A STUDY OF THE FACTORS THAT IMPEDE AND AFFECT EFFECTIVE INSPECTION AND SUPERVISION OF PRIMARY SCHOOLS IN KIWISERO DIVISION OF BUTERE/MUMIAS DISTRICT OF WESTERN PROVINCE IN KENYA.

BY

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A PROJECT WORK COMPILED AND SUBMITTED IN PARTIAL FULFILMENT FOR THE DEGREE OF MASTER OF EDUCATION M.ED (P.T.E.)

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DECLARATION

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

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DEDICATION

This research project work is dedicated to my family whose co-operation and moral as well as material support motivated me to compile this work. This project work is also dedicated to my late parents, Mr. Daniel Okweno Mukana and Flora Ndeta Okweno Mukana. It is also dedicated to all my brothers and sisters.
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THE ABSTRACT

A study of the factors that impede and affect effective inspection and supervision of primary schools in Khwisero Division of Butere/Mumias District of Western province in Kenya.

THE PURPOSE OF THE STUDY

The purpose of the study project was to investigate into the factors that impede and hinder effective inspection and supervision of primary schools in Khwisero Division. The purpose was categorized into six areas. These are:

(i) The qualifications and pre-service training objective of serving inspectors

(ii) The inservice training objectives that is given to serving inspectors

(iii) The internal inspection objective conducted by headteachers and subject panel leaders

(iv) The resources and other materials used by inspectors

(v) The attitude objective between teachers and inspectors

(vi) The understaffing objective being experienced by inspectors.
The review of related literature showed that the factors that affect effective inspection and supervision of schools are many and varied. This made it necessary for the researcher to use three kinds of research instruments in order to get a balanced sample of these factors. The research instruments used were:

(i) Headteachers' questionnaire
(ii) Assistant teachers' questionnaire
(iii) Education Officers' interview schedule.

An hour's sessions was arranged individually for the ten education officials. This consisted of prepared questions where the responses were recorded by the researcher. The questions were based on the review of related literature and the set objectives of the study.

The headteachers questionnaire consisted of three parts. These included the headteachers general information, the inspection and supervision attitude scale and the general information about the school.
The Assistant teachers' questionnaire consisted of two parts. These included the general information about the teacher and the inspection and supervision attitude scale.

The sample population consisted of ten headteachers, three assistant teachers and ten education officials. The ten schools were randomly selected for the study. The education officials, headteachers and assistant teachers were selected with gender equity in mind. This means that the researcher selected both males and females for the study.

LIMITATIONS OF THE STUDY

The Division of Khwisero has fifty-six schools. The researcher used a sample of ten headteachers whose schools were randomly selected. The researcher used thirty assistant teachers and ten education officials.

The inadequate time of two months did not allow for a detailed and more elaborate research project. The University had set a time limit of two months for the study to be completed and submitted.
The inadequate resources such as money and writing materials were a limiting factor. The money allowed and used for this study was ten thousand Kenya shillings only. This amount was a limiting factor considering the many journeys the researcher had to make to the selected schools. The writing materials and the secretarial services used and the high cost of computer services were a real limiting factor. Given more time and more money the researcher would definitely have done an excellent job than what is realized.

1. The researcher found out that serving headteachers, TAC Tutors and Inspectors receive no pre-service training apart from the induction courses mounted for them on their appointment to Inspectorial duties.

2. The schools verses Inspector ratio was less than the recorded thirty schools per inspector. It was also found out that some schools were larger than others and the distance from one school to the other also varied.

3. The researcher also found out that some schools were inspected more frequently than others.

4. The research also revealed that inspectors favour teachers with higher grades than those with lower ones.
5. It was also found out that most teachers had a negative attitude towards inspectors and inspection.

6. The research revealed that most headteachers had a positive attitude towards inspectors.

7. Lack of transport and poor roads limit inspectors' frequent visits to the schools.

8. Internal Inspection and Supervision was rarely conducted by both headteachers and subject panel leaders.

9. Schools closer to education offices were frequently visited than those that were far.

10. Some inspectors were still wearing on the colonial autocratic approach to inspection.

RECOMMENDATIONS

1. The training of inspectors is very important. There is therefore, need to provide both pre-service and in-service training to inspectors and supervisors of Schools.

2. Inspectors and Supervisors should read intensively and extensively for them to be more informed of the changing methods of approach to inspection.
3. The relationship between teachers and inspectors should be made more positive if inspection has to assist in setting, maintaining and improving the general and academic standards of education in schools.

4. Routine inspection should be advisory and friendly.

5. The colonial inspectorial legacies adopted at independence should be discarded at all costs.

6. Promotion and appointment of headteachers and inspectors should be done on merit.

7. Adequate facilities should be made available to headteachers and inspectors for them to excel in their performance.

8. Teachers' attitude towards inspectors should change. The training of teachers and inspectors can assist to realize this positive attitude.

9. Induction courses and seminars should be conducted to up-date teachers and inspectors on the changes that continually take place on the curriculum.

10. Schools should be made more accessible through the provision of means of transport and good roads.

11. The headteachers' teaching load should be reduced for them to excel as internal inspectors.
12. Zonal inspectors should be assigned up to twenty schools for them to excel in their roles.

13. All schools should be inspected without bias.

14. All teachers should be inspected regardless of their grades.

15. Headteachers should involve subject panel leaders, class teachers and subject teachers in the supervision of curriculum implementation.

16. Non-performing Inspectorial personnel to be relieved of their duties and responsibilities.
CHAPTER ONE

THE PROBLEM AND ITS CLARIFYING COMPONENTS

1.1 Background to the Problem

One broad perception of supervision suggests that it is an attempt, through second party intervention, to ascertain, maintain and improve the quality of work done. This is according to Storey and Housego, (1993:2) in their book "New Perspective on Human Resource Management."

The role of inspectorate has been emphasized in almost every book discussing about Educational Administration. In this project work, consideration was given to the legal aspects governing the inspection of schools, then to the roles of key personnel in the supervision and inspection of primary schools at all levels.

The problems associated with the inspection and supervision of primary education were then considered together with how such problems could be alleviated in order to enhance effective instructional practice.
According to the Education Act (1980) Chapter 211 Section 18 laws of Kenya, on inspection and control of schools, school inspectors are appointed by the Minister for Education and are charged with authority to:

- Enter any school at any time, with or without notice, and inspect or audit the accounts of the school or advise the manager of the school on the maintenance of accounting records, and may temporarily remove any books or records for that purpose.

- Enter any school, or any place at which it is reasonably suspected that a school is being conducted, at any time, with or without notice, and to report to him with respect to the school or any aspect thereof.

- Enter any school and request the manager to place at his disposal all the facilities, records, accounts, note books, examination scripts and other materials belonging to the school that the officer may reasonably require for the purpose of the inspection of the school or the inspection or audit of its accounts

- Enter and inspect the school with regard to the maintenance of educational standards.
The overall responsibility of the inspectorate as implied by the legal aspects above, lies in the areas of school inspection and supervision, examinations, syllabus, curriculum development and implementation, financial accounting and auditing and the overall instructional leadership. According to Professor Olembo et al (1992) in their book, "Management in Education", these tasks and numerous other activities involved in them require a substantive number of personnel to handle them at all levels of education.

In the educational setting, for example, and taking primary sector as the point of reference, inspection and supervision can be regarded as "service to teachers and pupils both as individual and in groups as a means of offering specialised help in improving instruction" Olivia. (1976:6).

If this assistance is not given to teachers and pupils, then there is need to probe into the factors that are inhibiting it.

Professor Olembo et al reiterates Godhammers' sentiments which portrays instructional supervision as including all activities by which educational administrators may express leadership in the improvement of learning and teaching such as observation of classroom instruction, conducting of teachers meetings and group and individual conferences. This includes the
development and execution of plans towards increased effectiveness in reading, arithmetic and some other areas of the school programme and the organization or re-organization of curriculum. It is clear that instructional supervision involves the headteacher and teachers in both a helping and overseeing role. The helping role reflects a co-operative involvement in day-to-day problem-solving in the school. For example, ascertaining that a teacher is assigned a subject or duty for which the teacher is most suited and encouraging him to develop further his capabilities on the job in the right direction. The teacher may play a helping role by assisting slow and weak pupils with assignments and making sure that they improve in a satisfactory direction.

The functions of inspectorate covers the development and implementation of the curriculum. The inspectors work in liaison with the Kenya Institute of Education and other agencies to develop and implement curriculum.

The inspectors also visit schools and assess whether the school is functioning effectively or not. They do so by examining the school administration and records, enrolment, staffing, facilities, school accounts
and teachers. The inspectors also check the pupils written work and their progress and continuous assessment records.

The inspectorate personnel also do organize inservice courses for teachers, headteachers and education officials. These courses go along away in updating the teachers and officers on the changes that take place on the curriculum.

The inspectorate personnel helps to organize and administer such activities as sports and games, cultural festival, athletics, music and drama festivals as well as Home Science and Art and Crafts exhibitions.

The rationale of this study is to investigate the major factors that impede and affect effective inspection and supervision of primary schools in Khwisero Division.

These factors include lack of adequate inspectors, untrained personnel, lack of commitment and positive approach, irregular inspection and inadequate follow-ups and lack of internal inspection. The manner in which inspectors discharge their duties and the procedure used together with their relationship
with teachers also affects effective inspection in schools. Lack of adequate facilities also impedes effective inspection and supervision of schools.

During the inspectors’ visits to schools, it had been discovered that very few schools were inspected due to the inadequate number of inspectors. The researcher went out to investigate these allegations.

While performing their duties, inspectors had also been found to be ineffective. This was so because the majority of these inspectors were appointed while serving as head teachers and TAC Tutors with no skills in the job. The inspectors had not received any training to prepare them for the job. The researcher went out to investigate these allegations.

The inspectors had also been accused of lack of commitment and positive approach. There was need for total commitment, dedication and change of attitude by both inspectors and teachers towards each other. The researcher went out to investigate into this allegation.
The visits made to schools also revealed that there was irregular inspection and inadequate follow-up of inspectors visits and services. The researcher went out to investigate this allegation.

1.2 Statement of the Problem

The inspectorate section of the Ministry of Education, Science and Technology is the nerve centre of the Ministry and it is headed by the Chief Inspector of Schools. This section is responsible for standards of education in the country. For it to achieve its objectives, the inspectorate arranges for visitations of inspectors and supervisors to schools and colleges for the purpose of checking on facilities, equipment, administration and also the actual observation of classroom instruction being conducted by individual teachers in schools.

The Chief Inspector of Schools is assisted by two deputy chief inspectors and four assistant chief inspectors of schools. There are inspectors for every subject taught in the schools' and colleges' curricula. In addition, there are inspectors for special education and pre-school education, all of whom are stationed at the Ministry of Education headquarters. However, a replica of these officers is found at the provincial, district and zonal levels. At school
level, headteachers act as the schools internal inspectors. The headteachers are assisted by the subject panel leaders and class teachers.

The functions of the inspectorate includes development and implementation of curriculum, inspection of schools, organization of seminars and inservice courses and organization of creative activities.

The Inspectorate activities have been hampered by understaffing. The large numbers of schools have led to the number of inspectors being inadequate to the number of schools that are adversely affected by the increasing enrolment in schools. The researcher went out to investigate the allegation that the lack of a sufficient number of inspectorate personnel was, in part, responsible for the poor performance in national examinations, especially in the Kenya Certificate of Primary Education (K.C.P.E.). The researcher went out to investigate whether the inadequate number of inspectors was impeding and affecting effective inspection and supervision of schools in Khwisero Division.

The other allegation the researcher went to investigate was that the inspectorial personnel lacked technical skills to carry out their duties. The allegations stated that the recruited inspectorate personnel lacked proper
supervisory training to equip them with skills to perform their duties effectively. The head teachers and TAC Tutors recruited as inspectors lacked the relevant knowledge, skills, ideas, and attitudes to enable them perform their duties effectively.

The other serious allegation the researcher went out to investigate was that inspectors lacked commitment and positive approach to their duties. During their visits, inspectors were being accused of lack of commitment, dedication and change of attitudes. The atmosphere between inspectors and teachers was also said to be tense and unfriendly.

Inspectors were also being accuse of irregular inspections and inadequate follow-up of inspectorial visits and services. The researcher went out to investigate these allegations.

The researcher went out to investigate allegations that internal inspection and supervision was not effectively carried out in schools.

Inspectors were also being accused of autocratic and traditional inspectorial legacies inherited at independence. As Maranga (1977:30) has rightly
observed "these differences have developed largely because inspectors have tended to adopt traditional inspectorial legacies which Kenya inherited at independence". According to these traditions, Maranga (1981:18:19) adds "a kind of masters-servant relationship exists between teachers and inspectors. The inspectors act as autocratic, critical fault finders by exerting considerable influence against teachers. These inspectors impose their values on teachers by developing some strained communication strategies that teachers are unable to know either way. Under such circumstances, the teachers feel threatened because they are unable to know the attitude of inspectors towards them." The researcher went out to investigate these allegations. According to the new concept of supervision, inspectors are expected to provide guidance, leadership, help, expert knowledge, advisory, analyzing and diagnosing the many facts of teaching in an effort to make teachers understand and improve their teaching techniques. The inspectors authoritarian approach should be brought to an end. This authoritarian approach stifles the teachers' creative spirit dedicated to self-improvement in teaching and learning process. There was need to research into these areas with a view to eradicating such attitudes through training.
The blame could be due to the nature of the work involved and the variety of conditions under which inspectors were working. These conditions may be climatic, geographical, historical, sociological or political. There was such need to research into the problems that inspectors were experiencing. The manner in which they provided their advice, support, help, expert knowledge and guidance to teachers in analyzing their teaching approach for improvement of instruction had to be researched into. This is what prompted the researcher to conduct this study. Research into these conditions was important and must, therefore continue. This will assist in providing or finding solutions to the problems impeding and affecting effective supervision of primary schools in Khwisero Division.

1.3 Purpose of the Study

The purpose of this study was to investigate into the factors that hinder and impede effective inspection and supervision of primary schools in Khwisero Division. To inspect is also to supervise. The two terms go hand-in-hand. In this study, inspection and supervision were used as synonyms. The purpose of this study was categorized into six areas reflected in the sections on Research questions and objectives.
1.4.1 Research Questions.

The following research questions were raised in the study.

1.4.1.1 Do serving inspectors receive pre-service training before being deployed in the field?

1.4.1.2 How often do these inspectorate personnel undergo inservice-training and seminars while in the field?

1.4.1.3 Do head teachers and panel leaders conduct internal inspection and supervision?

1.4.1.4 Are adequate resources such as books and other writing materials available to these inspectors?

1.4.1.5 Do teachers request for external inspection and supervision?

1.4.1.6 Are the current inspectors ratio to the schools adequate?

1.4.2 Research Objectives

The following research objectives were observed in the study.

1.4.2.1 To determine the qualifications and pre-service training of serving inspectors

1.4.2.2 To determine how often the serving inspectors undergo inservice training and seminars.
1.4.2.3 To find out whether head teachers and panel leaders conduct internal inspection.

1.4.2.4 To find out the resources and other writing materials available to these inspectors.

1.4.2.5 To determine whether teachers request for external inspection and supervision.

1.4.2.6 To determine the inspectors ratio to the number of schools in their areas of operation.

1.5 Significance of the Study

There is need to devise skills and techniques that objectively and reliably can be used to assess and evaluate the teachers role in the classroom. This will also assist to avoid unfair, biased judgement of teachers' work and therefore reduce unfair criticisms. The same skills and techniques are also to be used to change the behaviour of teachers for effective improvement of classroom instruction and hence improvement in the Kenya certificate of primary education examinations. This will raise and boost the educational standards in Khwisero Division.
The headteacher and subject panel leaders should be encouraged to conduct internal schools inspection for extra advisory services over and above those provided by external inspectors from the zones, districts, province and national levels. The inspectors and other education officials can use this research information in the improvement of supervisory services. They can do so by arranging inspection programmes to schools and fostering friendly relationship with the supervised. Thus inspection should be advisory.

A research of this nature can reveal the problems hindering and impeding effective inspection and supervision aspects such as teacher and inspector relationship. This can facilitate change in the manner in which inspectors provide their services and also boost positive attitude of teachers towards inspection. It is not prudent to assume that all is well. Facts have to be established through a research of this kind.

1.6 BASIC ASSUMPTIONS

The researcher has the following basic assumptions in the study:

i. There is a belief that all inspectors identified, appointed and deployed are capable of delivering the fruits.

ii. The other assumption is that all inspectors undergo pre-service, inservice training and seminars.
iii. There is an assumption that all head teachers and subject panel leaders conduct internal inspection.

iv. The other assumption is that inspectors have the necessary resources to perform their duties.

v. There's an assumption that teachers request for external inspection in their schools.

vi. There is a belief that inspectors excel in their duties irrespective of the size of the schools they are charged with.

1.7 Limitations of the Study

This study covers fifty-six primary schools in Khwisero Division. The researcher used a sample of ten headteachers, ten education officials and thirty assistant teachers. This sample did not as such allow for generalizations to be made from the findings to all schools in the district, province and nation.

The inadequate time made available for this study could not allow for a more elaborate research. The nature of this study did not allow this research to be more detailed and elaborate. Time and the resources available could not allow for a more detailed research. This was so because the period for
conducting the research was rather short since the university required the study to be completed by the end of July, 2000. Since research in this area was relatively new in Khwisero Division, the researcher was received with suspicion by some teachers.

1.8 SIGNIFICANT KEY TERMS

(a) Inspection - It is used in this project work to mean overseeing the condition and maintenance of buildings and grounds, transport and other auxiliary services as well as the terminal evaluation of performance and overall organizational effectiveness. In this project, inspection is used synonymously as supervision.

(b) Supervision - It is used in this project to mean overseeing and helping. It involves directing, controlling, reporting and commanding. It is used interchangeably with inspection in this project.

(c) Curriculum - It means all subjects taught and all the activities provided at any school and may include the time devoted to each subject and activity.

(d) Factor - It means facts or influences which promote a result.

(e) Headteacher - It refers to the principal or manager of a school.
(f) School - It is used in this project to mean an institution in which not less than ten pupils are receiving regular instruction.

(g) Teacher - A person whose functions is to give instruction to pupils. He is employed by the T.S.C.

(h) T.S.C. - Teachers service commission

(i) Prism - Primary school management.

(j) T.A.C - Teacher's Advisory Centre

(k) T.R. C. - Teacher's Resource Centre

(l) A.T.S. - Approved Teacher Status

(m) Prism - Primary School Management

(n) S.I - Diploma Teacher

(o) P1, P2 - Primary Teacher one, Two etc.

(p) Tac Tutor Teacher's Advisory Centre Tutor

(q) Z.I.S. - Zonal Inspector of Schools

(r) D.E.O - District Education Officer

(s) D.D.E.O - Deputy District Education officer

(t) D.I.S. - District Inspector of Schools

(u) D.D.I.S (P) - Deputy District Inspector of Schools In charge of Primary Programmes.

(v) A.E.O - Area Education Officer incharge of a division.
1.9 Organization of the Rest of the Study

1.9.1 Chapter Two: Review of Related Literature

The researcher went out and reviewed books related to factors affecting inspection and supervision of primary education. The researcher reviewed the related literature to see what other authors had said about the problems that impede and hinder effective inspection and supervision of primary schools. The researcher would tell what has been done by some people. The researcher then conducted a research in primary schools. The literature reviewed was based on research questions raised.

1.9.2: Chapter Three: Research Design and Methodology

This area contains several sections. These includes:

(i) Research design

(ii) Target population

(iii) Sample and sampling procedures - at least 10% of population

(iv) Research instruments - questionnaires and interview schedules

(v) Validity and Reliability - Researcher achieved reliability through pilot study. The researcher used two schools to get feedback to questions whether they made sense or not. Researcher used a questionnaire that
had been used before. It was used in secondary schools but the researches used it in primary schools.

(vi) Data collection - The researcher raised questions about planning. For example, what type of data did the researcher need? Where did the researcher get the data?

(vii) Data analysis procedures or techniques - The researcher stuck to percentages. This was safe due to time factor.

1.9.2 Chapter Four: Analysis of Data and Interpretation of Data

This is the chapter that represents the original contribution of the research and therefore the organization of this chapter was very important. This was based on accuracy in reporting which was the main goal of this chapter. This is the chapter where the researcher have tables and figures. The title of the tables are in small letters. In discussing the tables the researcher used a format that introduced the table. For example, table 1 is on teachers. It indicates that there are more female teachers than male teacher in primary schools. This is where a researcher had authority to deduce as to why there are more female teachers than male teachers. Here the researcher had freedom to draw inferences. The researcher was as such forceful and in control of the project writing.
1.9.3 Chapter Five

This chapter covers the summary, conclusions and recommendations. Recommendations on what steps should be taken to alleviate the problems that impedes and hinders effective inspection and supervision of primary schools in Khwisero division. The researcher also gave the summary of what all the chapters are all about. The conclusion was drawn from the forth chapter. Why was it the way it is? The researcher made recommendations that are forceful and related to the study. The bibliography and appendices were reflected.
CHAPTER TWO
LITERATURE REVIEW

2.1 Introduction
This chapter unveils what is entailed in the literature that was reviewed. It required that the researcher go out there and review books in the library, journals, project works, newspapers and EMS abstract. This enabled the researcher to see what other people had said about the problem. This revealed what had been done by some people. The researcher built in to indicate how others had done it and how the researcher approached it. At the end of the project the researcher looked at the suggestions and what other people had done. The locality and population was different. One had done it in secondary schools but the researches did it in primary schools.

2.2 Importance of Primary School Inspection and Supervision.

2.3 Functions of Primary School Inspection and Supervision.

2.4 Identification and Appointment of Primary Schools Inspectors and Supervisors.

2.5 Understaffing of Primary Schools Inspectors and Supervisors.

2.6 Internal Schools Inspection and Supervision

2.7 The attitude of Teachers towards Inspection.
2.2 The Importance of Primary Schools Inspection.

According to the Education Act, Chapter 211 Laws of Kenya (1980), the inspectorate section of the Ministry of Education, Science and Technology is charged with the responsibility of maintaining education standards in the country. This section is headed by the Chief Inspector of Schools.

Storey and Housego (1980:2) see primary supervision as an attempt, through second party intervention, to ascertain, maintain and improve the quality of work done.

Barasa and Ngugi (1992) portray primary inspection as very very important. They say that supervision frees teachers from controls, that inhibit teaching and learning in schools. They say that teachers should work in favourable conditions to be able to feel free to express their ideas and opinions. They also say that supervision helps the headteacher to plan supervisory programmes. The headteacher does this having in mind the improvement of student learning. These contributions that are attributed to the two scholars are contained in their lecture series for Nairobi University, College of Education and External Studies - Education Part III (1990:95) on "Educational Administration".
Other major responsibilities of inspectorate personnel include participation in public examinations, inspection of teachers and the development of curriculum in collaboration with the Kenya Institute of Education. The Inspectors also approves syllabuses as well as instructional materials before they are used in schools.

Mbiti in his book "Foundations of School Administration" (1974:121-122) identified the overall role of inspectorate as that of "controlling the quality of education at all levels throughout the country through inspection, guidance and advice to all schools in the country". To this extend, we can state that the key role of the inspectorate personnel concern activities, which ensure that the supervision of educational programmes and resources are carried out efficiently and effectively.

2.3 The Functions of Primary School Inspectors

Prof. Sifuna in his book Education in East Africa (1974:218) on "Some factors that affect the quality of teachers," says that the work of inspectors concerns assessment of standards and quality of education being provided in schools.
Maranga in his Ph.D. thesis "Guidelines for training supervisors in Kenya", (1981:18) sees inspectors of schools as playing a leading role both nationally and locally in curriculum innovation and development. He goes on to say that inspectors act as a source of information and advice to the Ministry of Education to the formulation of national education policy and objectives in the country.

During their routine work, inspectors carry out inspection of schools and examine general administration and records, enrolment of pupils, staffing of teachers, tuition facilities, school accounts, recreation facilities, physical facilities and classroom instructional approaches. The inspectors also organize inservice courses for teachers, administer such activities as sports, games, cultural festivals and drama festivals.

The "prism school management guide" (1999) places the management of the curriculum on the shoulders of inspectors of schools and headteachers. The inspectors and headteachers must understand what is meant by the curriculum and its delivery; supervising and maintaining standards and arranging for staff development to support needs. The inspectors and headteachers should know more about the key statutes that provide the
framework for education policy and its structure. The inspectors and headteachers are expected to have a very good grasp of all curricular subjects, their place within the curriculum, how best these subjects should be delivered to the pupils and the optimum use of resources that can achieve effective teaching and learning. The inspectors and headteachers have to play a leadership role in guiding teachers towards classroom practices that will enable pupils to obtain an education that is useful for life and effective for further advancement. The headteacher is expected to analyze staff professional development needs and address them by running school-based INSET programmes by making necessary arrangements with resource persons that can assist such as TAC tutors, inspectors and other educationalists who can be reached and made available to the school.

Often within the school, there are pupils who require special attention because of their physical, mental or educational needs and this has to be attended to by the headteachers and inspectors. Similarly, gender issues that differentiate boys from girls and women from men will have to be monitored and evaluated by the inspectors and headteachers. The inspectors and headteachers have to have a good knowledge based on current thinking and
information about education and ability to implement arrange of activities that require careful monitoring.

Inspectors also oversee the management of resources. The prism school management guide (1999) see resources as referring to finances, teaching and learning materials, equipment and time management. As they offer advice to headteachers on office administration and school project management, inspectors contribute to the effective use of resources. Inspectors also require resources such as inspection report books, education act and other resources for them to work effectively.

2.4 Identification and Appointment of Inspectors

Primary schools Inspectors are identified and appointed from the serving headteachers, assistant teachers and TAC tutors. These are people who have undergone primary teachers' training colleges or universities. These teachers must have completed the two years probationary period. The majority of those appointed have never received any pre-service training either as inspectors or supervisors of schools. These officers find themselves wanting in the understanding of the role of the teachers in a developing country and the criteria for evaluating the teacher's effectiveness.
Training inspectors in the relevant knowledge, skills, ideas and attitudes is necessary for the adequate performance of their duties. Maranga (1981:18) says that education ideas are not static but dynamic. New changes and approaches in administration and new methods, practices and techniques of learning keep on appearing in the education scene from time to time. Thus any person appointed as an inspector must receive training. The schools inspector does not need pre-service training alone. Inspector needs in-service training also to acquaint himself with these changes in education. Thus constant training of school inspectors makes them more dynamic than routine as the case appears to be now. The Ominde Commission (1964) underscored the importance of training school inspectors. Maranga (1977:37) says that it is wrong to assume that a promoted school master will automatically make a good supervisor without proper training. Maranga says this in his book "Guidelines for training Educational supervisors in Kenya."

During their pre-service training, teachers are rarely given work on supervision or curriculum development. There is need therefore to train identified and appointed school inspectors. Trained inspectors will offer better services than those not trained in supervisory duties. This has
necessitated the current trend in western province that any newly appointed inspector of schools has to undergo an induction course. The Provincial Director of Education has made it a condition to be met by all newly recruited inspectors of schools.

The prism headteachers training modules (1999:20-21) says that inspectors are supposed to establish and maintain the quality of teaching in schools. This means that the inspectors should be trained so as to be familiar with the different tools used by college tutors and supervisors in evaluating the performance of teachers in schools. The quality of teaching may be defined by indicators such as communication between teachers and pupils, equal opportunities for boys and girls in the organization and presentation of lessons and challenging teaching.

Inspectors should be trained in classroom observation techniques. This is a very vital and valuable tool for monitoring both teaching and learning. Classroom visits should not be regarded as an opportunity to criticize or "catch teachers out" but should be seen as a form of teacher support.
2.5 Understaffing of Primary Schools Inspectors and supervisors

The explosive growth of schools in Kenya has led to the number of inspectors being inadequate to the number of schools. This is more so in primary schools which are adversely affected by the increasing enrolment at standard one level and above.

In 1980, the Minister for Education recognized that the lack of a sufficient number of inspectors was, in part, responsible for the poor performance in national examinations, especially Kenya Certificate of Primary Education (KCPE). The Minister, therefore, recommended for an increase in the number of inspectorial staff. During that period the minister realized that the addition of class eight had considerably enlarged primary schools, which already had standard seven. This expansion required greater and closer supervision of all schools' work. This supervision necessitates more administrative and curriculum support personnel. In anticipation of this development the ministry had already re-organized educational zones and appointed more personnel with about thirty schools per inspector. This is contained in the 8.4.4 Bulletin (1984:19).
Although with the implementation of 8.4.4 education system the number of inspectors has increased, we still have to reckon with the fact that the number of schools still out-distances the capability of the existing number of inspectors, a state of affairs that still bear adverse effects on our educational system.

In Khwisero Division, schools in the western zone are far apart. This creates a problem for the area zonal inspector of schools. The inspector has to cover over five kilometers before reaching a primary school. The inspector advises the headteachers on how to manage people. These are people who have a stake in the running of the school. These people includes, teachers, pupils, the committee, sponsors and the community members. The inspector helps headteachers to build a team that can work well together and contribute to the full impact of teaching and learning. This is a team that assist the headteacher with planning and organising and thus contributes to the implementation of the curriculum.

2.6 Internal Schools Inspection and Supervision.

The Education Act Chapter 211 laws of Kenya (1980) states that the minister shall appoint officers with authority to enter and inspect any school
at any time, with or without notice, and inspect and make a report to him with respect to the school. This kind of inspection is external in nature. The 8.4.4 Bulletin of (1984) views schools inspectors as officers who visit a school once or twice a year. These visits are not adequate to realize the purpose of the inspectorial personnel in schools. It is, as such, prudent for headteachers and subject panel leaders to subsidize external inspection by involving themselves fully into conducting internal inspection and supervision. This will contribute to effective curriculum implementation and supervision in schools. This will go along way in maintaining the educational standards in schools. This is in line with the Education Act, Chapter 211 laws of Kenya (1980).

The primary school management guide (1999:34,35) reveals the importance of a headteacher in supervising the curriculum programme and giving effective advice on programmes that will improve teaching and learning in schools. This enables the internal inspectorial personnel to identify specific curriculum needs and prepare a supervisory plan that would promote teacher and pupil achievement. The headteacher has the responsibility of ensuring syllabus coverage and ensuring that teaching is appropriate for the needs of both girls and boys. The headteacher also identifies curriculum needs and
establishes and maintains the quality of teaching and learning. It is the duty of the headteacher to ensure success rates in Kenya Certificate of Primary Education (KCPE) and other internal examinations. The headteacher and his subject panel leaders also motivates teachers and pupils. The head also makes sure that there is low repetition and drop-out rates and that the examination of girls and boys in different subject is carefully done.

The headteacher also makes sure that there is good time management in school. The communication between teachers and pupils is also co-ordinated by the head teacher. Through supervision the headteacher also makes sure that equal opportunities are given to both boys and girls in the organization and presentation of lessons. The headteacher also co-ordinates the drawing of the schemes of work and lesson notes. The head also ensure challenging teaching and accurate record keeping in the school. The headteacher also co-ordinates clearly organised assignments regularly given and marked. These assignment marks are then used to compile continuous assessment records.

However, in most schools in Khwisero Division, headteachers have an equal teaching load with other members of staff. The headteacher as such hardly
finds time for extra advisory services over and above those provided by external inspectors. All the same, headteacher occasionally looks at the teacher's personal records. The headteacher also on rare occasions sits behind the classroom to inspect teachers teach. The subject panel leaders assist the headteacher in checking and approving the schemes of work and lesson plans. Head teachers also supervise labour, attend to parents, visitors, education officials and keep school records. Thus headteacher perform both administrative and supervisory duties. The headteachers also teach in class.

2.7 The Attitude of Teachers Towards Inspectors.

The inspectorial personnel can only realize improved supervisory services through total commitment, dedication and change of attitude by both inspectors and teachers towards each other. The trend where an inspector visits a school and the atmosphere between him and the teachers becomes tense should not arise. The inspector should encourage the teacher to improve on his work. The inspector should not at times over-emphasize certain areas such as the smartness of the teacher, instead of the way the teacher teaches. Maranga (1977) says that these differences develop largely because inspectors tend to adopt traditional inspectorial legacies which Kenya inherited at independence. Blumberg in his "Small groups and social
interaction" (1974) adds that such an approach contributes to a constant "private could war" between teachers and inspectors.

There is, therefore, a need to eradicate such attitudes through training. The training would first equip the supervisor with the proper techniques of supervision and second, create an awareness on the part of the teacher as to how the teacher can actively participate in supervision and make positive contributions to the best of his ability. The teacher will at the same time take into account the inspectors suggestions and recommendations. This friendly atmosphere will encourage teachers to request for external inspection.

2.8 Irregular Inspection and Inadequate Follow-up Visits

For inspection and supervision of schools to be effective, inspectors should make regular inspection and adequate follow-up visits and services. However, inspection has, at times, been marked by impromptu, irregular visits by some inspectors. The aim of such visits is to "catch" teachers doing wrong."
Extensions of such practices are still observed in schools where headteachers sneak unexpectedly into classrooms, or hide behind doors or windows to sense what might be going wrong in the classroom. This is not in order because such supervisory practices have adverse effects on the teachers' who feel that they are mistrusted, unloved and that they are being spied on. Some headteachers even employ other teachers, and worse still, students to spy on teachers and report back on their performance. These kind of malpractices should be completely eradicated from our education system.

The current inspectorial trend demands that the teacher should be part and parcel of such activities and should be informed of certain things when necessary. This includes, when to expect an inspector, the nature, type and purpose of inspection and supervision, evaluation format, the results of the inspection and the suggestions and recommendations made. The teacher also needs to be informed of the commendable aspects of his performance and the areas which need improvement and how such improvement can be realized. The teacher's feelings, opinions, aspirations and attitudes towards the results of inspection should, where necessary, be taken into consideration. Inspectors should avoid subjective judgements of the teachers' performance. This implies that an accurate daily record of
individual teachers should be kept and the headteacher should be an
objective, unbiased signatory to all such records. The headteacher should
record all corrective attempts made on individual teachers and enter in
relevant books any observable improvement or further attempts made to help
teachers who are slow to learn. It is prudent that headteachers realize that
their role as supervisors requires the authority of expertise much more than
of position or status. The same is true of other inspectors and supervisors.
They require superior knowledge, attitude and skills that provide them with
the confidence they need to work comfortably and happily with and for
others. It is also important that the opinions of more than one inspector be
considered for proper co-ordination of inspectorial services and results. The
teachers should be given more than one chance to demonstrate their abilities
and also be supervised by more than one person for objectivity to reign.

The most recent recommendation enacted in the prism school management
guide (1999) is that visits by inspectors should be scheduled and every
headteacher provided with a timetable for the same. Where necessary,
teachers should have access to such information. In cases where individual
teachers have to be recommended for promotion, such teachers should be
allowed to suggest possible time for such visits so that they are well
prepared for such visits and services. However, surprise visits have a role to play for they assist in putting teachers on their toes. Follow-ups of such visits should be undertaken by inspectors or other education officials with relevant authority for verification purposes. Inspectors should play their role succinctly. The inspectors should be god-fathers who are willing to commend good work and reprimand deviations with minimal negative reflections on human relations in schools.
CHAPTER THREE
RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction
This chapter covers the research design, the population, sample and sampling procedures, instrumentation, data collected and the data analysis. The previous chapter covered the reviewed literature related to the problems affecting the effective inspection and supervision of primary schools in Khwisero Division. Chapter three also covers the validity and reliability of the study which was achieved through the pilot study that was carried out in the two schools. The researcher used a questionnaire that had been used before. This questionnaire had been used in secondary schools but the researcher used the same in primary schools. The researcher raised questions on the type of data that he needed. The researcher then stuck on percentages that he deemed safe due to the time factor.

3.3 Population
The researcher in this study wanted to get a clear picture of the problems and factors affecting inspection and supervision of primary schools in Khwisero Division. For this reason, the researcher chose to deal with ten schools out of the fifty-six primary schools in Khwisero Division. All the fifty six
primary schools have Khwisero Divisional headquarters as their major centre. This means that the ten primary schools in Khwisero Division were taken for the study. The researcher had as such no problems with sample selection.

3.4 Sample and Sampling Procedure

To ascertain the factors that affect inspection and supervision of primary schools in Khwisero Division, the researcher administered questionnaires revolving around the objectives of the study to various people. These people included ten headteachers, thirty assistant teachers and ten education officials. The ten schools were randomly selected from the fifty six primary school in the Division. The researcher then selected three teachers from each school for the study. The researcher selected both male and female teachers for the study bearing in mind the gender equity. The teachers selected had been inspected between 1997 and 1999. This was done to ascertain the real potential problems affecting inspection and supervision in primary schools in the Division. The researcher also dealt with male and female education officials in the study. The researcher collected the questionnaires from the ten schools in person. This gave a sample of ten schools and thirty assistant teachers. The researcher then arranged for
interviews for the ten education officials. The ten headteachers, thirty assistant teachers and the ten education officials were used as the subject of the study.

3.5 Instrumentation

The literature reviewed showed that the factors that affect effective inspection and supervision of primary schools in Khwisero Division are many and varied and hence the need to use three kinds of research instruments. These would assist to get a balanced sample of these factors. The three instruments used in this study are:

i. Education officers interview schedule

ii. Assistant teachers' questionnaire

iii. Headteachers' questionnaire

3.5.1 Headteachers' Questionnaire

This questionnaire consisted of three parts. These are:

i. Headteachers' general information

ii. Inspection and supervision attitude scale

iii. General information about the school.
This was structured exactly and identical to that of assistant teachers. This was aimed at facilitating the comparison of attitude of headteachers and assistant teachers.

3.5.2 **Assistant Teachers' Questionnaire**

This questionnaire consisted of two parts. These are:

i. General information about the teachers.

ii. Inspection and supervision attitude scale. The researcher used a five point scale.

3.5.3 **Education Officers Interview Schedule**

The researcher arranged for an hours session for each of the ten education officials. The officers interviews were conducted in their respective offices. The interviews consisted of prepared questions and the following components:

(a) The officers' personal details. These included the name, qualification and experience.

(b) Problems associated with inspection and supervision.
(c) The proportion of teachers inspected by the zonal and district inspectors.

(d) Relevant books and other resources for inspection and supervision.

(e) Vested interests attached to schools

(f) Criteria used to evaluate the teachers' effectiveness.

3.6 Data Collection

The researcher personally visited each of the ten schools that were randomly sampled for the study and distributed the questionnaires which were collected later on. The questionnaires were distributed to thirty assistant teachers, three from every school. These thirty teachers included both male and female teachers. Interviews were arranged for the ten education officials. The questionnaires were collected later on.

3.6.1 Scoring

For the attitude scale, respondents indicated their responses by circling their feelings and opinions they have for inspectors. For the negative statements, points were awarded downwards from "a" to "e". Thus a=1, b=2, c=3, d=4 and e=5. And for the positive statements, points were awarded upwards. Thus from "e" to "a". Thus e=1, d=2, c=3, d=4 and a=5. The same way of
awarding points was used when dealing with the headteachers' questionnaire. All the scores for the negative statements were added up separately and the positive statements were also added up separately.

3.7 Data Analysis

The researcher was able to tell whether a respondent had positive or negative attitude towards inspection from the scores awarded. If the score for the teacher on positive statements was greater than the score on negative statements, this indicated positive attitude to inspection and vice versa.

The general information about the teachers and schools provided evidence as to why inspectors do or do not frequently visit schools. This was realized by analyzing discipline cases, staffing, distance and the nature of roads and accessibility to schools. This was done by use of descriptive statistics—frequencies and percentages.

The information from interviews revealed problems, attitudes, feelings towards inspection and factors that contributes to unequal visitations for the purpose of inspection and supervision in schools. This information also revealed the criteria used in evaluating the teachers' efficiency.
The researcher achieved validity and reliability through the pilot study he conducted in the two schools. The researcher used the two schools to get feedback to the questions as to whether they made sense or not. The researcher used a questionnaire that had been used before. The questionnaire used had been used in secondary schools but the researcher used the same in primary schools.
4.1 Introduction

To answer the questions raised in this study, the researcher examined how various variables affect and impede effective inspection and supervision of primary schools in Khwisero Division. These variables are:

i. Factors that impede and affect effective inspection and supervision of primary schools and
ii. Findings of data analysis.

Thus, the researcher dealt with the analysis of data, factors that affect inspection and the findings of data analysis. The analysis of data included the two variables.

4.2 Factors that Affect Inspection and Supervision of Primary Schools

From the responses to the questionnaires and interviews, the following factors were identified as impeding and affecting effective inspection and supervision of primary schools in Khwisero Division.
4.2.1 Qualifications and Pre-service Training and Induction of Serving Inspectors

The 8.4.4 manual of (1985) gives guidance on how inspectors are to be appointed and deployed. The manual says that for a person to qualify for appointment as a TAC Tutor, Zonal Inspector or A.E.O., one should be a serving SI teacher and must have served for a period of at least three years as a headteacher. These officers appointed never received any formal training on inspection and supervision of curriculum implementation. However, these officers are given induction courses at District, Provincial and National levels. The research carried out revealed that these officers rarely strive to read books and other relevant documents on administration and supervision of curriculum implementation. These officers only rely on the handouts given to them during their orientation and induction courses.

4.2.2 Inservice Courses and Seminars for Serving Inspections

Maranga (1981) puts emphasis on the training of inspectors and supervisors in the relevant knowledge, skills, ideas and attitudes for effective performance of inspectorial duties. He says that education ideas are not static but dynamic. New changes and approaches in administration and new methods, practices and techniques of learning and teaching keep on appearing in the education scene from time to time. Thus an inspector of
schools does not need pre-service training alone. Inservice training is required also to acquaint the inspector with these changes in education. This constant training of school inspectors makes them more dynamic and informed than routine, as the case appears now. (Maranga 1987)

4.2.3: Internal Inspection and Supervision by Headteachers and Subject Panel Leaders.

The prism school management guide (1999) stresses on the internal supervision of the curriculum. It says that it is important for the headteacher and the subject panel heads to supervise the curriculum programme and give effective advice on programmes that will improve teaching and learning in schools. This will enable the headteacher to identify specific curriculum needs and prepare a supervisory plan that would promote teacher and pupil achievement. The headteacher will then ensure syllabus coverage, through appropriate teaching. (Republic of Kenya, 1999). However, the research carried out revealed that most headteachers rarely conduct internal inspection and supervision of the curriculum implementation.

4.2.4 Resources and Other Writing Materials Available to Inspectors

The physical resources which are owned by the inspectors normally consists of the office, furniture, vehicles, books and other teaching and learning
materials. Inspectors also handle inspection report books and government documents such as the education act, TSC code of regulations and the ACT. All the same the research carried out revealed that most inspectors lacked the relevant resources to work with. This trend has to be reversed if the inspectors have to live up to the public's expectations.

4.2.5 The Teachers' Attitude Towards Inspection and the Inspectorial Personnel

For inspectors to excel in their work, there is need for them to be committed and dedicated to duty. Inspectors should be friendly to teachers. This gesture will make teachers to take in whatever piece of advice that the inspectors give them. The research carried out revealed that inspectors tend to stick to the traditional inspectorial legacies which Kenya inherited at independence. This kind of approach contributes to a constant "private could war" between teachers and inspectors. This makes teachers to shy away from inspectors. The teachers tend to avoid their inspectors and avoid inviting the inspectors to schools.
4.2.6 The Inspectors Ratio to the Number of Schools in their Areas of Operation.

The inspectorate personnel have not lived up to the public's expectations due to varying reasons. The explosive growth of schools for example, has led to the number of inspectors being inadequate to the number of schools that are adversely affected by the increasing number of enrolment. The addition of standard eight classes have considerably enlarged primary schools which already had standard seven. This expansion requires greater and closer supervision of all schools work, which necessitates more administrative and curricula support personnel. The 8.4.4 Bulletin, (1984) says that the Ministry of Education in anticipation of this development had already reorganized educational zones and appointed more personnel. An inspector of schools was assigned thirty schools for effective inspection and supervision of curriculum implementation. This was aimed at enabling the inspectors to conduct regular inspection and make adequate follow-up inspectorial visits and services.

4.3 FINDINGS OF DATA ANALYSIS

The data collected revealed that Butere/Mumias District had 250 primary schools. The number of classes stood at 25012 with enrolment of 100048
pupils. The staffing establishment was 2683 teachers whose grades ranged from P3 to ATS II status.

For administrative purposes, the schools were divided into five divisions. Each of the five divisions is manned by an Assistant Education Officer (A.E.O.). For more effective administration, inspection and supervisory purposes, the five divisions had been sub-divided into 18 zones. Each zone was being manned by a zonal inspector of schools and a TAC tutor.

The district is being manned by a District Education Officer who is responsible to the Provincial Director of Education in matters relating to education in the district. The District Education officer co-ordinates the administration and supervision of all the primary schools in the district. The D.E.O. is supposed to visit, inspect and supervise all the teachers in all the primary schools in the District. The D.E.O. is assisted by the deputy D.E.O., the District Inspector of Schools and several education officers and inspectors.

According to the data collected and analyzed, the researcher was able to establish that there certainly are factors that impede and affect inspection
and supervision of primary schools in Khwisero Division. These factors include the criteria used in identifying and appointing inspectors; understaffing in some zones; lack of internal inspection by headteachers; inspection procedures; inadequate and irregular inspection of schools. The inadequate and irregular inspections was being realized in some schools due to the distance. Some schools were far away from education offices and hence the schools being rarely visited.

The researcher came up with seven tables to show the findings of data analysis.

Khwisero Division had been sub-divided into four zones. These are Khwisero East, North, Central and West. Khwisero East had 12 schools and 134 teachers; Khwiero North had 11 schools with 102 ts; Khwisero Central had 23 schools with 222 ts and Khwisero West 10 schools with 80 ts.
Table 1: Number and Percentage of Teachers Inspected in 1997, 1998 and 1999

<table>
<thead>
<tr>
<th>No.</th>
<th>zone</th>
<th>Year</th>
<th>No. of Trs</th>
<th>No. of Trs Inspected</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Khwisero East</td>
<td>1997-1999</td>
<td>143</td>
<td>92</td>
<td>68.65</td>
</tr>
<tr>
<td>2</td>
<td>Khwisero North</td>
<td>1997-1999</td>
<td>102</td>
<td>70</td>
<td>68.62</td>
</tr>
<tr>
<td>3</td>
<td>Khwisero Central</td>
<td>1997-1999</td>
<td>222</td>
<td>160</td>
<td>72.07</td>
</tr>
<tr>
<td>4</td>
<td>Khwisero West</td>
<td>1997-1999</td>
<td>080</td>
<td>62</td>
<td>77.50</td>
</tr>
</tbody>
</table>

Table 1

The table shows clearly the number and percentage of the teachers inspected in the 4 zones in the division. The researcher used the data collected for the years 1997, 1998 and 1999.

Table 2: Attitude of Teachers and Headteachers Towards Inspectors

<table>
<thead>
<tr>
<th>No.</th>
<th>Item</th>
<th>Assist TRS</th>
<th>Head TRS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Frequency</td>
<td>Percentage</td>
<td>Frequency</td>
</tr>
<tr>
<td>1</td>
<td>Autocratic</td>
<td>26</td>
<td>86.67</td>
</tr>
<tr>
<td>2</td>
<td>Democratic</td>
<td>4</td>
<td>13.3</td>
</tr>
<tr>
<td>3</td>
<td>Adequate</td>
<td>14</td>
<td>46.67</td>
</tr>
<tr>
<td></td>
<td>inspection</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Inspection is</td>
<td>16</td>
<td>53.33</td>
</tr>
<tr>
<td></td>
<td>important</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Inadequate</td>
<td>16</td>
<td>53.33</td>
</tr>
<tr>
<td></td>
<td>inspection</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 2 shows the attitude of assistant teachers and head teachers towards inspectors. The responses displays high correlation between those of
assistant teachers and headteachers. The responses are remarkably uniform except for category 2. The inspectors appear to be more democratic to headteachers than assistant teachers.

Table 3: Attitude of Assistant Teachers and Head Teachers Towards Inspection

<table>
<thead>
<tr>
<th>No.</th>
<th>Attitude</th>
<th>Assistant TRS</th>
<th>HTRS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Frequency</td>
<td>Percentage</td>
<td>Frequency</td>
</tr>
<tr>
<td>1</td>
<td>Neutral</td>
<td>3</td>
<td>10</td>
</tr>
<tr>
<td>2</td>
<td>Negative</td>
<td>20</td>
<td>66.67</td>
</tr>
<tr>
<td>3</td>
<td>Positive</td>
<td>7</td>
<td>23.33</td>
</tr>
</tbody>
</table>

Table 3 shows the attitude of assistant teachers and headteachers towards inspection. The responses shows that 80% of headteachers have positive attitude towards inspection. The assistant teachers responses show that 66.67% have negative attitude towards inspection.
Table 4: Number of Visitations and Percentages by Various Education Officials

<table>
<thead>
<tr>
<th>No.</th>
<th>Officer</th>
<th>No. of Visitations</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>D.E.O.</td>
<td>6</td>
<td>20</td>
</tr>
<tr>
<td>2</td>
<td>A.E.O.</td>
<td>12</td>
<td>40</td>
</tr>
<tr>
<td>3</td>
<td>D.I.S.</td>
<td>6</td>
<td>20</td>
</tr>
<tr>
<td>4</td>
<td>D.D.I.S.(P)</td>
<td>6</td>
<td>20</td>
</tr>
<tr>
<td>5</td>
<td>Z.I.S.</td>
<td>24</td>
<td>80</td>
</tr>
<tr>
<td>6</td>
<td>TRC Tutor</td>
<td>24</td>
<td>80</td>
</tr>
</tbody>
</table>

Table 4 shows that zonal inspectors and TAC tutors visit schools more frequently than the divisional and district education officials. There is need for education officials to visit schools frequently for effective inspection to be realized. These visitations at zonal, divisional and district levels should be reinforced by the provincial and national panel inspections.

Table 5: Number of Visitations by Education Officials in Relation to Distance

<table>
<thead>
<tr>
<th>Officer</th>
<th>Distance in K.M</th>
<th>No. of Visitations</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>D.E.O.</td>
<td>50</td>
<td>8</td>
<td>16</td>
</tr>
<tr>
<td>A.E.O.</td>
<td>30</td>
<td>14</td>
<td>46.67</td>
</tr>
<tr>
<td>D.I.S.</td>
<td>50</td>
<td>12</td>
<td>24</td>
</tr>
<tr>
<td>D.D.I.S.(p)</td>
<td>50</td>
<td>18</td>
<td>36</td>
</tr>
<tr>
<td>Z.I.S</td>
<td>10</td>
<td>30</td>
<td>300</td>
</tr>
<tr>
<td>TRC Tutor</td>
<td>10</td>
<td>30</td>
<td>300</td>
</tr>
</tbody>
</table>
Table 5 shows the number of visitations by education officials in relation to distance. The officers at the grassroots visit schools more frequently than the officers at the divisional and district levels.

Table 6: Number of Observations and Percentages

<table>
<thead>
<tr>
<th>Officer</th>
<th>Classroom Observation</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>D.E.O</td>
<td>6</td>
<td>1.12</td>
</tr>
<tr>
<td>D.I.S</td>
<td>12</td>
<td>2.23</td>
</tr>
<tr>
<td>D.D.I. (P)</td>
<td>12</td>
<td>2.23</td>
</tr>
<tr>
<td>Z.I.S</td>
<td>330</td>
<td>61.33</td>
</tr>
<tr>
<td>TRC Tutor</td>
<td>322</td>
<td>59.85</td>
</tr>
</tbody>
</table>

Table 6 shows the number of observations and percentages by various education officials. The observations and percentages are higher at zonal level than the divisional and district levels.

Table 7: Number of Observations in Relation to Distance

<table>
<thead>
<tr>
<th>Officer</th>
<th>Distance in KM</th>
<th>Number of Observations</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>D.E.O</td>
<td>50</td>
<td>5</td>
<td>10</td>
</tr>
<tr>
<td>A.E.O</td>
<td>30</td>
<td>20</td>
<td>66.67</td>
</tr>
<tr>
<td>D.I.S</td>
<td>50</td>
<td>16</td>
<td>32</td>
</tr>
<tr>
<td>D.D.I.S. (p)</td>
<td>50</td>
<td>20</td>
<td>40</td>
</tr>
<tr>
<td>Z.I.S</td>
<td>10</td>
<td>28</td>
<td>280</td>
</tr>
<tr>
<td>TRC Tutor</td>
<td>10</td>
<td>26</td>
<td>260</td>
</tr>
</tbody>
</table>

Table 7 shows the number of observations in relation to distance. The percentage observation at zonal and divisional levels is higher than the
percentage observation at district level. Schools close to zonal and divisional headquarters are seen more frequently. The schools are never seen frequently by education officials at district level. This is due to distance.

4.3 SUMMARY OF THE FINDINGS

This research was carried out to study factors that affect inspection of schools in Khwisero Division. The researcher set out to find out the following information.

What did the research find out?

1. The researcher wanted to know how inspectors are identified and appointed. Inspectors are identified and appointed from serving teachers and Tae Tutors.

2. The researcher also wanted to know the effect of understaffing of inspectors in a given area of operation. Schools are never visited and inspected as required.

3. Another factor the researcher was interested in was to find out whether the headteachers were conducting internal inspection or not. Head
teachers were rarely conducting internal inspection & supervision in their schools.

4. The researcher was also interested in finding out the attitude of teachers towards inspectors and inspection. Teachers attitude towards inspectors and inspection was negative.

5. The researcher also wanted to know why there were irregular inspections and inadequate follow-up visits to some schools. This was due to distance and scarcity of inspectorate personnel.

6. The researcher wanted to find out whether inspectors were receiving pre-service and inservice training or not. Inspectors were only receiving inservice training and induction courses.

7. The researcher also wanted to find out the procedure used in conducting inspection of schools. Zonal inspectors and Tae Tutors were conducting inspection of the schools more frequently than the Divisional and District personnel.
CHAPTER FIVE
SUMMARY, CONCLUSIONS, RECOMMENDATIONS AND SUGGESTIONS

5.1 INTRODUCTION
This chapter covers the summary, conclusions and recommendations. The recommendations are on what steps that should be taken to alleviate the problems that impedes and hinders effective inspection and supervision of primary schools in Khwisero Division. The researcher also gives the summary of what all the other chapters are all about. The researcher then made recommendations that are forceful and related to the study.

5.2 SUMMARY
The purpose of this study was to investigate into the factors that hinder and impede effective inspection and supervision of primary schools in Khwisero Division of Butere/Mumias District.

The researcher randomly selected 10 schools for the study. The researcher also randomly selected 30 teachers and 10 education officials that were used in the study. The respondents completed the questionnaires, which required them to give the required information for the study.
Chapter 1 dealt with the problem and its clarifying components. The researcher covered the background to the problem, the statement of the problem, the purpose of the study, question raised, significance of the study, basic assumptions, limitations, significant key terms and organization of the rest of the study.

Chapter two dealt with literature review. The researcher covered the importance of primary schools' inspection functions of schools inspectors identification and appointment of inspectors. The researcher also covered understaffing of inspectors internal schools inspection and the attitude of teachers towards inspectors and inspection.

Chapter III dealt with research design and methodology. The researcher covered the research design the population sample and sampling procedure, instruments used, data collections and the analysis of the data.

Finally in chapter IV, the researcher dealt with analysis of data and the interpretation of data. The researcher covered factors that impede and affect inspection and supervision of schools qualification and training of inspectors irregular inspections and lack of follow-up visits inspection, procedures.
attitude of teachers towards inspection, internal inspection and findings of data analysis.

5.3 CONCLUSION

From the analysis of the data in chapter IV it became apparent that schools are not visited equally; some schools are seen more frequently than others. The analysis also indicates that teachers are not inspected equally. The data analysis revealed that there were irregular inspections and lack of follow-up visits. This was due to inadequate number of inspectors and the distance from one school to the other.

The teacher's performance was found to be inadequate due to lack of close supervision. The data analysis revealed that internal inspection is quite inadequate. Headteachers and subject panel leaders rarely conduct internal inspection to ensure curriculum implementation. Heads are also busy with administrative jobs.

The data analysis also revealed that the inspectors lacked commitment and dedication while performing their duties.
The other factor that the research revealed was lack of adequate facilities that hampered inspectors work. The inspectorate personnel lacked inspection report books and other relevant documents such as Education Act for them to be more effective.

The study also revealed that there were poor roads and lack of transport that hampered inspector's efforts.

5.4 RECOMMENDATION

This project work was carried out in order to study factors affecting inspection of primary schools in Khwisero Division. The researcher set out to find out the factors hindering and/ Affecting effective inspection of primary education. The researcher then came up with the following recommendations:

1. Inspectors should receive both pre-service and inservice training. This will help inspectors to adjust to the changes that are always taking place on the curriculum.

2. Inspectors should discard the traditional autocratic inspectorial legacies that Kenya adopted at Independence. Inspection should thus
be advisory. This will change the attitude of teachers towards inspection.

3. Inspectorate personnel should conduct regular inspection of all schools and teachers and make adequate follow-up visits of the same.

4. Internal schools inspection should be intensified. This can be realized through the Headteachers and subject panel leaders. Class teachers and senior teachers may be involved in conducting internal schools inspection.

5. The inspectors and school ratio should be an inspector against 20 schools.

6. Inspectors should be identified and appointed from excelling teachers whose schools have a better academic performance.

7. For effective and efficient inspection to be realized, inspectors should be provided with means of transport and other necessary resources.

8. Roads leading to learning and teaching institutions should be made accessible.

9. Teachers should be encouraged to invite inspectors to visit and inspect the schools.

10. Teachers should be informed of the visits by inspectors.
During inspection all teachers should be inspected irrespective of their grades and status.

Inspectors should inspect all the subjects on the curriculum.

Inspectorate personnel should also inspect all classes during their inspections.

Panel inspections should be intensified at all levels.

D.E.O's should co-ordinate inspection programmes in their areas of operation.

Gender balance and equity should be put into consideration when appointing inspectors and Tac Tutors.

Impromptu and Coca-Cola type of inspections should be discarded.

The inspectors should be given a separate vote to enable them intensify inspections in schools.

Headteachers should supervise the curriculum programme and give effective advice on programmes, that will improve teaching and learning in schools.

There is need for provincial and National Inspectors to visit and inspect schools at Divisional and District levels.
5.5 SUGGESTIONS FOR FURTHER STUDY

1. There is need for a more elaborate research of a similar study to enable educators in generalizing factors affecting inspection at the District, Province level and even the whole country.

2. There is also need for carrying out a research on the relationship between inspectors and teachers.

3. There should be a study carried out to find out the relationship between inspectors and teachers and their contributions towards K.C.P.E. performance.


General Information about the Headteacher

The information you give will be treated as confidential and will only be used in this study. Kindly respond to all the items by placing a tick ( ) to what is applicable to you and filling in the blank spaces.

1) Name of School ----------------------------------- ..-----------------

2) Your sex Male ( ) Female ( )

3) What is your highest academic achievement?
   (a) University ( )
   (b) "A" Level ( )
   (c) "O" Level ( )
   (d) "KJSE" ( )
   (e) C.P.E ( )
   (f) Other, Specify -----------------------------------------------

4) What is your professional qualification"
   (a) P3 ( )
   (b) P2 ( )
5. Length of service in the current grade? --------------- years

6. Length of service as a head teacher? --------------- Years

7. Have you attended any induction course in the last three years?
   Yes ( )    No ( )

8. How often have you been visited by the officers indicated below for the purpose of inspection?

   Officers | Number of times visited
   (a) D.E.O | -----------------------------------------------
   (b) D.D.E.O | -----------------------------------------------
   (c) D.I.S | -----------------------------------------------
   (d) D.D.I.S.P. | -----------------------------------------------
   (e) Z.I.S. | -----------------------------------------------
   (f) T.R.C Tutor | -----------------------------------------------
   (g) Others | -----------------------------------------------
9. How is your teaching load in comparison to the members of your staff?
   (a) Equal
   (b) Heavier
   (c) Lighter

10. Do you ever conduct internal schools inspection? Yes ( ) No ( )

11. How often do you check the teachers' records of work?
   (a) Daily
   (b) Weekly
   (c) Forty nightly
   (d) Monthly
   (e) Yearly
   (f) Others, Specify -----------------------------------------------

12. Have you and your staff requested for external inspection for the last three years? Yes ( ) No ( )

13. What is your staff establishment? ----Teachers

14. How many times have you been inspected for the last three years by the officers indicated below?

   **Officer**  No. of times inspected
   (a) D.E.O -------------------
15. How many times has your school been visited for inspection during the last three years by the officers indicate here below?

<table>
<thead>
<tr>
<th>Officer</th>
<th>No. of times visited</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) D.E.O</td>
<td>---------------------</td>
</tr>
<tr>
<td>(b) A.E.O</td>
<td>---------------------</td>
</tr>
<tr>
<td>(c) D.I.S</td>
<td>---------------------</td>
</tr>
<tr>
<td>(d) D.D.I.S.(p)</td>
<td>---------------------</td>
</tr>
<tr>
<td>(e) Z.I.S</td>
<td>---------------------</td>
</tr>
<tr>
<td>(f) T.R.C. Tutor</td>
<td>---------------------</td>
</tr>
<tr>
<td>(g) Others</td>
<td>---------------------</td>
</tr>
</tbody>
</table>
APPENDIX 1 (B)
HEADTEACHERS QUESTIONNAIRE

General Information about the School

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

Kindly accept to respond to all items by filling in the blank spaces and placing a tick (✓) in correspondence to what applies to you and your institution.

1. Name of School

2. Name of the Zone

3. Zonal Inspector of Schools

4. T.R.C. Tutor

5. Distance from Education office to school

6. Barriers of Communication to School

7. Have you had any indiscipline cases in your school involving members of your staff? Yes (✓) No (✓) If yes give details.
8. Have you had any interdiction cases in your school during the last three years? Yes ( ) No ( ) If yes, Specify: ____________________________

9. Have members of your staff applied for professional advancement?
   (a) Grading ( )
   (b) Regrading ( )
   (c) Promotion on merit ( )

10. How do you vie inspection and Inspectors?
    (a) Positively
    (b) Negatively
    (c) Same

   Why? ___________________________________________________________
   ____________________________
   ____________________________
   ____________________________

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APPENDIX II

HEADTEACHER'S AND ASSISTANT TEACHERS INSPECTION ATTITUDE SCALE

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

These information relate to inspection practices in Khwisero Division and the entire Butere/Mumias District. Kindly do respond to all the statements. You are also requested to put a Guide around one letter that best describes the qualities of school inspectors while performing their duties. Below is an example to guide you.

Example No. I

Inspectors visit schools and conduct inspection of headteachers in the classroom situation.

(a) Very frequently
(b) Frequently
(c) Sometimes
(d) Rarely
(e) Never
The ring is put around (I) to show that inspectors rarely inspect headteacher in the classroom situation.

The respondent of this rating form is -------

(a) Headteacher ( )

(b) Assistant teacher

1. Inspection boosts conducive atmosphere where teachers are ready to initiate positive changes in education

(a) I Strongly agree

(b) I agree

(c) Sometimes

(d) I disagree

(e) Never

2. The approach by school inspectors towards teachers has changed from the autocratic style to advisory, consultative and guidance.

(a) I strongly agree

(b) I agree

(c) Sometimes

(d) I disagree

(e) Never
3. Teachers are given audience by inspectors immediately the inspection exercise is through.

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

4. Inspectors conduct induction courses to beginning teachers.

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

5. Inspection reports are important to both the teachers and inspectors. Teachers will use the reports to change or adjust as recommended by the inspectors. The reports will also serve as feedback on teachers' teaching behaviour.

(a) Very Frequently
(b) Frequently
(c) Sometimes
6. Do the D.E.O' Co-ordinate inspections?
   (a) Yes  
   (b) No

7. School inspectors' visit to schools are rare and inadequate.
   (a) Strongly in favour
   (b) In favour
   (c) Sometimes
   (d) Not in favour

8. During their visits inspectors assist teachers in resolving their professional problems.
   (a) Very frequently
   (b) Frequently
   (c) Sometimes
   (d) Rarely
   (e) Never

9. Some inspectors visit schools only when there is a crisis such as students riots of much they have been notified.
   (a) Strongly in favour
10. Teachers resent and dislike schools inspectors who tend to adopt autocratic and police-like style of operation.

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

11. Inspection of schools improves the quality of teaching and learning and hence excelling results are realized.

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

12. Some supervisors take pride in demonstrating their authority and power rather than advising, guiding and counselling teachers.
13. Inspectors approach arouses the teachers' interest in performing their professional duties.

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


(a) Very frequently
(b) Frequently
(c) Sometimes
(d) Rarely
(e) Never
15. External inspection is more useful than internal inspection.
   (a) Strongly in favour
   (b) In favour
   (c) Sometimes
   (d) Not in favour
   (e) Undecided

16. Teachers view inspectors as unwelcome guests whose services they would rather do without.
   (a) I strongly agree
   (b) I agree
   (c) Sometimes
   (d) I disagree
   (e) Never

17. According to the Education Act Cap 211 Laws of Kenya, [1968] inspectors should visit schools with or without notice.
   (a) Strongly in favour
   (b) In favour
   (c) Sometimes
   (d) Not in favour
   (e) Undecided
18. Inspection should target all schools and all teachers and should be intensified at all costs.

(a) I strongly agree

(b) I agree

(c) Sometimes

(d) I disagree

(e) Never

19. District Education officers should facilitate inspections and supervision in their areas of operation. The D.E.O.'s should also participate in the inspection exercise also participate in the inspection exercise.

(a) Strongly in favour

(b) In favour

(c) Sometimes

(d) Not in favour

(e) Undecided

20. T.R.C Tutors should play an active role in guiding and advising teachers on how to draw schemes of work and lesson plans. The Tutors should also mount inservice courses, workshops and seminars for teachers in consultation with the Zonal Inspectors of schools.
21. Inspectors should be trained for the offer specialized skills. The trained personnel will relate well with teachers.

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

22. For Inspection to cause impact, Inspectors should avoid having rested interests in schools.

(a) Strongly in favour
(b) In favour
(c) Sometimes
(d) Not in favour
(e) Undecided
23. The public has accused inspectors of being autocratic, critical fault-finders who use threats to make the teachers perform duties assigned to them.

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

24. Inspectors of schools should not be biased but should be objective and fair in assessment, evaluation and judgement of the teachers' work.

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

25. Inspection curbs unprofessional behaviours such as absenteeism, lateness and indiscipline.

(a) I strongly agree
(b) I agree
(c) Sometimes
26. Dr. Grifflins says that meticulous planning is important and assists in time management. This can be realized if inspectors can insist on making sure that prism is fully implemented. Prism stresses on management of curriculum people resources, time and other related activities in primary schools management.

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

27. Inspectorate section of the ministry of Education is the nerve centre of the Ministry. Inspectorate services are of great value in initiating new ideas, curriculum planning and implementation, evaluation and supervision.

(a) Strongly in favour
(b) In favour
(c) Sometimes
(d) Not in favour
(e) Undecided

**EDUCATION OFFICIALS INTERVIEW SCHEDULE**

<table>
<thead>
<tr>
<th>General Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>The information-compared will only be used for the purpose of Research.</td>
</tr>
<tr>
<td>The information needed is widely available.</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Name of Officer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Designation</td>
</tr>
<tr>
<td>District</td>
</tr>
<tr>
<td>Division</td>
</tr>
<tr>
<td>Number of Schools in the District</td>
</tr>
<tr>
<td>Number of Schools in the Division</td>
</tr>
<tr>
<td>Number of Streams in the District</td>
</tr>
<tr>
<td>Number of Teachers in the District</td>
</tr>
<tr>
<td>Number of Teachers in the Division</td>
</tr>
<tr>
<td>Number of Zones in the District</td>
</tr>
<tr>
<td>Number of Zones in the Division</td>
</tr>
<tr>
<td>Number of Division</td>
</tr>
<tr>
<td>Number of Inspectors in the District</td>
</tr>
</tbody>
</table>

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APPENDIX III

EDUCATION OFFICIALS INTERVIEW SCHEDULE

**General Information**

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

<table>
<thead>
<tr>
<th>Name of Officer</th>
<th>Designation</th>
<th>Sex</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
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</table>

<table>
<thead>
<tr>
<th>District</th>
<th>Division</th>
<th>Number of Schools in the District</th>
<th>Number of Schools in the Division</th>
<th>Number of Streams in the District</th>
<th>Number of Teachers in the District</th>
<th>Number of Teachers in the Division</th>
<th>Number of Zones in the District</th>
<th>Number of Zones in the Division</th>
<th>Number of Divisions in the District</th>
<th>Number of Inspectors in the District</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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1) How often do you Inspect Schools as a panel?

2) How far is the furthest School from your office?

3) Who Co-ordinate Inspection?

4) How do you relate to colleagues and teachers?

5) What problems do you encounter in the process of conducting Inspection?

6) Do teachers request for external inspection?

7) What role does inspection play?

8) How do you approach inspection?

9) How often do you visit schools?

10) What assistance do you get from the province the province and Ministry in term of Inspection of Schools?

11) How often do you undergo a training?

12) How were you appointed as an Officer?

13) Did you receive any preservice training as a Supervisor?