



Kenya Education Management Institute's Capacity Building Programme and Public Primary School Head Teachers' Competencies in Teacher Supervision in Uasin Gishu County, Kenya

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Authors' contributions

This work was carried out in collaboration among all authors. Author JGO designed the study, performed the statistical analysis, wrote the protocol and the first draft of the manuscript. Authors KK and LK managed the analyses of the study. All authors read and approved the final manuscript.

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ABSTRACT

Aims: Education is the foundation and pillar of life. The study assessed the influence of Kenya Education Management Institute (KEMI's) capacity building programme on head teachers' competencies in teacher supervision in public primary schools in Uasin Gishu County, Kenya.

Study Design: The study adopted a descriptive survey research design.

Place and Duration of Study: This study was conducted in Uasin Gishu County of North Rift region between January and March 2018.

Methodology: It targeted six Sub-County Education Officers and 471 head teachers in public primary schools in the County. Simple random sampling was used to select 30% (141) of the public primary schools proportionately from each of the six sub-counties in the County. All the head teachers of the public primary schools selected participated in the study. Data was also collected from all the six Sub-County Directors of Education of Moiben, Wareng, Turbo, Kapseret, Ainabkoi and Soy. Data was collected using interviews and questionnaire. Data analysis using descriptive

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statistics was computed with frequencies, percentages, means, medians and standard deviations. The findings were then presented using, tables, charts and graphs.

Results: Out of the 132 Head teachers, the research results indicated that there was a strong positive correlation between KEMI's capacity building programme and head teachers' competencies in teacher supervision, $r(132) = 0.555$, $P = .05$. KEMI should use the information from this study to organize teacher training programmes to improve their schools and put in place strategies to help enhance management practices in schools and ultimately the student academic achievement. The findings of the study may be importance to Kenya Education Management Institute (KEMI) in tailoring their training needs of head teachers to enhance professional development and leadership in schools.

Conclusion: Based on the findings of the study, it can be concluded that KEMI capacity building program had enhanced head teachers' competence in monitoring teacher's performance in class and outside class, and helped them in cultivating good relationship with the teachers and building motivating climate to enhance teamwork among teachers. Further, the findings also indicates that KEMI capacity building program had helped them in appraising teacher's performance objectively and helped them in providing teacher's opportunity for professional growth, proper delegation of duties and it had enhanced the recommendation of teachers for upward mobility.

Keywords: Education; management; competency; supervision.

1. INTRODUCTION

Management is the procedure of functioning with and through others to attain organizational objectives in changing surroundings. Teacher leadership includes teacher participation in management as part of a broader leadership role both within and outside of the classroom [1]. Describe, in detail, an image of teacher leadership as: full participation by teachers in developing a shared vision, planning and implementing instructional improvements, working with the community, and participating in professional development in job-embedded, collegial ways, in addition to participation in management. A more narrowly defined concept is shared governance, a term used by [2]. Shared governance refers to head teachers sharing their governing roles with teachers. According to [3], an effective and efficient manager must possess the technical, human and conceptual skills in order to be a good. School managers must be prepared with the acquaintance and ability to carry out administrative responsibilities in the school. In Kenya, educational administration encompasses all those in directing, management and control of the education enterprise. Supervisory roles include working closely with teachers to establish their problem and needs of pupils, building strong group morale and securing effective teamwork among teachers and providing assistance to teachers so as to help them develop greater competence.

Pierce and Rowell [4] define supervision as a developmental process designed to support and

enhance an individual's acquisition of the motivation, autonomy, self-awareness, and skills necessary to effectively accomplish the job at hand. Basically, in the education sector, the main purposes of supervision are to improve classroom instruction and to promote professional growth and development of teachers. [5] Points that, the supervisor have to observe the teachers' work, solicit questions from the teacher about why the teacher used certain teaching techniques and present information on the best teaching practices, allowing educators to advance.

According to [6], the procedure of supervision for knowledge offers both teachers and their supervisors the opportunity to work together to improve student learning. The principal's helpfulness in supervision practices forever influences the teachers' attitude towards the profession practices therefore improving employment satisfaction amongst the teacher. When the focus of supervision is on teaching and learning, evaluation is an unavoidable process [7]. As such, school principals can be said to be effective in their human resource management (HRM) duties if they carry out those duties in a way that produces the desired results among the teaching and non-teaching staff.

To enhance employees' skills, managers should expose them to training and development programs. In Beijing, the effects of head teacher capability in human resource management outcomes in public schools established a significant impact on pupils' academic performance and school discipline, perhaps due

to the methodical nature of the training programmes.

In Egypt and Georgia, human resource management is considered a significant part of school institutional independence that not interfered with by nationwide establishment [8]. The Kenya Education Management Institute trains the head teachers in several areas in order to ensure head teachers competence in management of human resource which are; how to handle the teaching staff, managing of staff welfare, staff appraisal, building inspiring environment, staff appraising teachers performance, and management of the disadvantaged groups such as HIV-positive employees. In the view of [9], HRM in Mexico and other Latin American countries documented the importance of training in addressing motivational problems affecting head teachers as human resource managers facing extremely low levels of education and limited development opportunities.

In France, as noted by [10], principals are trained before appointment to principalship while importance is put on job training. The government of Kenya, in response to principals' management needs, established the KEMI after recommendations of Maina Report of 1978. It instructs educational managers in a variety of features of school management including human resource management and financial management. Lack of formal training in management skills and managerial experience has been dependable for a great deal of inefficiency and ineffectiveness commonly observed in the performance of many educational systems in Africa [11].

Odubaker [12] Conducted a study to examine the influence of the head teachers' management competence on the management of primary schools in North western Uganda in order to improve the teaching and learning process. The findings from the study revealed that the head teachers' management professional prerequisite was important to the HRM of the school.

Wekhuyi [13] states that KEMI training positively influences the principals' management of human resource in areas such as management of teaching staff, staff motivation, handling of staff welfare and staff appraisal. Despite KEMI training of head teachers, many head teachers lack capacities to oversee and account for the utilization of human resource under them [14].

Therefore, this study sought to establish influence of KEMI training on head teachers' competence in supervision of teachers.

1.1 Statement of the Problem

Research has demonstrated that the quality of education depends primarily on the way schools are managed rather than on the abundance of available resources [15]. Adhiambo [16] Some schools in Africa are managed by persons without the professional managerial skills. Education managers must lead in promoting sound leadership and good governance of public schools [17].

The head teachers play a key role in the success of education. In Kenya, head teachers are usually trained in classroom teaching and not in school management and yet the duties and responsibilities of a classroom teacher are quite different from those of the head teacher in practice. Therefore, it is important for KEMI to enhance these educational managers with management courses to help them manage their schools better especially prudent management of school finances.

Despite the introduction of Diploma in Education Management by KEMI in 2011, there are still numerous cases of mismanagement reported in some schools in Uasin Gishu County. Uwezo [18] Raised concern on the teachers' absenteeism, literacy and numeracy skills of pupils. This raises concern on effective and efficient management of schools because it affects the performances of the pupils.

Therefore, there was need to justify the continued investment in head teacher trainings by assessing the influence of KEMI's capacity building programme on head teachers' competencies in teacher supervision in public primary schools in Uasin Gishu County.

2. MATERIALS AND METHODS

The study was conducted in Uasin Gishu county of North Rift region of Kenya. It employed a descriptive survey research design. The target population for the study consisted of head teachers of public primary schools and Sub-County Directors of Education in Uasin Gishu County. There were 471 public primary schools in the County at the time of study (Office of Director of Education, Uasin Gishu County, 2018). For the purpose of the study, 30% (141)

of the 471 public primary schools in the County were selected proportionately from each of the five sub-counties (Turbo, Wareng, Moiben, Soy and Anabkoi). Simple random sampling was used to select the actual primary schools from the five sub-counties. Data was also collected from all the five (5) Sub-County Directors of Education from Turbo, Wareng, Moiben, Soy and Anabkoi Sub Counties. Therefore, a total of 146 respondents participated in this study. The research instruments for the study were questionnaires and interview schedule. Qualitative data was presented thematically. Quantitative data was analysed using descriptive statistical techniques which include frequencies, percentages and means. Data was presented using frequency tables, pie charts and bar graphs.

3. RESULTS

3.1 Descriptive Statistics

The study sought to examine the influence of KEMI's capacity building programme on head teachers' competencies in teacher supervision in public primary schools in Uasin Gishu County.

Findings on how the aspect of teachers' supervision was influenced by KEMI training are presented in Table 1.

A questionnaire comprising a likert scale (1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree) was used to measure statements related to the influence of KEMI's capacity building programme on head teachers' competencies in teacher supervision in

public primary schools in Uasin Gishu County. The results indicated that 8 (6.1%) of the head teachers respondents strongly disagreed that KEMI capacity building programme had enhanced competence in monitoring teachers' performance in class and outside class with an aim of providing guidance, 7 (5.3%) disagreed, 89 (67.4 %) agreed while 27 (20.5%) strongly agreed. The result demonstrate that 87.9% Head teacher were able to monitor teachers' performance while 5.3 % were not able to apply KEMI capacity building to improve their competency in monitoring teachers.

The interview results with the Sub-County Director of Education on head teachers' competencies related to monitoring indicated that KEMI capacity building programmes has enhanced the head teachers' ability to monitor and evaluate teachers' progress in class and outside class. This is revealed by the following statement from one of the interviewees:

The Head teachers whom I have interacted with and who happen to have attended the KEMI capacity building programme showed capabilities of monitoring teachers inside and outside the classrooms. They had monitoring tools that they used adequately (Sub-County Director of Education, Personal Communication, 2019).

This result collaborates with the head teachers' response in responding to the objective on influence of the of KEMI's capacity building programme on head teachers' competencies in teacher supervision in public primary schools in Uasin Gishu County.

Table 1. Influence of KEMI's Training on Head Teachers' Competencies in Teacher Supervision

| KEMI and Supervision Competencies | | SD | D | N | A | SA |
|---|---|-----------|----------|----------|----------|-----------|
| Monitoring teachers' performance | F | 8 | 7 | 0 | 89 | 27 |
| | % | 6.1 | 5.3 | 0 | 67.4 | 20.5 |
| Good relationship with the teachers. | F | 0 | 14 | 0 | 97 | 21 |
| | % | 0 | 10.6 | 0 | 73.5 | 15.9 |
| Motivate teamwork among teachers. | F | 6 | 7 | 14 | 66 | 39 |
| | % | 4.5 | 5.3 | 10.6 | 50 | 29.5 |
| Professional growth. | F | 10 | 13 | 6 | 69 | 34 |
| | % | 5.3 | 9.8 | 4.5 | 54.5 | 25.8 |
| Delegation of duties. | F | 7 | 0 | 6 | 65 | 42 |
| | % | 5.3 | 0 | 4.5 | 49.2 | 40.9 |
| Recommendation of teachers for upward mobility. | F | 7 | 0 | 0 | 92 | 33 |
| | % | 5.3 | 0 | 0 | 69.7 | 25 |

**Field survey 2018*

Further results in Table 1 demonstrated that 21 (15.9%) of the respondents strongly agreed that KEMI had helped them in cultivating good relationship with the teachers, 97 (73.5%) agreed whereas 14 (10.6%) disagreed. Heads were able to cultivate a good relationship with teachers as shown by 89.4%. This implies that they were competent in supervising creation of good relationship.

Table 1 further revealed that 6 (4.5%) of the respondents strongly disagreed that KEMI capacity building program had helped them in building motivating climate to enhance teamwork among teachers, 7 (5.3%) disagreed, 66 (50%) agreed while 39 (29.5%) strongly agreed. From the findings, 79.5% Head teachers were able to build a motivating climate that enhances team work among teachers. Through building such a climate head teachers can be able to supervise activities in school with ease. It is important to mention that a few Head teachers were not able to create a motivating climate that could enable them to supervise effectively.

Findings further showed that 10 (7.6%) of the respondents strongly disagreed that KEMI capacity building program had helped them in providing teacher's opportunity for professional growth, 13 (9.8%) disagreed, 69 (52.3%) agreed while 34 (25.8%) strongly agreed. The findings revealed shows that, 78.1% schools heads had the competencies to supervise their teachers on professional growth.

Table 1 further demonstrated that 7 (5.3%) of the respondents strongly disagreed that KEMI capacity building program had helped them in proper delegation of duties, 65 (49.5%) agreed while 54 (40.9%) strongly agreed. Findings demonstrate that while 90.4% of the head teachers had built competencies in regards to proper delegation, 5.3% head teachers were not capable to delegate.

Finally, Table 1 indicated that, 7 (5.3%) of the respondents strongly disagreed that KEMI capacity building had enhanced the commendation of teachers for growing mobility, 92 (69.7%) agreed while 33 (25%) strongly agreed. These findings show that a good number of the school heads were capable of recommending teachers for upward mobility.

Qualitative data from the interview with the Sub-County Director of Education revealed that some head teachers still need to be retrained in areas

such as supervision of teachers. Regarding the need for further training, one of SCDE had this to say:

Head teachers revealed to me that they would like to undergo further training to be equipped with ICT skill since such skill will help them to be effective administrator in responding to evolving technological evolution in education; Head teachers revealed that they would like to be trained in the assessment of professional records of teachers since it will help them to delegate fewer responsibilities to other teachers.

The above result shows that there is need for head teachers to undergo training in order to execute their supervisory role competently. It is consequently significant for principals to make certain that they make use of every opportunity to obtain relevant skills that will improve their efficiency in management of teachers.

3.2 Inferential Statistics

Pearson's product-moment correlation was used to assess the relationship between KEMI capacity building programme and head teachers' competency in teacher supervision among 132 head teachers. The findings in Table 2 indicates that there was a strong positive correlation between KEMI capacity building programme and head teachers' competencies in teacher supervision, $r(132) = 0.555$, $P = .05$, with KEMI capacity building programme explaining 30% of the variation in head teacher competency.

The test of hypothesis on the linear relationship between the two variables was carried out. The null hypothesis was to be rejected at a $P = .05$ significance level using the Pearson product-moment correlation. The hypothesis stated that there is no statistically significant relationship between KEMI capacity building programme on head teachers' competencies and teachers' supervision in public primary schools in Uasin Gishu County. However, the findings in Table 2 show that KEMI capacity building programme on head teachers competencies has a positive and significant influence on teachers supervision ($r(132) = 0.555$, $P = .05$). The level of statistical significance (p -value) of the correlation coefficient in this example was 0.0001, which means that there is a statistically significant relationship between the two variables. Therefore, the hypothesis was rejected and it was concluded that there is a statistically

Table 2. Correlation analysis between KEMI capacity building programme and head teachers' competency in teacher supervision

| Correlations | | KEMI capacity building | Supervision |
|------------------------|---------------------|------------------------|-------------|
| KEMI capacity building | Pearson Correlation | 1 | 0.555** |
| | Sig. (2-tailed) | | 0.000 |
| | N | 132 | 132 |
| Supervision | Pearson Correlation | 0.555** | 1 |
| | Sig. (2-tailed) | 0.000 | |
| | N | 132 | 132 |

*Field survey 2018

** Correlation is significant at the 0.01 level (2-tailed)

significant relationship between KEMI capacity building programme on head teachers' competencies and teachers' supervision in public primary schools in Uasin Gishu County.

4. DISCUSSION

The result demonstrate that Head teacher were able to monitor teachers' performance as a result of KEMI capacity building. This implies that they were competent in evaluating teachers' progress in class and outside class. This finding is consistent with [19] who stated that, that record keeping is a significant constituent in the academic performance in learning institutions; teachers are expected to create and keep records that are schemes of work, lesson plan, and records of work, mark book, progress record book and attendant register. This implies that head teachers ought to play an important responsibility in making sure that effective supervision is done. Heads were able to cultivate a good relationship with teachers. This is line with [20], assertion that, the objective of HRM in school is to obtain maximum individual development, desirable working relationships between teachers, subordinate staff and pupils and to affect the moulding of human resources as contrasted with physical resources. Head teachers were able to build a motivating climate that enhances team work among teachers. This findings are in line with those of [21] who report that the procedure of supervision for knowledge offers both teachers and their supervisors the opportunity to work together to improve student learning. Schools heads had the competencies to supervise their teachers on professional growth. This finding is in line with [22] who says that supervision is consequently concerned with the inspiration of expert development and growth of teachers, the collection and review of educational programmes, material for instruction and techniques of teaching in addition to the

assessment of teaching. School heads were capable of recommending teachers for upward mobility. The above results agree with those of [23] who argue that principals should be provided with regular in-service training so that they can obtain professional knowledge in their administrative functions. This to a better degree will make possible principals' effectiveness in their supervisory role. On the other hand, the obvious lack of decision-making skills by some principals endangers the supervision activity and inhibits teachers' professional development.

5. CONCLUSION AND RECOMMENDATIONS

Based on the findings of the study, it is concluded that KEMI capacity building programme has enhanced head teachers' competence in monitoring teachers' performance in and outside class.

The programme has also helped them to cultivate good relationship with the teachers and to build motivating climate to enhance teamwork among teachers.

Further, KEMI capacity building programme has helped them in appraising teachers' performance objectively.

The programme has helped the head teachers to provide teachers with the opportunity for professional growth, proper delegation of duties and enhanced the recommendation of teachers for upward mobility.

The study concludes that KEMI capacity building programme has helped the head teachers in monitoring of teacher's professional records, timetabling and enhanced their competence in exposing teachers to seminars and workshops. Further, KEMI has helped them to improve in

monitoring syllabus coverage. Similarly, the KEMI capacity building programme has helped head teachers to acknowledge the importance of availing teaching and learning materials and to enhance bench making within other schools. KEMI has also helped head teachers to improve their competence in career guidance.

Based on the findings and conclusions of the study, it is recommended that all educational stakeholders should pool resources together to ensure that the activities that take place at KEMI, during the diploma capacity building course proceed without any interruption. Moreover, KEMI capacity building programme should be made flexible to enable many head teachers to train in order to have the required management skills.

CONSENT

As per international standard or university standard, participant's written consent has been collected and preserved by the author(s).

ETHICAL APPROVAL

The research proposal was presented to the University of Eldoret and ethical clearance was obtained. After obtaining the ethical clearance, an application seeking permission to carry out a research was done to National Commission for Science Technology and Innovation where a permit NACOSTI/P/18/727733/25951) was granted. Additionally, an introductory letter was obtained from UasinGishu County Director for Education. The introductory letter was provided to the primary school head teachers. The respondents' personal identification information was not recorded for purposes of confidentiality and anonymity.

COMPETING INTERESTS

Authors have declared that no competing interests exist.

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