THE ROLE OF INSPECTORATE IN MAINTAINING EDUCATION STANDARDS AND THE PROBLEMS ENCOUNTERED: A CASE OF NYANDARUA DISTRICT CENTRAL PROVINCE KENYA

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Njogu Njogu Irene The role of inspectorate in
DECLARATION

This research project is my original work and has not been presented for a degree in any other University.

NJOGU IRENE NYAMBURA

This research project has been submitted for examination with my approval as university supervisor.

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DEDICATION

I dedicate this work to my Dad, David Njogu. Thanks for inspiring me. To my children Edwin and Faith who missed my motherly presence during my studies. To Emma my sister who gave me a home away from home throughout the course and financial plus moral support. Emma I have no words to show my appreciation. To my mum for always being there for me against all odds. Last and not least to my brothers Martin and Eric for their much valued help with the computer. To Pauline and Hellen for sisterly love. You are a wonderful family.
ACKNOWLEDGEMENT

I wish to express my sincere gratitude to my supervisor Dr. G. A. Onyango for his patience as he guided and supervised me in the writing of this project.

My thanks too, to the inspectors of schools, headteachers, principals and teachers who responded to the research questions.

I acknowledge the immense knowledge acquired during this course due to the input of my lecturers in particular Prof. Olembo.

I am indebted to my classmates and my Meru friends who assisted me through this course.

I am sincerely grateful to the DEO for allowing me to be away when necessary. I also thank Mary for typing the work.

Lastly and not least I thank Professors Ayot and Patel for their patience and understanding that made us complete this course. You made our stay pleasant.

May God bless you all.
ABSTRACT

This study examined the role of inspectorate in maintenance of standards of education and problems that are encountered. The focus of this study was however on the inspectors role and any other tasks they carry out other than their core functions of inspecting schools. Their qualifications, job satisfactions, and training was also examined.

The headteachers, principal and teachers also contributed by revealing their attitudes towards inspectors in order for the researcher to determine if inspectors were effective in carrying out their roles.

The review of literature showed that the roles of inspectorate are many and varied. Other than inspecting schools the inspectors was supposed to do other administrative tasks.

The selected sample was made up of fifteen inspectors, ten primary school head teachers, five principals, twenty primary school teachers and five secondary school teachers. The researcher used three kinds of instruments

1. Inspectors interviews schedule
2. Principals and head teachers questionnaire

3. Teachers questionnaire

The researcher interviewed the inspectors and visited the schools sampled to ensure teacher, head teachers and principals filled questionnaires. The results of the analysis were presented as frequency and percentage distribution and tabled appropriately.

The study found among other things that inspectors had many administrative tasks that prevented them from inspecting schools efficiently and effectively. They also faced problems of lack of vehicles for transport, funds, support staff, low remuneration, negative attitude of teachers, lack of co-ordination by the district inspector of schools and delay on taking action on inspection reports.

Most of the inspectors academic and professional qualification was found wanting with most of them being P1 and P2 who have been given meritorial grades like A.T.S.I and A.T.S.II. The inspectors do not receive any formal pre-service or in-services training other than one to two weeks induction courses organised by District or Provincial Inspectors.
A few recommendations on how to improve efficiency of the inspectorate were made. This recommendations included selection of inspectors from qualified and experienced teachers, formal training of inspectors to change their attitudes, provision of support staff to ease their administrative tasks and improved remuneration to boost their motivation and commitment. It was also found necessary to involve them in taking administrative action on inspection reports. The administration of the inspectorate should also be streamlined.

It was however recommended that future scholars using wider sample possibly like a province or the whole nation consider a replica of this study. This would explore more solid conclusions than the inductions study warranted.
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CHAPTER ONE
INTRODUCTION

Background to the Problem

The primary function of supervision is improvement of instruction Olembo (1977:5). The functions of school supervision according to Olembo (1977:2) are as follows:

(a) Working closely with teachers to establish problems and needs of students,
(b) Building a strong group morale and securing effective team work among teachers,
(c) Providing assistance to teachers so as to develop greater competence in learning,
(d) Assisting beginning teachers to translate theories learnt in colleges into classroom practices,
(e) Working with teachers to identify and analyse difficulties of students and helping in planning effective remedial instruction,
(f) Evaluating teaching effectiveness in terms of student growth and education objectives,
(g) Providing guiding and advisory services in all school matters particularly those related to curriculum innovation.

Inspectors are supervisors of the education system in Kenya. According to Morris (1956:4),
"the inspectors function can be listed as being the direction, combating routine and encouraging good initiatives, improvements of teachers professional status. The adoption and diffusion of better techniques; and the planning of progressive programmes of action."

There are several types of supervision:

**General:** - Checking of documents/preparations for teaching, pupils work, registers and administrative records.

**Clinical:** - Class observations and later holding a conference with the teacher.

**Counseling:** - Advising teachers as individuals or in groups.

**Training Model:** - The supervisor acts as a mentor. Using his experience he will train and newly employed teachers.

A supervisor should (Okumbe, 1987:25):

- Provide guidance for individual teachers to develop and accomplish educational goals.

- Motivate teacher to be more resourceful in instruction by initiating action and creating a spirit of cooperation.

- Be education programme leaders and their work should reflect a high value for curricular instruction and staff enhancement.
- Observe classroom sessions and hold conferences with teachers to strengthen their teaching.
- Involve democratic participation.
- Help teachers gain an understanding of the latest trends and developments in education and teaching.

As seen by the above points, the present scope of supervision is broad. The old type was limited to clinical supervision (class observation and conferences with individual teachers). The modern type of supervision focuses on total teaching and learning situation. Comparing traditional and modern practices of supervision, Barr, Burton and Bruecker (1947:13) state

"the traditional supervision was largely inspection of teachers by means of visitation and conference carried out 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 all teaching and learning situations through many diverse functions operating through a carefully planned programme that has been cooperatively derived from the needs of the situation and in which persons participate."
Thus the importance of supervision in the education programmes is emphasized by the Ominde Report, Republic of Kenya (1964) when he stated

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

Supervisory role is vividly articulated in manuals but effective performance is not adequate. Sifuna (1975:10) points 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 the colors of a police officer that their presence is often resented by teachers."

Supervision and inspection is a means of enhancing the quality of education. Lewis (1954:18) observes that
"supervision (is) indispensable and inspectors should seek to make educational aims clear, offer friendly advice and supervise their own schools in ways paralleled to and coordinated with the government's system of inspection."

**The Role and Structure of the Inspectorate**

The Ministry of Education is divided into two major departments:

(i) Department of administration which is subdivided into
   (a) Finance and Administration
   (b) Development and Planning

(ii) The directorate of education. It has three divisions.
   (a) Division of Administration and Management of Programmes (AMP)
   (b) Division of Education Policy and Programmes (EPP).
   (c) Inspectorate

The Ministry of Education is headed by a minister. He is assisted by three assistant ministers and a permanent secretary who is the accounting officer.

The Director of Education who heads the Directorate is the chief professional officer of the Ministry. She/he is responsible for all professional matters concerning education.
The inspectorate which is under the Director of Education is headed by the Chief Inspector of schools. He/she is assisted by two Deputy Chief Inspectors and four assistant Chief Inspectors of schools. There are inspectors for every subject taught in schools and colleges and also for special education and early childhood education all who are stationed at the Ministry of Education headquarters.

There are inspectors based at the province and district. They are lead by Provincial Inspector of Schools (PIS) and District Inspector of Schools (DIS) who are answerable to the Provincial Director of Education (PDE) and District Education Officer (DEO) respectively. In the District, the district Inspector of schools is assisted by two deputies the Deputy DIS (Primary) and the Deputy DIS (Secondary). There are also three subject inspectors based at the district headquarters.

The District is divided into zones which are manned by zonal inspectors and tactutors. They are sometimes called officers on the ground and are responsible for education programmes in their areas of jurisdiction, which have 20-30 schools.
The inspectorate provides supervision whose primary function is the improvement of instruction. Olembo (1977:5) said

"inspection and supervision (are) regarded as a service to teachers and pupils both as individuals and in groups as means of offering specialized help in improving instruction”.

The high expenditure on education in Kenya merits that good performance is reciprocated. The government and parents spend money on building, equipping, staffing, administering and maintaining our schools.

The role of the inspectorate is in maintaining standards of education. Good performance ensures that the graduands are absorbed by the job market. Okelo-Ochanda (1982:1) quoting the World Bank report on Kenya (1975) points out that

"the education system and the labour market is not functioning. It (the education system) is instead turning out expressively educated young people who cannot be employed”.

The need to maintain quality education in our institutions cannot be over emphasized.
The inspector ensures quality assurance for the Ministry of Education. The vision of the inspectorate is to provide quality assurance feedback to all education stakeholders on all education institutions. Ministry of Education, Inspectors handbook (2000:5)

The inspectorate mission is to “establish maintain and improve educational standards”. By providing effective supervision of education institutions, Ministry of Education (2000:5).

Components of supervision by inspectors as cited by Olembo (1992) consists of:

(a) The physical and economic environment of the school (that is the physical facilities and financial transactions).

(b) The inputs in the school system (The quality of pupils admitted in the schools and financial resources).

(c) The tasks related to the teaching learning – like classroom observation teaching process, pupils books/work, teaching learning and teaching records-schemes of work lesson plan/notes progress records.

(d) The output of educational system. If the results of a school are not good it is inspected so that the
problem is discovered, advice is given and where necessary, action is taken.

(e) The National Education structure and academic environment of the school. The inspector's advise ensures that the curriculum requirements are adhered to in the schools for example the subjects to be taught and advising on recommended books. The academic environment must be conducive to learning.

1. The students must be disciplined.
2. Teachers should be qualified and committed.
3. There should be proper management of resources and facilities available.

The other duties of an inspector include supervision of other education programmes like co-curricular activities including sports, drama and music. They advice stakeholders on government policy issues in education. The stakeholders include teachers, PTA's, primary school committees, Board members of secondary and sponsors. In addition they also organize seminars for teachers to improve quality of teaching and learning.
The crucial role of the inspectorate is recognized by the Education Act of 1968, chapter 211, section 18 (Republic of Kenya) where school inspectors are charged with authority to:

1. Enter any school at any time without notice and inspect or audit the accounts of the school or advice the management the school on maintaining name of accounting records and may temporarily remove any books or records for the purpose of inspection or audit.

2. Enter any school at which it is reasonably suspected that a school is being conducted at any time without notice.

3. Request the headmaster or principal of the institution to place at his disposal all facilities, records, accounts, note books, examination scripts and other materials belonging to the institution that he may require for the purpose of inspection or audit.

According to Olembo (1992), the overall responsibility of the inspectorate is implied by legal aspects lies in the area of:

- School/College inspection and supervision.
- Examinations.
- Curriculum development and implementation.
- Financial accounting and auditing.
• Overall instructional leadership.

This is an enormous task. This research tried to evaluate the performance of the inspectors, their problems and it’s clarifying components.

**Statement of the Problem**

In spite of the inspectorate being in charge of ensuring and maintaining quality education, standards of education in our public and private primary and secondary schools has been falling. In Wangai’s report on school indiscipline and unrest, it was found that one of the causes of strikes was poor performance in exams which demoralized the students. Mbiti (1974) identifies the major role of the inspectorate as that of controlling the quantity of education at all levels through out the country.

Tragically, the failure to ensure that there is quality education in schools has led to:

1. Popularity of private schools due to poor performance of public schools.
2. Students unrest and indiscipline.

The task force of student indiscipline and unrest headed by Wangai cited that there was dominance of students admitted from private academic to public national schools. In the year 2000 out of the allocated quota for admission to national school in Nyandarua only 20 (23.8%) students were admitted against 41 (67.2%). The poor performance of public schools is to blame for the scenario.

It is important to note that many schools remain un-inspected for long periods of time. Thus the inspectorate mission of providing feedback on schools is not being met. The problem of badly run schools remains unsolved because when inspectors hand in reports on this schools action is not taken.

This problem is what led to the task force on students indiscipline, chaired by Wangai (2000), to recommend that professionally successfully headteachers of well established schools be given mandate to inspect the schools within their locations. This was a way of acknowledging the need to involve another group of
professionals in inspection of schools thus admitting that there is a problem in the inspectorate.

It is also important to note that the image of inspectors is tainted. Many teachers believe that inspectors come to schools to harass them and to witch hunt, yet the primary aim of inspection is to guide and advise in order to improve the academic standards of the school. After schools are inspected resentment of teachers towards the inspector causes them to continue doing what they were advised against. They rarely implement recommendations given in the inspection report. To counter this, the Ministry of Education came up with a handbook for inspection of education institutions which stipulates the codes of conduct for education inspectors in order to improve their public relations.

Thus this study sought to identify roles of inspector in maintaining educational standards and the problems that prevent them from fulfilling their roles as expected.
Purpose of the Study

The purpose of this study was to investigate the role played by inspectors of schools and problems they face as they establish, maintain and improve standards of education in Nyandarua District.

Objectives of the Study

1. To determine the inspectorial function and purpose.
2. To examine the quality of inspectors of schools in terms of:
   - Academic qualification
   - Professional qualification
   - Training and induction.
   - Morale and motivation levels.
3. To establish the organizational structure of the inspectorate.
4. To determine the attitude of teachers towards Inspectors.
5. To determine the problems experienced by inspectors of schools.

Research Questions

1. What is the perception of inspectors of their role in the Ministry?
2. Are inspectors professionally prepared for their role?
3. Do inspectors in the zones carry out other duties other than those in the core functions of inspecting schools?
4. What is the attitude of teachers towards inspectors?

5. What is the organizational structure of the inspectorate at the district level?

6. What problems do inspectors encounter as they carry out their duties?

Significance of the Study

1. The study will lead to useful information/insight on the role of inspectors of schools and how they carry out their duties which will assist to avoid unfair and biased judgment on inspectors.

2. The study will help unearth problems that affect the inspectorate in performance of it's duties which may help the Ministry of Education to streamline and improve it's efficiency.

3. The study will help to formulate recommendations of management practices/principles that will improve the efficiency of the inspectorate and in return improve standards of education.

4. The results of the study can be used by the Ministry of Education to formulate policies aimed at improving the morale and job satisfaction of inspectors. This would increase their commitment.
5. This study will be a basis on which other researchers would do further their research in other districts, provinces and the whole nation.

**Assumptions of the Study**

1. That all inspectors know their roles.
2. That all inspectors perform their roles of maintaining standards of education.
3. That all inspectors are qualified to carry out their roles.

**Scope and Limitation**

The research was limited to Nyandarua District. Not all factors that affect performance level of an inspector were studied. The study concentrated on professional qualification of inspectors, deployment, training (inspectorate oriented), tasks undertaken, work program and difficulties in the job. The level of motivation of the inspectors was also determined. The teachers were also required to indicate how they were assisted by interactions with the inspectors.
Conceptual Framework

The concept being examined in this research is the role of inspectorate. The term role being the structural and normative elements defining the behaviour of role incumbent or actors. (Limpham and Campel, 1968:59).

The structural and normative elements in the inspectorate is the duties and tasks expected to be carried out by this body in order to maintain standards of education in the country. The role is what is supposed to be done in order to carry out purpose of the systems rather than what is done.

Davis (1967:26) states that

"the role is a pattern of actions expected of a person in his activities with others."

The role of the inspector as he supervises teachers will mean the activities expected. A certain behaviour is also expected of the inspector.

The position or status represents role of an individual or group. The Ministry of Education in Kenya has given the inspectorate the important role of establishing, maintaining and improving standards
of education in the country. As such the inspectorate is the nerve center of the Ministry of Education (Kesi Unpublished handouts).

**Diagram illustrating the concept of role of inspectorate**

![Diagram of Inspectorate Role]

**Definition of Significant Terms**

**Inspector of schools**

Officers on the Ministry of Education mandated by law to enter any school with or without notice for purposes of inspection.

They are under the Chief inspector on schools. In the province or district they report directly to the Provincial Director of education (PDE) or District Educational Officer (DEO).

**Role**

The function of an inspector or inspectorate in meeting organizational objectives.

**District Inspector of Schools (DIS)**

The district officer in charge of the whole district inspection programs.
**Academic Qualification**

This refers to education standards achieved by inspectors of schools.

**Instruction**

The Planned interaction between teachers and pupils

**Ministry**

The Ministry of Education which deals with educational matters in the country.
CHAPTER TWO

LITERATURE REVIEW

Introduction

The Role of The Inspectorate

The inspectorate helps in supervision of schools. Inspectors are supposed to ensure that teachers and head teachers are advised. They also ensure that all education policies are followed in the areas of curriculum, financial management and human resources management (timetabling of teachers).

Olembo (1992:12) summarizes this point saying "The overall responsibility of the inspectorate...lies in the areas of school or college supervision examinations syllabus curriculum development and implementation financial accounting and auditing and overall instructional leadership".

Leadership

The inspectorate is directly responsible of the assessing of leadership in our schools and making recommendations. The inspectors advise the head teacher on how to improve his leadership role. The way a leader/head teacher is advised will
determine whether he or she implements to improve his administration skills in the school. In other words their recommendation have a direct bearing on the leadership of the school. The leadership provided by the head teacher is a factor influencing examination performance. Duignan (1986: 122) while reviewing research on effective schooling identified school leadership as a crucial factor in the success of a school. He stated:

"The list of activities which constitutes effective leadership by the school principal includes setting an atmosphere of order, discipline and purpose, creating a climate of high expectations for staff and students, encouraging collegial and collaborate relationship and building commitment among staff and students to the school goals".

The inspector is also responsible for recommending promotion of a headteachers and principals through inspection reports.

**Supervision**

Supervision is a concept used to mean overseeing and helping. Not only do teachers need professional training but also need to be updated on new knowledge and advised on regular basis through seminars in-service courses and also inspection. The handbook for Inspection of Education institutions (2000) can be quoted as saying
“Inspectors should provide professional guidance and advise to staff in educational institutions and disseminate information on school management, the curriculum and detaching materials and Examinations.”

Thus inspectors of schools provide useful professional consultation and advisory services during the inspections to the teachers who in turn play an important role in the performance of a school. It is therefore noted the quality of teachers can be improved during inspections. The quality of teachers in an important aspect of education.

The national committee on education objectives and policies (1976:109) said:

“The quality attributes of the teachers are of paramount importance’s in determining the quality of education on which intellectual development is to be based”

Okelo-Ochanda (1982) reaffirmed this by saying that the quality of teachers is an important aspect in determining the level of education performance and achievement in examinations.
Inspection of Schools

One of the objectives of the inspectorate as quoted from the Inspectors' Handbook (2000:12) as

"to carry regular and full panel inspections of all education institutions on a regular basis."

In the report of the task force on student discipline and unrest one role of the inspectorate is clearly defined of professional support services for teachers.

It is therefore tragic to note that many inspectors have a difficulty in establishing good relationship with the teacher for collaborating learning and teaching activities. Thus the inspectors should tone down and take the role of a helper. Sifuna (1975:10) points out that "Some tend to wear on the colours of a police officer that their presence is often resented by teachers".

Physical facilities

These are the facilities that help in creating a good atmosphere for learning. They include buildings like classrooms, laboratories, library and administration block. They influence the performance of school. Gathinji (1990:30) identified lack of physical facilities as a factor that hinders the effectiveness of a head teacher and hence
the school. The role of the inspection in regards to physical facilities is

"To advise on provision of proper and adequate physical facilities in educational institution". Inspectors handbook, Ministry of Education.

Some schools are without proper physical facilities while some are basic and barely adequate. Lack of adequate facilities with pupils being in an overcrowded classroom are bound to reduce the effectiveness of a teacher.

**Discipline/Guidance and Counseling**

The inspectorate in charge of a co-coordinating guidance and counseling services to schools. With the ban on corporal punishment it is increasingly important to emphasis on guidance and counseling to improve the discipline of the pupils. This area was found lacking by the task force on student indiscipline and unrest. It found that the guidance and counseling teacher, whether appointed by the TSC do not meet the expectation of the schools due to lack of relevant training. On the same note school inspectors have not been properly trained on guidance and counseling therefore cannot advise the teachers nor the Ministry on this issues.
Due to lack of adequate guidance and counseling, the table below shows an increase in students’ unrest in Nyandarua District in the year between 1999-2000.

Table 1. 1: Chronology of Student Disturbances 1999-2000 Nyandarua District.

<table>
<thead>
<tr>
<th>SCHOOL</th>
<th>TYPE</th>
<th>DATE</th>
<th>GRIEVANCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ngorika</td>
<td>Mixed</td>
<td>24/5/99</td>
<td>Protest for not being involved in cross country competition</td>
</tr>
<tr>
<td>Bongo</td>
<td>Mixed</td>
<td>30/5/99</td>
<td>Protest against posting of a new head.</td>
</tr>
<tr>
<td>Salient</td>
<td>Mixed</td>
<td>12/5/99</td>
<td>Deputy principal accused of being too harsh</td>
</tr>
<tr>
<td>Leshau</td>
<td>Boys</td>
<td>17/5/99</td>
<td>Protest against arrest of 14 student by the police for pelting the boarding master house with stones</td>
</tr>
<tr>
<td>Gichungo</td>
<td>Mixed</td>
<td>21/7/99</td>
<td>Unjustified punishment by teachers</td>
</tr>
<tr>
<td>Mwenda-Andu</td>
<td>Mixed</td>
<td>25/7/99</td>
<td>Poorly cooked food (Rotten Githeri)</td>
</tr>
<tr>
<td>Ol' jororok</td>
<td>Mixed</td>
<td>13/9/99</td>
<td>Harsh discipline by teacher</td>
</tr>
<tr>
<td>Nandarasi</td>
<td>Mixed</td>
<td>21/9/99</td>
<td>Poorly cooked food</td>
</tr>
<tr>
<td>Njabini</td>
<td>Boys</td>
<td>21/1/2000</td>
<td>Deputy too harsh and failure by school to adhere to new fees</td>
</tr>
<tr>
<td>Karati</td>
<td>Mixed</td>
<td>21/3/2000</td>
<td>Deputy accused of brutality</td>
</tr>
<tr>
<td>Munyaka</td>
<td>Mixed</td>
<td>20/1/2000</td>
<td>Lack of water in the school</td>
</tr>
<tr>
<td>Ragia</td>
<td>Mixed</td>
<td>23/3/2000</td>
<td>Excessive beating by teacher</td>
</tr>
<tr>
<td>Simbaraa</td>
<td>Mixed</td>
<td>12/5/2000</td>
<td>None participation in district athletics</td>
</tr>
<tr>
<td>Heni</td>
<td>Mixed</td>
<td>24/6/2000</td>
<td>Boys want to socialize with the girls (Harsh matron)</td>
</tr>
<tr>
<td>Githungucu</td>
<td>Mixed</td>
<td>16/7/2000</td>
<td>Use of medical fund they demand that a sick student should be treated at a private hospital</td>
</tr>
<tr>
<td>Magumu</td>
<td>Mixed</td>
<td>27/7/2000</td>
<td>Deputy principal too harsh</td>
</tr>
<tr>
<td>Name</td>
<td>Type</td>
<td>Date</td>
<td>Event</td>
</tr>
<tr>
<td>----------</td>
<td>-------</td>
<td>-----------</td>
<td>--------------------------------</td>
</tr>
<tr>
<td>Kitogo</td>
<td>Mixed</td>
<td>23/7/2000</td>
<td>Ghosts at night</td>
</tr>
<tr>
<td>Tulaga</td>
<td>Mixed</td>
<td>20/9/2000</td>
<td>Heavy punishment by teachers</td>
</tr>
<tr>
<td>Muirichu</td>
<td>Mixed</td>
<td>27/9/2000</td>
<td>Protest against posting a new principal demand that D/principal be appointed instead.</td>
</tr>
</tbody>
</table>

Source: by Central Province Students' Indiscipline Committee 2000.

 Needless to say inspectors have been accused of only visiting schools after a disturbance. Some schools have stayed for ten years without seeing an inspector or an education officer.

**Instruction, Curriculum Development and Implementation**

The inspection of schools in primarily to ensure that curriculum implementation is carried out in schools. The inspectors should be abreast with all curriculum changes and schools transmit them to the school. The inspector also gives feedback to the ministry or any problems facing the teacher and pupils on curriculum implementation.

Just as the inspectorate vision states

"To provide quality assurance feedback to all educational stake holders on all education institutions"

Inspection handbook 2000:8, Ministry of Education."

Speaking in a seminar for inspectors of schools the acting chief inspector of schools, Mr Enos Oyaya referred to the inspectorate as
the nerve center of ministry of education. (Kesi Unpublished hand outs).

It is therefore important that when inspectors visit schools they observe the teacher teaching in the classroom and also give reports and recommendation on what they see. They should advise the teacher on maintenance and improvement of the instructional programs. As Maranga (1983:14) points out

"collegueship between the teacher and the inspector is most ideal for classroom observation".

It has been noted with concern that inspectors make "coca cola" visit to schools. "Coca cola" being the name given for a visit to refresh ones throat. In this case the inspector visits the head teacher office asks if there is any problem, talk to the teachers in the staff room and then leaves the school. This is strongly discouraged and in the Inspector Handbook (2000:12) it is proposed that,

"The inspectorate should move to a more regular pattern of full panel inspectors of all institutions to be worked out by the provincial inspectors of schools in co-ordination with the national and district inspectorate. A good panel should be
composed of a team of experts in curriculum, administration, finance and others. This kind of inspection is referred to as institutional review or audit.”

This researcher investigated whether the inspectors were involved in panel inspection organized at divisional, district and provincial levels.

Financial Management of Schools

According to the Education Act of 1968 Republic of Kenya, school inspectors are charged with authority to (among others) to enter any school with or without notice and inspect or audit the accounts of the school.

Tragically very few inspectors can audit school financial records. This lead the ministry of education to start an audit unit at the ministry’s headquarters which employed auditors posted them to the district and provincial educational offices. At the provincial level and district levels officials leading teams are called provincial schools auditors (PSA) and district school auditors (DSA) respectively. They answer to the provincial director of education and district officer respectively.
The auditors in the district are too few for example in Nyandarua there are only three. They mainly audit the secondary schools but not the primary schools. Thus there are increased cases of financial misappropriation and embezzlement in primary schools. As task force of student indiscipline and unrest (Ministry of Education) conceded that 'delay in auditing schools books of accounts created lack of up to date status of schools financial health'. It further observed that "Delay in auditing schools books of accounts allows many financial malpractice to go undetected resulting in the loss of funds. When such practices are eventually detected it may be too late to recover". Ministry of Education, report of task force on student discipline and unrest.

Collection Of Data

The other role of inspectors is collection of data for dissemination to the relevant offices in the ministry of education for action. The inspectors' handbook puts it more clearly as

"Advising the government on trends obtaining in the learning institution in the area of equity access, equality, gender, wastage (drop out and repetition rates), retention, curriculum delivery, learning and teaching materials,
leadership, staffing, governance, health care, career guidance, discipline, curriculum evaluation, pre service and in-service training of teachers, costs and institution development plans”.

Ministry of Education, handbook of Inspection of Schools.

The zonal inspector is referred to as the officer on the ground. He/She is expected to answer any question on any school in his area of jurisdiction.

Many zonal inspectors do not have clerical officers to assist them in collection, recording, summarizing of this data for onward transmission to the ministry. They are also involved in other administrative tasks like attending parents meeting/stakeholders meetings, BOG meetings, election of school committees and DEO’s meetings.

Thus many times the officer is kept in the office collecting data and attending meetings instead of inspecting schools. In view of the above Wangai’s taskforce recommended that the inspector concentrates on his core functions of inspecting schools.
Summary of Literature Review

The literature reviewed has highlighted the roles of inspectorate in maintaining standards as leadership, supervision to improve quality of education and to advice on physical facilities. In addition, to advice on issues of discipline including guidance and counseling, to assist in instructional and curriculum development and implementation, to ensure sound financial management of schools and to advice the government of trends obtaining in learning institutions by collecting data from schools. This research investigated whether inspectors articulate their roles as expected and if they encountered any problems in the process. In addition it also tried to ascertain there competence in carrying out the tasks laid out by the education act which are inspection of schools, supervision and offering guidance of curriculum implementation, other administrative tasks and auditing of financial records.
CHAPTER THREE
METHODOLOGY

Introduction
This chapter covers the design of the study, study site, target population, sample and sampling procedures, research instruments, data collection procedures, data analysis and presentation. The previous chapter covered the reviewed literature on the roles of inspectorate.

Research Design
This study investigated the role of inspectors how they fulfilled them and if they encountered any problems. It was a descriptive survey research. It involved finding out what people are doing and thinking by gathering information from them basically by using questionnaires and interview (Igwe 1985:10)

Study Site
The study was carried out in Nyandarua District. This district is in Central Province. The DEO offices are housed in the district headquarters in Nyahururu town. It is divided into six administrative divisions which are:

1.) Ndaragwa
2.) Ol'Joroorok
3.) Ol' Kalou
4.) Kipipiri
5.) South Kinangop
6.) North Kinangop

**Target Population**

The district has 16 inspectors based at the zone and six based in the district. The total is 22 inspectors.

The total number of zones in the district is 17 zones. The district has 16 zonal inspectors (One of the zones is manned by a tactutor)

There are 6 inspectors in the DEO's Office. One of the inspectors is carrying out administrative roles (Primary Administration and Statistics).

The others are:

1.) The District Inspector of Schools (DIS)
2.) The Deputy DIS Primary Programmes (DDIS(P)
3.) The Deputy DIS Secondary Programmes (DDIS(S)
4.) Inspector in-charge of Languages (IS(L)
5.) Inspector in-charge of Sciences (IS(S)
There are 308 primary schools and 98 secondary schools. Thus primary schools head teachers are 308 and secondary schools principals are 98. Nyandarua District's economy is mainly dependent on agriculture.

Sample and Sampling Procedures

The researcher used probability sampling procedure, random sampling. The researcher interviewed 10 zonal inspectors they were randomly selected through balloting (putting papers with all inspectors' names in a box shaking and picking the first ten).

In the district headquarters the researcher interviewed the district inspector of schools (DIS) and the Deputy DIS Secondary, the Deputy DIS Primary, the inspector in-charge of primary school administration (acting as an AEO), and the inspector languages.

The headteachers were chosen from 10 randomly selected primary schools from the district and five principals from different divisions in the district. The teachers to be respond to questionnaires were 20 primary school teachers and 10 Secondary school teachers from the randomly selected schools.
The numbers of subjects in the study were 15 inspectors, 10 head teachers, 5 principals and 30 teachers. The total number is 60 (Sixty).

**Research Instruments**

The instruments for data collection were Questionnaires for the Head teachers' principals and teachers and Interview Schedules for the Inspectors.

**Inspectors Interview Schedule**

This interview schedule consisted of three parts.

(i) Section A – Sought to determine the Inspectors Personal information

(ii) Section B – Sought to determine knowledge on the role of the inspectorate and task/responsibilities they carried out.

(iii) Section three - Focused on the problems faced by the inspectors and what solutions they would recommend.

**Questionnaires for Principals and Headteachers**

The questionnaire had two parts. On section A, there was personal information of the respondent and a question on what they thought is the role of the role inspectorate.
Section B was an attitude scale on which they gave an honest opinion on the role of inspectors and their attitude towards the inspectors. It sought to solicit information as to they were assisted with valuable on their administrative tasks during inspections.

**Questionnaire for Teachers**

This questionnaire aimed at finding out if the teachers get useful information from the inspector and if they are motivated after their visit.

**Data Collection Procedure**

The data procedure included:

i) Obtaining a permit from office of the president

ii) Seeking permission from the district education officer to interview and visit schools

iii) Visiting zonal offices and district headquarters to interview inspectors.

iv) Visiting sampled schools and to issue the questionnaire to teachers and head teachers.

v) Collection of questionnaires.
Analysis of Data and Presentation

The data collected were both qualitative and quantitative.

The nature of study was descriptive where the commonly used methods in reporting is use of frequency distribution, computing the percentages and tabulating them appropriately.

The data was entered in the code book and the responses were calculated and classified under different headings and presented appropriately. The result helped the researcher come up with conclusions and recommendations.
CHAPTER FOUR

FINDINGS

4.1 Introduction
The purpose of the study was to determine the role of the inspectorate in maintaining standards of education and the problems it encountered.

To answer questions raised in this study the researcher examined;

1. The role of inspectorate and duties carried out by inspections.
2. Professional preparedness of inspectors.
3. Problems faced by inspectors in carrying out their duties.
4. Suggestions given on changes that could make inspectorate effective.

4.2 Role of Inspectors
All of the 15 inspectors interviewed on their role in the ministry responded by saying that it are to ensure quality education through inspection. Two of them added that their role is also curriculum implementation and curriculum design.

One added that organizing co-curriculum activities while the other stated that collection of Data was part of their roles.
4.3 Duties of Inspectors of Schools

4.3.1 Inspection of Schools

The researcher found that the number of schools inspected by inspectors per month was as follows.

Table 4.1: Number of Schools Inspected

<table>
<thead>
<tr>
<th>No of school inspected in a month</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-5</td>
<td>12</td>
<td>80</td>
</tr>
<tr>
<td>6-10</td>
<td>2</td>
<td>13.3</td>
</tr>
<tr>
<td>10-15</td>
<td>1</td>
<td>6.7</td>
</tr>
<tr>
<td>16-20</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>15</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 4.1 indicates that most (80%) of the inspectors only inspect 0-5 schools a month. Further inquiry found that most inspectors never participated in provincial panel inspection but they only occasionally participated in District and Division panel inspections. The schools inspected were through individual inspection which is discouraged by the Ministry.

4.3.2 Other tasks carried by inspectors of schools based in the Zones

The inspectors gave such tasks in order of priority as

1. Organising co-curricular activities
2. Data collection/returns Inspectors
3. Attending meeting DEO’s PDE’s Parents, BOG meetings Inspectors

4. In service of teachers.

5. Administrative duties AEO’s (Acting AEO) inspectors interviewed.

From this findings it is noted that inspectors were involved in other duties other than their core function, which is inspection of schools. It is important to note that inspectors could not carry out financial auditing of the school. Yet they are supposed to monitor use of funds given by the Ministry for free primary education

### 4.4 Qualification of Inspectors

The researcher went on to find out the academic/professional qualification inspectors.
Table 4.2: Academic Qualification of Inspectors

<table>
<thead>
<tr>
<th>Academic Qualification</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate</td>
<td>5</td>
<td>33.3</td>
</tr>
<tr>
<td>A-Level</td>
<td>3</td>
<td>20</td>
</tr>
<tr>
<td>O-Level</td>
<td>7</td>
<td>46.7</td>
</tr>
<tr>
<td>Total</td>
<td>15</td>
<td>100</td>
</tr>
</tbody>
</table>

The table above shows that most (66.7%) of inspectors do not have University education while only 33.3% were University graduates.

Table 4.3: Professional Qualification of Inspectors

<table>
<thead>
<tr>
<th>Professional Qualification</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>BED</td>
<td>5</td>
<td>33.3</td>
</tr>
<tr>
<td>S1 Diploma</td>
<td>2</td>
<td>13.3</td>
</tr>
<tr>
<td>P2</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Any other (ATS(I)</td>
<td>8</td>
<td>53.3</td>
</tr>
<tr>
<td>Total</td>
<td>15</td>
<td>99.9</td>
</tr>
</tbody>
</table>

With respect to professional qualification, those with B.ED were only 33.3%. Two (13.3%) are S1/Diploma while the 8 who have A.T.S.I (Approved teacher) 53.3%. It is a meritorial grade. They
are P1 and P2 teachers who have attained this grade from promotion on merit.

4.5 Previous Experience of Inspectors

The table below shows the level at which the inspectors were during his appointment.

Table 4.4: Experience /Administrative Position of Inspectors at the time of Appointment

<table>
<thead>
<tr>
<th>Level</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Head teacher</td>
<td>5</td>
<td>33.3</td>
</tr>
<tr>
<td>Deputy Principal HOD</td>
<td>5</td>
<td>33.3</td>
</tr>
<tr>
<td>Deputy Head teacher</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>TAC Tutor</td>
<td>3</td>
<td>20</td>
</tr>
<tr>
<td>Assistant Teacher</td>
<td>2</td>
<td>13.3</td>
</tr>
<tr>
<td>Total</td>
<td>15</td>
<td>99.9</td>
</tr>
</tbody>
</table>

From the research findings above none of the inspectors appointed had been principals of Secondary school. Never the less most of them were in leadership position of Deputy Principal, HOD, primary school head teacher and Tactutors.
Their years of experience as teachers had been between 11-20 years (10 Inspectors) while for the other 5 it was below 10 years.

### 4.6 Training of Inspectors

All the inspectors interviewed had been trained in primary school management as trainers of trainers.

Only 5 inspectors (33.3%) had attended KESI induction course (for 2 weeks).

The DIS were the only ones who has attended KESI management course (2 weeks). The inspectors had found these courses very relevant to the work but too short.[two weeks].

District and provincial inspectors of schools inducted the inspectors after were appointment. All inspectors interviewed did not have any handbooks from the induction seminars but only handouts. The Ministry has also recently provided a handbook for inspectors. They have not been trained how to use it. They do not find it useful.

### 4.7 Motivation/Job Satisfaction of Inspectors

All inspectors interviewed said that they felt that they were poorly remunerated they gave such reasons as.
(i) They took too long to move to the next grade. The Ministry does not advertise posts on a regular basis. Some have been invited to attend the interviews but they have failed these interviews, making them believe that there is corruption during appointment

(ii) The teachers in the class have higher grades/salaries compared to inspectors. Their counterparts in the classroom have a better salary and better upward mobility.

4.8 Problems Faced By Inspectors as They Carry Out their Duties

The inspectors said that the problems they faced were:

1. Lack of reliable means of transport
2. Lack of funds (claims for reimbursement of transport not paid)
3. Lack of accessible roads leading to the schools
4. Poor co-ordination by the District Inspectors when constituting District panel
5. Lack of support staff, equipment and stationary to ease the work so that the inspector can concentrate on inspecting schools
6. Concentrating on schools with administrative problems like embezzlement of funds and conflict between parents and teachers at the expense of inspecting others

7. When they forward inspection reports their recommendations are not implemented

8. Poor remuneration was also a problem that affected them because even the teachers in the classroom knew that they received a poor salary

9. They also said that they are not involved in administrative decisions on promotion and discipline of teachers. They are only consulted sometimes on transfer of teachers.

4.8.1 Chain of Command (Administrative Structure of Inspectorate)

Olembo (1992) quoting Urwick said that a worker should only answerable to one boss alone. When Inspectors were asked who there immediate boss they said.

1. The DIS
2. THE AEO
3. THE DEO
All inspectors gave more than one person as their immediate boss. In the District headquarters they said the immediate boss was the DEO and DIS. The DIS and DDIS (Primary) also said that it was the DEO and PIS (Provincial inspector of schools).

The zonal inspectors all said it was the AEO and DIS. Three of them also added the DEO in this list. This was evidence to show that there is no proper chain of command/administrative structure of the inspectorate at the district level.

4.9 Perception of Teacher Head Teachers and Principals on the Role of Inspectors

They responded by saying that the inspectorate role is to advice, assist counsels and guide teachers. Two headteachers saw the inspectorate as helping in advising stakeholder for the smooth running of the school. Curriculum implementation was also cited and supervision of the teaching process. From these responses the headteachers and principals knew the role of inspectorate as they accurately described it.
4.10 Attitude of Headteachers Principals and Teachers towards Inspectors and Inspections

Fifteen the principals and headteachers were strongly in support that visits to schools are few, occasional and quite inadequate and mainly when there is a crisis like staffing cases or indiscipline of which they were informed.

They also agreed that inspectors do help to improve the quality of teaching. They said that the inspectors' advise on administrative issues helped them to be better leaders. With the exception of one head teacher all the others said that the inspector rarely advises on guidance and counseling issues.

The inspectors frequently do classroom observations in the primary schools. On the contrary in the secondary schools 50% of the principals said that this was done only sometimes and 50% reported rarely. Therefore the teachers observed in the classroom by the inspectors are mainly in primary schools.

In the secondary schools 80% of the principals rarely benefited on advice on administrative issues. They strongly agree that inspection unearth hidden problems 80% while 20% say that this is only sometimes.
Only one principal saw inspectors as unwelcome visitors but all the others strongly disagreed with this statement. All this findings above indicate that principals and headteachers find inspectors and inspections useful.

4.11 Attitude of Teachers towards Inspectors and Inspection

The research revealed that although inspectors frequently provided valuable knowledge on curriculum changes and new ways of handling students and policy issues, they enjoyed demonstrating authority and tended to "wear on colours of police officers" Sifuna (1975) so that teachers are only occasionally motivated after their visit. Most (60%) of the teachers would like to be notified of the inspectors visit while 40% would not.

The teachers (90%) interviewed had been observed in the classroom by inspectors while teaching 10% (3) had not. All the ones visited in the classroom held a conference with the inspector to discuss the lesson.
4.12 Changes the Ministry Should Undertake to Make Inspections More Effective.

The inspectors felt that the problems cited should be addressed. They should be trained and should also be allowed to take part in administrative actions especially on inspection reports. They particularly needed training in financial management in order to monitor funds for free education in primary school. They also suggested that the inspectorate be autonomous from the directorate in order to have more authority and efficiency.

4.13 Summary of Findings of Data

The findings of this study can be summarised as follows.

- All inspectors are aware of their roles in the inspectorate
- Inspectors perform many other duties other than their core functions, which are inspection of schools. This combined with other problems like lack of transport and finance has made inspectors to visit a very small number (0-5) of schools per month.
- Most 66.7% inspectors of schools have not attained University education. For one to advise, they need to be at a higher level of education, have more knowledge and
experience than the teachers. Yet inspectors are either of inferior qualification or have attained the same kind of academic achievement with the people they supervise.

- The inspectors appointed have held administrative positions of leadership in the schools and have an experience of over 10 years.

- Inspectors are not trained after appointment but are inducted by provincial and District inspectors except for the primary school management course. All inspectors said that they need proper training to make them more efficient. Although they have an inspection handbook, they don't use it because they have not been trained or sensitized on its importance.

- Inspectors are not adequately remunerated for their work. Their job satisfaction levels are low because they also compare themselves with the teachers in the classroom.

- The inspectors face many problems that prevent them from carrying out their duties which include lack of reliable transport, bad roads, lack of finance, lack of support staff equipment and stationary and poor co-ordination of inspection duties in the district.
• There is no proper chain of command in the District with the inspectors having 2 or more immediate bosses. This created inefficiency.

• The head teachers and Principals have a favorable attitude towards inspection although advise on guidance and counseling and on leadership roles of headteachers and principals should be stepped up.

• Inspectors sometimes advised schools on importance of physical facilities in improving performance of a school.

• In secondary schools unlike primary schools, they do not assist the principal in becoming better leaders. They rarely advice them on administrative issues.

• The teachers agreed that the minimum qualification of an inspector should be a graduate.

• The teachers agreed that inspections are useful but the attitude of inspectors still remains traditional and autocratic.

• Inspectors wanted the inspectorate to be autonomous from the directorate for greater efficiency.

• The inspectors wanted to be involved in taking administrative action on inspection reports.
• Inspectors were expected to monitor use of funds for free primary education yet they had no formal training in financial accounting systems.
5.1 SUMMARY

The purpose of this study was to establish the role of the inspectorate in maintaining standards of education and the problems encountered in Nyandarua District Central Province.

Ten zonal inspectors were randomly sampled and 5 district inspectors were purposively sampled. In addition, random sampling of ten primary school headteachers in the district, five secondary schools principals, twenty primary school teachers and 10 secondary school teachers was done. A total of 60 subjects were involved in the study.

The inspectors were interviewed while the teachers; head teachers and principals completed questionnaires. All the responses were gathered and there data analyzed.

Chapter three dealt with the design of the study, instruments and administration of the instrument. The instruments used were interview schedules for inspectors and questioners for Teachers,
Head teachers and Principals. The researcher also discussed the population sample and sampling procedures in this chapter.

In chapter four data was analyzed and the findings of the data interpreted and summarized.

5.2 Conclusions

From the analysis of the data in chapter four it is apparent that role of inspectorate is not being articulated as expected.

(a) The inspectors have too many administrative duties that prevent them from concentrating on their core function of inspecting schools.

(b) The inspectors are not trained to carry out their duties and most of them have low academic qualification but carry meritorial grades

(c) The inspectors face problems of lack of transport to school and finances.

(d) These problems are compounded by lack of poor coordination at the district because the inspectors have more than one immediate boss.
(e) The Inspectors are rarely involved in panel inspections but visit schools individually. The schools visited in a month are very few.

(f) The picture becomes grim when the remuneration of inspectors is much lower than that of the people they inspect causing them inferiority complex.

(g) It is no wonder that the teachers still find the inspector autocratic and thus they only benefit from their advice occasionally.

(h) Headteachers on the other hand find inspectors very useful because they help solve some of their problems with teachers.

(i) It is important to note that inspectors may visit schools and the reports written are not implemented. Thus inspectors would want to be allowed to take administrative action or to be involved when this is being done.

5.3 Recommendations

On the basis of the data gathered, analysed and interpreted, the researcher came up with the following recommendations.
1. Inspectors should be appointed from graduate teachers or other higher qualification (masters, doctorate) and should have held administrative positions in their schools.

2. The inspectors should receive training to help them adjust to the changes that take place in the curriculum.

3. The inspectors should be well remunerated since they supervise the teachers. They should have a better salary than the teachers. This may help them be more effective because it will increase their confidence.

4. Inspectors should be trained so as to change the attitude of teachers towards inspection from traditional autocratic inspection legacy, to advisory peer, colleague disposition during inspection.

5. The inspectors should advice the school community on guidance and counseling, physical facilities and administrative issues in order to leave the school better than they found it.

6. For effective and efficient inspection to be realised inspectors should be provided with means of transport and other necessary resources.

7. The Ministry of Education should come up with a clear administrative structure at the district level in order to
make the inspectorate more efficient. The DIS should be made to co-ordinate all inspectors in the district in order to ensure more schools are visited.

8. Panel inspection should be used instead of individual inspectors inspecting schools which the Ministry has discouraged (impromptu 'coca cola' visits should be discouraged).

9. The inspectors should always observe teachers in the classroom to improve instruction both in the primary and secondary schools.

10. The inspectors should be given support staff and equipment to ease their administrative tasks so that they can concentrate on inspection of schools.

11. Teachers should be sensitized on importance of inspection in order to change their attitude towards inspectors.

12. Inspectors should be involved in taking administrative action on inspection reports.

13. Inspectors should be selected from highly qualified and experienced sources. Their terms of service should be improved to attract them and maintain them in the service.
5.4 Suggestions for Further Study

1. A study on management and use of funds by the Ministry of education should be conducted to ascertain the reasons why the inspectorate is facing financial difficulties.

2. To enable generalisations of the findings in this study a similar topic to this one can be conducted using a wider sample of either a province or even the whole country.

3. There is need to carry out research on job satisfaction of inspectors of schools.
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<table>
<thead>
<tr>
<th>Author(s)</th>
<th>Title</th>
</tr>
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<tbody>
<tr>
<td>Mwanzia, Gilbert Mutua</td>
<td>A study of factors that affect inspection and supervision of Primary School in Changawithiya... Kitui (MED (PTE) Project.</td>
</tr>
</tbody>
</table>
Republic of Kenya


Olivia

Developing the Curriculum. (Publisher unknown)

Republic of Kenya

Education Act (1968), Nairobi, Government Printer.

Republic of Kenya


Sifuna D.N

APPENDIX A: INTERVIEW SCHEDULE FOR INSPECTORS OF SCHOOLS

Thanks for you agreed to fill this questionnaire. The questionnaire is on the role of inspectors and problems they face as they fulfil this roles. There is no right or wrong answer. All information given will be useful.

The questionnaire has three sections. The section A represents for information on personal data.

Section B is on your work as inspector

Section C is on the problems you encounter and any recommendations that may improve the delivery of services.

SECTION A (Please tick where appropriate)

1. Designation of inspector

2. Academic qualification
   - Graduate ( )
   - A-Level ( )
   - O-Level ( )
   - Any other specify

64
3. Professional qualification

BED ( )
SI ( )
P1 ( )
P2 ( )
P3 ( )

Any other please specify.-----------------------------------------------

-------------------------------------------------------------------------

4. When you were appointed inspector you had been a

1. A principal ( )
2. A headteacher ( )
3. A deputy principal (HOD) ( )
4. A deputy Headteacher ( )
5. A tac tutor ( )
6. An assistance teacher ( )

5. (a) Years of experience

1 –10 ( )
11-20 ( )
21 –30 ( )
Over 30 ( )
6. Have you ever attended in service training tick below

Kesi induction course ( )
Kesi management course ( )
Primary school management ( )

Comment on the usefulness of the courses

-----------------------------------------------------------------------------------

-----------------------------------------------------------------------------------

7. Do you participate in (tick below)

Provincial inspection panel ( )
District inspection panel ( )
Divisional inspection panel ( )
Individual inspection of school in the zone ( )

1.1 SECTION B

Please respond to the following questions on the roles of inspectorate

(a) What is the role of inspectorate?

-----------------------------------------------------------------------------------

-----------------------------------------------------------------------------------

-----------------------------------------------------------------------------------

-----------------------------------------------------------------------------------
(b) What activities/tasks do you carry out in your daily activities as an inspector of schools?

(c) How many schools do you inspect in a month?

0 - 5 ( )
5 - 10 ( )
10 - 15 ( )
15 - 20 ( )
Any other specify

(d) Do you observe teachers in actual classroom. Please tick below

Very frequently ( )
Frequently ( )
Sometimes ( )
Rarely ( )

(e) Can you carry out auditing of school financial records

YES ( ) NO ( )
(f) Which institution can you inspect?

Colleges ( )
Secondary ( )
Primary ( )
Pre School ( )

(g) Who is your immediate boss?

(i) The A E O
(ii) The D I S
(iii) The D E O

Any other specify ---------------------------------------------------------------

(h) Are you involved in transfer promotion or discipline of teachers?

<table>
<thead>
<tr>
<th></th>
<th>Very frequently</th>
<th>Frequently</th>
<th>Sometimes</th>
<th>Rarely</th>
<th>Never</th>
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</thead>
<tbody>
<tr>
<td>Transfer of teachers</td>
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<td>Promotion of teachers</td>
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<tr>
<td>Discipline of teachers</td>
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<td></td>
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</tbody>
</table>
(i) Do you consider yourself adequately remunerated

YES ( ) NO ( )

Give reasons for your answer.

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1.2 SECTION C

Please respond to the following questions on problems you face as you carry the duties tasks of an inspector.

(1) What problems impede your role as inspector?

(2) What would help you perform your duties well as an inspector?

(i)

-----------------------------------------------------------------------------------

(ii)

-----------------------------------------------------------------------------------

(iii)

-----------------------------------------------------------------------------------
(3) What changes would you recommend in the Ministry of Education so as to improve your effectiveness as an inspector.

1. 

2. 

3.
APPENDIX B: QUESTIONAIRES FOR PRINCIPALS AND HEADTEACHERS

Thank you for agreeing to respond to my questionnaire.

The information you will be treated as confidential and will only be used for the purpose of this study.

The study is on the role of inspectorate and the problems faced by inspectors in Nyandarua District.

Kindly respond to all statements. Tick the appropriate answer.

1. The designation of the person completing the rating form is

   Principal

   Headteacher

   Professional

   Qualification Graduate

   S1

   P1

   P2

   Experience

   0 - 5

   5 - 10

   10 - 20

   above 20

2. In your opinion what is the role of an inspector of schools

SECTION B (please tick the appropriate answer)

1. Visit to schools are few, occasional and quite inadequate
   - Strongly in favour ( )
   - In favour ( )
   - Undecided ( )
   - Not in favour ( )
   - Strongly not in favour ( )

2. Inspection of teachers by the inspectors improves the quality of teaching.
   - Strongly in favour ( )
   - In favour ( )
   - Not in favour ( )
   - Strongly not in favour ( )

3. Being notified of inspectors visits is better than there surprise visit.
   - Strongly in favour ( )
   - In favour ( )
   - Undecided ( )
   - Not in favour ( )
   - Strongly not in favour ( )

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4. Inspectors visit schools only when there is a crisis like serious cases of discipline of which they have been informed.
   Strongly agree (  )
   Agree (  )
   Undecided (  )
   Not in agreement (  )
   Strongly disagree (  )

5. Inspectors are unwelcome visitors whose professional advice teachers would rather do without.
   Strongly agree (  )
   Agree (  )
   Undecided (  )
   Not in agreement (  )
   Strongly disagree (  )

6. Inspectors are friendly and create a cordial relationship between teachers and the administration in which change can take place.
   YES (  )
   NO (  )

7. When inspectors visit the school they observe teachers in the classroom and give reports
   Very frequently (  )
Frequently (  )
Sometimes (  )
Rarely (  )
Never (  )

8. When Inspectors visit schools they advise on improvement of physical facilities

Very frequently (  )
Frequently (  )
Sometimes (  )
Rarely (  )
Never (  )

9. Inspectors visits are of value in helping to unearth hidden problems, convey new ideas, estimate success and help teachers with difficulties.

Strongly in favour (  )
In favour (  )
Undecided (  )
Not in favour (  )
Strongly not in favour (  )
10. Inspection curbs unwarranted absenteeism negligence in lesson preparation marking of student books and marking of attendance registers

Very frequently ( )
Frequently ( )
Sometimes ( )
Rarely ( )
Never ( )

11. The inspector gives me advise on administrative issues and helps me to a better leader.

Very frequently ( )
Frequently ( )
Sometimes ( )
Rarely ( )
Never ( )

12. What should be the minimum qualification of an inspector of schools?

Graduate
Diploma (S1)
P1

Any other specify---------------------------------------------

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APPENDIX C: QUESTIONNAIRE FOR TEACHERS

Thank you for accepting to fill this questionnaire. The information you will give will be treated as confidential and will only be used for the purpose of this study. The study is on the role of inspectorate and problems faced by inspectors in Nyandarua District as they carry out their duties.

1.3 SECTION A

(a) What institution do you teach?
   1. Primary
   2. Secondary

(b) Have you ever been observed by an inspector while teaching
   YES ( )   NO ( )

(c) After the class visit did the inspector hold a conference within you to discuss the lesson?
   YES ( )   NO ( )

SECTION B (CIRCLE THE ANSWER)

(1) Inspectors form a suitable climate where teachers feel free to initiate positive change in education
(a) Frequently
(b) Sometimes
(c) Undecided
(d) Not in favour
(e) Strongly not in favour

(2) Inspectors have changed from autocratic critical faultfinders to advisers and peers and provide useful consultation and guidance.

(a) I strongly agree
(b) I agree
(c) Undecided
(d) I disagree
(e) Never

(3) After the inspectors visit I feel motivated and ready to implement what they recommend

(a) Very frequently
(b) Frequently
(c) Sometimes
(d) Rarely
(e) Never
(4) Inspector enjoy demonstrating their authority rather than acting as counselors and guides

(a) Very frequently
(b) Frequently
(c) Sometimes
(d) Rarely
(e) Never

(5) Inspectors tend to wear on colours of police officer so that they are resented by teachers

(a) Very frequently
(b) Frequently
(c) Sometimes
(d) Rarely
(e) Never

(6) Inspectors always have valuable knowledge on curriculum changes new ways of handling students and policy issues.

(a) Very frequently
(b) Frequently
(c) Sometimes
(d) Rarely
(e) Never