A PROFILE OF SUPERVISORY AND INSPECTORIAL PRACTICES USED
BY INSPECTORS AND HEADTEACHERS IN THE MANAGEMENT OF
PRIMARY SCHOOL EDUCATION IN YATTA DIVISION OF
MACHAKOS DISTRICT, KENYA

BY

MICHAEL WENSESLAUS MUTINDA MUTUA

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THE REQUIREMENTS FOR THE DEGREE OF MASTER
OF EDUCATION (PRIMARY TEACHER EDUCATION)
OF KENYATTA UNIVERSITY.

1988
DECLARATION

THIS RESEARCH PROJECT IS MY ORIGINAL WORK AND HAS NOT BEEN PRESENTED FOR A DEGREE IN ANY OTHER UNIVERSITY.

MICHAEL WENSESLAUS MUTINDA MUTUA

THIS RESEARCH PROJECT HAS BEEN SUBMITTED WITH MY APPROVAL AS UNIVERSITY SUPERVISOR.

DR. JOHN BOSCO MULUMBA.
LECTURER,
DEPARTMENT OF EDUCATIONAL ADMINISTRATION, PLANNING AND CURRICULUM DEVELOPMENT.
DEDICATION

This work is sincerely dedicated to my loving wife, Syevose who accorded me full support and relentless encouragement throughout my studies from undergraduate to this level; to our dear children, Mueni(9), Ndunge(6) and Mutiso(3) who always missed my fatherly presence and patronage during my studies; to my parents, Kalele and Mutua, who started it all; and finally to all advocates of quality education.
ACKNOWLEDGEMENTS

I first and foremost register my special thanks to my supervisor Dr. John Bosco Mulumba, who tirelessly worked with me throughout this project. This research study would not be what it is had it not been for his professional advice and guidance. My thanks too, to the Assistant Education Officer, Yatta division, all the school inspectors and the headteachers who willingly responded to the research questions. I am also very grateful to Dr. Pamela Wanga for her initial advice on the structuring of the research topic. My thanks also go to Miss Alice K. Mbwika for her excellent secretarial services. I thus give her a credit for her keenness in typing this project work. I am indebted too, to all my classmates, and in particular to Mr. Nicholas Malau, Zipporah Sisungo and Jane Njoora for their interest in this research project and for the many enlightening discussions I held with them.

I am sincerely grateful to my parents and wife whose love and support have helped me to boost my morale during trying moments and in every endeavour I have undertaken. To all these friends and relatives I am indeed very grateful and indebted.
This study examined and delineated the supervisory practices used by school inspectors and headteachers in the management of primary school education in Yatta division of Machakos District. The focus of this study was, however, limited to the perceptions of the inspectors and headteachers of the supervisory tasks and the type of problems that affect equitable supervision of schools. The research study also tried to give possible suggestions towards future improvements of supervision.

The literature was reviewed under such headings as, classroom management, curriculum development, material development, in-service education, placement and orientation, and evaluation.

The population sample consisted of eighteen headteachers selected three from each of the six educational zones, the A.E.O., D.A.P.S.I., six A.P.S.Is and six TACTs - in all thirty two subjects were used for this study.

The principal tools used in data collection were questionnaires and attitude scale. Follow up interviews and discussions were conducted when and as necessary. The results of the analysis were presented as frequency and percentage distributions and tabulated appropriately.

The study found among other things that school supervisors and headteachers in Yatta division were aware and understood the specific tasks expected of them in classroom management,
curricular matters, material development, staffing (placement and orientation), inservice education, and evaluation. However, much as these supervisors were aware that school and instructional supervision were instrumental to attainment of good quality of education, they did not perform them regularly. Headteachers also indicated that they did not consider themselves to be initiators of in-service education in their schools and curricular innovations in the country. Their participation in these activities was minimal, hence their attitude. The study too, revealed that neither the headteachers nor the school inspectors were formally trained on school and instructional supervision.

The problems that headteachers and school inspectors experienced ranged from inadequate staffing of schools to lack of means of transport for the inspectors.

A few recommendations on how to improve future school and instructional supervision and inspection were made. These recommendations included formal training of headteachers and school inspectors in supervisory duties, participation of inspectors and headteachers on curriculum matters and in-service seminars and workshops, and the intensification of materials development programmes by TAC-Tutors whereby teachers should be involved.

It was, however, recommended that a replica of this study be considered by future scholars using a wider sample, possibly a cross-section of the national populace. Such an endeavour would expose more solid conclusions than the limitations of this study warranted.

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Since the attainment of independence in 1963, the government of Kenya has placed a high priority on the development of education. One of the first promises of the post independence government was the provision of free primary education to all. From 1963 to-date education has been consuming one third of the annual government expenditure. There has been a phenomenal growth in educational facilities as well as in the number of children going to school. The aim of the government has invariably been universal primary education and although this has not been fully achieved the figures are impressive.

In a bid to realize the pledge of free primary education, the late president Mzee Jome Kenyatta declared free education in the first four grades of primary school, from January 1974. The consequences of this decree were big influx of pupils in standard one in January 1974, and a correspondingly high demand for teachers to man the extra classes. Many Form Four graduates were, as a result recruited. The majority of these novices lacked the qualifications necessary for effective instructional guidance. Instructional resources were, too, in short supply throughout the country. In order to fully fulfil the primary education covenant made by the African states at Addis Ababa in 1961, His Excellency President Daniel T. Arap Moi in 1978 decreed free education in the primary school cycle.
who had withdrawn their children from school after standard four took them back. More untrained teachers were employed to assist in teaching. Without professional training it became necessary for supervisors to plan, organize and conduct in-service courses for the newly employed teachers to enable them to give proper interpretation of curriculum and provide effective instructional leadership. Before the education system had fully adjusted to the impact of the influx of children to the primary school, the government set up a commission in 1981, under Professor C.B. Mackay to look into the ways of improving the educational system, mainly to make it more relevant to the needs of the nation. The Mackay Report recommended, among other things, the adoption of 8:4:4 system of education. From 1982, the former 7:4:2:3 system was to be phased out starting with the primary schools. Besides the extra years, the curriculum was diversified. Practical-oriented subjects were to be taught and examined as an integral part of the child's education. Since the primary education was to be terminal for the majority of the pupils the teachers were expected to institute formative evaluation at all levels so that the sum of all that would form the yardstick for judging success or failure at the end of the cycle. The new system of education thus placed more responsibilities on the

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teacher as well as the supervisor. It unleashed another batch of pupils to the schools swelling the population with which the teacher was expected to cope. 

The influx of pupils coupled with the diversification of the curriculum outstripped the existing teaching and learning resources. Not only did the teachers need to consolidate their knowledge and skills, but also they required retraining on new methods of teaching and skills on the new technical subjects. The inspectors who were expected to conduct in-service courses were not better than the teachers they were supposed to coach.

The certificate of primary education (C.P.E.) examination previously done at the end of seven years of primary education was restructured to include six groups of subjects and was renamed Kenya Certificate of Primary Education (K.C.P.E.) examination. In 1985 K.C.P.E. examination Machakos District secured position number eight in the national merit order (this was out of 45 districts and municipalities). Since then the district has maintained the position. This phenomenon has evoked the Machakos District Education Officer (D.E.O.) to forewarn the headteachers and field inspectors of an imminent nosedive in K.C.P.E. performance in the future. In the district there has been a high rate of wastage in the primary schools. The headteachers have invented and "formalized" an unscrupulous system.

of vetting pupils at standard seven. They use teacher-made tests for the elimination of pupils. The pupils who fail to attain a prescribed mean score (mostly 450 marks) are barred from proceeding to standard eight. Thus in most schools standard eight would have a pupil enrolment of twenty instead of the statutory forty-five.

Another common feature in Machakos district primary schools is that the professionally qualified teachers are assigned to examination classes. The lower classes, which in fact, require good modelling based on high professional proficiency and expertise are left in the hands of unqualified teachers.

Perhaps, this behaviour is founded on the fallacy that high attainment in K.C.P.E. examination is the only qualification that matters. The K.C.P.E. examination, a battery of achievement tests merely tests knowledge. It thus encourages rote-learning and therefore for the candidates to excel in it, the teachers must drill them to the detriment of effective learning. Notwithstanding this view these examinations and certificates continue to be false ends in schooling as they help to conceal the real problems. These and other practices in our school system which adversely affect the quality of education throw a big challenge to inspectors and headteachers who by virtue of their positions should play a key role in instructional supervision in their schools.

The present scope of supervision is broader than the old. The latter was limited chiefly to visiting classrooms, conferring with individual teachers, recommending books and perhaps other instructional materials, rating teachers, and teaching groups of teachers some aspect of the teaching task. In contrast modern supervision focuses on the total teaching-learning situation.

Comparing traditional with modern practices in supervision, Barr, Burton and Brueckner state:

Traditional supervision was largely inspection of the teacher by means of visitation and conference, carried on in a random manner, with suggestions imposed on the teacher through authority and usually by one person. Modern supervision by contrast is the study and analysis of the total teaching-learning situation through many diverse functions operating through a carefully planned programme that has been cooperatively derived from the needs of the situation and in which many persons participate.

Instead of focusing entirely on the teacher and the materials of instruction, supervisors should form partnership with teachers in focusing attention on the identification and solution of educational problems. They should thus liaise with the teachers, pupils, administrators and community leaders in peer-relationships to improve instruction. While working with teachers and pupils, supervisors should strive to create a classroom climate that is characterised by warm, human relationship, which is permissive and challenging enough to stimulate individual expression and creativity.

4 A.S. Barr, W.H; Burton; & L.S. Brueckner, Supervision; Democratic leadership in the improvement of learning. (New York: Appleton-Century-Crofts 1947), P. 13.
The supervisor’s duties pervade the domains of classroom management, curriculum development, material (resource) procurement and professional growth of teachers, evaluation of the relevance of curriculum and instructional methods, and community relations. In order for the supervisor to succeed in his/her role he/she needs support and cooperation from other parties. Therefore, supervision should be perceived as a cooperative enterprise with emphasis being placed on group process alongside individualized activities.

With increasing recognition for the importance of innovations in education in order to make it more relevant to the need of a technologically changing Kenyan society, school inspectors are called upon to engage in vigorous research work. The findings of such researches would offer sound and effective instructional strategies. These strategies would ensure maintenance of quality education and ultimate realization of the national goals. The supervisors could utilize the various in-service media to channel the implications of the research findings to the teachers.

The preparation of the teacher is not completed at the end of the formal pre-service college programme. The onus is upon the Ministry of Education to initiate and provide the teachers with a continuous professional growth through in-service programmes. Under the modern scheme of supervision the headteachers play a pivotal role in the instructional leadership at their schools. Ominde stressing the supervisory role of the headteacher
observed that,

The supervisory function of the head is of special importance...the backbone of supervision in the schools must be provided, willy nilly, in the first place by the heads of those schools.

Albeit the great importance attached to supervision, selection of supervisors has been based on inadequate criteria. There is no a priori training related to school supervision. Commenting on the selection of supervisors, Ominde stated:

Effective supervision of education is a task of no small difficulty and it is certainly quite unsafe to assume that a promoted schoolmaster will automatically make a good supervisor without training.

Following their appointment the supervisors should undergo short courses of training in supervisory procedures and principles. In the foregoing paragraphs the researcher has delineated the general manner in which supervisors should perceive and execute their duties in order to promote the realization of the rapid curricular innovations that are taking place in Kenya today. He has also underscored the need for professionally qualified supervisory personnel. Therefore, the researcher intends to investigate into the supervisory practices in Kenya with particular reference to Yatta Division, Machakos District.


6Ibid, p.46.
THE RESEARCH PROBLEM

The research will focus on the profile of supervisory and inspectorial practices used by Inspectors and Headteachers in the management of Primary School Education in Yatta Division of Machakos District. The researcher will confine himself to a mere survey of the practices. No attempt to evaluate such practices will be undertaken.

STATEMENT OF THE PROBLEM

After independence the role of school inspectors and their relationships with teachers has been undergoing fundamental changes. The autocratic and authoritarian leadership behaviour of European inspectors acquired in the period before independence was expected to change to give way for the new concept of supervision. According to this concept, inspectors are expected to provide leadership, help, expert knowledge and guidance to teachers in analysing and diagnosing the facts of teaching behaviour in an effort to understand and improve their own teaching behaviour.

In practice, however, supervisors still control and direct teachers in their work, thus diverting from the consultative, analytical and diagnostic functions expected of them. In their interaction with teachers the latter are subjected to positions of passive recipients of orders and instructions without questioning them. This behaviour naturally stifles the creative spirit of those teachers dedicated to self
improvement in the learning process. Consequently, it makes it difficult to establish good relationship between the supervisor and the teacher for collaborative learning and teaching activities.

Although the supervisory roles are vividly articulated in manuals, their effective performance is far from adequate. This shortcoming has aroused the general public, government administrators and university scholars to criticize the quality of instruction given in schools. Sifuna pointed out that:

Internal and external supervision of teachers has its role in improving the quality of teaching. Things like unwarranted absenteeism, negligence in lesson preparation and marking of books must be curbed. In addition... (the supervisor) should be a little more informed of modern methods and tone down administrative roles to that of a helper. A number... abandon their helping role. Some tend to wear on colours of a police officer that their presence is often resented by teachers.

It is common practice for supervisors to concentrate on certain schools mostly where a crisis is rampant. Even though, the frequency of such visitations is quite low. Further, the comments these supervisors write in the log books are very disheartening. Katacha, stressing the frequency of supervision provided stated:

Some schools have stayed for ten years without seeing an inspector or education officer. Teachers in these school don't prepare lesson notes or schemes of work. How can one expect pupils to pass under such conditions. Another problem is lack of refresher courses. Imagine a teacher who graduated in 1962 and

7D.N. Sifuna; "Some factors affecting the quality of Teachers" Education in East Africa. A Journal Published for Regional Council of Education 4, (1975), P.218.
has never returned for even a seminar of two weeks. This teacher is expected to prepare pupils for C.P.E. to-day! ②

Thus, the manner in which inspectors carry out their duties both as regards efficiency of the procedure used and the kind of relationship built up with teachers is clearly of great importance and is therefore worth investigating.

**THE PURPOSE OF THE STUDY**

There is very little research done in Kenya on the supervisory behaviour of inspectors. This study therefore was and attempt to identify the way in which inspectors and head-teachers in primary schools perceived and executed their supervisory roles. There has been a lot of complaints from the politicians, parents and the general public in respect of the quality of teaching that is given at our primary schools. The blame for mass failure of pupils in K.C.P.E. is invariably placed on teachers in general, and school inspectors and head-teachers in particular. Further the system of vetting pupils from proceeding to standard eight before they clear a set hurdle has aroused much dissatisfaction and apathy among parents. Also this study would map out the constraints to effective school supervision.

QUESTIONS RAISED IN THE STUDY

The following questions guided the investigations for the purpose of the study.

a) What specific task activities fall under each of the following supervisory task areas?
   (i) Classroom management.
   (ii) Curriculum development.
   (iii) In-service education.
   (iv) Materials (resource) development.
   (v) Staffing.
   (vi) Evaluation.

b) What level of importance do supervisors attach to the specific tasks?

c) How often do the supervisors perform each of the specific tasks?

d) What are the attitudes of the headteachers towards inspection of schools?

e) What are the impediments to effective supervision of primary schools in Yatta Division of Machakos District.

SCOPE AND LIMITATIONS OF THE STUDY

In order to achieve its intention the study focused on six supervisory task areas identified by Harris9, and Sergiovanni and Starrat10 as follows:


a) Classroom management.
b) Curriculum development.
c) In-service education.
d) Materials (resource) development.
e) Staffing.
f) Evaluation.

The study relied on results from only one educational division. Out of one hundred and eighty one primary schools in the division only eighteen were sampled. The data upon which the findings of the study were based were collected over a period of two weeks. For generalization of the findings over the entire country to be possible a wider area should have been covered and for this a longer period was therefore necessary. The reporting of the findings of the study was mainly based on questionnaire analysis and it is possible that some respondents may have provided incorrect information.

OBJECTIVES OF THE STUDY

The objectives which this study strove to achieve were grouped into four categories as follows:

a) Training Objectives

(i) to determine the qualifications and pre-service training of serving supervisors.

(ii) to determine how often serving supervisors have undergone in-service education and attended seminars, workshops and conferences.
(iii) to identify the relevant literature (written materials) and the number in possession of the supervisors.

b) Procedural Objectives

(i) to determine the ratio of inspectors to schools.

(ii) to assess the extent to which supervisors provide support in the field for major educational changes in Kenyan educational system.

(iii) to determine the frequency of in-service courses for both the inspectors and headteachers.

(iv) to find out the extent to which inspectors contribute to the curriculum development activities of Curriculum Development Research Unit (CDRU).

(v) to find out the methods used by inspectors to evaluate teachers' effectiveness in instructional leadership and curriculum implementations.

(vi) to determine the extent to which inspectors interpret school and educational programmes to the community.

c) Attitude Objectives

(i) to measure the attitude of headteachers towards inspection.

(ii) to determine the manner in which inspectors visit schools to check on the conduct of teachers.

d) Accessibility Objectives

(i) to investigate the problems that contribute to unequal supervision of schools in relation to accessi-
(i) to ensure that the school is accessible to the zonal education office.

(ii) to find out the facilities provided to enable inspectors reach the schools for inspection.

**SIGNIFICANCE OF THE STUDY**

Supervision of instruction is widely recognized as the instructional-improvement function within any school system. Historically supervision has evolved from a crude practice in which emphasis was laid on school visiting as an undifferentiated mixture of testing, observing, interviewing, judging, order giving and report-writing to a rather clearly defined set of tasks of supervision that promoted both maintenance and adoption of good teaching practices. Poor performance of supervisory and inspectorial roles and responsibilities has been attributed to general factors among which are:

a) Lack of supervisory skills and techniques. In Kenya, inspectors are appointed after successful completion of a teacher training course and a two-year probationary period. The nature of the programme offered while in training as a teacher does not include vigorous work on supervision. Insufficient training and induction courses are given to the inspectors after they are appointed. Skills acquired in their training are not sufficient prerequisite for their effective functions as inspectors.
b) Lack of appropriate channels of communication between and among the various inspectors responsible for different functions and phases of the educational system, namely primary, secondary and teacher education.

Supervision being a specialized educational practice responsible for the maintenance of high standards of education, the findings of this study will hopefully:

a) inspire the relevant government authorities to institute formal training for appointed inspectors.
b) stimulate serving inspectors to initiate and conduct more in-service courses for teachers.
c) lead curriculum developers to include a rigorous course on supervision in the preservice training programme for teachers.
d) convince the government to provide the inspectors with facilities of transport in order to realize effective supervision.
e) foster positive attitude in teachers towards school inspection.
f) show the Researcher's competency in research.

**MAJOR ASSUMPTIONS**

The researcher made the following assumptions regarding the problem of the study:

a) Supervision brings about instructional improvement
b) Supervisors, through their expertise and experience know what constitutes good teaching.
In-service education is essential for all categories of teachers for the purpose of up-dating their knowledge and skills.

Successful leadership behaviour results to effective supervision.

**DEFINITION OF SIGNIFICANT TERMS.**

The words which recur in the study were defined contextually and operationally as follows:

**Inspection/Supervision:** These two words will be used interchangeably to mean personal guidance to sound practice through frequent visits and attention to a single facet or a few facts of the work of schools at any one time.

**Inspector/Supervisor:** A person designed to carry out the function of supervision/inspection.

**Management:** This is a function which includes planning and employing of resources to accomplish predetermined goals. It involves planning, organizing, staffing, implementing and evaluation.

**Educational Zone:** This is an area comprising about thirty primary schools.

**Assistant Primary Schools Inspector (APSI):** This is an officer incharge of an educational zone.

**Educational Division:** This is an area comprising approximately six educational zones for administrative purposes.
Assistant Education Officer (A.E.O.): This is an officer in charge of an educational division administratively.

Divisional Assistant Primary Schools Inspector (DAPSI): This is an officer who coordinates an educational division in matters pertaining to inspection of schools.

Workshop: This is an experience-centred study undertaken by a group of professionally mature persons.

Instruction: The planned interaction between teachers and pupils.

Curriculum: This is the total learning experience which a pupil has under the auspices and guidance of the school.

Status: An employees' standing in the eyes of other people. The way society perceives a person's worth.

Ministry: This is the Ministry of Education which deals with educational matters in the country.

Primary School: A formal institution of learning with classes ranging from standard one to eight.

Headteacher: The teacher with overall administrative responsibilities over the school — otherwise known as the "head-master" for male or "head-mistress" for a female head-teacher.
ORGANIZATION OF THE RESEARCH REPORT

The research project consists of the following chapters:

Chapter I: This serves as an introduction to the study under the following headings:

1. Background to the problem.
2. The research problem.
3. The statement of the problem.
4. The purpose of the study.
5. Questions asked in the study.
6. Scope and limitations of the study.
7. Objectives of the study.
8. Significance of the study.
10. Definition of the significant terms.

Chapter II: This devotes itself to the literature review under the following headings:

1. Introduction.
2. Historical development of supervision in Kenya.
3. The Theory and Functions of Supervision; and Conceptions of Supervision.
4. Organizational structure of the Ministry of Education with particular reference to the Inspectorate.
5. A survey available training opportunities for primary school teachers in teachers' colleges,
teachers' centres and Kenya Education Staff Institute (K.E.S.I.).

6. Classroom management.
7. Staff development (In-service Education).
8. Placement and Orientation.
10. Leadership, Communication and decision-making.
11. Attitudes of teachers towards supervision.

Chapter III: This chapter gives a brief description of the design of the study and methodology. It covers the sampling procedure, data collection and the administration of research instruments.

Chapter IV: This chapter gives details of the analysis and presentation of the data collected for the purpose of the study.

Chapter V: This final chapter concludes the research study. It offers recommendations based on the research findings and suggests further research studies on this topic of the profile of supervisory and inspectorial practices of headteachers and inspectors in Kenya.
CHAPTER II

REVIEW OF RELATED LITERATURE

INTRODUCTION

The question of supervision and inspection has always aroused much interest not only among scholars but also in organizations. Supervision has rightly been viewed as the "sensory system" in any organization; as it concerns the tactics of efficient and proper management of personnel, focusing on those aspects of administration which are aimed at maintaining the efforts of personnel in line with the goals of administration.

Modern supervision at its finest is both dynamic and democratic, reflecting the vitality of enlightened and informal leadership. All human beings in the educative process—students, teachers, administrators and supervisors—are individuals of worth, endowed with unique talents and capacities. Therefore, the primary aim of supervision must be to recognize the inherent value of each person, to the end that the full potential of all will be realized.

Recently people have started recognizing supervision of instruction in our country as an invaluable function for the realization of quality education. This stance is more strongly entrenched in America and to some extent in Western Europe. Hence, the available literature reflects the situation elsewhere. However, the findings can serve as a guide in our case.
This chapter looked at what was available locally as well as outside Kenya. The researcher reviewed literature related to the problem under the following areas:

a) **Historical development of supervision in Kenya.**

b) The theory and functions of supervision; and conceptions of supervision.

c) Organizational structure of the Ministry of Education with particular reference to the Inspectorate.

d) A survey of available training opportunities for primary school teachers in teachers' colleges, teachers' centres and Kenya Educational Staff Institute, (K.E.S.I.).

e) Classroom management.

f) In-service education of teachers and supervisors.

g) The roles of supervisors in curriculum development.

h) Material development.

i) Evaluation.

j) Leadership, communication and decision-making.

k) Attitudes of teachers towards supervision.

l) Placement and orientation of teachers.

**HISTORICAL DEVELOPMENT OF SUPERVISION IN KENYA**

Supervisory patterns in Kenya were originally established and developed along racial lines. Each component of education system, European, Asian, Arab and African had an independent supervisory pattern. The British colonial government was
reluctant to own the responsibility of quality education through the establishment of unified supervisory patterns. Attempts were made to encourage voluntary agencies such as the church mission, to establish their own supervisory patterns. However, the demands for industrial education by the Africans and the need to control rapid expansion of schools thwarted these attempts. The Government was forced to establish and develop common supervisory patterns for all schools. This effort did not mature until the period after the Mau-Mau, 1955-1963.

This common supervisory system was later replaced with an examination board in the form of a body of inspectors who were expected to:

1. inspect the methods of teaching in all schools and to criticize the suitability of the curriculum,

2. examine schools in conjunction with the staff and to adapt the examination to the curriculum and not vice-versa, and

3. examine and teachers in colleges

The net result of this innovation made the government more concerned with the educational standards of mission schools. It also brought the total school curriculum under the government surveillance. Despite these improvements the government did not take an active part in the improvement of educational standards.

It was only after the criticisms from the Phelps-Stokes Commission of 1925 on the poor quality of education provided in African schools, that the government responded by recognizing the importance of supervision and inspection of schools as a means of enhancing the quality of education.

Lewis observes that,

Supervision (is) indispensable and inspectors should seek to make educational aims clear and offer friendly advice and supervise their own schools in ways parallel to and coordinated with the government system of inspection.2

Notwithstanding this awareness the government perceived the control of rapid expansion of schools rather than the supervision as the only panacea for improved educational standards. This control was strengthened through the encouragement of cooperation between the various voluntary agencies - Kikuyu Independent Schools Association (K.I.S.A.) and the Missions - with the government by the introduction of grants-in-aid policies. However, the implementation of these policies failed because most of voluntary agencies turned down the grants-in-aid so as to avoid inspection and government syllabus. Thus, attempts were instituted to shift supervisory and inspectorial responsibility to local authorities and other bodies.

The main disadvantage of this arrangement was that supervisory patterns were identified more with management than with the profession. Further, the local authorities and other

managements were less interested in the maintenance of quality education.

Establishment of common supervisory practices across the educational system was further thwarted by lack of qualified personnel. To circumvent this hurdle, European inspectors were to be recruited from overseas while training of African inspectors would continue. This positive step, unfortunately, aborted too. Not only was there a lack of qualified staff, there was also insufficient numbers of inspectors to man the available schools. This situation exists in Kenya to-day. The one inspector stationed at the provincial headquarters could not efficiently carry out his executive duties with the local authorities under his jurisdiction. As Beecher (1949) put it:

The only officer available for carrying out the executive functions alloted to District Education Board (D.E.B.) was the Provincial Inspector of Schools. The amount of time that this officer could offer to each of the several Boards within the province was strictly limited. This means that tasks imposed upon the D.E.B. could never effectively be fulfilled.

This resulted in, inter alia, the development of supervisory patterns which lacked direction, co-ordination, co-operation, consistency and support from the affected. Quality supervision failed to come about. As summarized by Beecher:

... everything expands except (quality); Pressures result in available money going into more visible schooling without reference

to quality which depends on control and planning. The number of officers capable of supervision and control... declined in a system where need for them has immeasurably expanded.4

However, by the 1950s efforts were made by the government to give direction, co-operation, co-ordination, and consistency in supervisory teams, where all missions pulled their efforts together in attempts to solve the problem of lack of sufficient staff. In doing this, the government viewed inspection and supervision as totally a separate function. Conceptualizing this distinction Beecher observed that

...inspection and supervision are entirely separate... Inspection belongs to the (government) department and supervision to the body to whom schools' management has been delegated.5

This distinction was criticized by both the African educators and the Binns Report (1952), which advocated a more centralized system to avoid the duplication of services.

We think this is a mistake for apart from the unnecessary diversion of the energies of missions from religious work... we feel sure that the supervisory teams staffed by missions... will overlap the work of the government. Considering the purpose of supervision and inspection of instruction is the improvement of the quality of education, separation of these functions obviously duplicates services.6

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5 Ibid.
Perhaps, Beecher's separation of these functions draws a distinction between professional functions from managerial duties in education. One disadvantage of such a demarcation is the fact that supervisors and inspectors saw their duties as counter in the same way the Assistant Education Officers (A.E.Os) and Primary Schools Inspectors (P.S.Is) saw their duties as counter.

Current supervisory and inspectorial practices in Kenya took shape in the period from 1955 to 1963, when educational dynamism among the Africans began to be deeply felt. During this period there was accelerated training of personnel to occupy responsible positions in an effort to replace the European and Asian inspectors. This is the period when racially separate inspectorate units in the Ministry of Education were amalgamated into one comprehensive unit - the Inspectorate.

Although this was a positive step in the right direction for the improvement of quality of education, the energies were diverted away from quality to quantitative expansion of education for high-level manpower development, a process which continued into the 1980s. This period was characterised by unstable educational policies because planning and improvement of educational standards were controlled by factors outside education especially politics.
Supervision is a term used to describe a variety of behaviour carried out by a diverse group of people within the context of school systems. It can generally be conceptualized in two ways: Overseeing and helping. The "Overseeing" aspect is task-oriented and involves directing, controlling, reporting and coordinating. It implies that those in charge are the ones who know and understand objectives and goals of the school, are those who have superior academic and professional knowledge, and are those who are accountable or responsible for outcomes of the school programmes. The "overseeing" function has been referred to in the administrative field as the staff and the supervisors and administrators at this level are known as specialists. School inspectors in specific subject areas and consultants are good examples in this category. The "helping" aspect is person-oriented and involves supporting staff and students to grow professionally and ethically. This function is more directly related to the line function in administrative practices and involves activities of the Generalists - indicating ability to deal with various aspects of school activities. The headteachers and his staff are directly involved in the line functions of their school.

In the line function supervision aims at maintaining and improving instruction, hence instructional supervision. The line and staff functions are rarely exclusive. They sometimes overlap. Wanga contends that,

...lack of differentiation in these two functions may cause confusion and, in some instances, reduce effectiveness of some officers especially in cases where there are duplications of roles.8

People have different perceptions of supervision. While a supervisor may see it as a positive force for programme improvement, one teacher may consider it a threat to his individuality, another teacher may think of it as a source of assistance and support. Nevertheless, the ultimate aim of supervision is the accomplishment of set educational goals more efficiently. It deals with people's feelings and skills. Neagley and Evans (1972) argue that,

...effective supervision of instruction and instructional administration can improve the quality of teaching and learning in the classroom, and in effect raise the educational standards in the country.9

According to Burton and Brueckner (1955) supervision is,

...an expert technical service primarily aimed at studying and improving cooperatively all factors which affect child growth and development.10

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From the foregoing concepts supervision is a leadership activity which involves directing people’s efforts towards attaining better results in as far as the child’s growth and development are concerned. Its characteristics may be summarized as follows:

(a) modern supervision directs attention towards the fundamentals of education and orients learning and its improvements within the general aims of education;

(b) the aim of supervision is the improvement of the total setting for learning, rather than the narrow and limited aim of improving teachers in service;

(c) the focus is on the setting for learning, not on a person or group of persons. All persons are co-workers aiming at the improvement of a situation and;

(d) the teacher becomes a cooperating member of a group concerned with the improvement of learning. Supervision is therefore, concerned with the stimulation of professional growth and development of teachers, the selection and revision of educational objectives, materials of instruction and methods of teaching, in addition to the evaluation of instruction.
Wiles (1955) views supervision as "assistance in the development of a better teaching - learning situation."

Talking about instructional supervision Alfonso, Firth and Neville (1981) defined supervision as,

...behaviour officially designated by the organization that directly affects teacher behaviour in such a way as to facilitate pupil learning and achieve the goals of the organization.

The tasks of supervision are seen by Mosher and Purpel (1972) to be "teaching teachers how to teach...and professional leadership in reformulating public education - more specifically its curriculum, its teaching and its forms."

Good (1973), further conceives supervision in respect of the teacher as,

...all efforts of designated school officials directed towards providing leadership to teachers in the improvement of instruction;... the stimulation of professional growth and development of teachers; the selection and revision of educational objectives, materials of instruction and methods of teaching and evaluation of instruction.

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According to Goldhammer, et al (1980), supervision embraces,

...all activities by which educational (administrators) may express leadership in the improvement of learning and teaching - observation of classroom instruction, conducting of teachers' meetings and of group and individual conferences...15

During the nineteenth century supervision was inspective in nature and scope focusing on efficiency and scientific management. It was performed by lay inspectors who had no professional training in the field. Wiles and Lovell (1975)16 contrasting old with modern supervisory practices characterized the latter as a democratic activity in which treatment of individual teachers was emphasized as an integral part of achieving improvement of instruction. It was conducted by both the line and staff personnel. Thus, modern supervision is a process and is performed by not only the supervisor designates but also headteachers, curriculum developers, evaluators and many other "educationists."

Although most authors concur on the primary purpose of supervision as the improvement of instruction, Mosher and Purpel (1978)17; Harris (1975)18, and Blumberg (1978)19 all indicate that a review of literature reveals virtually no research

19A.Blumberg, Supervision: An Organizational Category in Search of Self Instructional Supervision: Research and Theory. (National Conference Papers. Kent State University, Ohio, 1978)
suggested that supervision of teaching makes an appreciable difference in the way teachers conduct their classes.

The educational researchers and administrators perceive the activities of instructional supervisors as reflected in ten principles. These include:

a) **Leadership**: The supervisor acknowledges and practices good leadership in the provision of professional and instructional guidance in order to achieve the objectives of the school.

b) **Co-operation**: The supervisor integrates and co-ordinates the ideas and suggestions of teachers, parents, headteachers and the administrators in the Ministry of Education and uses them to solve the problems facing educational institutions and programmes. This is based on the concept of Espirit de corps.

c) **Considerateness**: The supervisor should regard and respect the feelings of others. He should appreciate other persons' criticisms, faults and strong points, and give criticisms of professional rather than personal nature.

d) **Creativity**: This entails constructive thinking and problem solving ability.

e) **Integration**: The supervisor should integrate and unify programmes and activities both internal and external in origin.

f) **Community-Orientation**: The emphasis is placed on good relationship between the school and the community it serves. The community leaders should be utilized in school decision-making processes and promotion of parent participation in school
affairs.

g) **Planning**: The supervisor must be a good planner and organizer of human and material resources for best attainment of instructional goals. He should continually think through present and future problems, analyse them, set priorities and finally select alternative courses of action.

h) **Flexibility**: The supervisor should be flexible and adaptable to new or alternative teaching-learning situations.

i) **Objectivity**: This calls for sound assessment of performance, goals and objectives.

j) **Evaluation**: An effective supervisor should encourage both formative and summative evaluation based on objective observations and records in relation to educational plans and objectives.

According to Dussault (1970)20, supervisory practices tend to reflect a wide variety of schools of thought. Among the common ones are: (a) the monitoring, inspecting and accountability school of thought. Inspectors (supervisors and head-teachers) share much of the responsibility for monitoring teaching by teachers and learning by pupils, with great emphasis laid on testing, evaluation, discrepancy analysis and feedback as elements of practice controlling either for conformity or change. Monitoring and accountability efforts tend to stress the existing practices, with little support for extensive use of such techniques for improving instructional practices. Teachers hardly

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receive supervisory assistance until a crisis arises. This
school of thought views supervision as remedial more than
developmental in nature. (b) Human relations and morale
building school of thought. The main focus is on informal
relationships between teachers and supervisors removing constraints
and maximizing freedom of action, promoting personal development.
Thus the concepts of in-service training and curriculum develop-
ment are central. (c) Change process management. The central
tasks are planning, designing, guiding, stimulating, goal setting
and even manipulation of environmental factors to promote
improved instructional practices. It is also well illustrated
in pilot project efforts that combine clearly defined goals with
appropriate orientation sessions, carefully designed in-service
courses, development of new teaching materials and formative
evaluation efforts that inform the teachers about their progress
and problems as they emerge.

The real core of a programme of supervisory services,
according to Harris (1975) 21 is usually found in six task areas;
evaluation, curriculum development, in-service education,
materials development, staffing and classroom management.
In summary, it can be said that modern supervision is a positive,
democratic action aimed at the improvement of classroom
instruction through continual growth of all concerned – the
child, the teacher, the supervisor, the administrator and the
parent.

21Harris; op. cit. P.31.
Since 1963, the Ministry of Education has been constantly reviewed and readjusted. It is divided into two major departments. These include:

1. Department of Administration which is a broadly based functional unit composed of two divisions, four sections and several sub-sections. The two divisions are:
   a) Finance and Administration, and
   b) Development and Planning.

2. The Directorate of Education. There are three divisions in the Directorate of Education. These are:
   a) Division of Administration and Management of Programmes (AMP).
   b) Division of Education Policy and Programmes (EPP).
   c) Inspectorate.

The Ministry is headed by a cabinet minister who is a political appointee chosen by the President. He is assisted by three assistant ministers who are in charge of the Inspectorate, Administration and Policies, respectively. The Department of Administration is headed by the Permanent Secretary who is the overall head of the Ministry. As the chief executive officer of the Ministry the permanent secretary is the Accounting Officer, formulator and implementor of Government Policy on
matters related to parastatal bodies and institutions under the Ministry. The Director of Education who heads the Directorate Department is the chief Professional Officer of the Ministry. He is responsible to both the Minister and the Permanent Secretary on all professional matters pertaining to education. Some of his functions include the formulation of policy directions and management of professional functions relating to education; development of curricula for the Ministry, inspection of schools and teachers; initiation of training programmes; promotion of teachers; production and supply of educational materials and equipment, and so on.

THE INSPECTORATE

The Inspectorate is a division in the Ministry of Education that deals largely with the maintenance and improvement of standards of education in Kenyan schools and colleges. As it decides the curricula in the educational institutions and how these curricula should be taught, and also because it is in touch with every aspect of educational development, it has sometimes been referred to as the "nerve centre of the Ministry of Education." Through policing and monitoring the curriculum it has designed for schools, the Inspectorate, in essence, determines the trend of education in the country at any one given time.

Unpublished handouts from K.E.S.I.
The Inspectorate is headed by the Chief Inspector of Schools (CIS), under whom are two Deputy Chief Inspectors and four Assistant Chief Inspectors of Schools. There are inspectors for every subject taught in Kenya schools. There are also inspectors for Special Education and Pre-school Education. The main subject inspectors are stationed at the ministry's headquarters, while others are deployed at both the Provincial and District levels. To achieve its objectives the Inspectorate arranges constant visitation of supervisors and inspectors to schools for the purpose of checking on facilities, equipment, administration, school accounts and also actual observation of classroom instruction conducted by individual teachers in the school. Thus an inspector or a panel of inspectors may visit a school or an educational institution to assess whether or not effective teaching and meaningful learning is taking place. The manner in which they provide their advice, support, help, leadership, expert knowledge and guidance to teachers in analyzing and diagnosing their teaching behaviour for improvement of instruction prompted this study.

A SURVEY OF AVAILABLE TRAINING OPPORTUNITIES FOR PRIMARY SCHOOL TEACHERS

TEACHERS' COLLEGES

Primary school teachers receive their Pre-service training at primary teachers' colleges strewn throughout the country. After the two-year course, they graduate as P3, P2 or P1

Source: Class lectures and discussions.
teachers. There is also an in-service programme for teachers who are already serving in the field. These attend some residential training courses at respective teachers' colleges during school vacations and are tutored on methods of teaching and professional aspects of educational management.

Other in-service training opportunities include: the Kenya National Union of Teachers (K.N.U.T.) courses conducted in conjunction with the Canadian Government and the Ministry of Education of Kenya; private courses by individual teachers for purposes of securing promotions to higher professional grades; and the corresponding courses organized by both the Kenya Institute of Education (K.I.E.) and College of Adult and Distance Education (CADE), University of Nairobi correspondence course unit for both unqualified teachers who need to secure certificate for qualified status and qualified teachers who wish to attain higher certificates and degrees. After the completion of the course, the unqualified incumbents are awarded professional teaching certificates.

TEACHERS' CENTRES

The Ministry of Education established teachers' centres at existing primary teachers' training colleges for continued enhancement of the teachers' professional growth. This is achieved through the provision of a framework which offers teachers a variety of opportunities within a programme.
Visitation tended to be inspectional. However, with the increased sophistication of teachers, this type of observation fell into disrepute. While in the past classroom visitation was concerned too much with the teacher's activities rather than the pupil's learning. To-day, the focus is on the nature and quality of the student's learning and the methods by which teachers can guide it to be better. It must concentrate on the elements of teaching-learning situation which include joint evaluation of the learning by the teacher and supervisor in the follow-up conference. Supervisors must accept the responsibility to use a variety of approaches for observation of classroom learning and learn how to handle them successfully. It is here that the supervisor can meet teachers on their own ground and work cooperatively with them on problem of common concern. The success of supervisory visits depends upon good relations between the teacher and the supervisor.

Cogan (1973) stipulates that there are six different inspector-teacher relationships which school inspector could establish while performing their professional roles. These include: superior-subordinate relationship; teacher - student relationship; helping relationship; counsellor - client relationship; evaluator or rater relationship and colleagueship relationship. ²⁴

School inspectors in Kenya have, by and large, tended to individually and sometimes collectively, employ some of these

relationships while performing their professional roles. The type of relationship employed at any given time has largely depended on the type of environment and the nature of professional roles an inspector is expected to perform. There are no fast rules on the type of inspector-teacher relationship to be used at a given environment or for any professional roles to be performed.

The philosophy behind classroom visitation must be one of being partners operating as a team to develop the best instruction possible for pupils. This implies that the teacher should feel free to drop into the supervisor's office to talk and the supervisor should utilize possible opportunities to visit the teacher. For best result the teacher should be well informed of the purpose of visitation. The teaching situation should be as normal as possible. Afterwards, the teacher should be given feedback on the observation as well as opportunity to react to the observer.

If the supervisor undertakes a thorough preparation for the classroom visit, the follow-up conference should be a pleasant experience for both the supervisor and teacher and should result in the maintenance and/or improvement of the instructional programmes. The follow-up conference should be a cooperative affair in which two professional persons are seeking to come up with ways and means of making the instruction of the pupils the best possible. Commenting on the follow-up conference
between the inspector and teacher, Dull (1981) says that when the focus of the conference stays on the improvement of ways for learning by students, rather than on the ways the teacher can improve the teaching, the opportunities for positive progress in cooperative thinking are better\(^{25}\). Rapport and cooperative thinking are usually improved when the teacher is encouraged to do much of the talking and questioning.

During the conference the supervisor should be supportive and helpful to the teacher, acknowledging the teacher's points of view. Similarly the supervisor should seek to understand and appreciate the teacher's analysis of a problem and his opinions and proposal for the improvement of the teaching-learning situation. Recommending colleagueship relationship between the teacher and the inspector as most ideal for classroom observation, Maranga (1983)\(^ {26} \), argues that the heterogeneity between the teacher and inspector is merely maintained or nurtured in their association. Thus the inspector is more qualified in observation of classroom teaching, analysis of teaching and the teacher, on the other hand, is more qualified in the curriculum followed in his class, he knows his pupils well, their learning characteristics and is more versed in the transient and persistent problems of his classroom and the community around the school. He


(supervisor) must express disagreement with a teacher's belief, opinion or proposal only when it is believed to be unsound, but nevertheless should permit the teacher to be equally free to disagree and express opinions and suggestions.

In an effort to reach a conclusion, Boardman et. al, (1953) advise that disagreement should be resolved by "a deliberate, cooperative process of considering the facts in terms of agreed principles of education." It is a powerful stimulant to professional growth to always give honest, sincere praise and recognition to teachers for their accomplishments, thus helping them to build on their strong points.

In concluding the conference, it is desirable to ensure that any proposed plan for improvement is fully understood by the teacher as well as the supervisor. In this regard Boardman, observes that the conference should "close in a friendly, positive atmosphere with supervisor expressing appreciation for the conference" and the work of the teacher.

Supervision by the headteachers has been plagued by a number of hurdles. In rural areas the headteacher is not supernumerary. He has an equal teaching load with other members of staff. He hardly finds time for extra advisory services over and above those provided by the supervisors. Occasionally he examines the lesson notes of his teachers and sits at the back of the class to watch them teach, but


28Ibid.
there may be no time when he is supervised. Headteachers supervise labour, attend to parents, entertain visitors and keep school records. Faced with these very demanding responsibilities they tend to reduce their job to that of helping children pass examination as the one concrete measure of their success. Success in examination has been equated with effective teaching and learning. This is a serious distortion of proper process and goal of teaching and learning.

IN-SERVICE EDUCATION OF TEACHERS AND SUPERVISORS

In-service education is defined to include all knowledge, skills and attitudes provided to the professional staff in all educational strata designed to increase their competencies and enhance their professional and personal growth. It is vital in cases of inadequate supply of well-educated, methodologically trained teachers - also when new programmes and methods of teaching are introduced. "Needs for in-service education of all teaching personnel are recognized as truly urgent" (Harris, 1980)29. New teachers must learn to apply their knowledge and skills on the job; hence in-service education becomes an extension of pre-service preparation. There is evidence that growth in teaching competence can be a lifelong process. Joyce and Weil (1972)30, observe that,

29 Ben M. Harris, Improving Staff Performance Through In-service Education, (Boston Massachusetts: Allyn & Bacon, 1980), P.103.
In-service education for all teachers is supported by changes in curriculum, new media, new technologies and a changing social context.

Gage (1978) reaffirming the above observation suggests that headteachers as well as inspectors should organize and conduct workshops, seminars and other similar forums where they should discuss the trend of curriculum and the methods of teaching.

According to Ralph Tyler (1971),

the only new major purpose of in-service education (that has been added) since 1930 is to aid schools in implementing new educational programmes by helping teachers acquire understanding, skills, and attitudes essential to the roles they are to play in the new programme.

Gachathi, the permanent secretary, Ministry of Education (1976) described the purposes of in-service courses as useful because they make teachers more aware of the changes that are taking place in primary school curriculum. He warned that,

It is important that every teacher keeps abreast a new knowledge... As teachers you must be well prepared and informed so that in your particular school you can play your part effectively.

Wiles describes the many ways in which in-service education can be provided such as workshops, conferences, study groups, inter-school visitations, lectures and staff meetings.

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34 Wiles op. cit. P.42.
Reaffirming Wiles' suggestions Morphat, Johns and Reller (1959) state,

Among the promising procedures used in school districts are the following: Conferences,... workshops...organizations of committee... consultants...staff meetings. No approach will suffice because the problems and needs of teachers differ and appropriate procedures must be divided to help in the solution of their problems.

Harrison (1968) divided in-service activities into two groups—group and individual activities. Group activities include faculty meetings, workshops, curriculum committees, observation in laboratory schools and supervisory bulletins among others. Individual activities include individual teacher-inspector conferences, writing, vacation courses and assistance by the helping teacher. None of the approaches identified can be recommended as the best method for conducting in-service courses. Supervisors and all concerned should use approaches that fit their particular situation. As Taba (1965) states;

There is no inherent merit in a particular form... such as a workshop as compared with short institutes or a series of sessions distributed throughout the year.

However, professional literature appears to emphasize demonstration lessons as the most effective for diffusing educational changes. Nevertheless the method is rarely used. It would appear that literature confounds the types of in-service courses and the methods used in those courses. In order

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to solve this problem Parker (1957) identified about twelve guidelines for in-service practices among which are staff involvement in decision-making, availability of resources, function of teachers during the time the programme is on progress, the means of utilizing the programmes, quality of inter-personal relations during the programme, reaction of other people towards what has been learned and providing feedback.

Lawrence (1974) reviewed research studies on in-service teacher education and concluded that:

(1) In-service programmes conducted in elementary and secondary schools were more successful in influencing complex behaviour and attitude change in teachers than those programmes conducted on college campuses.

(2) School-based programmes in which teachers assist one another or aid in the planning tend to have greater success in accomplishing their objectives than do programmes in which supervisors do not involve teachers.

(3) In-service education objectives dealing with changing teachers' concepts or enlarging their information base have a high rate of realization objectives seeking to change teaching behaviour, are less often realized; and objectives involving changes in teacher attitudes or

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values are least often realized.\textsuperscript{39}

Describing effective patterns of management in in-service education, Lawrence concluded that

1. Programmes that place the teacher in an active role such as constructing materials are more likely to accomplish their objectives than are programmes that place the teacher in a receptive role.

2. Programmes that emphasize demonstration, supervised trials and feedback are more likely to accomplish their goals than are programmes requiring teachers to store up ideas and behaviour prescriptions for a future time.

3. Programmes in which teachers share and provide mutual assistance are more likely to accomplish their objectives than are programmes in which teachers work separately.

4. Programmes that are linked to a general effort of the school as opposed to "one-shot" programmes that are not part of a general staff development plan are more likely to benefit teachers.

\textsuperscript{39} G. Lawrence, \textit{Patterns of Effective Inservice Education}, (Tallahassee: Florida State Department Research and Development Programmes, 1974), P. 527.
(5) Programmes in which teachers can choose objectives and activities for themselves as opposed to programmes in which these are pre-planned, tend to be of more benefit to teachers.

Joyce and Showers (1980) summarised research on in-service teacher training by concluding that,

To be most effective, training activities should combine theory, modeling practice, feedback and coaching until adequately applied in classroom.

Newman (1961) and Griffiths (1956) used a number of techniques including demonstrations, speeches, panels and role play. They advise that smaller groups provide an opportunity for every person to be active verbally and otherwise.

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40 Ibid pp.531-532.


THE ROLES OF SUPERVISORS IN CURRICULUM DEVELOPMENT

Curriculum is the total learning experiences of pupils under the auspices and guidance of the school. Here in Kenya curriculum development has been strongly influenced by, among other things, the scientific process and technological development. The goals of education are delineated as a frame of reference for it.

Neagley and Evans (1972) identify and recommend about ten principles for curriculum design and implementation. These include:

- dynamic leadership; involvement of all members of staff in curriculum development;
- inclusion of values, attitudes, and prevailing opinions of the community through committees and similar groups; evolution of the curriculum from actual teaching situation, continually relating it to classroom experiences; justification of new curricula through community needs;
- abundant availability of time and resources; logical planning of curriculum, decisively launched; arrangement of nationwide coordination and comprehensive evaluation.

On procedures to be followed in developing a curriculum Unruh and Turner (1970) suggest that the supervisor should be concerned with the helping in devising the rationale for curriculum development first and then proceed to dynamics of implementation and directions for creating programmes and lastly evaluation.

Neagley & Evans; op. cit. pp.229.

Curtin (1964)\(^{46}\) emphasizes the need for quality decision-making as an initial point for curriculum planning and design. Quality decisions influence greatly the direction of curriculum and thus avoid the trial and error styles. This author recommends development of conceptual frames of reference on which curriculum decisions will be based. These frames take into account: objectives or purpose, content selection, organization and determination of sequence of the learning opportunities, selection of materials and facilities, and evaluation.

Lewis and Miel (1972)\(^{47}\); Rotin (1974)\(^{48}\) and Wiles (1955)\(^{49}\) all agree that professional staff should be actively involved in decision-making, initiation and implementation of the curriculum. Rotin in addition includes parents and pupils in initiating and implementing process\(^ {50}\). However, this is difficult in developing countries like Kenya, where the contact between the professional staff and the parents is regrettably limited. Here, curriculum decisions tend to be left in the hands of a few people. Harrison (1968)\(^{51}\) observes that for successful improvement of the curriculum and decision-making on the curriculum, teachers must participate in curriculum


\(^{48}\) B. O. Rotin; "School Inspectors as Innovators in Curriculum Renewal" Bulletin of UNESCO Regional Office for Education in Africa 1 (December 1974) P. 2.

\(^{49}\) Wiles, op. cit. P. 110.

\(^{50}\) Rotin, op. cit. P. 4.

\(^{51}\) Harrison, op. cit. P. 170.
workshops, curriculum in-service courses during holidays, and other instructional courses related to curriculum development. However, Neagley and Evans suggest that professional staff familiarize themselves in deriving goals from the statements of the philosophy of the society, and to do that Haeford (1976) suggests some ways in which supervisors could make themselves directors of curriculum development. One of these ways is the possession of a strong knowledge base and talent about resources.

**MATERIAL DEVELOPMENT**

Effective selection and use of instructional resources are of great significance to quality teaching. Just as the craftsman selects the proper tools for work, so must supervisors and teachers select the best materials for the job from the ones at hand. This task is somewhat complicated because educators are dealing with human beings as well as inanimate objects. Not all resources are equally effective for any particular learning experience; they should be selected in terms of what they can accomplish. It should be realized that a variety of instructional tools and experiences selected in terms of the needs of students helps maintain the interest and motivation of students. It is important for teachers not to overuse any one resource. The natural curiosity and expressiveness of

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52 Neagley and Evans, *op. cit.* pp.176-177
students should be cherished and nurtured through learning experiences with a variety of instructional resources. Teachers should be encouraged to make creative use of printed materials which they have at their disposal. Such materials include newspapers, periodicals, and charts. They also need to be guided to help their clients (pupils) develop skills in the discriminative use of media. As DeBernadis (1960) pointed out, teachers should help students develop the necessary power of discrimination so that they can become good users of all available means of communication.

It is very important for supervisors to work with teachers to help them preview and evaluate books and other printed materials in order to ensure that the reading content is appropriate for pupils. Dull (1981) suggests some evaluative criteria for choice of books and printed materials. These include: (1) Readability. Materials should be readable within the capabilities of students;

(2) Quality of illustrations. These should be an integral part of reading message;

(3) Currency of reading content. Content should be up-to-date; and

(4) Relating reading materials to unit of study objectives. Reading materials should be pertinent to the course-of-study objectives.

---


In summary to achieve quality teaching, a large variety of resources must be studied, evaluated and used by supervisors and teachers. This variety should embrace:

1. printed materials
2. instructional materials, and equipment
3. educational technology, and
4. community resources. For the process of selection, supervisors should operate through cooperative team strategy including teachers, and many times lay people and students working together. Available resources should be well managed in order to secure the ultimate use from them.

EVALUATION

One of the most common supervisory functions is evaluation, particularly evaluation of teachers. The purpose of educational evaluation is to help narrow the gap between what is and what might be. Thus, educational supervision should focus on the present educational activities in the light of what might be. As Wiles (1955), mentions, any change taking place in education must be made on the basis of evaluation. Since evaluation is indispensable in the educational practices, there is need to shift these inspectorial practices from evaluations based on prescribed standards to cooperative evaluation designed to improve teaching.

Wiles, op. cit. P.300.
Franseth (1961)\textsuperscript{57}, Curtin (1964)\textsuperscript{58} and Feyereisen et. al. (1976)\textsuperscript{59} agree that good evaluation would help to bring about adequate changes in physical facilities, special services, and teaching methods. In addition it would help in reaffirming allegiance to stated objectives planning for the future, and determining of the instructional programmes.

Harris (1978)\textsuperscript{60} asserts that evaluation can help teachers to understand their pupils better, furnish them information on desirable changes in content, point out necessary remedial measures to be instituted, serve as a basis for promotion, guidance, and pupil assignments.

A great dilemma for persons charged with supervisory responsibilities is how to balance their conflicting roles as evaluators and helpers. Supervisors are expected to develop an open trusting and supportive interpersonal climate with teachers, although they are also expected to make judgements regarding teachers' effectiveness and fitness to remain in the school system. The evaluation function of teachers threatens many teachers and probably forces them into projecting an image of themselves as competent professionals who do not need help from supervisors, rather than admitting a weakness or problem area to someone.


\textsuperscript{58}Curtin, \textit{op. cit.}, pp.161-185.


\textsuperscript{60}Ben M. Harris, \textit{Interfacing personal development, curriculum and Evaluation}, \textit{Instructional Supervision: Research and Theory}. National Conference Papers of Instructional Supervision, (Kent State University, Ohio, 1978), p.207.
responsible for evaluation. The teachers seek assistance from
other teachers far more than they call on their formal supervisors
and headteachers.

Research on teacher effectiveness has revealed that
effective teaching behaviour varies from context to context and
is affected by factors such as socio-economic status of children,
grade level and subject taught. Thus, there is no such thing
as effective teaching behaviour across all contexts, rather
teaching effectiveness must be considered within the context of
each classroom. According to Guba and Bidwell (1957), a
teacher's effectiveness is in reality an estimate of the degree
to which a teacher fits the evaluator's expectation of the
teacher's role. Accordingly, use of set rating procedures to
rate teacher effectiveness is non-objective.

McNeil and Popham (1973) criticize the use of rating
scales by inspectors and administrators for measuring teaching
effectiveness. These scales use vaguely worded items such as
"planning appropriately", "classroom control", "awareness of
individual needs", and methods and "instructional skills".
They state that:

Halo, lack of operational definitions, failure to control for sampling of teacher
behaviour, effect of observer on teacher performance - all such limitations make
rating scales of doubtful worth in the hands of administrators, supervisors and peers.

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61 E.G. Guba & C.E. Bidwell, Administrative Relationships: Teacher
Effectiveness, Teacher Satisfaction and Administrative
Behaviour. (Chicago: Midwest Administrative Centre,
1957), p.49.

62 J.D. McNeil & W.J. Popham, The Assessment of Teacher Competence in
R.M.W. Travers (ed.), Second Handbook of Research on

63 Ibid., p.232.
Procedures and techniques for evaluation are important for the success of programmes. The values derived would influence the manner in which evaluation is done. If done by teachers with the cooperation of supervisors it is considered desirable, when done to teachers, it is undesirable. Neagley and Evans (1972)\(^64\) appeared to agree with Harrison (1971) who advocates self-evaluation whose consequences would "promote and nurture self-appraisal as an aspect of professional spirit and effectiveness."\(^65\)

Wiles (1955)\(^66\) advocates group evaluation for the total school programmes. On this occasion the supervisors should avail themselves and provide time and non-threatening climate for objective evaluation. He further observes that:

> the attitudes of the supervisors toward evaluation will set a pattern for his teachers. If he (supervisor) wants to evaluate their work, then he must be the first person to be evaluated.\(^67\)

Lucio and McNeil (1963) urge supervisors to help teachers select methods appropriate for evaluation, encourage them to do evaluation and inform the community about evaluation of their children and school programmes.\(^68\) The idea of keeping parents uninformed about their children's performance is unethical.

\(^64\) Neagley & Evans, op cit. P.215.


\(^66\) Wiles, op cit. P.233.

\(^67\) Ibid P.234.

The teacher evaluation function of supervisors places a severe strain on the development of a collegial relationship. Some solution could be reached by separating the helping and evaluating functions, but this is further frustrated by the insufficient number of supervisory personnel to be so deployed. The concept of continuous evaluation which permeates education also encompasses evaluation of the status of leaders. Yeager (1954) believes that "educational staff should evaluate their progress and practices through self-analysis and self-appraisal."\textsuperscript{69}

\textbf{LEADERSHIP, COMMUNICATION AND DECISION-MAKING}

Instructional supervision is a field that borrows constructs from management, communication, social psychology, decision-making and change theories. Because so much of the theory of, and research on instructional supervision comes from these other fields; a brief review of relevant research from areas of leadership, communication and decision-making is warranted.

Instructional supervisors assume leadership responsibility of helping modify teachers’ behaviour so that schools can better achieve their goals. Without successful leadership behaviour, instructional supervisors cannot perform effectively. Tannenbaum, Weschler, and Massarik (1961) define leadership as,

international influence exercised in situation and directed through communication process, toward the attainment of a specified goal or goals.\(^70\)

Studies attempting to relate leadership traits and personal characteristics to effective leadership behaviour have generally produced no significant findings. After Stogdill (1948)\(^71\) reviewed over one hundred and twenty studies on personal variables such as intelligence, originality, and introversion versus extroversion, he concluded that leadership traits differ with the situation and are not constant from group to group. Numerous studies on leadership indicate that the greater the congruence between leadership style and group expectations, the more


successful the leader is considering the conflicting role expected of the instructional supervisors. It is little wonder that so many teachers perceive their supervisors as being ineffective leaders. Newcomb; Turner and Converse (1969) found that the following leadership behaviours facilitate interpersonal relationship and participation:

1. providing warmth and friendliness
2. conciliating, resolving conflict, relieving tension
3. providing personal help, counsel and encouragement
4. showing understanding and tolerance of different points of view, and
5. showing fairness and impartiality

Common elements that can be identified in leadership are social insight (being sensitive to the feelings of others), initiative (being active, instead of waiting for things to happen and creativeness (being able to come up with new ideas). Citing the work of Fieldler (1967) and Bass (1960), Alfonso, Firth and Neville (1981) concluded that leadership is a function of both power and esteem which in turn make additional leadership attempts increasingly possible and more effective. It is worth noting that power and authority are not enough and that only when leaders are accepted as working members of the group can they exert maximum influence on the group's direction.

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and purposes. The implication is that supervisors are regarded as outsiders and viewed with suspicion until they prove themselves in their dealings with teachers. Supervisors should systematically involve teachers in the determination of decisions that are going to affect them. Furthermore, supervisors should use their status and power within the organization for effective leadership.

Since improvement of instruction is the central function of instructional supervisors, communication is at the heart of the supervisory process. It is difficult to conceive how changes and improvement in instruction can be made without effective communication occurring among the concerned parties. Leavitt (1965) reports that change is more readily achieved in systems with many communication channels than in systems with few.74 Situations in which two-way interaction occurs permit change to take place more easily than in one-way communication.

Berlo (1960) reports that ambiguity of authority interferes with communication, increases internal tensions and reduces satisfactions that members obtain from belonging to an organization.75 Changes in group behaviour occur more readily by group discussion and methods than by a lecture. Shared decision-making roles can serve the same function as group discussion in changing collective behaviour.

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Summarizing the communication research findings for supervisors, Wiles and Lovell (1975) state that supervisors are likely to be more effective if they remember that,

communication is a process in which people attempt to share personal feelings and ideas and to understand the other person's feelings and ideas; it is part self-disclosure and part seeking to understand the other; it is decreased by feelings of superiority and inferiority, by fear and anxiety, by rigid social organizations, by attempts to pressure or control and pressure to achieve, produce or conform; it is increased as trust is developed, when people feel they have common values and goals, when diversity is valued, when the wish to explore differences is present, when each person is free to make his own values, when consensus is sought without coercion or manipulation, when individuals like and accept each other, and people support each other in sharing emotion.76.

These conclusions from leadership and communication research explain the present movement toward supervision that is less authoritarian, more collegial, and more self-directive. The current trend in clinical and peer supervision reflects this direction.

ATTITUDES OF TEACHERS TOWARDS SUPERVISION

Goldstein (1973) reported that highly experienced teachers, in contrast to those with less experience:

1. interact more frequently with supervisors
2. are more cognizant of conflict in supervisor-teacher interaction,
3. perceive supervisors as being more supportive

and less involved with rules and regulations,
and
4. perceive supervisors as being more available
for assistance.\textsuperscript{77}

Blumberg\textsuperscript{(1980)} summarized research studies on teacher
and supervisor attitudes towards supervision in the following
way:

Teachers tend to say that they find their
supervisors of little value. Supervisors
say their work has a lot of value. Supervisors
seem to be saying that they want to spend
more time doing what their clients (the teachers)
consider to be relatively useless.\textsuperscript{78}

The end result Blumberg (1980)\textsuperscript{79} concludes, is an uncommunicative
system that requires increasingly scarce resources for an
activity with little reward, at least as far as the teachers
are concerned.

\textsuperscript{77}S.J. Goldstein, Teachers' Perceptions of Interaction with
Supervisors and Solicited Others, Administrator's Notebook \textsuperscript{(1973)},

\textsuperscript{78}A. Blumberg, Supervisors and Teachers: A Private Cold War,
(Berkeley California: McCutchin, 1980), P.20

\textsuperscript{79}Ibid.
PLACEMENT AND ORIENTATION OF TEACHERS

A newly appointed teacher assigned to a school within the education system where his potential for contributing to the accomplishment of national educational goals has the best opportunity to be realized. At the school, the headteacher is expected to play an active and meaningful role to orientate the novice. This orientation task, Heald and Morell (1968) point out, involves assignment of professional responsibilities reflective of systemic expectation. The orientation is general in that it must provide linkage to the total educational system and its goals, and it is specific as far as it is directed towards the understanding of more local subsystems as represented by the various buildings, classes and subject matter under the purview of the teacher. In essence orientation programmes serve to

1. provide the initiatory interactions between the new component and the existing members of the system. The interactions may be assigned both as professional and social, but they are or should be organized to provide for the rapid acceptance and integration of the new teacher into the operations of the whole enterprise

2. inform new teacher about the various practices and policies, within the school system;

3. internalize new changes in respect of goals

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organizational operations and methodology. Such changes affect new as well as old teachers and
accept and internalize the action programmes by which broad-range educational goals will be met. As a result of the orientation exercise new teachers are made to understand the terms and conditions of employment, become acquainted with the community, develop an understanding of the school in it and adjust to the job.

SUMMARY OF LITERATURE REVIEWED

An attempt to review briefly the historical development of supervision in Kenya has been made. Evolution of school supervisory practices and trends has been examined. It has been indicated that supervision of education has evolved from one run along racial lines of education which was largely autocratic to an amalgamated and comprehensive unit - the inspectorate.

In examining the theory and functions of supervision, two conceptualizations have been identified. These are "overseing" and "helping". The overseeing functions have been described as task-oriented, and only concerned with the accomplishment of the prescribed task. It assumes an omniscient position for the
supervisor who should be a specialist. In contrast the "helping" function is person-oriented in nature and emphasizes professional and ethical growth of both the teachers and the students.

Various perceptions of supervision have, too been outlined. The activities of an instructional supervisor have been summarized under ten principles. In summary, the essence and conception of supervision, has been viewed in terms of the improvement of classroom instruction through the continual growth of all concerned.

In the organization of the Ministry of Education, the Inspectorate has been regarded as the central unit, largely concerned with the standards of education in the country. For such standards to be realized, good quality personnel with both conceptual and technical know-how should be deployed in the Inspectorate.

The review of the training opportunities for supervisors and teachers has revealed the important roles the teachers' colleges, the teachers' centres and the K.E.S.I. have been playing in the promotion of professional growth in the country.

For classroom visitation to be effective as a supervisory approach, good preparation on the part of the visitor should be undertaken. Also the (supervisor) must establish good rapport with the teacher to be visited. A follow-up conference with the teacher should be arranged in which the teacher is given the opportunity to study and comment on the observations by the supervisor.
In-service education has been recognized as an-all important programme to provide increase in competencies and enhance the professional growth of supervisors and teachers. It has been described as an indispensable undertaking especially in cases of inadequate supply of well-educated, methodologically trained teachers and also when new methods of teaching and programmes of education are introduced. The teachers and supervisors are alerted of the changes that occur in primary school curriculum.

In curriculum development, the supervisor should proceed from the rationale for curriculum development and work through the dynamics of implementation and direction for creating programmes and lastly evaluation. It has been suggested that a number of personalities-professional staff, parents, and pupils - should be involved in the dynamics of curriculum development.

The selection and development of materials has been the exclusive responsibility of Kenya Institute of Education(K.I.E.), supervisors as well as teachers should be involved in the development of materials. These should be selected in terms of what they can accomplish. A wide variety of the resources must be provided.

In evaluation as a function of supervision, an attempt should be made to narrow the gap between the present state and the anticipated situation of education. Both formative and summative types of evaluation should be administered. It is emphasized
that evaluation should shift from inspectorial type based on prescribed standards to cooperative type designed to improve quality of teaching and educational standards.

Sound leadership, effective communication networks and shared decision-making process play a leading role in bringing about effective supervision. It is therefore, recommended that the supervisor ensures all these processes are realized in any educational system.

Attitudes of teachers towards supervision has resulted in lack of cooperation between these parties.

Finally, the headteachers should prepare and conduct induction programmes for newly appointed teachers. This will assist these teachers get adapted to the environment within which they will live and work.
CHAPTER III

DESIGN OF THE STUDY AND THE METHODOLOGY

The research design of this particular study was mainly a descriptive survey. The study strove to identify the practices used by educational supervisors (headteachers and school inspectors) in the management of primary school education in Yatta division of Machakos district. It also sought the factors which affected supervision of education in the division.

SAMPLING PROCEDURE

The researcher confined the study to Yatta division. The division has 182 primary schools strewn over six educational zones as follows: Yatta East-47; Yatta Central-32; Yatta North-28; Yatta South-28; Ndithini-22; and Ikombe-25.

Each zone is managed by a Zonal Assistant Primary Schools Inspector (ZAPSI), who is assisted by a Teachers' Advisory Centre Tutor (TACT). Coordinating supervisory activities within the division is a Divisional Assistant Primary Schools Inspector (DAPSI). An Assistant Education Officer (AEO), governs the division administratively. The sample for this study included one Assistant Education Officer, one Divisional Assistant Primary Schools Inspector, six Zonal Assistant Primary Schools Inspectors, six Teachers' Advisory Centre Tutors, and eighteen randomly selected primary school headteachers. The headteachers were picked three from each zone. To ensure that the headteachers chosen for the study had adequate experience in administrative function the schools used had undertaken K.C.P.E. examination a minimum of three times.
DATA COLLECTION AND INSTRUMENTS.

The main research instruments included three different questionnaires, one for the AEO; one for the school inspectors—DAPSIs, ZAPSIs and TACTs; and one for headteachers respectively. There was also an attitude scale for the headteachers. These instruments were developed and designed by the researcher through the relevant literature review and professional consultations with the supervisor and other persons with relevant expertise in the area of study. The questionnaires for the school inspectors comprised three sections as follows:

Section A: This section sought routine demographic information about the respondents. This information assisted the researcher to determine the professional and academic qualifications of the respondents, as well as the methods they had used to ascend to their present status. It also revealed the number of schools and teachers each supervisor was expected to attend.

Section B: This section included some statements which touched on supervisory practices in Kenya. Responses to these statements enabled the researcher to evaluate the supervisors' perceptions of their roles and the importance they attached to these supervisory tasks.

Section C: This consisted of open-ended statements which sought the views and comments of the inspectors regarding supervisory practices in Kenya. These comments enabled the
The researcher to find out whether the inspectors understood their supervisory roles in each of the six supervisory task areas. The researcher could also elicit from the inspectors the shortcomings of the present system of supervision as perceived by the inspectors themselves.

The questionnaire for the AEO consisted of two sections as follows:

Section A: sought demographic particulars about the respondent and his supervisory roles, and

Section B was used to gather general comments and views about supervisory practices in Kenya.

The headteachers' questionnaire had also two sections as follows:

Section A for demographic information with the same significance as that obtained about the school inspectors and AEO, and

Section B was used to obtain the respondents' assessment of each task statement given in terms of importance, level of proficiency necessary in order to perform the task and how often each one should be performed. Thus, the researcher was able to tell how much significance the headteachers attached to supervision of instruction as a means through which quality of performance could be improved.

In addition there was an extemporaneous interview and discussion session conducted when and as necessary which focused on the six supervisory task areas in order to supplement the data collected through the questionnaires.
ADMINISTRATION OF THE RESEARCH INSTRUMENTS

The researcher personally took the tools to the AEO and the school inspectors. The school inspectors were asked to relay the questionnaires and attitude scales to the respective TACTs and headteachers. All the respondents were assured of the confidentiality with which the information they provided should be treated. The researcher retrieved the completed questionnaires and attitude scales through the offices of the AEO and the DAPSI after two weeks from the date of despatch. However, some respondents failed to return their completed questionnaires and scales on time and the researcher had to collect them from the stations of those respondents.
CHAPTER IV

ANALYSIS AND PRESENTATION OF DATA

The data were extracted from the questionnaires and attitude scales, and was presented in tabular form to ease comparison as shown on the subsequent pages. By use of simple descriptive statistics, the data were analysed, and interpreted against the objectives of the study.

DEMOGRAPHIC DATA ON HEADTEACHERS

The demographic data on headteachers such as, professional qualifications, academic qualifications, experience, training in supervisory aspects of administration etcetera, were first analysed. It was found that there were three sixth formers (44%), and seven form two leavers (39%). Also there were two S1 grade teachers (11%), five P1 grade teachers (28%) and eleven P2 grade teachers (61%). As far as experience was concerned six had taught for more than twenty years while twelve headteachers had a teaching experience ranging between ten and nineteen years. For leadership experience six had more than fifteen years, three had between ten and fourteen years, five had between five and nine years while only three had between one and four years.

This information is presented on the Tables Ia, Ib, and Ic below.
### TABLE Ia

**HEADTEACHERS' ACADEMIC QUALIFICATIONS.**

<table>
<thead>
<tr>
<th>Academic Qualifications</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>University Graduates</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Form Six</td>
<td>3</td>
<td>17</td>
</tr>
<tr>
<td>Form Four</td>
<td>8</td>
<td>44</td>
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<tr>
<td>Form Two</td>
<td>7</td>
<td>39</td>
</tr>
<tr>
<td></td>
<td>18</td>
<td>100</td>
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</tbody>
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### TABLE Ib

**HEADTEACHERS' PROFESSIONAL QUALIFICATIONS**

<table>
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<tr>
<th>Professional Qualifications</th>
<th>Frequency</th>
<th>%</th>
</tr>
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<tbody>
<tr>
<td>University Graduate</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Approved Teacher</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>S1 Grade</td>
<td>2</td>
<td>11</td>
</tr>
<tr>
<td>P1 Grade</td>
<td>5</td>
<td>28</td>
</tr>
<tr>
<td>P2 Grade</td>
<td>11</td>
<td>61</td>
</tr>
<tr>
<td></td>
<td>18</td>
<td>100</td>
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</table>

### TABLE Ic

**HEADTEACHERS' TEACHING AND HEADSHIP EXPERIENCE**

<table>
<thead>
<tr>
<th>Teaching Experience</th>
<th>Experience</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Above 20</td>
<td>6</td>
<td>33</td>
</tr>
<tr>
<td></td>
<td>10-19</td>
<td>12</td>
<td>67</td>
</tr>
<tr>
<td></td>
<td>5-9</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1-4</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>18</td>
<td>100</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Headship Experience</th>
<th>Experience</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Above 15</td>
<td>6</td>
<td>33</td>
</tr>
<tr>
<td></td>
<td>10-14</td>
<td>3</td>
<td>17</td>
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<td></td>
<td>5-9</td>
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<td>1-4</td>
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<tr>
<td></td>
<td>Total</td>
<td>18</td>
<td>100</td>
</tr>
</tbody>
</table>
Headteachers were questioned on whether they had formal training during their pre-service training in supervisory duties. Those who indicated that they had had any were nine (50%), while those who indicated they had had no formal training were nine (50%) out of a total sample of eighteen. This means that, statistically half the number of headteachers in Yatta Division primary schools had not been specifically trained in supervisory matters and perhaps performed the supervisory duties as a matter of 'trial and error' and also through experience acquired over the years.

Even amongst those who responded in the affirmative, it was only one (11%) out of the nine respondents who had had formal training of one year. The other eight (89%) headteachers had received only in-service courses of durations not exceeding four months.

DEMOGRAPHIC DATA OF ASSISTANT EDUCATION OFFICER
(A.E.O.)

The Assistant Education Officer, Yatta Division indicated he had ascended from the initial academic qualification of Kenya African Primary Education (KAPE) certificate to Form six level by means of private studies. His first professional certificate was P3; He has approved teachers status. His teaching experience before leaving the classroom was between ten and nineteen years; he had been a headteacher for a period
ranging between ten years and fourteen years. Since becoming an education officer he has regularly attended seminars, workshops etcetera on school management and school supervision. He possesses a lot of literature on school administration and management.

DEMOGRAPHIC DATA OF SCHOOL INSPECTORS

The information about the academic qualification, professional qualifications and working experience as a teacher as well as a headteacher for the school inspectors (APSIs and TACTs) is presented in tables IIa to IIc below.

| TABLE 2a |
| School Inspectors' Academic Qualifications |

<table>
<thead>
<tr>
<th>Academic Qualifications</th>
<th>Freq.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate</td>
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<td>0</td>
</tr>
<tr>
<td>Form Six</td>
<td>6</td>
<td>46</td>
</tr>
<tr>
<td>Form Four</td>
<td>4</td>
<td>30</td>
</tr>
<tr>
<td>Form Two</td>
<td>3</td>
<td>24</td>
</tr>
<tr>
<td>Total</td>
<td>13</td>
<td>100</td>
</tr>
</tbody>
</table>

The six (46%) school inspectors who indicated they had Form six certificates, on further probing disclosed that they had earned their certificates through private studies.
The information on table IIb indicates that all thirteen school inspectors had attained S1 grade. Further inquiry into their professional ascendancy revealed that these grades were meritorian. Thus, they were awarded these grades by the Kenya National Examination Council in recognition of their vital role as inspectors of schools. This in effect would place them slightly above most teachers to whom they were expected to give instructional leadership.

### TABLE 2c

**SCHOOL INSPECTORS' TEACHING AND HEADSHIP EXPERIENCE**

<table>
<thead>
<tr>
<th>Teaching Experience</th>
<th>Frequency</th>
<th>%</th>
<th>Headship Experience</th>
<th>Freq.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experience (years)</td>
<td>Frequency</td>
<td>%</td>
<td>Experience</td>
<td>Freq.</td>
<td>%</td>
</tr>
<tr>
<td>Above 20</td>
<td>5</td>
<td>38</td>
<td>Above 20</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>10-19</td>
<td>6</td>
<td>46</td>
<td>10-19</td>
<td>4</td>
<td>24</td>
</tr>
<tr>
<td>5-9</td>
<td>2</td>
<td>16</td>
<td>5-9</td>
<td>6</td>
<td>46</td>
</tr>
<tr>
<td>1-4</td>
<td>0</td>
<td>0</td>
<td>1-4</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>None</td>
<td>13</td>
<td>30</td>
<td>None</td>
<td>13</td>
<td>100</td>
</tr>
</tbody>
</table>
The information on the table IIc reveals that three (30%) of the serving inspectors of schools did not have any experience in top administrative positions. They may have served as deputy heads prior to their appointment as school inspectors. Thus, it could be safe to conclude on the basis of this data that headship experience is not a necessary prerequisite achievement to become a school inspector.

**FORMAL TRAINING OF SCHOOL INSPECTORS**

The inspectors indicated that they had not received any specific courses on supervisory duties during their pre-service training. All thirteen inspectors showed that upon appointment to their positions they have attended numerous seminars and workshops at which they received in-service courses on school management and curriculum development, supervision and implementation. All of them indicate relevant literature. This means that there was every need to organize and conduct more frequently in-service courses for these inspectors in order for them to keep abreast the changes in curriculum and methods of teaching.

**HEADTEACHERS' PERCEPTION OF THE LEVEL OF IMPORTANCE OF THE SPECIFIC TASKS**

The information on table 3 shows the headteachers' perception of the level of importance of the specific tasks in percentages.
Table 3 indicates that about 88% of the respondents perceived the tasks to be of high importance. 6% of the headteachers each-rated the tasks as of medium importance and low importance respectively. That 88% of the respondents perceived the tasks as very important indicates that headteachers are aware of the specific duties their role as supervisors demands. It could also reflect that the headteachers are, to a certain extent, aware of the various activities that constitute supervisory tasks. Further analysis of the data revealed that for some tasks the respondents rated them between low and high level. An example of such task is:— organize and conduct internal in-service courses...
Analysis of responses for proficiency to perform the tasks is shown in table 4.

**TABLE 4**

<table>
<thead>
<tr>
<th>Level of Proficiency</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practical Application</td>
<td>8</td>
<td>44</td>
</tr>
<tr>
<td>Mastery of Theoretical Concepts</td>
<td>4</td>
<td>22</td>
</tr>
<tr>
<td>General Knowledge</td>
<td>6</td>
<td>34</td>
</tr>
<tr>
<td>Specialization</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Not Required</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>18</td>
<td>100</td>
</tr>
</tbody>
</table>

According to the information on table 4, about 44% of the respondents were of the view that to perform these supervisory tasks on understanding of the concepts underlying them coupled with the ability of applying that knowledge is essential. About 33% indicated that general knowledge of the procedures was required. About 22% of the responses indicated to effectively perform the tasks. Other levels of proficiency received no responses.
HEADTEACHERS' PERCEPTIONS OF HOW PROFICIENCY TO PERFORM THE TASKS IS BEST ACQUIRED

Table 5 presents a summary of the analysis of data about headteachers' perceptions of how proficiency to perform the tasks is best acquired.

**TABLE 5**

HEADTEACHERS' PERCEPTIONS OF HOW PROFICIENCY TO PERFORM THE TASKS IS BEST ACQUIRED

<table>
<thead>
<tr>
<th>Means of Acquiring Proficiency</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>On the job experience</td>
<td>13</td>
<td>72</td>
</tr>
<tr>
<td>Self-acquired</td>
<td>3</td>
<td>17</td>
</tr>
<tr>
<td>In-service courses</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>College training</td>
<td>2</td>
<td>11</td>
</tr>
<tr>
<td>Not acquired</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>18</td>
<td>100</td>
</tr>
</tbody>
</table>

The information on table 5 indicates that about 72% of the respondents indicated on-the-job experience as the best means of acquiring proficiency for performing supervisory tasks. While 17% indicated that proficiency was self-acquired, 11% were of the view that college training would be the best way of acquiring proficiency.
The majority of the respondents indicated that the way this ability must be acquired could be attributed to their understanding of the process of supervision.

**FREQUENCY WITH WHICH THE TASKS ARE PERFORMED BY THE HEADTEACHERS**

Table 6 summarizes the data on the frequency with which the headteachers perform supervisory tasks at their schools.

**TABLE 6**

<table>
<thead>
<tr>
<th>Frequency of Performance</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Always</td>
<td>4</td>
<td>22</td>
</tr>
<tr>
<td>Occasionally</td>
<td>13</td>
<td>72</td>
</tr>
<tr>
<td>Never</td>
<td>1</td>
<td>6</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>18</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Table 6 shows that 72% of the respondents performed the tasks occasionally. While 22% of the respondents indicated they conducted supervisory activities regularly only 6% of them stated that the tasks were never performed. That there was a high response of the tasks being performed occasionally inspite of the importance the headteachers attached to these activities shows that there are some factors which disallow headteachers to perform supervisory duties regularly.
Analysis of the number of visitations undertaken by various education officers during the period 1985, 1986 and 1987 is summarized in Table 7 below.

**TABLE 7**

**NUMBER OF VISITATIONS BY VARIOUS EDUCATION OFFICERS**

<table>
<thead>
<tr>
<th>Officer</th>
<th>No. of Visitations</th>
</tr>
</thead>
<tbody>
<tr>
<td>D.E.O.</td>
<td>9</td>
</tr>
<tr>
<td>D.P.S.I</td>
<td>14</td>
</tr>
<tr>
<td>D.A.P.S.I.</td>
<td>30</td>
</tr>
<tr>
<td>A.E.O.</td>
<td>29</td>
</tr>
<tr>
<td>A.P.S.I.</td>
<td>71</td>
</tr>
<tr>
<td>T.A.C.T</td>
<td>31</td>
</tr>
</tbody>
</table>

The information on Table 7 shows that the education officers were very active in visiting schools for supervisory work.

The number of visitations by the various were further analysed in relation to the distance of the schools from the zonal education office and the results are summarized in Table 8.
Table 8 indicates that the schools nearest the zonal education office were visited more frequently by the various education officers. The A.P.S.Is undertake the highest number of visitations to the schools.

Analysis of the data about the on inspection of teachers by inspectors between the years 1985 and 1987 indicated the following situation: for promotion on merit - 16, and for upgrading - 15. No teachers were inspected during the period for regrading. The researcher learned that usually the teachers had to apply to be inspected. The inspectors never initiated inspection.
ATTITUDES OF HEADTEACHERS TOWARDS INSPECTION AND INSPECTORS

As for the attitude scale, the respondents indicated their responses by circling their honest feelings and opinions they have for the inspectors. For the negative statements, points were awarded downwards from "a" to "e" such that a=1, b=2, c=3, d=4, and e=5. For positive statements points were awarded upwards from "e" to "a" as e=1, d=2, c=3, b=4, and a=5. All the scores for the negative statements were added up separately and those for the positive statements were added up separately.

The researcher was able to tell whether a headteacher had a positive or negative attitude towards inspection from the scores. If the sum of scores for the headteacher on positive statements was greater than the sum of the scores on the negative statements this indicated a positive attitude towards inspection and vice versa.

Analysis of attitude of headteachers towards inspection is summarized in table 9.

TABLE 9

ATTITUDE OF HEADTEACHERS TOWARDS INSPECTION

<table>
<thead>
<tr>
<th>Attitude</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Negative</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Neutral</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Positive</td>
<td>18</td>
<td>100</td>
</tr>
<tr>
<td>Total</td>
<td>18</td>
<td>100</td>
</tr>
</tbody>
</table>
Table 9 indicates that all eighteen headteachers from the sampled schools indicated positive attitude towards inspectors and inspection though at varying degrees. Further analysis of the data indicated that inspectors were democratic in exercising their responsibilities, and that inspection was valuable.

INSPECTORS' PERCEPTIONS OF THE LEVEL OF IMPORTANCE OF THE SPECIFIC TASKS

The Divisional Assistant Primary Schools Inspector, the Zonal Assistant Primary Schools Inspectors and the Teacher Advisory Centre Tutors were collectively referred to as inspectors in this study.

Table 10 shows the inspectors' perceptions of the level of importance of the specific supervision tasks.

**TABLE 10**

LEVEL OF IMPORTANCE OF THE SPECIFIC TASKS AS PERCEIVED BY THE INSPECTORS

<table>
<thead>
<tr>
<th>Level of Importance</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>High</td>
<td>13</td>
<td>100</td>
</tr>
<tr>
<td>Medium</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Low</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>13</td>
<td>100</td>
</tr>
</tbody>
</table>
According to table 10, all the thirteen inspectors (100%) perceived the tasks to be of high importance.

**INSPECTORS' PERCEPTIONS OF THE LEVEL OF IMPORTANCE OF TASKS IN EACH TASK AREAS**

Table 11 summarizes total analysis of data for the tasks in each task area of supervision.

**TABLE 11**

INSPECTORS' PERCEPTIONS OF THE LEVEL OF IMPORTANCE OF TASKS IN EACH TASK AREAS

<table>
<thead>
<tr>
<th>Task area</th>
<th>Level of Importance</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>High Freq.</td>
<td>%</td>
</tr>
<tr>
<td>Classroom Management</td>
<td>10</td>
<td>83</td>
</tr>
<tr>
<td>In-service Education</td>
<td>12</td>
<td>92</td>
</tr>
<tr>
<td>Curriculum Development</td>
<td>8</td>
<td>61</td>
</tr>
<tr>
<td>Evaluation</td>
<td>11</td>
<td>89</td>
</tr>
<tr>
<td>Material Development</td>
<td>11</td>
<td>89</td>
</tr>
<tr>
<td>Staffing</td>
<td>12</td>
<td>92</td>
</tr>
</tbody>
</table>

Table 11 indicates that 92% of the respondents rated the tasks in staffing and in-service education as very important. Evaluation and material development was each rated as of high importance by 89% of the respondents. Classroom management received only 83% while 61% of respondents considered curriculum development as very crucial in supervisory processes.
Analysis of responses for proficiency to perform the tasks is shown in Table 12.

Table 12 indicates the views of the respondents regarding the level of proficiency necessary to perform these supervisory tasks. 54% contended that to perform the tasks an understanding of the concepts underlying them coupled with the ability to apply that knowledge is essential. About 30% indicated that general knowledge of the supervisory procedures was required. Mastery of concepts of supervision received only
16% of the respondents. Thus, for a supervisor to perform his work efficiently he is required to have both knowledge of the relevant concepts and procedures, and the ability to apply the knowledge.

INSPECTORS' PERCEPTIONS OF HOW PROFICIENCY TO PERFORM TASKS IS BEST ACQUIRED

Summary of the analysis of the inspectors' perceptions of how proficiency to perform the tasks is best acquired was presented on table 13.

TABLE 13

<table>
<thead>
<tr>
<th>Means of acquiring proficiency</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>On-the-job experience</td>
<td>8</td>
<td>61</td>
</tr>
<tr>
<td>Self-acquired</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>In-service courses</td>
<td>3</td>
<td>23</td>
</tr>
<tr>
<td>College training</td>
<td>2</td>
<td>16</td>
</tr>
<tr>
<td>Not acquired</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>13</td>
<td>100</td>
</tr>
</tbody>
</table>

According to the data on table 13, on-the-job experience is the best means of acquiring proficiency for performing supervisory tasks. In-service courses with 23% of the respondents
is also viewed as the best means of acquiring such ability. College training was considered to be the best way by 16% of the respondents. The data collected revealed that all the inspectors had a teaching experience exceeding five years. This accumulated experience might have influenced the inspectors' assessment in this respect.

**INSPECTORS' PERCEPTIONS OF HOW BEST PROFICIENCY IS ACQUIRED FOR EACH TASK AREA**

Perceptions of how best proficiency is acquired for each task area is presented on table 14.

**TABLE 14**

<table>
<thead>
<tr>
<th>Area</th>
<th>Experience</th>
<th>Self-acq.</th>
<th>Inservice</th>
<th>College</th>
<th>Not-acq.</th>
</tr>
</thead>
<tbody>
<tr>
<td>room Management (items 1-10)</td>
<td>10</td>
<td>77</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>service Education (items 16-21)</td>
<td>8</td>
<td>61</td>
<td>0</td>
<td>0</td>
<td>5</td>
</tr>
<tr>
<td>curriculum Development (items 11-15)</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>5</td>
</tr>
<tr>
<td>Social Development (items 22-28)</td>
<td>2</td>
<td>15</td>
<td>0</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td>Language Development (items 29-32)</td>
<td>1</td>
<td>7</td>
<td>0</td>
<td>0</td>
<td>5</td>
</tr>
<tr>
<td>Social Science (items 33-34)</td>
<td>10</td>
<td>77</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
The information on table 14 indicates that for classroom management (77%), in-service education (61%) and staffing (77%) there is a general agreement that the best source of proficiency for conducting supervisory activities is on the on-the-job experience. In curriculum development (76%), Evaluation, (55%) and material development (54%) possibly the respondents felt that these areas are complex and formal training could enable the inspectors to conduct supervisory activities in the areas more efficiently. The table also indicates that ability for proper staffing is acquired through experience (77%) and college training (23%).

**TABLE 15**

**FREQUENCY WITH WHICH THE TASKS ARE PERFORMED BY THE INSPECTORS**

<table>
<thead>
<tr>
<th>Frequency of Performance</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Always</td>
<td>4</td>
<td>31</td>
</tr>
<tr>
<td>Occasionally</td>
<td>9</td>
<td>69</td>
</tr>
<tr>
<td>Never</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>13</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

About 69% of respondents performed the tasks occasionally. Only 31% performed the tasks always.
SUMMARY

The primary concern of this study was to establish a profile of the supervisory and inspectorial practices of school inspectors and headteachers in the management of primary school education as perceived by a selected sample of supervisors in Yatta division of Machakos District. The study also sought the constraints which affected school inspection with a view to suggesting remedies.

A sample of thirty-two respondents was used for the study. Literature related to the topic of the study was reviewed under the following headings:

(a) Historical development of supervision in Kenya.

(b) The theory and functions of supervision; and conceptions of supervision.

(c) Organizational structure of the Ministry of Education with particular reference to the Inspectorate.

(d) A survey of available training opportunities for primary school teachers in teachers' colleges, teachers' centres and Kenya Educational Staff Institute.
(e) Classroom management.
(f) Staff development (In-service Education).
(g) Evaluation.
(h) Leadership, communication and decision-making.
(i) Attitude of teachers towards Inspection.

Chapter three dealt with the design and methodology for the study which showed the method of sampling procedure, data collection, the instruments used to collect data included questionnaires and an attitude scale. The information by use of these tools was supplemented by an on the spot interview and discussion conducted when and as necessary. Complete analysis and presentation of the data was provided in chapter iv.

The study sought answers to the following questions related to supervision of education:-

(a) What specific task areas fall under each of the following supervisory task areas?
   (i) Classroom management.
   (ii) Curriculum development.
   (iii) In-service education
   (iv) Materials(resource) development.
   (v) Staffing and
   (vi) Evaluation.

(b) What level of importance do supervisors attach to the specific tasks?

(c) How often do the supervisors perform each of the specific tasks?
(d) What are the attitudes of the headteachers towards inspection of schools?

(e) What are the impediments to effective supervision of primary schools in Yatta division of Machakos District?

FINDINGS OF THE STUDY

Chapter IV tried to expose the perceptions of the supervisors of the supervisory activities, and the manner in which these activities were performed. It also attempted to identify problems that were associated with the supervisory tasks in the management of primary school education. This section however, highlights only the major perceptions and problems. These include:

1. Both headteachers and school inspectors are aware of the specific duties their role as supervisors demands.
   (a) They are aware and conscious of the various activities that constitute supervisory duties.
   (b) They believe that good performance in instruction can be achieved through effective supervision and adequate staffing.

2. There was no formal training and/or preparation of prospective headteachers and inspectors have accumulated their proficiency in instructional supervision over the years they have served
in their respective positions. Thus this is the only way they know that has served them best.

The headteachers performed supervisory tasks occasionally. The schools are insufficiently staffed and the headteachers have equal teaching load as the rest of the teachers. This makes them unable to undertake supervisory duties. A similar situation is found for school inspectors. The schools these inspectors are expected to inspect are too many and widely dispersed.

Teachers have positive attitude toward inspectors and supervision of instruction. They consider supervision to be instrumental to the improvement of quality of education.

Inspection was affected by lack of means of transport. The inspectors do not have regular and reliable means of transport. They use public means or walk to schools on foot. Thus, the distant schools or those in which no vehicles pass near the schools do not get adequate supervision by inspectors.

6. The TACTs were not actively involved in material development. Instead they substitute APSIs in their supervisory duties.

7. Supervision of instruction is a complex process which demanded more than superficial knowledge of the subject matter of supervision and administration.

8. In-service courses and other similar programmes for head-teachers and inspectors were few and irregular.
9. Absenteeism of teachers and misappropriation of school funds were the most common discipline problems identified among teachers and headteachers respectively.

10. Primary school teachers never participated in curriculum development activities.

In summary, the study findings implied that there was a general trend from autocratic inspection to democratic supervision. The school inspectors were aware that supervision of instruction was an enterprise that demanded the cooperation of the teacher and the inspector in a colleague relationship as opposed to superior-subordinate relationship.

CONCLUSIONS

The major conclusions that can be derived from the study findings are as follows:

1. The headteachers and school inspectors in Yatta Division were aware, duty conscious and understood the specific tasks which they were expected to perform as instructional leaders, in the six supervisory task areas, namely, classroom management, curriculum development, in-service education, materials development, staffing and evaluation.

2. Classroom supervision by headteachers was inadequately performed. This was because the headteachers did not spare time during which they could offer their supervisory services to other teachers.
3. Although school inspectors understood well the supervisory activities, and considered them to be essential for the achievement of good quality of education, they were not able to sufficiently to conduct supervision when and as necessary.

4. Inspite of their key role in the implementation of curriculum, the teachers were minimally involved in curriculum matters.

5. Utilization of teachers' centres was inadequate and the TAC Tutors did not encourage the development of resources through workshops, seminars and similar forums. Instead, they deputise the Assistant Primary Schools Inspectors in their supervision and inspection duties.

RECOMMENDATIONS

On the basis of the data collection and analysis the researcher recommends that:

1. Headteachers and school inspectors be given formal relevant training on how to carry out their supervisory duties instead of assuming that they can learn to perform their duties through 'trial and error' over the years without any formal training or in-service education.

2. Supervisory courses should be incorporated in the pre-service training syllabus. Currently only a skeleton of supervision of instruction is introduced as an element of educational administration.
3. Both the inspectors and headteachers should have full and active participation in curriculum development matters. Inspectors should participate in decision-making process in planning, designing, operating and evaluating curriculum programmes. In order to allow the local communities to have input into the type of curriculum appropriate in schools, supervisors should participate in organizing the communities from the grass-roots, hierarchically up to the national level.

4. The headteachers should have lighter teaching load compared with other teachers so that they can visit classes of other teachers, organize internal in-service programmes and conduct workshops on material development.

5. Each APSI should be incharge of between 15 and 20 primary schools, instead of the present number of 30 such schools. This will enable the inspectors to undertake more visitations to schools and inspect more teachers. Transport facilities should be provided to inspectors to enable them to move faster and more conveniently.

6. TAC-tutors should intensify material development projects through workshops and seminars, and should involve teachers on such programmes.

7. Since there has been very little research done on educational supervision in Kenya the researcher recommends that:-
   (a) A more detailed and extensive study on this project topic be undertaken.
(b) A study of the relationship between effective supervision and performance in K.C.P.E. be done.

SUGGESTIONS FOR FURTHER RESEARCH

1. A comparative and evaluation study on how headteachers and inspectors in different regions conduct supervisory functions can be conducted.

2. To enable the generalization of the findings of this study a similar research topic to this one should be conducted using a wider sample of either a district, province or even the whole country.

3. A study of the School Inspectors' perception of teacher-inspector relationship should be conducted. This will provide information on the effect of the teacher-inspector relationship on the effectiveness of supervision.
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The statements given below relate to administrative and supervisory functions in Kenya. Please respond as far as possible to all of them. All the information you give will be used only for the purpose of this study and will be treated confidentially. Your name should not appear anywhere on this questionnaire.

Put a tick (✓) wherever it is so required, in the parentheses corresponding to your response(s) to each statement.

Example: You were educated at
a. Kabara High School ( )
b. St. Mary's Yala School (✓)
c. Njiri's High School ( )
d. Strathmore College ( )

1. The name of your educational division is

2. Your sex:
   a. Male ( )
   b. Female ( )

3. The following educational zones are in your division:
   Name of Zone
   1. 
   2. 
   3. 
   4. 
   5. 
   6. 
   7. 
   8. 

APPENDIX "A"

QUESTIONNAIRE FOR THE DIVISIONAL EDUCATIONAL OFFICER
4. Please give the distribution of primary schools per zone:

<table>
<thead>
<tr>
<th>Name of Zone</th>
<th>No. of Schools</th>
</tr>
</thead>
<tbody>
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<td>1.</td>
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<td>7.</td>
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<td>8.</td>
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</tbody>
</table>

5. Apart from the Divisional Assistant Primary School Inspector (DAPSI) and the various zonal Assistant Schools Inspectors (ZAPSI), name other supportive/supervisory personnel who assist you in the management of primary school education in your division. Give status and number:

<table>
<thead>
<tr>
<th>Officer (status)</th>
<th>Number available</th>
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</thead>
<tbody>
<tr>
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<td>4</td>
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<td>5</td>
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<td>6</td>
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</tbody>
</table>

6. Indicate by a tick (✓) the highest professional training you received at college:

a. University Graduate ( )
b. Approved Teacher ( )
c. S1 Teacher ( )
d. P1 Teacher ( )
e. P2 Teacher ( )
f. P3 Teacher ( )
g. Any other (Specify)?
Your present professional qualification is:

a. University Graduate ( )
b. Approved Teacher ( )
c. S1 Teacher ( )
d. P1 Teacher ( )
e. Any Other (Specify)?

Your academic qualification is:

a. University Graduate ( )
b. Form Six ( )
c. Form Four ( )
d. Form Two ( )
e. Any Other (Specify)?

What was your teaching experience before appointment to an education officer?

a. More than 20 years ( )
b. Between 10 and 19 years ( )
c. Between 5 and 9 years ( )
d. Between 1 and 4 years ( )

For how long were you a headteacher?

a. More than 15 years ( )
b. Between 10 and 14 years ( )
c. Between 5 and 9 years ( )
d. Between 1 and 4 years ( )

Please indicate if your training for teaching included the study of (tick as many as possible):-

a. School Management Yes ( ) No ( )
and Organization
b. Curriculum Development Yes ( ) No ( )
c. Supervision of Instruction Yes ( ) No ( )
d. School Supervision Yes ( ) No ( )
e. Educational Administration Yes ( ) No ( )

Which of the following handbooks are in your possession?

a. D.M.Mbiti: Foundations of School Administration ( )
b. D.M.Mbiti: Introduction to Education ( )
c. City Education Department: A handbook for Primary School Headteachers in Kenya  

d. The Education Act, 1986  
e. T.S.C. Code of Regulations for Teachers 1986  
f. Any Other (Specify) 

3. What are some of the most frequent cases of indiscipline you experience from headteachers?  
   a. Misappropriation of school funds  
   b. Dissertion of duty  
   c. Friction between headteachers and school committee  
   d. Friction between headteachers and parents  
   e. Teachers' involvement in local politics  

14. To what extent do you think your supervisory personnel are achieving the objectives for which they are appointed?  
   a. Very successful  
   b. Successful  
   c. Fairly successful  
   d. Not successful  

15. The division organizes and conducts some of the following forums:  
   a. Divisional subject panels  
   b. Divisional joint evaluation tests  
   c. Soil Conservation and Afforestation Seminars  
   d. Curriculum Implementation Strategy/Workshop  
   e. Divisional TAC Tutors meetings  
   f. Headteachers seminars on school Administration  

16. Please indicate if you have attended courses during the past three years (since January 1985) on: (tick as many as possible)  
   a. Curriculum supervision and implementation  
   b. Guidance, Counselling and Discipline  
   c. Office Administration and Record-keeping  
   d. Management and Education  
   e. Human/Public Relations
f. Communication and Delegation ( )
g. Decision making and Financial Control ( )

17. Kindly indicate the number of times and the length in days you attended the course(s) referred in (16) above:-
Number of times____________________ length in____________________ days.

18. What means of transport do you use to visit schools for inspection purposes?
   a. Government Vehicle ( )
   b. Government Motorcycle ( )
   c. Public means ( )
   d. Any Other (specify)? ________________________________

19. Kindly state briefly at least two supervisory functions you are expected to perform under each of the following six supervisory task areas:-
   a. Classroom Management
      (i) ____________________________________________
      (ii) __________________________________________
   b. Curriculum Development
      (i) ____________________________________________
      (ii) __________________________________________
   c. In-service Education
      (i) ____________________________________________
      (ii) __________________________________________
   d. Materials Development
      (i) ____________________________________________
      (ii) __________________________________________
e. Staffing
   (i) 
   (ii) 

f. Evaluation
   (i) 
   (ii) 

As far as possible suggest some ways in which supervision of Primary School Education can be made more effective:
APPENDIX "B"

QUESTIONNAIRE FOR SCHOOL INSPECTORS

SECTION "A"

DEMOGRAPHIC INFORMATION

Please respond to the statements given below. Put a tick (√) mark in the parentheses corresponding to your response(s) to the statements.

NB/ All the information you give will be treated confidentially and only for the purpose of this study. Do not put your name anywhere on this paper.

1. Your sex:-
   a. Male ( )
   b. Female ( )

2. Your designation is:-
   a. Divisional Assistant Primary Schools Inspector ( )
   b. Zonal Assistant Primary Schools Inspector ( )
   c. Teacher Advisory Centre Tutor ( )

3. The name of your educational division/zone is:-
   a. Yatta East ( )
   b. Yatta Central ( )
   c. Yatta South ( )
   d. Yatta North ( )
   e. Ndithini ( )
   f. Ikombe ( )
   g. Any Other (specify) ?

4. Your division/zone embraces the following number of administrative sub-locations:-
   a. Between 1 and 3 ( )
   b. Between 4 and 6 ( )
   c. Between 7 and 10 ( )
   d. Between 11 and 14 ( )
   e. Above 15 ( )
5. Your academic qualification is:-
   a. University Graduate ( )
   b. Approved Teacher ( )
   c. S1 Grade ( )
   d. P1 Grade ( )
   e. Any Other (specify) ?

6. Your professional qualification is:-
   a. University Graduate ( )
   b. Approved Teacher ( )
   c. S1 Grade ( )
   d. P1 Grade ( )
   e. Any Other (specify) ?

7. Your teaching experience before appointment to the post of a school inspector/TAC tutor (refer to your present status) was:-
   a. Above 20 years ( )
   b. Between 10 and 19 years ( )
   c. Between 5 and 9 years ( )
   d. Between 1 and 4 years ( )
   e. Any Other (specify) ?

8. You have served as headteacher for:-
   a. Above 20 years ( )
   b. Between 10 and 19 years ( )
   c. Between 5 and 9 years ( )
   d. Between 1 and 4 years ( )
   e. None. ( )

9. How many schools are within your educational zone/division?______________________________________.
10. Kindly give the respective merit ranks of your zone in K.C.P.E. merit order in the District and Division for the years 1985, 1986 and 1987 respectively.

<table>
<thead>
<tr>
<th>YEAR</th>
<th>DIVISION</th>
<th>DISTRICT</th>
</tr>
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<tbody>
<tr>
<td>1985</td>
<td></td>
<td></td>
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<tr>
<td>1986</td>
<td></td>
<td></td>
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<tr>
<td>1987</td>
<td></td>
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</tr>
</tbody>
</table>

11. How many primary schools do you have in your zone/division?

12. Please indicate the distribution of teachers according to their professional status in your zone/division.

<table>
<thead>
<tr>
<th>PROFESSIONAL STATUS</th>
<th>NUMBER</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. University Graduate</td>
<td></td>
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<tr>
<td>b. Approved Teacher</td>
<td></td>
</tr>
<tr>
<td>c. S1 Teacher</td>
<td></td>
</tr>
<tr>
<td>d. P1 Teacher</td>
<td></td>
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<tr>
<td>e. P2 Teacher</td>
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<tr>
<td>f. P3 Teacher</td>
<td></td>
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<tr>
<td>g. P4 Teacher</td>
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<tr>
<td>h. Untrained Teacher</td>
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</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
</tr>
</tbody>
</table>

13. How many pupils are there in your educational zone/division?

14. You are assisted in your supervisory work by the following personnel. (State status and number)

<table>
<thead>
<tr>
<th>STATUS</th>
<th>NUMBER</th>
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</thead>
<tbody>
<tr>
<td>a.</td>
<td></td>
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<tr>
<td>b.</td>
<td></td>
</tr>
<tr>
<td>c.</td>
<td></td>
</tr>
<tr>
<td>d.</td>
<td></td>
</tr>
</tbody>
</table>
15. Which among the following Handbooks are in your possession?
   a. D.M.Mbiti: Foundations of School Administration ( )
   b. D.M.Mbiti: Introduction to Education ( )
   c. City Education Department: A Handbook for Primary School Headteachers in Kenya ( )
   d. The Education Act, 1986 ( )
   e. T.S.C. Code of Regulations for teachers, 1986 ( )
   f. Any Other (specify)?

16. Please indicate if your training for teaching included the study of (tick as many as possible):
   a. Curriculum Development Yes ( ) No ( )
   b. School Management and Organization Yes ( ) No ( )
   c. Supervision of Instruction Yes ( ) No ( )
   d. School Supervision Yes ( ) No ( )
   e. Educational Administration Yes ( ) No ( )

17. What are some of the most frequent cases of indiscipline do you experience among teachers?
   a. Misappropriation of school funds ( )
   b. Dissertion of duty ( )
   c. Friction between teachers and school committee ( )
   d. Friction between headteachers and parents ( )
   e. Teachers' involvement in local politics ( )
   f. Clashes between headteachers and assistant teachers ( Indicate as many as possible).

18. Please indicate if you have attended courses during the past three years (since January 1985) on the following: (tick as many as possible).
   a. Guidance, counselling and discipline ( )
   b. Curriculum supervision and implementation ( )
   c. Human (Public) Relations ( )
   d. Decision making and financial control ( )
   e. Communication and delegation ( )
   f. Management and Education ( )
19. You have in your possession the following modes of transport which you use to enable you to visit schools in your zone/division:
   a. A GK Vehicle ( )
   b. A GK Motorcycle ( )
   c. Your own vehicle ( )
   d. Your own Motorcycle ( )
   e. Use public means ( )
   f. Walk on foot ( )

20. How many TACs are there in your division/zone?
SUPERVISORY PRACTICES IN KENYA

GUIDELINES FOR SECTION "B"

The statements given on later pages relate to supervisory practices in Kenya. Follow the guidelines provided below to evaluate them.

IMPORTANCE OF TASK FOR YOU

Give assessment of the importance of each task in the role of the supervisor. A five-point scale from 1("low") to 5("high") is provided.

HOW OFTEN DO YOU PERFORM THE TASK

For each task indicate how often it is carried out. A five-pint scale from 1 to 5 is provided.

HOW PROFICIENCY IS BEST ACQUIRED

Please give your judgement as to how proficiency in each task can be best acquired. Please select one of:-

1. College: Best acquired by formal training through college courses.
2. In-service: Best acquired by participating in workshops, seminars other than college training.
4. Self-acquired: Proficiency not dependent on training or on-the-job experience, for example, acquired through professional literature, innate ability or through private studies.
5. Not Acquired: Proficiency not required.
LEVEL OF PROFICIENCY REQUIRED

Give your assessment of the level of proficiency required for each task. Five alternatives are provided. A five-point scale from 1("low") to 5("high") which corresponds to the alternatives is provided.

1. N-Not required: You do not require proficiency since the task is of little importance as far as effective performance of your work is concerned.

2. G.K-General knowledge: You should know about the procedures implied in the statement, that is can discuss them intelligently and can follow related explanations or analyses.

3. M-Mastery of theoretical concepts: You should be able to exercise judgement about the adequacy of procedures as well as to explain and analyse them. Can teach others about the task.

4. A-Practical application: You can apply or actually carry out the procedures implied by the task statement, can directly demonstrate to and supervise others in performing the procedures and making judgements.

5. S-Specialization: You have attended some special course(s) and obtained a certificate(s) in the performance of a particular task.
SECTION "B"

Please circle the number which corresponds best to your assessment for each statement. Refer to the enclosed guide for explanation of response alternatives.

<table>
<thead>
<tr>
<th>TASK STATEMENT</th>
<th>IMPORTANCE OF TASK FOR YOU</th>
<th>LEVEL OF PROFIENCY REQUIRED</th>
<th>HOW PROFICIENCY IS BEST ACQUIRED</th>
<th>HOW OFTEN DO YOU PERFORM THIS TASK</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Low</td>
<td>1-N: Not required</td>
<td>1-C: College</td>
<td>1-Ne: Never</td>
</tr>
<tr>
<td></td>
<td>High</td>
<td>2-G.K: General Knowledge</td>
<td>2-I: Inservice</td>
<td>2-Sm: Seldom</td>
</tr>
<tr>
<td>1. Identify teaching resources - human material and otherwise - necessary for improvement of instructions.</td>
<td></td>
<td>3-M: Mastery</td>
<td>3-0: On-the-job</td>
<td>3-Oc: Occassions</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4-A: Practical Application</td>
<td>4-Se: Self-acquired</td>
<td>4-Fr: Frequently</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5-S: Specialization</td>
<td>5-Nt: Not acquired</td>
<td>5-Al: Always</td>
</tr>
<tr>
<td>2. Aid teachers in diagnosing the learning problems of their children.</td>
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<tr>
<td>TASK STATEMENT</td>
<td>IMPORTANCE OF TASK FOR YOU</td>
<td>LEVEL OF PROFICIENCY REQUIRED</td>
<td>HOW PROFICIENCY IS BEST ACQUIRED</td>
<td>HOW OFTEN DO YOU PERFORM THIS TASK</td>
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<tr>
<td></td>
<td>Low</td>
<td>High</td>
<td>1-N</td>
<td>2-G.K.</td>
</tr>
<tr>
<td>4. Provide feedback information for the teacher's teaching behaviour.</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>5. Utilize the services of specialists and other resource people in improving classroom observational skills of teachers.</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>6. Advise the Ministry of Education on changes necessary for the improvement of instruction in schools.</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>7. Involve teachers in the study of their classroom teaching behaviour.</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>8. Identify areas of skills, knowledge, attitudes and values which need to be developed in the teachers for work in the rural areas.</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>TASK STATEMENT</td>
<td>IMPORTANCE OF TASK FOR YOU</td>
<td>LEVEL OF PROFICIENCY REQUIRED</td>
<td>HOW PROFICIENCY IS BEST ACQUIRED</td>
<td>HOW OFTEN DO YOU PERFORM THIS TASK</td>
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<td>-------------------------------------------------------------------------------</td>
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<tr>
<td>9. Involve teachers in decision-making about classroom teaching procedures.</td>
<td>Low</td>
<td>1-N</td>
<td>1-C</td>
<td>1-Ne</td>
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<td></td>
<td>High</td>
<td>2-G.K.</td>
<td>2-I</td>
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<td>4-A</td>
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<td>5-S</td>
<td>5-Nt</td>
<td>5-Al</td>
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<tr>
<td>10. Demonstrate knowledge of basic modern educational theories.</td>
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<tr>
<td>11. Utilize modern curriculum theories in the formulation of objectives and for aims in the curriculum development.</td>
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<tr>
<td>12. Involve teachers in planning, observing and evaluating classroom behaviour.</td>
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<tr>
<td>13. Confer with teachers, parents and other leaders in their local areas on the aims and/or objectives for incorporated in the educational objectives and policy.</td>
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<tr>
<td>14. Recommend changes in the syllabus on the basis of the available empirical evidence on its relevance to Kenyan situation.</td>
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<tr>
<td>TASK STATEMENT</td>
<td>IMPORTANCE OF TASK FOR YOU</td>
<td>LEVEL OF PROFICIENCY REQUIRED</td>
<td>HOW PROFICIENCY IS BEST ACQUIRED</td>
<td>HOW OFTEN DO YOU PERFORM THIS TASK</td>
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</tr>
<tr>
<td>15. Coordinate activities of Kenya Institute of Education (K.I.E.) with those of the schools for curriculum implementation.</td>
<td>Low</td>
<td>1-N</td>
<td>1-C</td>
<td>1-Ne</td>
</tr>
<tr>
<td></td>
<td>High</td>
<td>2-G.K</td>
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<td>4-A</td>
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<td></td>
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<td>5-S</td>
<td>5-Nt</td>
<td>5-Al</td>
</tr>
<tr>
<td>16. Disseminate professional information through professional newsletters to teachers.</td>
<td>Low</td>
<td>1-N</td>
<td>1-C</td>
<td>1-Ne</td>
</tr>
<tr>
<td></td>
<td>High</td>
<td>2-G.K</td>
<td>2-I</td>
<td>2-Sm</td>
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<td>5-S</td>
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<td>5-Al</td>
</tr>
<tr>
<td>17. Enhance their own professional growth by attendance at in-service training programmes organized by the Ministry and other bodies.</td>
<td>Low</td>
<td>1-N</td>
<td>1-C</td>
<td>1-Ne</td>
</tr>
<tr>
<td></td>
<td>High</td>
<td>2-G.K</td>
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<td>5-S</td>
<td>5-Nt</td>
<td>5-Al</td>
</tr>
<tr>
<td>18. Help provide opportunities for teachers to visit classes and attend conferences within and outside the school.</td>
<td>Low</td>
<td>1-N</td>
<td>1-C</td>
<td>1-Ne</td>
</tr>
<tr>
<td></td>
<td>High</td>
<td>2-G.K</td>
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<td></td>
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<td>5-S</td>
<td>5-Nt</td>
<td>5-Al</td>
</tr>
<tr>
<td>19. Help teachers gain on understanding of the latest trends and development in education and teaching.</td>
<td>Low</td>
<td>1-N</td>
<td>1-C</td>
<td>1-Ne</td>
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<td></td>
<td>High</td>
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<tr>
<td>TASK STATEMENT</td>
<td>IMPORTANCE OF TASK FOR YOU</td>
<td>LEVEL OF PROFICIENCY REQUIRED</td>
<td>HOW PROFICIENCY IS BEST ACQUIRED</td>
<td>HOW OFTEN DO YOU PERFORM THIS TASK</td>
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<tr>
<td></td>
<td>Low</td>
<td>High</td>
<td>1-N</td>
<td>2-G.K.</td>
</tr>
<tr>
<td>20. Compile annual statistical information for the Ministry of Education.</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>21. Exercise leadership over the programmes of orientation of new teachers.</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
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<td><strong>PART IV</strong></td>
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<tr>
<td>22. Advise parents about their children's performance on the basis of accurate interpretation of tests.</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
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<tr>
<td>23. Develop appropriate instruments for evaluating educational practices.</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
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<tr>
<td>24. Advise teachers in using examination and test results for effective evaluation of their students'</td>
<td>1 2 3 4 5</td>
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<td>1 2 3 4 5</td>
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<tr>
<td>TASK STATEMENT</td>
<td>IMPORTANCE OF TASK FOR YOU</td>
<td>LEVEL OF PROFICIENCY REQUIRED</td>
<td>HOW PROFICIENCY IS BEST ACQUIRED</td>
<td>HOW OFTEN DO YOU PERFORM THIS TASK</td>
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<tr>
<td>25. Engage in the study of educational tests and measurements and their implication for evaluation of educational practices.</td>
<td>Low High</td>
<td>1-N 2-G.K. 3-M 4-A 5-S</td>
<td>1-C 2-I 3-O 4-Se 5-Nt</td>
<td>1-Ne 2-Sm 3-Oc 4-Fr 5-Al</td>
</tr>
<tr>
<td>26. Use evaluation results in planning their future supervisory work.</td>
<td></td>
<td>1 2 3 4 5</td>
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</tr>
<tr>
<td>27. Exercise leadership over appraisal of teacher effectiveness and follow-up improvement of classroom instruction.</td>
<td></td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>28. Guide teachers in constructing appropriate tests for identification of specific learning characteristics of their children.</td>
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<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>29. Provide leadership over selection, evaluation and usage of textbooks and supplementary books.</td>
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<tr>
<td>30. Participate in material and or book writing workshops.</td>
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<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
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</tr>
<tr>
<td>TASK STATEMENT</td>
<td>IMPORTANCE OF TASK FOR YOU</td>
<td>LEVEL OF PROFICIENCY REQUIRED</td>
<td>HOW PROFICIENCY IS BEST ACQUIRED</td>
<td>HOW OFTEN DO YOU PERFORM THIS TASK</td>
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<tr>
<td>31. Professionally, assist teachers in the evaluation and usage of community resources of instructional significance to the local curriculum.</td>
<td>Low 1 2 3 4 5, High 1 2 3 4 5</td>
<td>1-N Low 1, High 3-C</td>
<td>1-C Low 2, High 3-I</td>
<td>1-N Low 1, High 3-St</td>
</tr>
<tr>
<td>32. Liaise with Teacher Advisory Centre Tutors (TACTs) to plan and organize workshops for material development.</td>
<td>Low 1 2 3 4 5, High 1 2 3 4 5</td>
<td>4-A Low 4, High 5-Se</td>
<td>4-Se Low 3, High 5-Ne</td>
<td>4-A Low 4, High 5-Fl</td>
</tr>
<tr>
<td>33. Advise all teachers on opportunities available for professional advancement</td>
<td>Low 1 2 3 4 5, High 1 2 3 4 5</td>
<td>3-M Low 3, High 5-0</td>
<td>3-O Low 2, High 5-M</td>
<td>3-M Low 3, High 5-Fl</td>
</tr>
<tr>
<td>34. Aid teachers in planning and conducting effective public relations activities in schools.</td>
<td>Low 1 2 3 4 5, High 1 2 3 4 5</td>
<td>2-G.K. Low 2, High 4-2</td>
<td>2-G.K. Low 2, High 4-2</td>
<td>2-G.K. Low 2, High 4-2</td>
</tr>
<tr>
<td>35. Coordinate community activities with those of the Mackay Commission (8:4:4 programmes) for proper interpretation of a National educational philosophy.</td>
<td>Low 1 2 3 4 5, High 1 2 3 4 5</td>
<td>1-A Low 1, High 5-5</td>
<td>1-A Low 1, High 5-5</td>
<td>1-A Low 1, High 5-5</td>
</tr>
<tr>
<td>36. Coordinate the activities of Teacher Advisory Centres (TACs) with those of the schools for maximum use of</td>
<td>Low 1 2 3 4 5, High 1 2 3 4 5</td>
<td>5-S Low 5, High 5-4</td>
<td>5-S Low 5, High 5-4</td>
<td>5-S Low 5, High 5-4</td>
</tr>
</tbody>
</table>
SECTION "C"

1. Kindly state briefly at least two supervisory functions you are expected to perform under each of the following six supervisory task areas:-

a. Classroom management
   (i)

   (ii)

b. Curriculum Development
   (i)

   (ii)

c. In-service Education
   (i)

   (ii)

d. Materials Development
   (i)

   (ii)
2. Please give your views regarding the effectiveness of Primary School Education in Kenya with particular reference to Machakos District:—

3. Make honest suggestions on how supervision effectiveness can be improved in Kenya:—
QUESTIONNAIRE FOR HEADTEACHERS

SECTION "A"

DEMOGRAPHIC INFORMATION

Please respond to the statements given below. Put a tick(✓) mark in the parentheses corresponding to your response(s) to the statements.

NB/ All the information you give will be treated confidentially and only used for statistical purposes in this study. Do not put your name anywhere on this paper.

1. Your sex:-
   a. Male (  )
   b. Female (  )

2. The name of the Zone in which your school is located is:-
   a. Yatta East (  )
   b. Yatta central (  )
   c. Yatta South (  )
   d. Yatta North (  )
   e. Ndithini (  )
   f. Ikombe (  )

3. Your academic qualification:-
   a. University Graduate (  )
   b. Form Six (  )
   c. Form Four (  )
   d. Form Two (  )
   e. Any other (specify)  

4. Your professional qualification:-
   a. University Graduate (  )
   b. Approved Teacher (  )
   c. S1 Teacher (  )
   d. P1 Teacher (  )
   e. P2 Teacher (  )
   f. P3 Teacher (  )
   g. P4 Teacher (  )
   h. Any other (specify)  

All the information you give will be treated confidentially and only used for statistical purposes in this study. Do not put your name anywhere on this paper.
Your school is _______ Kms from the zonal education office (Estimate).

Your teaching experience

a. Above 20 years ( )
b. Between 10 and 19 years ( )
c. Between 5 and 9 years ( )
d. Between 1 and 4 years ( )

Number of years as a Headteacher

a. Above 15 years ( )
b. Between 10 and 14 years ( )
c. Between 5 and 9 years ( )
d. Between 1 and 4 years ( )

School enrolment according to sex and academic level:

<table>
<thead>
<tr>
<th>SEX LEVEL</th>
<th>BOYS</th>
<th>GIRLS</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>LOWER PRIMARY</td>
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<td>UPPER PRIMARY</td>
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<td>TOTAL</td>
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</tbody>
</table>
The number of teachers in your school according to their professional qualifications and sexes:

<table>
<thead>
<tr>
<th>GRADE</th>
<th>MALE</th>
<th>FEMALE</th>
<th>TOTAL</th>
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</thead>
<tbody>
<tr>
<td>GRADUATE TEACHERS</td>
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<td>APPROVED TEACHERS</td>
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<tr>
<td>S1 TEACHERS</td>
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<td>P1 TEACHERS</td>
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<td>P2 TEACHERS</td>
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<td>P3 TEACHERS</td>
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<td>P4 TEACHERS</td>
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<tr>
<td>UNTRAINED TEACHERS</td>
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<tr>
<td>TOTAL</td>
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</tbody>
</table>

10. Since January 1985, how many times was your school visited by the following officers?

<table>
<thead>
<tr>
<th>Officer</th>
<th>No. of visits</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. District Education Officer</td>
<td></td>
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<tr>
<td>b. District Primary Schools Inspector</td>
<td></td>
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<tr>
<td>c. Divisional Assistant Primary Schools Inspector</td>
<td></td>
</tr>
<tr>
<td>d. Assistant Education Officer</td>
<td></td>
</tr>
<tr>
<td>e. Assistant Primary Schools Inspector</td>
<td></td>
</tr>
<tr>
<td>f. Teachers Advisory Centre Tutor</td>
<td></td>
</tr>
</tbody>
</table>

11. Please indicate since January 1985 the number of teachers from your school who have asked to be inspected for:

<table>
<thead>
<tr>
<th>No. of Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Promotion on merit</td>
</tr>
<tr>
<td>b. Upgrading</td>
</tr>
<tr>
<td>c. Regrading</td>
</tr>
</tbody>
</table>
12. Some of the factors that hinder visitation to your school by education officers are (tick as many as is applicable):-
   a. There is no passable road linking the nearest public road to my school ( )
   b. My school is built on a steep hill ( )
   c. My school is too far from the Education Office ( )
   d. There is no lodges near the school for the visitors to spend the night ( )

13. Please indicate if your training for teaching included the study of (tick as many as possible)
   YES NO
   a. Curriculum Development ( ) ( )
   b. School Management and Organization ( ) ( )
   c. Supervision of Instruction ( ) ( )
   d. School Supervision ( ) ( )
   e. Educational Administration ( ) ( )

14. Which of the following handbooks are in your possession?
   a. D.M.Mbiti: Foundations of School Administration ( )
   b. D.M.Mbiti: Instruction to Education ( )
   c. City Education: A Handbook for Primary School Headteachers in Kenya ( )
   d. The Education Act, 1968 ( )
   e. T.S.C. Code of Regulations for Teachers ( )
   f. Any other (specify) ( )

15. Indicate some of the most frequent cases of indiscipline you experience from teachers:-
   a. Dissertion of duty ( )
   b. Absenteeism ( )
   c. Lateness ( )
   d. Lack of schemes of work and lesson plans ( )
   e. Marking pupils' books ( )
16. Please indicate if you have attended the following courses since January 1985 (tick as many as possible)
   a. Curriculum Supervision and Implementation ( )
   b. Communication and Delegation ( )
   c. Office Management and Administration ( )
   d. Human and Public Relations ( )
   e. Decision Making and Financial Control ( )

17. Please indicate which of the following modes of evaluation you conduct regularly in your school:
   a. Terminal Zonal Evaluation Tests ( )
   b. Internal Monthly Test ( )
   c. Teachers' Continuous Assessment ( )
   d. Divisional/District Evaluation Test ( )

18. Is your teaching load (periods per week) compared to those of other teachers:
   a. Smaller? ( )
   b. Greater? ( )
   c. Equal on average? ( )
The statements given on later pages relate to supervisory practices in Kenya. Follow the guidelines provided to evaluate them.

**IMPORTANCE OF TASK FOR YOU**

Give assessment of the importance of each task in the role of the supervisor. A five-point scale from 1(“low”) to “high”) is provided.

**HOW OFTEN DO YOU PERFORM THE TASK**

For each task indicate how often it is carried out. A five-point scale from 1 to 5 is provided.

**HOW PROFICIENCY IS BEST ACQUIRED**

Please give your judgement as to how proficiency in each task can be best acquired. Please select one of:-

1. College: Best acquired by formal training through college courses.
2. In-service: Best acquired by participating in workshops, seminars other than college training.
4. Self-acquired: Proficiency not dependent on training or on-the-job experience, for example, acquired through professional literature, innate ability or through private studies.
5. Not Acquired: Proficiency not required.
LEVEL OF PROFICIENCY REQUIRED

Give your assessment of the level of proficiency required for each task. Five alternatives are provided. A five-point scale from 1("low") to 5("high") which corresponds to the alternatives is provided.

1. N-Not required: You do not require proficiency since the task is of little importance as far as effective performance of your work is concerned.

2. G.K-General knowledge: You should know about the procedures implied in the statement, that is can discuss them intelligently and can follow related explanations or analyses.

3. M-Mastery of theoretical concepts: You should be able to exercise judgement about the adequacy of procedures as well as to explain and analyse them. Can teach others about the task.

4. A-Practical application: You can apply or actually carry out the procedures implied by the task statement, can directly demonstrate to and supervise others in performing the procedures and making judgements.

5. S-Specialization: You have attended some special course(s) and obtained a certificate(s) in the performance of a particular task.
Please circle the number which corresponds best to your assessment for each statement. Refer to the enclosed guide for explanation of response alternatives.

<table>
<thead>
<tr>
<th>TASK STATEMENT</th>
<th>IMPORTANCE OF TASK FOR YOU</th>
<th>LEVEL OF PROFICIENCY REQUIRED</th>
<th>HOW PROFICIENCY IS BEST ACQUIRED</th>
<th>HOW OFTEN DO YOU PERFORM THIS TASK</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Low</td>
<td>High</td>
<td>1-N:Not required</td>
<td>1-C:College</td>
</tr>
<tr>
<td>1. Assign teachers to areas where they can appropriately work to improve instruction.</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>2. Provide instructional orientation to beginning teachers.</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
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<tr>
<td>3. Observe classes and hold conferences with teachers about possible ways they may strengthen their teaching.</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
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<td>4. Involve teachers in decision making about classroom teaching.</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
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<tr>
<td>TASK STATEMENT</td>
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<td>HOW PROFICIENCY IS BEST ACQUIRED</td>
<td>HOW OFTEN DO YOU PERFORM THIS TASK</td>
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<tr>
<td>5. Organize subject panels in the school.</td>
<td>Low</td>
<td>High</td>
<td>1-N</td>
<td>2-G.K.</td>
</tr>
<tr>
<td>6. Organize and conduct internal in-service courses for better teaching and use of teaching materials.</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
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<td>7. Give enough time for the orientation of a new programme.</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
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<td>8. Help provide opportunities for teachers to visit classes and attend conferences within and outside the school.</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
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<tr>
<td>9. Plan work with teachers instead of issuing directives on how it should be done.</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
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<td>1 2 3 4 5</td>
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<tr>
<td>TASK STATEMENT</td>
<td>IMPORTANCE OF TASK FOR YOU</td>
<td>LEVEL OF PROFICIENCY REQUIRED</td>
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<tr>
<td>10. Interpret the syllabuses for teachers.</td>
<td>Low</td>
<td>High</td>
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<td>2-G.K.</td>
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<td>5-Al</td>
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<tr>
<td>11. Exercise leadership with teachers in developing methods, objectives and evaluation of courses.</td>
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<td>3-4</td>
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<tr>
<td>12. Work in an leadership capacity with teachers in the development of purposeful units of instructions and lesson plans.</td>
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<tr>
<td>13. Work with teachers to translate the National Goals and Educational Objectives into instructional objectives.</td>
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<td>TASK STATEMENT</td>
<td>IMPORTANCE OF TASK FOR YOU</td>
<td>LEVEL OF PROFICIENCY REQUIRED</td>
<td>HOW PROFICIENCY IS BEST ACQUIRED</td>
<td>HOW OFTEN DO YOU PERFORM THIS TASK</td>
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<td>5-S</td>
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<td>5-Nt</td>
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</tbody>
</table>

**PART IV**

14. Include the staff's help in the evaluation of the school programme.

| 1 2 3 4 5 | 1 2 3 4 5 | 1 2 3 4 5 | 1 2 3 4 5 |

15. Advise parents about their children's performance on the basis of accurate interpretation of tests.

| 1 2 3 4 5 | 1 2 3 4 5 | 1 2 3 4 5 | 1 2 3 4 5 |

16. Use evaluation results in planning future supervisory work.

| 1 2 3 4 5 | 1 2 3 4 5 | 1 2 3 4 5 | 1 2 3 4 5 |

**PART V**

17. Help teachers to prepare materials not otherwise available.

| 1 2 3 4 5 | 1 2 3 4 5 | 1 2 3 4 5 | 1 2 3 4 5 |

<table>
<thead>
<tr>
<th>Task Statement</th>
<th>Importance Is Task For You</th>
<th>Level of Proficiency Required</th>
<th>How Proficiency Is Best Acquired</th>
<th>How Often Do You Perform This Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide leadership in the selection, evaluation and usage of textbooks and supplementary books.</td>
<td>Low</td>
<td>1-N</td>
<td>1-C</td>
<td>1-Ne</td>
</tr>
<tr>
<td></td>
<td>High</td>
<td>2-G.K.</td>
<td>2-I</td>
<td>2-Sm</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3-M</td>
<td>3-O</td>
<td>3-Oc</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4-A</td>
<td>4-Se</td>
<td>4-Fr</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5-S</td>
<td>5-Nt</td>
<td>5-Al</td>
</tr>
<tr>
<td>18. Provide leadership in the selection, evaluation and usage of textbooks and supplementary books.</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>19. Prepare statistical staff returns and send them to the Ministry of Education.</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>20. Help teachers to establish good relationships with the local community.</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
</tbody>
</table>
APPENDIX "D"

QUESTIONNAIRE FOR HEADTEACHERS

The statements appearing below relate to supervisory practices in Kenya. Please respond as far as possible to all. All the information you give will be treated confidentially and only used for statistical purposes in this study.

Put a circle around the letter only corresponding to the response that best describes your evaluation of the statement.

Example: Supervisors visit and inspect headteachers in classroom situations
  a. Very frequently
  b. Frequently
  c. Sometimes
  d. Rarely
  e. Never.

This respondent circled letter "e" to indicate that in his/her experience supervisors never visit and inspect headteachers in classroom situations.

NB/ The terms supervisor and inspector are used interchangeably and for the purpose of this study they mean one and the same thing.

1. The designation of the person completing this rating form is:-
   a. Headmaster
   b. Headmistress.

2. Your School is in
   a. Yatta East Zone
   b. Yatta North Zone
   c. Yatta South Zone
   d. Yatta Central Zone
   e. Ndithini Zone
   f. Ikombe Zone.

3. Supervisors foster suitable climate where teachers feel free to initiate positive changes in education:
   a. Very frequently
b. Frequently

c. Sometimes

d. Rarely

e. Never.

4. The autocratic and authoritarian leadership of European inspectors acquired before independence has given way to persuasive leadership, consultation, guidance and peer-relationship:

a. Strongly in favour

b. In favour

c. Undecided

d. Not in favour

e. Strongly not in favour.

5. Supervisors in their interactions with teachers subject teachers to positions of recipients expected to receive orders and instruction without questioning them:-

a. Very frequently

b. Frequently

c. Sometimes

d. Rarely

e. Never.

6. It is difficult to establish mutual cooperation and partnership between the supervisor and the teacher for collaborative teaching-learning activities:-

a. Strongly in favour

b. In favour

c. Undecided

d. Not in favour

e. Strongly not in favour.

7. Supervisors provide instructional orientation to beginning teachers:-

a. Very frequently

b. Frequently
c. Sometimes
d. Rarely
e. Never.

8. Supervisors provide feedback information (a copy of observation report) on teachers teaching behaviour after instructional supervision to teachers supervised:—
   a. Very frequently
   b. Frequently
   c. Sometimes
   d. Rarely
   e. Never.

9. Visits to schools by inspectors are few, occasional and quite inadequate:—
   a. Strongly in favour
   b. In favour
   c. Undecided
   d. Not in favour
   e. Strongly not in favour

10. Supervisors help teachers in diagnosing the teaching problems of the teachers and learning problems of their children:—
    a. Very frequently
    b. Frequently
    c. Sometimes
    d. Rarely
    e. Never.

11. Inspectors visit schools only when there is a crisis like staffing, cases of indiscipline, etc. of which they have been informed:—
    a. Strongly in favour
    b. In favour
    c. Undecided
    d. Not in favour
    e. Strongly not in favour.
12. Inspectors tend to wear on colours of a police officer that their presence is resented by teachers:—
   a. Very frequently
   b. Frequently
   c. Sometimes
   d. Rarely
   e. Never.

13. Inspectors enjoy demonstrating their authority rather than acting as counsellors and guides:—
   a. Very frequently
   b. Frequently
   c. Sometimes
   d. Rarely
   e. Never.

14. Supervisors use supervisory behaviour which stimulates participation by teachers in classroom instructions:—
   a. Very frequently
   b. Frequently
   c. Sometimes
   d. Rarely
   e. Never.

15. Supervisors guide teachers in the construction of appropriate tests for their children:—
   a. Very frequently
   b. Frequently
   c. Sometimes
   d. Rarely
   e. Never.
16. Instructional supervision (to be observed in the classroom situation) is more useful when conducted by the headteacher of a school than when by an inspector:
   a. Strongly in favour
   b. In favour
   c. Undecided
   d. Not in favour
   e. Strongly not in favour.

17. Supervisors assist in developing innovative programmes and curriculum changes:
   a. Very frequently
   b. Frequently
   c. Sometimes
   d. Rarely
   e. Never.

18. Supervisors promote effective working relationships among teachers in schools:
   a. Very frequently
   b. Frequently
   c. Sometimes
   d. Rarely
   e. Never.

19. Inspectors are unwelcome visitors whose professional services teachers would rather do without:
   a. Strongly in favour
   b. In favour
   c. Undecided
   d. Not in favour
   e. Strongly not in favour.
20. Supervision of teachers improves the quality of teaching: -  
   a. Strongly in favour  
   b. In favour  
   c. Undecided  
   d. Not in favour  
   e. Strongly not in favour.

21. Inspectors have other vested interests in their visits to particular schools and teachers apart from their supervisory services: -  
   a. Strongly in favour  
   b. In favour  
   c. Undecided  
   d. Not in favour  
   e. Strongly not in favour.

22. Being notified of inspector's visits is better than their surprise visits: -  
   a. Strongly in favour  
   b. In favour  
   c. Undecided  
   d. Not in favour  
   e. Strongly not in favour.

23. Inspectors are autocratic critical fault finders who use threats in order to make teachers' work: -  
   a. Very frequently  
   b. Frequently  
   c. Sometimes  
   d. Rarely  
   e. Never.
24. The relationship of modern inspector to teaching staff is peer-relationship - he is another equal charged with the responsibility of offering specialized skills in helping teachers:
   a. Strongly in favour
   b. In favour
   c. Undecided
   d. Not in favour
   e. Strongly not in favour.

25. Inspectors' services need to be intensified to cover all schools and almost every teacher more frequently:
   a. Strongly in favour
   b. In favour
   c. Undecided
   d. Not in favour
   e. Strongly not in favour.

26. Supervisors are partial, biased and not objective and unfair in their assessment, evaluation and judgement of teachers' work:
   a. Very frequently
   b. Frequently
   c. Sometimes
   d. Rarely
   e. Never.

27. Inspectors' visits are of value, as regards conveying new ideas, estimating success of work, and helping teachers with difficulties:
   a. Strongly in favour
   b. In favour
   c. Undecided
   d. Not in favour
   e. Strongly not in favour.

28. Supervision curbs unwarranted absenteeism, negligence in lesson preparation and marking of students' books:
   a. Very frequently
   b. Frequently
   c. Sometimes
   d. Rarely
   e. Never.
Dear Sir,

REQUEST FOR A LETTER OF INTRODUCTION

This is to inform you that I am a bona fide student of Kenyatta University. As a partial fulfilment to the requirements for a Master of Education (Primary Teacher Education) degree, I am carrying out a research entitled "A Profile of Supervisory and Inspectorial practices used by Inspectors and Headteachers in the management of Primary school education in Yatta Division of Machakos District, Kenya.

This research will be conducted during the months of May, June and July 1988. The findings of this research will be treated with utmost confidentiality and only used for the purpose thereof. The subjects for the study will include the A.E.O., Yatta division, all the APSIs and TACTs and some 18 randomly selected headteachers from the entire division.

Please note that this research will be carried out with the approval of the Office of the President and Kenyatta University.

Kindly give me a short letter of introduction to the personnel mentioned above.

Yours Faithfully,

MICHAEL W.M. MUTUA.
Dear Respondent,

I am a bona fide student of Kenyatta University. As a partial fulfilment to the requirements for a Master of Education (Primary Teacher Education) degree, I am carrying out a small scale research entitled, "A Profile of Supervisory and Inspectorial practices used by Inspectors and Headteachers in the management of Primary school education in Yatta Division of Machakos District, Kenya.

You have been selected to serve as a subject for the study. You are therefore requested to spare some of your time to complete the questionnaire(s) hereto attached. The information you give on the questionnaire(s) will be treated confidentially and only for the statistical purpose of this study. No names of individuals or institutions will be mentioned in the completed work. Please be as honest as possible in your responses.

Yours Faithfully,

[Signature]

MICHAEL W.M. MUTUA.

C.C. Dr. John B.M. Mulumba,
Department of Educational Administration Planning and Curriculum Development,
Kenyatta University,
P.O. Box 43844,
NAIROBI.