 3 is Neutral, 4 is Agree, and 5 is Strongly Agree.

<b>Government Policies</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
I am aware of the government's existing laws on instructional supervision in elementary public schools.					
Regarding instructional surveillance in public primary schools, government policies are quite clear.					
My capacity to provide efficient instructional supervision in the classroom is impacted by government policies.					
Headteachers in primary schools have access to sufficient training and expert growth prospects because to government regulations.					
Government policies change frequently, which has an impact on my capacity to efficiently oversee education.					
The government has allotted enough funds to cover the costs of providing efficient instructional supervision.					

### **Barriers to Effective Instructional Supervision**

This section seeks your views on barriers to achieving effective instructional supervision in public primary schools in Taveta Sub-County, Taita-Taveta County, Kenya.

Please select the extent to which you agree or disagree with the following statements using the 5-point Likert scale: 1 is Strongly Disagree, 2 is Disagree, 3 is Neutral, 4 is Agree, and 5 is Strongly Agree.

<b>Barriers to Effective Instructional Supervision</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
My school has enough staff and supplies to conduct instructional supervision in an efficient manner.					
In my school, a few particular resources are lacking, which makes it difficult to provide effective instructional supervision.					
The Ministry of Education doesn't provide me with satisfactory assistance to carry out instructional supervision.					
I believe that some rules or policies make it more difficult for my school to provide effective instructional supervision.					
I don't have enough time to devote to instructional supervision in the school because of my administrative duties.					
The instructional supervision process is carried out in a willing manner by the teachers in my school.					

*Thank you for your Cooperation*

## APPENDIX IV: RESEARCH QUESTIONNAIRE FOR TEACHERS

**Instructions:** Kindly answer the questions below by ticking the appropriate answer or writing your answer in the space provided.

### Section A: Background Information

1. Age of respondent

18-25 years [ ]

25-30 years [ ]

30-35 years [ ]

Over 35 years [ ]

2. Gender of respondent

Male [ ]

Female [ ]

3. What is your teaching experience in years?

1 – 5 years [ ]

6 – 10 years [ ]

11 – 15 years [ ]

16 – 20 years [ ]

26 years and above [ ]

4. Level of education of the respondent

KCPE [ ]



Mount Kenya University

- KCSE [ ]
- Certificate [ ]
- Diploma [ ]
- Degree [ ]
- Postgraduate Degree [ ]

**Section B: Limited Resources**

This section seeks your views on limited resources on barriers to achieving effective instructional supervision in public primary schools in Taveta Sub-County, Taita-Taveta County, Kenya.

Please select the extent to which you agree or disagree with the following statements using the 5-point Likert scale: 1 is Strongly Disagree, 2 is Disagree, 3 is Neutral, 4 is Strongly Agree, and 5 is Agree.

<b>Limited Resources</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
There are scarce resources available at the school for teaching aids and textbooks.					
I often take advantage of professional development or training opportunities pertaining to in-school instructional supervision.					
The quality of the school's instructional supervision is impacted by limited financial resources.					
Schools sometimes lack computers and internet connectivity, which hinders instructional oversight.					
Resources for instructional oversight in the school are supported by the administration.					

The school has a sufficient supply of support personnel, such as teaching assistants.					
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### High Teacher to Student Ratio

This section seeks your views on high teacher to student ratio on barriers to achieving effective instructional supervision in public primary schools in Taveta Sub-County, Taita-Taveta County, Kenya.

Please select the extent to which you agree or disagree with the following statements using the 5-point Likert scale: 1 is Strongly Disagree, 2 is Disagree, 3 is Neutral, 4 is Agree, and 5 is Strongly Agree.

High Teacher to Student Ratio	5	4	3	2	1
It is hard to get to know every student in my class because there are typically more than 40 of them.					
The teacher-to-student ratio as it stands now affects my capacity to oversee instruction effectively.					
On a weekly basis, I give students in my class the opportunity to get individually tailored instruction.					
The high teacher-to-student ratio causes me to have an increased workload when it comes to stipulating instructional supervision.					
In a classroom setting when there is a high teacher-to-student ratio, I can fairly attend to each individual student's requirements.					
Schools with high teacher-to-student ratios could benefit from better educational materials.					

### Infrastructure Challenges

This section seeks your opinions on infrastructure challenges on barriers to achieving effective instructional supervision in public primary schools in Taveta Sub-County, Taita-Taveta County, Kenya.

Please select the extent to which you agree or disagree with the following statements using the 5-point Likert scale: 1 is Strongly Disagree, 2 is Disagree, 3 is Neutral, 4 is Strongly Agree, and 5 is Agree.

Infrastructure Challenges	5	4	3	2	1
The conditions that are present in the classrooms at the school are not equitable.					
There is a lack of proper lighting and ventilation in the classrooms throughout the school.					
The number of classrooms is sufficient to accommodate all of the pupils in a comfortable manner.					
Maintaining and repairing the classes in the school is something that happens when necessary.					
Each and every student in the school has access to an adequate number of textbooks and other educational materials.					
In the school, there is a sufficient number of laptops and tablets available for usage by students.					

### Government Policies

This section seeks your assessments on government policies on barriers to achieving effective instructional supervision in public primary schools in Taveta Sub-County, Taita-Taveta County, Kenya.

Please select the extent to which you agree or disagree with the following statements using the 5-point Likert scale: 1 is Strongly Disagree, 2 is Disagree, 3 is Neutral, 4 is Agree, and 5 is Strongly Agree.

<b>Government Policies</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
I am aware of the regulations that the government now has in place for instructional monitoring in public elementary schools.					
In my opinion, public primary school instructional supervision is effectively supported by government policies.					
I see government policies as having a beneficial effect on my capacity to provide efficient instructional supervision.					
Government policies have created obstacles for me that make it more difficult for me to successfully monitor instruction.					
The availability and distribution of resources for instructional supervision are positively impacted by government policy.					
I'm convinced of the government's resources for instructional supervision are insufficient.					

### **Barriers to Effective Instructional Supervision**

This section seeks your views on barriers to achieving effective instructional supervision in public primary schools in Taveta Sub-County, Taita-Taveta County, Kenya.

Please select the extent to which you agree or disagree with the following statements using the 5-point Likert scale: 1 is Strongly Disagree, 2 is Disagree, 3 is Neutral, 4 is Agree, and 5 is Strongly Agree.

<b>Barriers to Effective Instructional Supervision</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
My class has more than forty pupils, which makes it difficult for me to carry out my tasks for effective instructional supervision.					
My capacity to provide each student individualized attention is impacted by the present teacher-to-student ratio.					
With the teacher-to-student ratio in place at the school, it is challenging to keep track of students' progress.					
I plan group projects to oversee the instruction of a large number of students in my class.					
Because of the large number of pupils that I instruct, the space in the classroom is insufficient.					
The desks and chairs that are currently in the classes are enough for efficient instruction and supervision.					

*Thank you for your Cooperation*

## APPENDIX V: RESEARCH QUESTIONNAIRE FOR CURRICULUM SUPPORT

### OFFICERS (CSOs)

Instructions: Please respond to the following questions by either writing your response in the designated place or checking the corresponding response.

#### **Section A: Background Information**

1. Age of respondent

18-25 years [ ]

25-30 years [ ]

30-35 years [ ]

Over 35 years [ ]

2. Gender of respondent

Male [ ]

Female [ ]

3. What is your teaching experience in years?

1 – 5 years [ ]

6 – 10 years [ ]

11 – 15 years [ ]

16 – 20 years [ ]

26 years and above [ ]

4. Level of education of the respondent



- KCPE [ ]
- KCSE [ ]
- Certificate [ ]
- Diploma [ ]
- Degree [ ]
- Postgraduate Degree [ ]

### Section B: General Questions

1. How frequently do you visit public primary schools to conduct instructional supervision?

- Weekly [ ]
- Monthly [ ]
- Quarterly [ ]
- Annually [ ]

2. What methods do you primarily use for instructional supervision? (Select all that apply)

- Classroom observation [ ]
- Teacher interviews [ ]
- Student assessments [ ]
- Review of lesson plans [ ]

3. Which of the following factors do you consider the most significant barrier to effective instructional supervision? (Select one)

- Inadequate training for Curriculum Support Officers [ ]
- High teacher-pupil ratio in classrooms [ ]
- Lack of resources [ ]

Resistance to supervision from teachers [ ]

Insufficient time allocated for supervision [ ]

Inadequate support from school administration [ ]

4. What additional barriers to effective instructional supervision have you encountered?

.....  
.....  
.....

5. What strategies do you suggest to overcome the barriers to effective instructional supervision?

(Please list and explain)

.....  
.....  
.....

6. How can the Ministry of Education better support Curriculum Support Officers in their roles?

.....  
.....  
.....

7. Please provide any additional comments or suggestions regarding instructional supervision in

public primary schools:

.....  
.....  
.....

***Thank you for your Cooperation***

## APPENDIX VI: ERC



REF: MKU/ISERC/4630  
TO: JOSHUA MAKAU MUINDI

Date: 11 December 2024

REG: MED/2023/37993

Dear Sir/Madam,

**RE: BARRIERS TO INSTRUCTIONAL SUPERVISION IN PUBLIC PRIMARY SCHOOLS IN TAVETA SUB-COUNTY, TAITA-TAVETA COUNTY, KENYA**

This is to inform you that **Mount Kenya University** has reviewed and approved your above research proposal. Your application approval number is **3352**. The approval period is **11/12/2024 - 10/12/2025**.

This approval is subject to compliance with the following requirements;

- i. Only approved documents including informed consents, study instruments, MTA will be used
- ii. All changes including amendments, deviations and violations are submitted for review and approval by **Mount Kenya University**
- iii. Death and life-threatening problems and serious adverse events or unexpected adverse events whether related or unrelated to the study must be reported to **Mount Kenya University** within 72 hours of notification .
- iv. Any changes, anticipated or otherwise that may increase the risks or affect the safety or welfare of study participants and others or affect the integrity of the research must be reported to **Mount Kenya University** within 72 hours
- v. Clearance for export of biological specimens must be obtained from relevant institutions
- vi. Submission of a request for renewal of approval at least 60 days prior to expiry of the approval period. Attach a comprehensive progress report to support the renewal
- vii. Submission of an executive summary report within 90 days upon completion of the study to **Mount Kenya University**

Prior to commencing your study, you will be expected to obtain a research license from National Commission for Science, Technology and Innovation (NACOSTI) <https://research-portal.nacosti.go.ke> and also obtain other clearances needed.

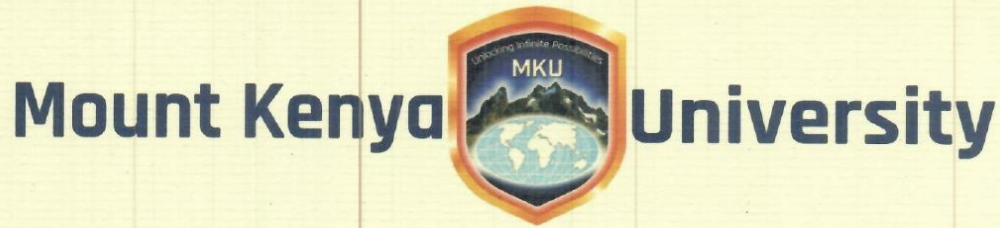
Yours sincerely,

**Dr. Alfred Owino, PhD**  
**Chairman, Mount Kenya University ISERC**



Main Campus, General Kago Road, P.O. Box 342-01000 Thika.  
Tel: +254 20 287 8000, Cell: +254 709 153 000  
Email: [info@mku.ac.ke](mailto:info@mku.ac.ke), Web: [www.mku.ac.ke](http://www.mku.ac.ke)  
Chartered and ISO 9001 : 2015 Certified

APPENDIX VII: INTRODUCTION MKU



## DIRECTORATE OF GRADUATE STUDIES

MED/2023/37993

19<sup>th</sup> December, 2024

*National Commission for Science Technology & Innovation (NACOSTI)  
Off Waiyaki, Upper Kabete  
P.O Box 30623- 00100  
NAIROBI, KENYA*

Dear Sir / Madam,

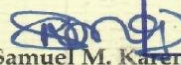
**RE: JOSHUA MAKAU MUINDI- REGISTRATION NO. MED/2023/37993**

The purpose of this letter is to introduce the above named student who is pursuing **Master of Education** in the **Department of Educational Management and Curriculum Studies** in the **School of Education**.

The title of the research is "**Barriers to Instructional Supervision in Public Primary Schools in Taveta Sub-County, Taita Taveta County, Kenya.**" It has been cleared by the University's Ethics Review Committee (Certificate attached) and now has to proceed to the field to collect data between **December, 2024 and February, 2025**.

Any assistance accorded to the student will be highly appreciated.

Thank you.

  
**Dr. Samuel M. Karenga, Ph.D**  
**Director, Graduate Studies**  
Enc.

**Mount Kenya University**  
P. O. Box 342 - 01000, THIKA  
Office of the Director,  
Graduate Studies

APPENDIX VIII: NACOSTI

  
REPUBLIC OF KENYA



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

Ref No: **411380** Date of Issue: **16/January/2025**


**RESEARCH LICENSE**



**This is to Certify that Mr. JOSHUA MAKAU MUNDI of Mount Kenya University, has been licensed to conduct research as per the provision of the Science, Technology and Innovation Act, 2013 (Rev.2014) in Taita-Taveta on the topic: BARRIERS TO INSTRUCTIONAL SUPERVISION IN PUBLIC PRIMARY SCHOOLS IN TAVETA SUB-COUNTY, TAITA-TAVETA COUNTY, KENYA for the period ending : 16/January/2026.**

License No: **NACOSTI/P/25/415091**

**411380**  
Applicant Identification Number

  
Director General  
**NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION**

Verification QR Code



**NOTE: This is a computer generated License. To verify the authenticity of this document, Scan the QR Code using QR scanner application.**

**See overleaf for conditions**

APPENDIX IX: RESEARCH AUTHORIZATION



**MINISTRY OF EDUCATION**  
**State Department for Basic Education**

Telephone: **0722506406**  
Email: [cdetailataveta@gmail.com](mailto:cdetailataveta@gmail.com)  
[cdetailataveta@yahoo.com](mailto:cdetailataveta@yahoo.com)

COUNTY DIRECTOR OF EDUCATION,  
TAITA TAVETA,  
P.O BOX 130 - 80305,  
MWATATE.

When replying please Quote:  
Ref No. **TTC/EDU/R.2/VOL.2/93**

**19<sup>th</sup> February, 2025**

**RE: RESEARCH AUTHORIZATION – JOSHUA MAKAU MUINDI**

License No: **NACOSTI/P/25/415091** by National Commission for Science, Technology and Innovation dated 16<sup>th</sup> January 2025 refers.

Authority has been granted to carry out a research on ***"Barriers to Instructional Supervision in Public Primary Schools in Taveta sub-County, Taita Taveta"*** for the period ending 16<sup>th</sup> January 2026.

On completion of the research, you are requested to submit a hard copy of the research report/thesis to our office.

COUNTY DIRECTOR OF EDUCATION  
TAITA TAVETA  
P.O. Box 130 - 80305,  
MWATATE

**JULIUS S. FIKIRINI,**  
**FOR: COUNTY DIRECTOR OF EDUCATION,**  
**TAITA TAVETA.**

Cc: The County Commissioner,  
**TAITA TAVETA.**

Sub County Director,  
**TAVETA.**

*My Education, My Future*

*My Education, My Future*

APPENDIX X: TURNITIN REPORT

BARRIERS TO INSTRUCTIONAL  
SUPERVISION IN PUBLIC  
PRIMARY SCHOOLS IN TAVETA  
SUB-COUNTY, TAITA-TAVETA  
COUNTY, KENYA

*by* JOSHUA MAKAU MUINDI

---

**Submission date:** 14-Jul-2025 11:02AM (UTC+0300)  
**Submission ID:** 2714793091  
**File name:** JOSHUA\_MAKAU\_MUINDI\_07-12-2025.docx (2.04M)  
**Word count:** 25529  
**Character count:** 152812

## BARRIERS TO INSTRUCTIONAL SUPERVISION IN PUBLIC PRIMARY SCHOOLS IN TAVETA SUB-COUNTY, TAITA-TAVETA COUNTY, KENYA

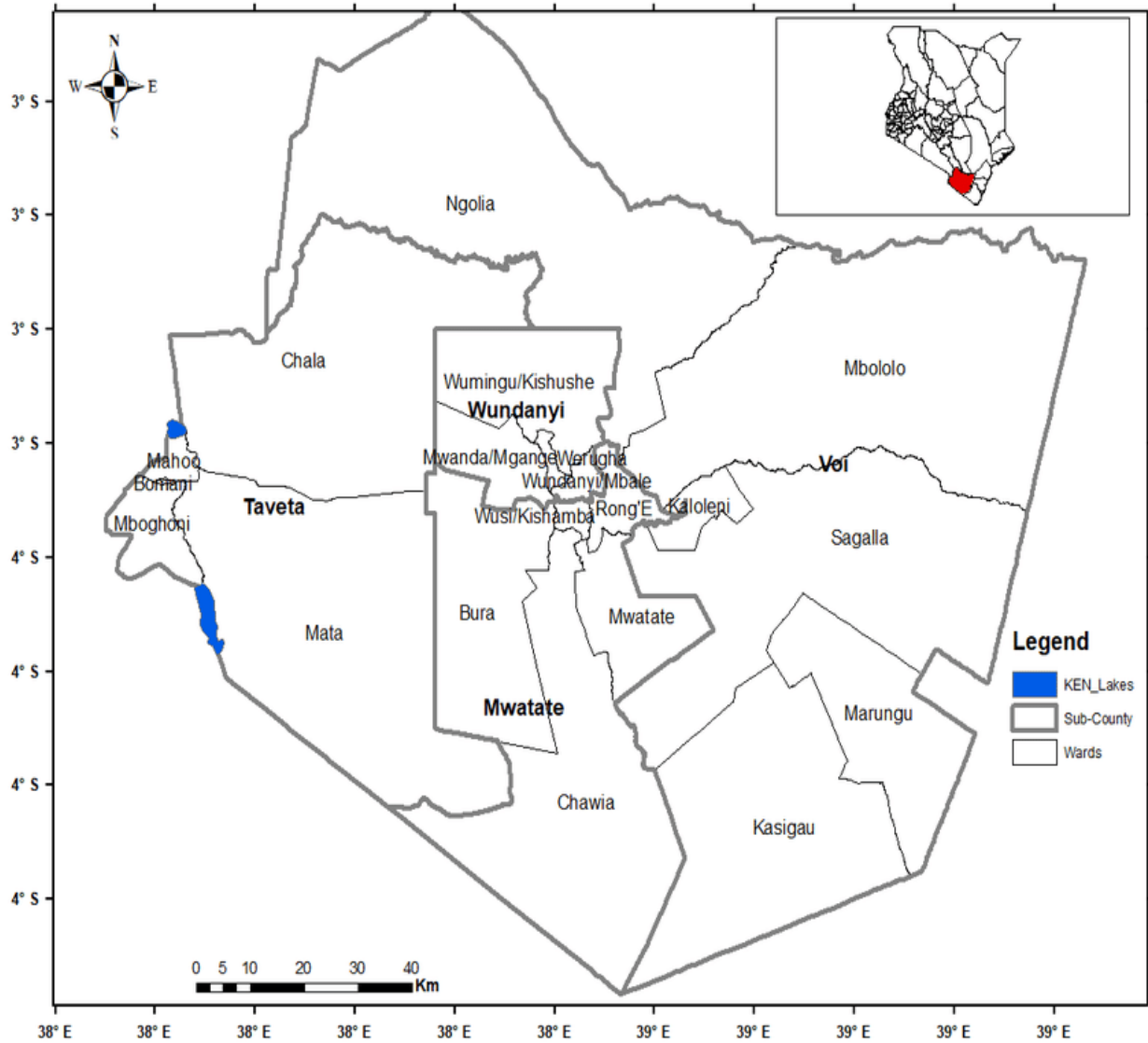
### ORIGINALITY REPORT



### PRIMARY SOURCES

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**APPENDIX XIII: MAP OF STUDY AREA SHOWING TAVETA SUB-COUNTY**



Source: NGCDF, Taveta Sub-County (2024)