EFFECTIVENESS OF SUPERVISION AND INSPECTION
IN SELECTED SECONDARY SCHOOLS IN
KIAMBU DISTRICT, CENTRAL
PROVINCE, KENYA

BY

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Effectiveness of supervision and
DECLARATION

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

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DEDICATION

This work is dedicated to the following members of my family for whose existence, my tireless efforts are worth the while.

My wife, friend and supporter, Gaudencia
- Her patience and endurance made my dreams come true;

My Children Nancy, Rosemary and Rispa
- They understood that Daddy's absence was meant to build and not to harm them;

My dear mother Agnetta,
- She nurtured me to the fitness such work requires;

And to my father Peter,
- His insight into the academics infected me at an early age and launched my pursuit for higher things which have no upper limit!
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My deep appreciation is expressed to Dr. (Mrs.) Pamela E. Wanga who not only guided and provided me with her tireless supervisory leadership during the research but also ascertained that no financial constraints deterred the success of the project. Long Live this great "Mwalimu".

I am also thankful to Dr. T.D.K. Serem for his encouragement and guidance during the initial stages of my research.

Appreciation is also expressed to the District Education Personnel of Kiambu District, all the headteachers and teachers who took part in the research study, the Inspectorate Personnel of the Ministry of Education and the Staff of the Kenya Education Staff Institute for their cooperation.

Mrs. Elizabeth Aidah's conscientious typographical assistance is highly acknowledged.

To these and many others who assisted in their numerous other capacities, I owe special gratitude and continual recognition.

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The purpose of this study was to "Determine the Effectiveness of Supervision in Selected Secondary Schools in Kiambu District, Central Province, Kenya." It was the researcher's conviction that this study could help in rectifying some of the deficiencies and trigger recommendations for necessary improvements towards more effective supervision.

A total of 8 secondary schools from 3 divisions (Kiambaa, Kikuyu and Thika) in Kiambu District were randomly selected. In each school the headteacher and 5 teachers (randomly selected) were requested to respond to relevant questionnaire items. The headteachers were requested to collect and keep all the completed questionnaires to be collected by the researcher on the agreed date. The completed questionnaires were then analysed. Frequency and percentage distributions were worked out and appropriate tabulations done.

The research findings showed that 90.5% of the teachers who took part in this study were professionally trained graduates. A majority of the teachers (83.3%) looked at the supervisor/inspector as an autocratic person who determined what teachers should teach.
made sure that the teachers actually taught what they were supposed to teach and rewarded or penalised the teachers in accordance with their performance. All the responding teachers indicated that the inspectorate did not seem to play its supervisory roles effectively. 40% of the teachers indicated that they had neither benefited from supervision by the inspectors nor the headteachers.

All the 8 headteachers in this study were graduates, with 7 (87.5%) of them professionally trained. The research findings showed that 2 schools out of the 8 schools in this study had not been inspected at all since they were founded. It was also found that some of the schools were last inspected as many as 17 years ago.

The research findings showed that the inspectors neither held demonstration classes nor informed the teachers about these visits. It was also evident that the inspectors performed other activities which were neither instructional nor curricular in nature during their visits to schools. The research findings further showed that the headteachers tended to perform administrative supervisory activities more frequently than, say, the curricular supervisory duties.
The Kenya Education Staff Institute (K.E.S.I.) and the Kenya Secondary School Heads Association were the only two bodies that seemed to organise some form of in-service courses and conduct seminars for the secondary school headteachers.

It was recommended that the supervisors/inspectors should be well trained in the techniques of supervision and, if possible, be encouraged to work for higher specialised courses or degrees in supervision. It was also recommended that inspectsorial and supervisory duties be conceptually separated to afford the inspectors and supervisors enough time and insight into effective performance of these duties. The two duties, however, need not be performed by different individuals.

It was further recommended that the headteachers undergo thorough training in educational administration and be constantly in-serviced to keep them abreast of the emerging supervisory techniques. It was recommended as well, that the relevant educational bodies, among which are the Kenya Education Staff Institute (K.E.S.I.), the Universities, the Kenya National Union of Teachers (K.N.U.T.) work jointly to provide both the personnel and funds required for launching (vii)
effective supervisory programmes.

It was suggested that further more elaborate research study be conducted to look into the nature of the pre-service training that the new inspectors undergo; the way classroom visitations and post-observation feedback are conducted; the nature of in-service courses that the secondary school headteachers are offered at the Kenya Education Staff Institute; and, finally the kind of improvements that the inspected/supervised teachers make after such supervisory visits.
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CHAPTER ONE

1.0 THE PROBLEM AND ITS RELATED COMPONENTS

1.1 Introduction

To understand the modern supervisory techniques it is appropriate to trace supervisory trends in the earlier periods of American and British education systems and review the development of supervision and inspection in Kenyan education system.

In America, a statute was adapted in 1654 that empowered selectmen of towns to be responsible for appointing teachers of sound faith and morals. These teachers would only stay in office as long as they possessed these qualities. During this period supervision was handled by laymen including such people as the clergy, school wardens, trustees, selectmen and citizens' committees. Emphasis was placed on inspection of schools and classrooms. Rules were enforced for the sake of control. Supervision concentrated on such matters as appraising the general achievement of pupils in subject matter, evaluating methods used by teachers, observing the general management of schools and conduct of pupils and ascertaining whether money spent for education was wisely expended.
These first supervisory concepts and behaviours were characterised by inspection. When an educator became the supervisor or the director of instruction he was called the inspector. The functions of the inspector were more judicial than executive in character. The supervisor or inspector made judgments about the teacher rather than the teaching or the pupil's learning. Decisions were made on the basis of what the inspector or supervisor thought he saw.

During the second quarter of the nineteenth century the concept of supervision continued to emphasise the inspection of schools and classrooms for the sake of control and regulation. Some attention was now being placed on assisting teachers to improve. It was during this period that the educational professionals replaced the lay people in doing supervision.

In the first third of the twentieth century supervision consisted of supervising classroom instruction through direct classroom observation and demonstration, with the focus of attention being placed on the teacher's weaknesses. Demonstration teaching and the use of teacher-rating systems were held in high regard. Responsibility for doing supervision was generally
divided between principals and special supervisors or helping teachers.

In Britain on the other hand, Her Majesty the Inspectorate (H.M.I.) was established in 1839 when the demands for an educational system under state supervision were increasing. A Privy Council which composed of Ministers of the Crown was appointed to prepare a plan for education and introduce improvements in the education system.

The HMIs were to obtain details of the plans and specifications of the buildings, the arrangements of desks and playgrounds. They were to inquire whether the financial position of the school was secure. They were also to inquire into the provision of books, the proposed methods of instruction and discipline. They examined each class and gave a report on the timetable.

In Kenya, although the first mission school was established in 1846 by the missionaries at Rabai near Mombasa, the colonial government assumed responsibility for the direction of educational policy in 1911 when the Education Department was established. The Education
Department became responsible for all matters related to education.

In 1924 the first Education Ordinance, which was established after the Phelps-Stokes Commission, empowered the government to develop, control and supervise education in Kenya. This Ordinance provided for the inspection of schools and control over their opening and closure. The White Paper produced by the Advisory Committee on the native education indicated in 1925 that a thorough system of supervision was indispensable for the vitality and efficiency of the educational system. The paper also advised that each mission should be encouraged to make arrangements for the effective supervision of its own system of schools, but that such supervision should not supersede government inspection.

By 1927, an Education Department manned by a Director of Education, a Chief Inspector of Schools, a Supervisor of Technical Education, four Inspectors of Schools together with the Headquarters clerical staff administered and supervised Kenya's Education System.
The 1931 Education Ordinance imposed control on school expenditure, required the Governing Board of every secondary school for Kenyans receiving aid to keep accounts as the Director prescribed. It also indicated that every secondary school aided by the government was required to be open to Inspection by an Education Officer at any time.

In 1934 the District Education Boards Ordinance was enacted and it empowered the District Education Boards to be involved in the supervision of the working and management of primary schools and of private schools of whatever classification. In the same year the Grants-In-Aid Rules provided for supervision by giving a block grant of £50 for each supervisor or manager. Part of this grant was to be spent on equipment.

The 1945 Grant - In - Aid Rules provided for the payment of a full salary to a European Supervisor or manager from Central funds. African supervisors were to be paid full salaries from local funds.
It is clear from the foregoing discussion that the colonial government separated Supervision from Inspection. Whereas the Inspectorate was fully operational by 1927 and the Inspectors were fully paid up government workers, funds for supervision were only included in the Grants-In-Aid from 1934. The distinction between Supervision and Inspection was emphasised by Beecher in 1949 when he indicated:

We believe that Inspection and Supervision are entirely separate functions, and that Inspection belongs to the Department, and Supervision to the body to whom school management has been delegated (The African Education In Kenya, 1949:60).

Supervision was the responsibility of the school managers or Voluntary Agencies and Inspection was the sole responsibility of the government. The Supervisors were appointed by the Voluntary Agencies and even in cases where they were appointed by the Director of Education they were to be regarded as the representatives of the school managers and not of the Director.

The Binns Report of 1952, like the Beecher Report, also advocated a tightening of the
supervisory and Inspectoral system. The Binns Report, however, advocated an even more centralised control than Beecher had recommended, and specifically criticized the Beecher Plan for leaving missionaries largely responsible for the supervision of mission schools. The Binns Committee advocated for the merging of supervision and Inspection together.

When Kenya attained its Independence in 1963 a former system of supervision of schools by the Voluntary Agencies vanished and no proper Supervisory System had been established under the local authority to compensate this. During this time the field education officers and the headmasters of individual schools were considered as the supervisors. The education officers visited the schools from time to time on behalf of the local authority. These education officers were used widely on purely administrative duties such as the collection of school fees and cash payment of teachers. This shows that their visits to schools were not supervisory in character.
The Ominde Commission which was appointed by the government of Kenya in 1964 to make recommendations on an education system for Independent Kenya noted that it agreed with the colonial government's separation of supervision and inspection. The Commission emphasised the importance of supervision when it stated:

A good system of supervision is essential to any school system and is particularly important when a large portion of teachers is without adequate training or educational standing (Kenya Education Commission, 1964:47).

The Ominde Commission in its report recommended that an establishment of one education officer and four assistant education officers for every hundreded schools would strengthen supervision. The Commission further recommended that supervisors should be carefully selected, trained and relieved of administrative duties and that they should provide one source of recruitment in the Ministry's Inspectorate. The Commission also noted that headteachers should be well trained to carry out their supervisory roles effectively.
The Inspectorate in Kenya today has remained more or less the same in its approach to supervision and inspection of schools as it was in the colonial days. The Inspector is still looked at today as a policeman rather than a colleague. The Ominde Commission recommended a change of attitude in this particular respect when it stated:

The formation of a new kind of professional link between Inspector and teacher, so that the former is looked upon as a friend, rather than as a kind of policeman, offers in our view, great creative possibilities, which ought to be sedulously cultivated (The Kenya Education Commission 1964:125).

Maranga (1977:30) has also lamented over this authoritative approach to supervision when he stated:

In practice, however inspectors still control and direct teachers in their work, unaware of the consultative, analytical and diagnostic functions of supervision.

Supervision as a separate activity disappeared as the education system progressed. More emphasis has been placed on inspection whose personnel has increased considerably. All the supervisory functions are now being done by the Inspectorate of the Ministry of Education.
1.2 Statement of the Problem

During the development of both supervision and inspection in Kenya more emphasis has been placed on expansion of the inspectorate personnel to meet the manpower needs rather than on the improvement of supervisory techniques. Probably this has been due to the fact that the education system has been expanding so rapidly that a trade-off had to be established between the size of the personnel and the techniques employed by the personnel. Very little, therefore, has been done to produce supervisors who display democratic educational leadership.

It is important for the supervisors and the teachers to exhibit cordial and amicable relationship for improvement of instruction. The Ominde Commission noted this point when it stated:

... this is important, not only to relieve the inspectorate of administrative work, but also to enable inspectors to establish a new relationship with serving teachers, which is divorced from all powers of control (The Kenya Education Commission, 1964:125).

The Kenyan education system has expanded so much since independence that quality control is a factor of great concern to an educational
administrator. With the introduction of the 8:4:4 system of education the government has employed a large number of untrained teachers in both primary and secondary schools. The concomitant of this is that the quality of education will be seriously affected.

It is therefore imperative that the rapidly changing and expanding education system, whose teaching personnel is either largely untrained or undertrained, is given better quality supervision that would guide and make the teachers discharge their duties more efficiently. This supervisory help can only be possible if the supervisory or inspectorial personnel from the Ministry of Education together with the secondary school headteachers are thoroughly conversant with their supervisory roles and techniques.

When the headteachers are themselves effective supervisors then it would be possible for the classroom teachers to receive better professional assistance from their headteachers so as to improve their teaching methodologies without involving the supervisors from the inspectorate all the time. Supervision can be further strengthened if the supervised, that
the teachers, also know the role of supervisors and are aware that this phase of administration aims at making them become better and more effective teachers. If this is achieved then neither the supervisors nor the supervised would look at each other suspiciously.

The purpose of this study, therefore, is to determine the effectiveness of supervision in secondary schools in Kiambu District.

1.3 The Purpose of the Study

The purpose of the study is to determine the effectiveness of supervision in secondary schools in Kiambu District. By determining the effectiveness of supervision deficiencies could be detected which would trigger recommendations for changes and improvements for better and more effective supervision.

1.4 The Significance of the Study

By assessing and determining the effectiveness of supervision in secondary schools the researcher will be able to bring to light the nature and scope of supervision. This will
show whether it is autocratic or democratic. Depending on the scope the researcher will be able to suggest changes for improvements in light of new and emerging supervisory concepts that will go a long way in improving the pedagogical work of both teachers and administrators. It is also the researcher's contention that further research work could use the findings in this treatise as the nominal point. This study will also be a pool of knowledge for administrators, teachers and students studying educational administration at various educational institutions in Kenya.

1.5 Limitations and Delimitations of the Study

The time allocated for this study was very short and the research funds were lacking. Due to these two factors it was not possible to carry out the research in a number of secondary schools sampled throughout the country. Kiambu is but one out of the forty one districts in the entire republic and the results of this study may only be generalised to situations in the whole country with utmost caution.
The other limitation of this study is that, although the researcher felt that an interview schedule would have been appropriate for supplementing the efforts of the questionnaire used, it was not possible to conduct it due to time factor. An interview would have been very useful in retrieving very intricate and vital information from the sample.

The delimitation of this study is that information from both the inspectorate and education officers was systematically left out. Ideally the main objective was to procure the information at the site - the point of activity.

1.6 Basic Assumptions

In this study the researcher assumed that:

( i ) All secondary schools in Kenya are frequently supervised regardless of whether they are government-aided, assisted, Harambee or private.

(ii) Secondary school Inspectors are well trained in the techniques of supervision and are conversant with the new supervisory concepts.

(i v) All secondary school headteachers are professionally trained and are therefore conversant with current supervisory techniques and are able to discharge them.

(v) All secondary school teachers are professionally trained and are therefore conversant with their supervisory roles and those of both the inspectors and the headteachers and are also aware that this phase of administration is aimed at improving their (teachers') pedagogical efforts.
1.7 Basic Research Questions

The following questions were used to direct the purposes of this research.

(i) How often are the Kenyan secondary schools supervised or inspected?

(ii) To what extent are the supervisors or inspectors conversant with the emerging supervisory techniques?

(iii) To what extent are secondary school headteachers conversant with these emerging supervisory techniques?

(iv) How effectively do the secondary school headteachers actually perform their supervisory roles?

(v) How often do secondary school headteachers perform these functions?

(vi) What are the secondary school teachers' perception of the supervisory functions of both the Inspectors and the headteachers?

(vii) What are the perceptions of the headteachers of their own roles as supervisors or inspectors of their schools?
What are the perceptions of the secondary school headteachers of the role of the inspectorate?

To what extent do the relevant Educational bodies like the Ministry of Education Science and Technology, the Kenya Education Staff Institute, the Kenya National Union of Teachers, the Teachers' Service Commission and the University organise in-service courses or hold seminars for educational administrators especially headteachers?

1.8 Definition of Significant Terms

Administration - Is the process of developing and maintaining organisational procedures.

Curriculum - Refers to the total learning experiences, programmed and non-programmed, which a student has under the auspices and guidance of the school teachers.

Demonstration Class - Is an instructional method or procedure for doing something in the classroom in the presence of a teacher for the purpose
of showing the teacher how to do it himself.

**Inservice education** - Is the sum of all activities designed for the purpose of improving, expanding, and renewing the skills, knowledge and abilities of staff members both trained and untrained.

**Inspection** - Is used here interchangeably with supervision. The main difference between the two is that whereas inspection is judgemental and autocratic, supervision on the other hand is interactive, supportive and democratic.

**Instruction** - Is used here to refer to the planned interaction between teachers and students for the purpose of imparting knowledge to the students within the classroom.

**Orientation of Teachers** - Refers to supervisory activities for new teachers which supply them with necessary information and induction so as to maximise their chances for initial success.

**Supervision** - Is the process of bringing about improvements in instruction by working with head-teachers, teachers and students. It is a process of stimulating professional growth and a means of
helping teachers and students to help themselves.

**Supervisor** - Refers to the staff or personnel who are assigned responsibility for headship in improving instruction.

1.9 **Organisation of the Rest of the Study**

The rest of the study is organised as follows:

**Chapter II** - This chapter consists of the literature Review that covers relevant work in the field of supervision.

**Chapter III** - This chapter consists of the Design of the study which is divided into the Sample, Instrumentation and Methodology.

**Chapter IV** - This chapter consists of the analysis of data collected, research findings and discussions of the findings.

**Chapter V** - This chapter includes the summary of the study, conclusions and recommendations.

The last section includes bibliography and appendices.
CHAPTER TWO

2.0 REVIEW OF LITERATURE ON SUPERVISION AND INSPECTION

2.1 Overview

Supervision is today considered as that dimension or phase of educational administration which is concerned with improving instructional effectiveness. Both definitions of supervision and administration show the validity of the idea that supervision is an integral part of administration.

A number of writers have defined supervision in various ways. Fye et al (1971:30) have defined supervision as "that phase of school administration which focuses primarily upon the achievement of the appropriate instructional expectations of educational systems". This definition indicates that supervision as a process is a subset of educational administration whose aim is to achieve appropriate instructional objectives. From this definition it is clear that in any educational system there are instructional expectations and that supervision helps in achieving them.

Wiles and Lovel (1967) view supervision as those activities which are designed to improve instruction at all levels of schooling."
This view taken by Wiles and Lovel indicates that any process or activity in a school situation is considered supervisory as long as it brings about improvement of instruction. And since all administrative activities are aimed at improving instruction supervision is therefore an important aspect of administration.

According to Sergiovanni and Sarratt (1971) newer patterns of supervision which appear to be emerging in the more effective modern schools offer opportunities for increasing school effectiveness and depend largely upon promoting the personal and professional growth of the entire staff as a means of effectively managing the school enterprise. Dull (1981:5) has indicated that "supervision refers to the actions of professional educators that are exercised for the purpose of improving instruction".

Harris (1975) feels that supervision is aimed at either changing or maintaining the school operation so as to promote school learning. He defines supervision of instruction as:
What school personnel do with adults and things to maintain or change the school operation in ways that directly influence the teaching process employed to promote pupil learning (Harris, 1975:10).

Burton and Bruckner (1955) have stressed that whereas administration is ordinarily concerned with providing materials and facilities and with operations in general, supervision on the other hand is ordinarily concerned with improving the setting for learning in particular. They have further emphasized that the two processes are not only co-ordinate and correlative but are also mutually shared functions in the operation of educational systems.

The Dictionary of Education (1959:539) defines supervision as:

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

Supervision can be divided into general supervision and instructional supervision. General supervision subsumes supervisory activities that take place principally outside the
classroom. General supervision, therefore, denotes activities like the writing and revision of curricula, preparation of units and materials of instruction, the development of processes and instruments for reporting to parents and such broad concerns as the evaluation of the total educational programme. Instructional supervision on the other hand is concerned with the pupil learning in the classroom. It is a subset of supervision which is concerned with the student learning activities in the classroom.

The most recent concept in instructional supervision is called Clinical supervision. Cogan (1973:9) defines clinical supervision as:

The rationale and practice designed to improve the teacher's classroom performance. It takes its principal data from the events of classroom. The analysis of these data and the relationship between teacher and supervisor from the basis of the programme, procedures and strategies designed to improve the students' learning by improving the teachers' learning behaviour.

Goldhammer et al (1980:19-20) have defined clinical supervision as:
That phase of Instructional Supervision which draws its data from first-hand observation of actual teaching events, and involves face-to-face (and other associated interactions) interaction between the supervisor and teacher in the analysis of teaching behaviours and activities for instructional improvement.

Clinical supervision consists of the following five stages: (i) Preobservation Conference; (ii) Observation; (iii) Analysis and Strategy; (iv) Supervision Conference; and (v) Postconference analysis.

From the foregoing views and definitions of supervision it is quite clear that the supervisor's role encompasses administrative, curricular and instructional components. Coldhammer et al (1980) have tried to differentiate between the three aspects of supervision by using a venn diagram as in figure one below:

Figure 1; The Venn Diagram For General, Instructional and Clinical Supervision.
In the above figure letter A which is the universal set represents all types of supervision. Letter B represents instructional supervision, and is a subset of the universal set A. Subset C represents all activities of clinical supervision.

In summary, therefore, it is clear that the job of a supervisor evolved from the realization that we accomplish very little alone. But then neither can we accomplish much by simply grouping together. For any kind of group to hold together, to survive, to avoid disintegration, something else is needed. First there must be a common objective that the members of the groups are committed to strive for. Second, when this has been accomplished, we soon become acutely aware that direction is needed to channel the diverse and often disorganised efforts of the individuals into a purposeful stream of productivity to achieve the common objective. Third out of this awareness, and to satisfy this need management and supervisory theories evolved.

2.2 Supervisory Activities

The supervisors help individual teachers or groups to develop educational goals and then
provide guidance for the successful accomplishment of these goals. It is the duty of the supervisor to influence team members to solve the educational problems both critically and creatively.

The supervisor initiates action for the achievement of individual or group goals and encourages organisational members also to be initiators of action. Supervisory leaders work diligently as facilitators of instruction and encourage and motivate teachers to be more resourceful in instruction. The supervisors encourage creativity and promote a spirit of cooperation among members in order to enhance the possibility of successful results.

Supervisory behaviour is primarily concerned with improving the setting for teaching and learning. Supervisors are concerned with the development and accomplishment of educational goals by working through the teachers. The emphasis in supervision is working with people rather than working with materials. Supervisors should be expert educational programme leaders and because of this expectation their work should reflect a high value for curricular, instructional and staff enhancement.
The supervisor is expected to observe classes and hold conference with teachers about possible ways they may strengthen their teaching. Supervisory leadership should encourage innovation among teachers and enlarge their repertoire of teaching strategies and techniques. The supervisor should not only teach demonstration lessons when they may be helpful but should also provide for the demonstration of the uses of audio-visual equipment.

A supervisor should exercise leadership with teachers in developing methods, objectives, content and evaluation of courses. He participates with administrators and teachers in policy-making decisions concerning the programme undertaken. The supervisor also works with teachers to develop syllabi, curriculum guides, purposeful units of instruction and lesson plans. An effective supervisory leadership must develop an articulated and coordinated programme of study throughout the school system. Supervisory leadership involves democratic participation as Douglass et al (1961:21) have indicated:
Democratic participation in organisation activities produces, as research studies have shown, greater group productivity, higher morale, greater job satisfaction, positive identification of members within the whole group, and greater cohesion.

The supervisor should help in selecting and assigning teachers for the enhancement of learning and teaching. Supervision should help to promote an effective working relationship within the departments and classes. This helps in fostering a high professional morale among teachers. The supervisor is also expected to help in appraising teacher effectiveness and following up improvement of classroom instruction.

Supervision helps teachers to gain an understanding of the latest trends and developments in education and teaching. New teachers are given an orientation and induction programme to assimilate them into the organisation through supervision. A supervisor should plan and direct in-service programmes for teachers and also provide the teachers with an opportunity to visit classes and attend conferences both within and outside their own schools.
Supervision provides leadership with teachers in the evaluation and use of instructional materials and equipment. Supervisory leadership helps teachers to prepare instructional materials not otherwise available and to select and evaluate the relevant textbooks for instruction. The supervisor should help teachers in evaluating the community resources of instructional significance to the curriculum.

The supervisor is expected to inform the careers and guidance staff of the latest curriculum developments and their appropriateness to individual student needs. Teachers are therefore consulted concerning appropriate activities to facilitate career exploration and development and this also helps teachers with their professional growth in the understanding of their students.

However, the supervisor can not perform the above activities effectively unless he deals with them within the framework of the administrative processes. These administrative processes are planning, decision making, organising, coordinating, influencing and communicating.
2.2.1 Planning:

The supervisor must allocate time for planning in sufficient details to satisfy the requirements of his subordinates and the achievement of learning. In planning the supervisor has to identify the objectives of his organisation or school and lay out the alternatives for achieving them. Douglass et al (1961:36) have observed that:

A planned programme is fundamental to improving instruction for it provides goals toward which the efforts for improvement may be directed.

The supervisor accomplishes his work by skillful management of subordinates. He must therefore know how to plan the work of people to secure a desired result.

2.2.2 Decision-Making

Decision-making is a conscious choice from a set of often competing alternatives. Many decisions that the supervisor faces in every day operations involve simple choices and the collection of relatively small amounts of information. However, when major decisions arise that involve complicated information, the supervisor has got to assess all the factors involved.
The first task that the supervisors will encounter in decision making is that of how to go about preparing an analysis of a problem so that investigation of the data is thorough and conclusions are reasonable and supported by existing evidence.

The decision-making process must be systematic as Sartain and Baker (1978:4) have pointed out:

...the supervisor can understand that it should be, in so far as the supervisor can manage, a rational and systematic process and that it consists of a definite sequence of steps. The ability to plan and make decisions is one that can be learned and constantly improved.

Decision making is a sequential process that involves recognition and definition of the problem, collection of data, formulation of alternative solutions, assessment of their consequences, choosing of the optimum solution, implementing the optimum solution and finally establishing a feedback mechanism. Effective supervision is required at each stage of the decision-making cycle to eliminate assumptions.
2.2.3 Organising

Organising involves dividing and arranging work for best achievement of objectives. The supervisor should divide work into simple, routine and repetitive tasks. It is the obligation of the supervisor to give directions and to train their subordinates so that the subordinates can handle the constantly recurring problems in their departments. The supervisors should, therefore, free themselves from the unnecessary burden of details by delegating the duties as well as the authority to make decisions to subordinates capable of handling them.

2.2.4 Coordinating

The coordinating process requires that all the parts of an organisation be maintained and interrelated for harmonious operation of the organisation. A supervisor should ensure that all the discrete units of a system are working in harmony to achieve the organisation's objectives.
2.2.5 Influencing.

Gregg (1957) introduced influencing as an administrative process to replace such authoritative concepts like commanding, directing and controlling. Influencing denotes an attempt to motivate teachers, students and the authorities concerned with education. The supervisor should have the ability to exercise human relations approach in dealing with teachers and students. He should be able to initiate action, portray exemplary behaviour in leadership and constantly seek the opinions of his subordinates.

For the supervisor to effectively influence his subordinates he must be conversant with the theories of worker motivation.

2.2.5.1 Employee Motivation

Sartain and Baker (1978) have defined motivation as "a state of mind that induces subordinates to want to do what the supervisor wants them to do". It is important to know that motivation is not commanding. It is a way of inducing the teachers and students so as to release their maximum potential. If subordinates can not be induced to want to do tasks assigned them then, out of fear, they will only
perform their duties because they have to keep their jobs – rather than suffer the consequences.

Since motivation, is central to supervision, a supervisor at any level in an organisation can best motivate employees by planning, organising, coordinating, influencing and communicating in such a way as to provide optimal employee motivation. A number of psychologists have produced very crucial and scintillating work on motivation and I will look at each view in turn in the next paragraphs.

Maslow (1970) has established a hierarchy of needs which is a theory of needs based on an hierarchical model with basic needs at the bottom and higher needs at the top, as in figure 2 below. The Physiological needs are the needs Figure 2; Maslow's Hierarchy of Needs.
for food, sleep and sex. The safety and security needs are the needs for stable environment relatively free from threats. Love needs are related to affectionate relations with others and status within a group. Esteem needs are the needs for self respect, self-esteem and the esteem of others and the self actualisation needs are concerned with self-fulfilment.

According to Maslow, the satisfaction of needs at any one level in this hierarchy will motivate a subordinate's behaviour only if needs at all lower levels have been satisfied. This shows that people tend to satisfy their needs systematically, starting with the basic physiological needs and then moving up the hierarchy.

McCregor (1960) produced the now classic theory X and theory Y conceptions of motivation. According to theory X workers are seen as inherently lazy, requiring coercion and control, avoiding responsibility and only seeking security. Theory Y sees employees as liking work, which is as natural as rest or play; they do not have to be controlled or coerced if they are committed to the organisation's objectives; under proper conditions they will not only accept but also seek responsibility; more rather than less
people are able to exercise imagination and ingenuity at work.

Herzberg (1959) postulated the Herzberg's Motivation - Hygiene Theory which concentrated on satisfaction at work. According to Herzberg the factors that give rise to job satisfaction are called motivators which include achievement, recognition, work itself, responsibility and advancement. These motivators are intimately related to the content of work. On the other hand those factors giving rise to dissatisfaction are called hygiene factors which include company policy and administration, the technical aspects of supervision, interpersonal relations in supervision, salary and working conditions. These hygiene factors are related to the context or environment of work.

Likert (1967) has referred to high producing managers as those managers and supervisors who achieve the highest productivity, the lowest costs and highest levels of employee motivation. Likert's researches indicated that the high producing managers tended to build their success on interlocking and tightly knit groups of employees whose cooperation had been obtained by thorough attention to a range of motivational
forces. Cole (1983:59) has indicated that:

The dominant theme in Likert's discussion of these "new patterns of management" is the importance of supportive relationships. Management can achieve high performance when employees see their membership of a work group to be "supportive", that is to say when they experience a sense of personal worth and importance from belonging to it. High producing managers tended to foster just such relationships, with and within, their groups.

Argyris (1959) suggests that the reason for so much employee apathy is not so much because of laziness, but rather because people are treated like children. This gave rise to his "Immaturity - Maturity Theory" that suggests that the human personality develops from immaturity to maturity along a continuum, in which a number of key changes take place.

Argyris sees the wants and needs of individuals and of organisation as being at crucial points. In order for them to live and work together, as they must, Argyris advocates a fusion of the individual with the organisation. The aim of this fusion is to help the individual to obtain the maximum expression of his personality and achievement of his needs. At the same time, the organisation should also be helped in fulfilling its needs at the highest possible level.
McClelland et al (1958) have studied three basic needs in addition to physical needs. These are the need for achievement (n-Ach), the need for power (n-Pow) and the need for affiliation or belonging (n-Aff). McClelland has isolated the need for achievement as a key human motive which is influenced strongly by personality and environment.

According to McClelland persons with a high need for achievement tend to have the following characteristics:

(a) their need for achievement is consistent.

(b) they seek tasks in which they can exercise personal responsibility.

(c) they prefer tasks which provide a challenge without being too difficult and which they see as within their mastery.

(d) they want feedback on their results.

(e) they are less concerned about their social or affiliation needs.

Cole (1983:63) recognises the importance of McClelland's views for both managers and supervisors when he states:
The need for achievement is developed more by childhood experiences and cultural background than by purely inherited factors. If this is correct, it has important implications for management and supervisory training. If the need for achievement is influenced primarily by environmental factors, then clearly it is possible to develop training programmes designed to increase the achievement motive in the employees concerned.

Vroom (1964) in the "Expectancy Theory" has indicated that the individual's behaviour is formed not on some sense of objective reality, but on his own perception of reality - how he actually sees the world around him. The core of the theory relates to how a person perceives the relationships between three things - effort, performance and rewards. The strength of attraction of particular outcomes or rewards for an individual is termed 'Valence'. The degree of belief that a particular act will produce a particular outcome is termed 'expectancy'.

For example, the prospect of promotion could be seen by a newly employed teacher as an attractive prospect (valence), but his expectancy of gaining promotion could be low, if he perceives that promotion is attained primarily on length of teaching service. In such a
situation, performance does not lead to rewards, so effort in that direction is not seen as worthwhile.

From the foregoing discussion on motivation as viewed by various scholars it is clear that the most important element of successful schools is a motivated teaching staff. A motivated faculty which positively encourages students and gets things successfully accomplished is the critical element that differentiates a superior school from an inferior school. Supervisory leaders are the keys to developing a motivated and committed staff. It is therefore, imperative for supervisors or persons being prepared for supervisory - leadership to be highly knowledgeable in principles and techniques of motivation so as to develop the morale of the pedagogic staff.

Supervisors and headteachers must help to motivate teachers. To successfully achieve this they must have positive self-concepts themselves, and they should be liked and respected by the teachers. They should be positive rather than negative. The supervisors and headteachers should be aware that motivation is influenced by such extrinsic factors as personal values,
past achievement, important people in the individual's life and significant emotional experiences. It should be clear to the supervisors that the highly motivated individuals are goal setters and goal achievers; they have accurate understanding of their needs, values and strengths.

Motivational leaders instill a feeling of personal achievement in their teaching staff. They should communicate matters to teachers that would make them feel happy about themselves in their work. Drummond (1969:22) has divided the motivation role of supervisors into five factors:

(i) they make use of the talents of staff members and give appropriate recognition for their efforts and achievements.

(ii) they are enthusiastic in their work and seek the same from staff members.

(iii) they maintain a positive attitude in their relations with staff members.

(iv) they are interested in the well-being and professional growth of staff members.
they support the facilitation of individual and school-wide goals and provide feedback on their achievement.

2.2.6 Communicating.

For effective supervision, supervisors and headteachers should be able to communicate their ideas and intentions to the teachers clearly and precisely. Scott (1967) has viewed communication as a process which involves the transmission and accurate replication of ideas, ensured by feedback, for the purpose of eliciting actions which will accomplish organisational goals.

Communication is very important to supervisory personnel because they spend a large portion of their time talking to colleagues, dictating letters, participating in meetings, consulting with parents and other community people, providing news releases, preparing reports and so on. For healthy organisations to exist proper and effective communication procedures must be instituted. Dull (1981:76) has indicated that the first duty of supervisors is to:
Develop and maintain a system of communication that provides for an upward flow to benefit decision making, a downward flow to benefit the implementation of policy, and a horizontal flow to facilitate coordination of all parts of the organisation.

Staff relations are influenced by communication. Misunderstandings, false rumours and confusion ensue within an organisation if the members are not appropriately and promptly informed about matters concerning their work. Staff members want to express to the leaders their opinions about their job assignments, working conditions, and other matters relating to their interests in curriculum and instruction. A two-way communication system is therefore, necessary for both the supervisors and the supervised for exchange of opinions.

A supervisor as a communicator needs to ask himself the following questions:

(i) What do I need to communicate?
(ii) When should I communicate?
(iii) To whom should I communicate?
(iv) How should I communicate?

Supervisory personnel need to be aware of barriers to communication. They will not be able to eliminate all the roadblocks in
communication, but by skillfully handling communication barriers they can add significantly to their efficiency in communication.

According to Culbertson (1978:7) communication barriers can be divided into three categories.

(i) those related to words.

(ii) those relating to the communicator who sends the message.

(iii) those related to the receivers of the message.

Words are symbols for things. As symbols they suggest diverse meanings to different individuals. Cole (1983:189) has indicated that:

Verbal difficulties are a frequent source of confusion and misunderstanding. These may arise because of the sheer lack of fluency on the part of the sender or because of the use of jargon, or perhaps because of pitching the message at too high a level of understanding.

The supervisor himself, as a communicator, may facilitate or inhibit communication because of the type of opinion the staff members may form about his personality. Some teachers may see him as a threat and may thus distort any
communication that is sent. Dull (1981:77) has indicated that:

...there arises a tendency on the part of personnel to prejudge their supervisor and jump to preconceived conclusions, hence distorting communication.

The physical and emotional condition of receivers at the time of receiving messages affects communication. The supervisor should be aware that sometimes the teachers are tired or feel discouraged when receiving the messages from the supervisor. Cole (1983:189) has pointed out that:

Angry people do not make good listeners, and this any manager dealing with a deeply-felt grievance must allow for a period of "cooling off" before expecting to make any headway with a solution.

Supervisors spend most of their work communicating with teachers and others in providing leadership for the improvement of instruction. Their effectiveness depends on their ability to communicate - read, speak, listen and write. They must use these communication skills effectively in order to produce understanding by those with whom they communicate.
Staff relations are closely related to communication. The supervisors must organise means for a two-way communication. The supervisor should also provide a feedback to the staff and students on both their performance and that of the organisation. The staff and students should also be encouraged to provide feedback for the improvement of the organisation. Feedback is a very important aspect in communication and for effective supervision proper feedback mechanisms must be instituted.

2.3 Basic Skills Required in Supervision

Some of the most common skills required in supervision are:

(i) Conceptual skills
(ii) Human relations skills
(iii) Administrative skills
(iv) Technical skills.

(i) Conceptual Skills

Conceptual skills involve the ability to acquire, analyse and interpret information in a logical manner. Supervisors need to understand the internal and external environments in which they operate. They also need to understand the effects of changes in one or more
of those environments on the organisation for which they work.

(ii) Human Relations Skills

These skills consist of the ability to understand other people and to interact effectively with them. These skills are important in dealing not only with individuals but also with people in groups and even with the relationship of groups to each other.

(iii) Administrative Skills

These are those skills that permit supervisors at all levels to use the other skills effectively in performing the supervisory functions effectively.

(iv) Technical Skills

Technical skills include understanding and being able to perform effectively the specific processes, practices, or techniques required of specific jobs in an organization. Although supervisors may not be expected to have all the technical answers, they need an overall knowledge of the functions they supervise and sources of specific information. While they can seek advice from specialists, they need enough technical knowledge to make
sound judgements upon which their subordinates will act.

An effective supervisor is therefore expected to apply all these skills so that instructional objectives can be achieved efficiently.

2.4. The Supervisory Roles of a Secondary School Headteacher.

The secondary school headteacher is considered as an instructional leader, a staff officer and above all as a head of his school. The headteacher is the administrative official to whom all teachers are directly responsible. The headteacher is held responsible for improving the instructional programme in his school. He is responsible for promoting teacher growth and efficiency and for securing maximum use of supervisory services. He must coordinate the work of staff officers with the instructional programme within his school. He is charged with the responsibility of securing and helping to keep well-qualified teachers. It is his responsibility to develop and maintain high morale among his teaching staff.
The secondary school headteacher is charged with the duty of administering student activities and their evaluation. He must play a major role in guidance and counselling. For the activities to be carried out effectively, the headteacher must be conversant with the purpose of supervision as Jones et al (1969: 179-180) have stressed:

Evaluating, grading and reporting are important phases of instruction that demand leadership from the principal. He must understand the nature and purpose of supervision and be able to organise and administer these activities.

The headteacher of a secondary school is confronted with a variety of tasks. Managing a secondary school is very demanding. The most important task of the headteacher is the improvement of instruction. The headteacher must therefore develop a strategy which will enable him to achieve that objective.

A study carried by the National Association of Secondary School Principals in America on both senior and junior high school principalship in 1965 and 1966 showed that few principals spent more than 15 percent of their time in supervising individual teachers.
The study also showed that very little time was spent by principals on meetings with teachers on matters regarding curriculum and instruction. The principals considered administrative planning alone as the most time consuming.

This study showed that headteachers generally tend to spend very little time on supervision. For effective instruction in any given school supervision by the headteacher should be given a lot of time. Jacobson et al (1973:139) have stressed this point when they stated:

In planning a supervisory programme, the principal needs to make a realistic appraisal of the amount of time and energy he can devote to this part of his responsibilities. Most writers in education would probably agree that at least half or more of the principal's time should be devoted to problems that relate to the improvement of instruction.

The main justification for the position of the headteacher in the school is to give leadership to the teaching-learning process. If the headteacher spends the major portion of his time on the teaching and learning, then he is placing the emphasis where it belongs. Teachers will be motivated to put their efforts towards the improvement of
instruction and curriculum if they are convinced that the headteacher is concerned about improving the learning experiences of the students. The headteacher must work very closely with the teachers during his supervisory activities. This has the effect of motivating and boosting the morale of the staff. Jones et al (1969:211) have emphasised this point when they stated that:

A good teacher will be even better if he has the sympathetic interest, cooperation, and encouragement of an understanding principal. A principal should also give the teacher freedom to experiment, encouragement to try out a new idea, flexibility of scheduling and show a readiness to commend every success.

One of the supervisory techniques that the headteacher should employ is to carry out a classroom visit to observe a teacher. By doing this the headteacher becomes aware of the problems that teachers face in their teaching that need to be improved. The headteachers may also discover the potentialities within their staff that need to be tapped and developed. Classroom visitation can be of help to both the headteacher and the teacher when properly employed as Jacobson et al (1969:139) have pointed out:
In a planned programme of supervision, particularly when teachers have helped to formulate a plan, the classroom visit fits logically into the picture.

Classroom visitation can be made more effective and acceptable if it is more frequent as Callahan (1971:44) advises:

The department head should begin by making classroom visitation such a common practice in his department that it loses its novelty and thus to some degree, its threatening aspect.

The manual for Heads of Secondary Schools in Kenya (1975:2) has stressed this role of the headteacher by stating that:

In particular he must check the teaching standards by reference to schemes of work, lesson notes, records of work done and pupils' exercise books; also by actual visits to the classroom to see the work of individual teachers.

Dull (1981:210) has also stressed the need for classroom visitation when he states that:
It is here that the supervisor can meet teachers on their own ground and work cooperatively with them on problems of common concern. Through supervisory visits, supervisors can learn first hand what is being attempted in the classrooms. They can observe the materials and methods being used, the attitudes and reactions of pupils and other factors that make for effective learning.

Classroom visitation can be considered as a kind of clinical supervision.

Once classroom visitation is made a common practice then the teachers will accept it as an important supervisory technique and they will not look at it as a kind of snoopervison.

The other technique that headteachers should apply regularly is to hold individual conferences with teachers. This technique is very useful in assisting new teachers during orientation. The headteacher is expected to have an impersonal relationship with the teacher being conferenced. This technique allows opportunity for the headteacher to become acquainted with the teacher's professional ambitions and to encourage them. It also provides the opportunity to clear up misunderstandings and misconceptions. Group conferences can also be organised at departmental levels
to help the headteacher to know the progress, problems and needs within a given department.

A headteacher who is an effective supervisor should weld his teachers into an effective team for the achievement of agreed upon objectives by releasing their unique talents. He should translate theory into practice and give prompt feedback. He should motivate teachers to enlarge their professionalism and help them to evaluate their teaching. It is the responsibility of the headteacher to discover needed changes for improvement and acquaint teachers with new developments and resources. He should develop a professional spirit of cooperation among the staff by encouraging continuous consultation within his staff.

2.5 Summary

In summary, supervision should be concerned with the improvement of the total teaching-learning process. It should incorporate the individual and community needs as part of the curriculum planning. Supervision should be concerned with the discovery and development of leadership abilities in both trained and untrained teachers and should accommodate individual differences among teachers.
Supervision should be a cooperative effort whereby teachers, administrators, students, parents and lay people share in curriculum planning and in making decisions.

Supervision should ensure that the educational climate stimulates creativity of thought and action. It should make an effort in meeting the needs of all staff members for security, sense of belonging, professional challenge and self-realisation. It should encourage free interchange of information, ideas, opinions and constructive criticisms. And above all supervision should be seen as a consultative activity that encourages evaluation and provision of proper feedback mechanisms.
CHAPTER THREE

3.0 THE DESIGN OF THE STUDY

The Design of the study is described under three major topics:

(i) the Sample
(ii) Instrumentation
(iii) Methodology

3.1 The Sample

The sample was obtained from three divisions in Kiambu District. Kiambu District has a total of 7 divisions and 137 secondary schools. Only 3 divisions were selected for the purposes of this study. A total of 8 secondary schools were selected for the purposes of this study. The three divisions which were selected for the study were: Kiambaa, Kikuyu and Thika.

The three divisions which were selected formed 42.9% of the entire district whereas the eight schools formed 5.84% of the total number of secondary schools within the district.

The three divisions were selected for convenience due to their proximity to Nairobi and this helped to minimise the research costs.
3.2 Instrumentation

In this study only the questionnaire was used as the research instrument. Time factor did not allow for an interview schedule. Two types of questionnaires were used. Questionnaire A was used for obtaining information from the teachers and Questionnaire B was used for obtaining information from the headteachers.

The Questionnaire A for the teachers asked for: the personal data of the teachers which included their ages, sex, academic qualifications, experience in secondary school teaching, the length of stay in present schools and the administrative roles that the teachers played in their schools; what the teachers understood by the terms inspector and supervisor; what roles they thought both inspectors and headteachers played in Curriculum, Instruction and staff development. The last part of the questionnaire asked the teachers whether they had benefited from inspection/supervision by either the headteachers or the inspectors.

The Questionnaire B for the headteachers asked for: the personal data of the headteachers which included their ages, sex, academic
qualifications, how long they had been head-teachers in their present schools and the entire teaching career, and their present administrative grades; the school data which included the number of years the schools had been in existence as secondary schools, the type of schools, whether the schools were boarding or day, whether the schools were mixed or for girls only or boys only, the frequency of the inspection in the schools, when the school was last inspected and after how long, the reason for inspection, where the inspectors usually come from and the positions held by the inspectors; the functions that the inspectors actually perform on instruction, Curriculum, Inventory and finance; the frequency with which headteachers themselves actually performed some selected activities on administrative, Curricular and instructional dimensions of supervision.

The last part of questionnaire B asked the headteachers to indicate whether they had attended courses or seminars in educational administration organised by the Kenya Education Staff Institute (K.E.S.I.), the Teachers Service Commission (T.S.C.), the Kenya National Union of Teachers (K.N.U.T.), the Kenya Secondary
School Heads Association, the Kenya Institute of Education (K.I.E.) and the University. The headteachers were also asked to state the nature and content of the courses attended. Finally the headteachers were asked to comment on their roles as school inspectors/supervisors and differentiate between inspection and supervision.

3.3 Methodology

The researcher visited the District Education Officer (D.E.O.) of Kiambu in early May to inform him about the research project in the district and to find out the number of divisions and secondary schools in the district. The District Education Officer assured the researcher that most of the secondary schools in Kiambu district were very accessible even during the rainy season.

3 schools in Kiambu division were used for pilot testing. These schools were not included in the final sample. In the final sample 3 schools were selected in Kiambaa division, 3 schools in Kikuyu division and 2 schools in Thika division. A total of 8 schools were selected from the 3 divisions. The schools were randomly selected within each division.
Within each of the selected schools the researcher visited the headteachers, introduced himself and explained the purpose of his study. The headteachers were then asked to complete their questionnaires and administer 5 questionnaires randomly to any of his/her five members of staff. The headteachers were then requested to collect and keep all the completed questionnaires to be collected by the researcher on the agreed date. In most cases the headteachers were given one week for completing the questionnaires. However, in most cases the completed questionnaires were not ready within one week and in one school the questionnaires were not ready until after one month!

After the collection of the completed questionnaires, the researcher then coded the information manually for data analysis. Tables were constructed and the frequencies and percentages were worked out. The percentages were calculated using a pocket calculator. The items in each table were analysed individually. The data analysis followed the order in which the items appeared in the questionnaires.
CHAPTER FOUR

4.0 ANALYSIS OF DATA

4.1 Introduction and Organisation of the Chapter.

4.1.1 Introduction.

8 schools were used in this study as has already been stated in chapter three. Two types of questionnaires were administered; questionnaire "A" was administered to the teachers and questionnaire "B" was administered to the headteachers. Of the 40 teachers to whom questionnaires were administered 30 teachers returned the completed questionnaires and 10 teachers did not return theirs. All the 8 headteachers returned their questionnaires. This gave a return rate of 75% for teachers and 100% for headteachers. I considered the return rate for the teachers as fairly good and that of the headteachers as excellent.

4.1.2 Organisation of the Chapter

Since two types of questionnaires were used for data collection the data analysis is divided into two sections. This analysis systematically considers the items in the manner in which they appeared in the questionnaires. The first section of this chapter,
therefore, analyses data from questionnaire "A" for the teachers and the second section analyses data from questionnaire "B" for the headteachers.

4.2.0 Analysis of Data From Questionnaire "A" for Teachers.

4.2.1 Categorisation of the Teachers by Age

The data presented in table 1 show that 4 teachers (13.3%) were aged between 20 and 25 years; 13 (43.3%) were aged between 25 and 30 years; 8 (26.7%) were aged between 31 and 35 years; 4 (13.3%) were aged between 36 and 40 years; 1 (3.4%) was aged between 41 and 45 years and no teacher was aged over 45 years.

The information in this table shows that the majority of teachers (83.3%) who took part in this study fell within the age range of 20 - 35 years. This shows that most of the secondary school teachers were fairly young. Only 1 teacher (3.4%) was aged over 40 years. This shows that very few teachers in secondary schools are aged over 40 years.
### TABLE 1
Categorisation of The Teachers by Age in Years

<table>
<thead>
<tr>
<th>Age in Years</th>
<th>f</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>20 - 25</td>
<td>4</td>
<td>13.3</td>
</tr>
<tr>
<td>25 - 30</td>
<td>13</td>
<td>43.3</td>
</tr>
<tr>
<td>31 - 35</td>
<td>8</td>
<td>26.7</td>
</tr>
<tr>
<td>36 - 40</td>
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<td>13.3</td>
</tr>
<tr>
<td>41 - 45</td>
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<td>3.4</td>
</tr>
<tr>
<td>Over 45</td>
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<td>0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
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</tr>
</tbody>
</table>

#### 4.2.2 Categorisation of the Teachers by Sex

The information in Table 2 shows that 18 teachers (60%) were males and 12 (40%) were females. It is evident from this information that a majority of secondary school teachers are males.

### TABLE 2
Categorisation of Teachers by Sex.

<table>
<thead>
<tr>
<th>Sex</th>
<th>f</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>18</td>
<td>60.0</td>
</tr>
<tr>
<td>Female</td>
<td>12</td>
<td>40.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>30</td>
<td>100.0</td>
</tr>
</tbody>
</table>
4.2.3 Categorisation of the Teachers by Academic Qualifications

The data presented in Table 3 show that 8 teachers (26.7%) had either SI or Diploma in Education Certificates; 12 (40%) had B.Ed degrees; 1 (3.3%) had a B.A. degree with education; 1 (3.3%) had a B.Sc degree with a diploma in education; 3 (10%) had B.A degrees with diploma in education certificates; 1 (3.3%) had a B.Sc degree with a postgraduate diploma in education; 2 (6.8%) had B.Sc general and 1 (3.3%) had a masters degree. 1 teacher (3.3%) did not indicate his academic qualification.

This analysis shows that the majority of the secondary school teachers (70%) in this study were graduates. Of these graduates 90.5% were professionally trained, with B.Ed graduates (57.14%) forming the bulk.

4.2.4 Categorisation of the Teachers by Years of Experience

The information in TABLE 4 shows that 6 teachers 20% had taught in secondary schools for less than 2 years; 12 (40%) had taught for 2 - 5 years; 6 (20%) had taught for 6-10 years; 4 (13.3%) had taught for 11 - 15 years and 2 (6.7%) had taught for 16-20 years. No teacher had taught for more than 20 years.
TABLE 3
Categorisation of the Teachers by Academic Qualifications.

<table>
<thead>
<tr>
<th>Qualification</th>
<th>f</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>S1/Dip. Ed</td>
<td>8</td>
<td>26.7</td>
</tr>
<tr>
<td>B.Ed</td>
<td>12</td>
<td>40.0</td>
</tr>
<tr>
<td>B.A (with Education)</td>
<td>1</td>
<td>3.3</td>
</tr>
<tr>
<td>B.Sc, Dip. Ed.</td>
<td>1</td>
<td>3.3</td>
</tr>
<tr>
<td>B.A, Dip. Ed.</td>
<td>3</td>
<td>10.0</td>
</tr>
<tr>
<td>B.Sc, P.C.D.E.</td>
<td>1</td>
<td>3.3</td>
</tr>
<tr>
<td>B.Sc (General)</td>
<td>2</td>
<td>6.8</td>
</tr>
<tr>
<td>Masters</td>
<td>1</td>
<td>3.3</td>
</tr>
<tr>
<td>Non-respondent</td>
<td>1</td>
<td>3.3</td>
</tr>
<tr>
<td>Total</td>
<td>30</td>
<td>100.0</td>
</tr>
</tbody>
</table>

The data in this table indicate that only 20% of the teachers had taught in secondary schools for less than 2 years. This shows that a majority of the teachers (80%) were fairly experienced.
TABLE 4

Categorisation of The Teachers by Years of Experience.

<table>
<thead>
<tr>
<th>Experience in Years</th>
<th>f</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 2</td>
<td>6</td>
<td>20</td>
</tr>
<tr>
<td>2 - 5</td>
<td>12</td>
<td>40</td>
</tr>
<tr>
<td>6 - 10</td>
<td>6</td>
<td>20</td>
</tr>
<tr>
<td>11 - 15</td>
<td>4</td>
<td>13.3</td>
</tr>
<tr>
<td>16 - 20</td>
<td>2</td>
<td>6.7</td>
</tr>
<tr>
<td>More than 20</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>30</td>
<td>100.0</td>
</tr>
</tbody>
</table>

4.2.5 The Teachers' Length of Stay in Their Present Schools

Data in Table 5 show that 14 teachers (46.7%) had stayed in their present schools for less than 2 years; 12 (40%) had stayed for 2 - 5 years and 4 (13.3%) had stayed for 6 - 10 years. No teacher had stayed in his/her present school for more than 10 years.

The information in this table shows that a good number of the teachers (53.3%) had stayed in their present schools for a fairly long time; that is for more than 2 years.
TABLE 5

The Length of Stay in the Present School

<table>
<thead>
<tr>
<th>Length of Stay in Years</th>
<th>f</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 2</td>
<td>14</td>
<td>46.7</td>
</tr>
<tr>
<td>2 - 5</td>
<td>12</td>
<td>40.0</td>
</tr>
<tr>
<td>6 - 10</td>
<td>4</td>
<td>13.3</td>
</tr>
<tr>
<td>11 - 15</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>16 - 20</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>More than 20</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>30</td>
<td>100.0</td>
</tr>
</tbody>
</table>

6 Administrative Roles Played by Teachers in Their Schools

Data in Table 6 show that 3 teachers (10%) were deputy headteachers; 2 (6.7%) were games teachers; 13 (43.3%) were heads of departments; 4 (13.3%) were houseteachers; 3 (10%) performed other administrative duties (like class-teachers) and 5 (16.7%) did not perform any administrative duties.

It is evident from the information in this table that a majority of the teachers (83.3%) in this study were performing administrative
duties in their schools with 3 (10%) of them as deputy headteachers. This shows that a majority of these teachers had had a feel of administration and to some extent had performed supervisory duties, much as these duties are delegated by the headteachers.

**TABLE 6**

Administrative Roles Played by the Teachers.

<table>
<thead>
<tr>
<th>Role Played</th>
<th>f</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Deputy Headteacher</td>
<td>3</td>
<td>10.0</td>
</tr>
<tr>
<td>Senior Master</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>Games teacher</td>
<td>2</td>
<td>6.7</td>
</tr>
<tr>
<td>Head of department</td>
<td>13</td>
<td>43.3</td>
</tr>
<tr>
<td>House - teacher</td>
<td>4</td>
<td>13.3</td>
</tr>
<tr>
<td>Any other</td>
<td>3</td>
<td>10.0</td>
</tr>
<tr>
<td>None</td>
<td>5</td>
<td>16.7</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>30</td>
<td>100.0</td>
</tr>
</tbody>
</table>

4.2.7 Teachers' Views about the Phrase "a school's Inspector/Supervisor".

25 teachers (83.3%) looked at a school's inspector/supervisor as a person appointed by the Ministry of Education to find out how a school is run and suggests ways and means
of improving a school. 2 teachers (6.7%) viewed an inspector as a person who works with the teachers for improvement of learning. 3 teachers (10%) did not respond.

From the views expressed by the teachers about a school's inspector/supervisor it can be seen that a majority of the teachers (83.3%) saw the inspector/supervisor as a person who finds out what the teachers are doing and tells them how they should do it. Only 2 teachers (6.7%) had the correct perception of the meaning of a school's inspector/supervisor; they looked at an inspector/supervisor as one who works with the teachers for the improvement of learning. It is therefore evident, but not surprising, that a majority of school teachers in this study looked at an inspector/supervisor as an authoritarian man who tells teachers what to do and how to do it, thus a fault-finder.

4.2.8 The Teachers' Views on the Roles the Inspector and the Headteachers should Play in Curriculum, Instruction and Staff Development.

4.2.8.1 Curriculum.

25 teachers (83.3%) indicated that the inspector/supervisor should develop the
curriculum, ensure that teachers follow it as stipulated and advise teachers on how to improve it. 5 teachers (16.7%) did not respond.

4.2.8.2 Instruction

22 teachers (73.3%) felt that the inspector should check on teachers' competency, look at lesson notes, lesson plans and schemes of work as far as instruction is concerned. 8 teachers (26.7%) did not respond.

4.2.8.3 Staff Development

23 teachers (76.7%) indicated that the inspector/supervisor should advise on the staffing of schools, organise in-service courses for teachers and recommend teachers for further training and promotion. 7 teachers (22.3%) did not respond.

On the roles that the headteachers should play in curriculum, instruction and staff development, 28 teachers (93.3%) indicated that the headteachers should play the same roles as the inspectors.

From the views, expressed by the teachers on the inspector's/supervisor's roles in curriculum, instruction and teaching staff development
it is evident that the teachers perceive the inspectors/supervisors as the sole custodians of administrative (supervisory) knowledge. The teachers suggested that the inspectors should tell them what to teach, find out how they teach it and show them how they should teach it. This is an authoritarian and outmoded approach to supervision where teachers merely play observant and yet submissive roles. Probably this is how the teachers have seen supervision/inspection being carried out!

4.2.9 The Teachers' Views on the Role of the Inspectorate in Kenya Today.

24 teachers (80%) indicated that the inspectorate has not yet played its role effectively and should therefore, be streamlined and strengthened. 6 teachers (20%) did not respond.

4.2.10 The Teachers' Views on The Role of the Headteacher as a School's Inspector/Supervisor

23 of the teachers (76.7%) indicated that since the headteacher is always with his/her staff, he/she knows the school and the staff better and should therefore perform most of
the supervisory activities. However, 2 teachers (6.7%) felt that some headteachers are both partial and malicious in their dealings with staff members and it would be unfair to allow them to perform all the supervisory functions. 5 teachers (16.6%) did not respond.

4.2.11 Benefit From Inspection

18 teachers (60%) indicated that they had benefited from inspection/supervision by either the inspectors or the headteachers. These teachers further indicated that inspection/supervision had helped them to improve their teaching methodology and ability to handle students. 12 teachers (40%) indicated that they had not benefited from inspection/supervision by either the headteacher or the inspectorate.

From the foregoing information, it is evident that, although 60% of the teachers in this study indicated they had benefited from inspection, still an appreciable percentage (40%) of teachers had not yet benefited from this important administrative function.
4.3.0 Analysis of Data from Questionnaire "B" For Headteachers

4.3.1 Categorisation of the Headteachers by Age

The data in Table 7 show that 2 headteachers (25%) were aged 31 - 35 years; 3 headteachers (37.5%) were aged 36 - 40 years; 2 (25%) were aged 41 - 45 years and 1 (12.5%) was aged over 45 years. No headteacher was aged below 31 years.

This table shows that most of the headteachers interviewed (75%) were aged beyond 35 years and as such were reasonably mature adults.

TABLE 7
Categorisation of the Headteachers by Age

<table>
<thead>
<tr>
<th>Age in Years</th>
<th>f</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Below 25</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>25 - 30</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>31 - 35</td>
<td>2</td>
<td>25</td>
</tr>
<tr>
<td>36 - 40</td>
<td>3</td>
<td>37.5</td>
</tr>
<tr>
<td>41 - 45</td>
<td>2</td>
<td>25.0</td>
</tr>
<tr>
<td>Over 45</td>
<td>1</td>
<td>12.5</td>
</tr>
<tr>
<td>Total</td>
<td>8</td>
<td>100.0</td>
</tr>
</tbody>
</table>
4.3.2. Categorisation of the Headteachers by Sex

All the 8 headteachers (100%) were males. No female headteacher took part in this study since no girls' school formed part of the sample. Usually girls' schools are headed by female headteachers.

4.3.3 Categorisation of the Headteachers by Academic Qualifications.

The information in Table 8 shows that 3 headteachers (37.5%) had B.Ed degrees; 2 (25%) had B.A degrees with Education; 1 (12.5%) had a B.A degree with a diploma in Education; 1 (12.5%) had a B.Sc degree and 1 (12.5%) had a masters degree.

This analysis indicates that all the headteachers (100%) in this study were graduates with the majority of them (37.5%) holding B.Ed degrees.

4.3.4 Categorisation of the Headteachers by Years of Experience in their Present Schools

The data in Table 9 show that 5 headteachers (62.5%) had stayed in their present schools for less than 5 years and 3 (37.5%) had stayed in their present schools for between
TABLE 8

Academic Qualifications of the Headteachers

<table>
<thead>
<tr>
<th>Academic Qualification</th>
<th>f</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>B.Ed</td>
<td>3</td>
<td>37.5</td>
</tr>
<tr>
<td>B.A (with Education)</td>
<td>2</td>
<td>25.0</td>
</tr>
<tr>
<td>B.A, Dip. Ed.</td>
<td>1</td>
<td>12.5</td>
</tr>
<tr>
<td>B.Sc (General)</td>
<td>1</td>
<td>12.5</td>
</tr>
<tr>
<td>Masters</td>
<td>1</td>
<td>12.5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>8</td>
<td>100.0</td>
</tr>
</tbody>
</table>

5 and 10 years. No headteacher had stayed in his present school for more than 10 years.

The information in this table shows that a majority of the headteachers (62.5%) in this study had stayed in their present schools for less than 5 years.

4.3.5 Categorisation of the Headteachers by Years of Experience as Headteachers in the Teaching Profession

The data in Table 10 show that 2 headteachers (25%) had experience as headteachers for a period less than 5 years; 2 (25%) had experience for 5 - 10 years; 3 (37.5%) had
TABLE 9

Categorisation of the Headteachers by Years of Experience in their Present Schools.

<table>
<thead>
<tr>
<th>Experience in Years</th>
<th>f</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 5</td>
<td>5</td>
<td>62.5</td>
</tr>
<tr>
<td>5 - 10</td>
<td>3</td>
<td>37.5</td>
</tr>
<tr>
<td>11 - 15</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>16 - 20</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>More than 20</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>8</td>
<td>100.0</td>
</tr>
</tbody>
</table>

experience for 11 - 15 years and 1 (12.5%) had experience for 16 - 20 years. No headteacher had experience for more than 20 years.

The information in this table shows that a majority of the headteachers (75%) had experience as headteachers for a period of between 5 and 20 years which was reasonably long.

4.3.6 Categorisation of Headteachers by Grade

Data in Table 11 indicate that 3 headteachers (37.5%) were grade III; 4 (50%) were grade II and 1 (12.5%) was grade I.
TABLE 10

Categorisation of the Headteachers by Years of Experience as Head-teachers.

<table>
<thead>
<tr>
<th>Experience in Years</th>
<th>f</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 5</td>
<td>2</td>
<td>25</td>
</tr>
<tr>
<td>5 – 10</td>
<td>2</td>
<td>25</td>
</tr>
<tr>
<td>11 – 15</td>
<td>3</td>
<td>37.5</td>
</tr>
<tr>
<td>16 – 20</td>
<td>1</td>
<td>12.5</td>
</tr>
<tr>
<td>More than 20</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>8</td>
<td>100.0</td>
</tr>
</tbody>
</table>

The information in this table shows that a majority of the headteachers (62.5%) in this study were grade II and above. This indicates that they were fairly senior in their positions of leadership.

TABLE 11

Grades of Headteachers

<table>
<thead>
<tr>
<th>Grade</th>
<th>f</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade III</td>
<td>3</td>
<td>37.5</td>
</tr>
<tr>
<td>Grade II</td>
<td>4</td>
<td>50.0</td>
</tr>
<tr>
<td>Grade I</td>
<td>1</td>
<td>12.5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>8</td>
<td>100.0</td>
</tr>
</tbody>
</table>
4.3.7.0 The Demographic Data of the Schools

4.3.7.1 Categorisation of the Schools by Years of Existence as Secondary Schools

The information in Table 12 shows that 2 schools (25%) had been in existence as secondary schools for 11 - 15 years; 2 (25%) had been in existence for 16 - 20 years; 3 (37.5%) had been in existence for 20 - 30 years and 1 (12.5%) had been in existence for more than 30 years.

The information in this table indicates that all these schools had been in existence as secondary schools for quite a long time and that a majority of them (75%) had been in existence for over 15 years.

TABLE 12
Categorisation of the Schools by Years of Existence as Secondary Schools

<table>
<thead>
<tr>
<th>Years of Existence</th>
<th>f</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 - 5</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>6 - 10</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>11 - 15</td>
<td>2</td>
<td>25.0</td>
</tr>
<tr>
<td>16 - 20</td>
<td>2</td>
<td>25.0</td>
</tr>
<tr>
<td>20 - 30</td>
<td>3</td>
<td>37.5</td>
</tr>
<tr>
<td>Over 30</td>
<td>1</td>
<td>12.5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>8</td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>
4.3.7.2 Categorisation of the Schools According to their Sources of Financial Support

The data in Table 13 show that 6 schools (75%) were government-maintained; 1 (12.5%) was government-assisted and 1 (12.5%) was privately financed. None of the schools was financed on harambee basis. This information shows that most of the schools (75%) were fully government financed.

<table>
<thead>
<tr>
<th>Source</th>
<th>f</th>
<th>(%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Government - maintained</td>
<td>6</td>
<td>75.0</td>
</tr>
<tr>
<td>Government - assisted</td>
<td>1</td>
<td>12.5</td>
</tr>
<tr>
<td>Harambee</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Private</td>
<td>1</td>
<td>12.5</td>
</tr>
<tr>
<td>Total</td>
<td>8</td>
<td>100.0</td>
</tr>
</tbody>
</table>

4.3.7.3 Categorisation of the Schools According to their Types

The information in Table 14 shows that 2 schools (25%) were boarding; 2 (25%) were day and 4 (50%) were both day and boarding.
This indicates that a majority of the schools (75%) in this study were either boarding or both boarding and day.

### TABLE 14

Categorisation of the Schools According to their Types

<table>
<thead>
<tr>
<th>Type</th>
<th>f</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boarding</td>
<td>2</td>
<td>25.0</td>
</tr>
<tr>
<td>Day</td>
<td>2</td>
<td>25.0</td>
</tr>
<tr>
<td>Day and Boarding</td>
<td>4</td>
<td>50.0</td>
</tr>
<tr>
<td>Total</td>
<td>8</td>
<td>100.0</td>
</tr>
</tbody>
</table>

4.3.7.4 Categorisation of the Schools According to Types of Students Admitted

The information in Table 15 shows that 6 schools (75%) were mixed (had both boys and girls); 2 of the schools (25%) were for boys only. No school was for girls only. The information in this table indicates that a majority of the schools in this study (75%) were mixed. It also shows that none of the schools were for girls only.
TABLE 15

Categorisation of the Schools According to Types of the Students Admitted

<table>
<thead>
<tr>
<th>Type of Students</th>
<th>f</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mixed</td>
<td>6</td>
<td>75.0</td>
</tr>
<tr>
<td>Boys only</td>
<td>2</td>
<td>25.0</td>
</tr>
<tr>
<td>Girls only</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>8</td>
<td>100.0</td>
</tr>
</tbody>
</table>

4.3.7.5. Frequency of Inspection of the Schools in a Year

The data in Table 16 show that 2 schools (25%) had not been inspected at all; 6 (75%) had been inspected once in a year. This frequency of inspection does not mean that these 6 schools had been inspected once every year because time lapses between the inspections within the schools were long as shown in section 4.3.7.6.

4.3.7.6. When the Schools were last Inspected

One school was last inspected in 1987 after one year. One school was last inspected in 1987 after two months, and this was because of the "Presidential Trophy Award".
TABLE 16

The Frequency of Inspection of the Schools

<table>
<thead>
<tr>
<th>Frequency in a Year</th>
<th>f</th>
<th>g (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>2</td>
<td>25.0</td>
</tr>
<tr>
<td>Once</td>
<td>6</td>
<td>75.0</td>
</tr>
<tr>
<td>Twice</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Thrice</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>8</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Another school was last inspected in 1970 and the headteacher could not tell the time lapse between this inspection and a previous one, if there was any at all. Another school was last inspected in 1987 and this was after 4 years. Another one was last inspected in 1983 and this was after one year. Two schools had not been inspected at all since they were established. A headteacher of one school did not respond.

This information shows that schools are very infrequently inspected and the frequency of the visits does not follow a particular pattern. One school was last inspected in 1970 and two schools had not been inspected at all since their establishments!
This indicates lack of effective supervision.

4.3.7.7. Reasons for Inspection

The data in Table 17 show that 7 head-teachers (63.6%) indicated that the reason for inspection in their schools was general inspection, 2 (18.2%) indicated that inspection in their schools was due to upgrading of the schools, 1 (9.1%) indicated that inspection was for the introduction of a new subject and 1 (9.1%) indicated that his school was inspected for "Presidential Award Trophy" (any other). No school was inspected because of a crisis. In this item head-teachers were asked to tick more than once that is why the total frequency adds to 11.

The information in this table shows that most of the inspection (63.6%) is of general nature.

<table>
<thead>
<tr>
<th>Reason</th>
<th>f</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Inspection</td>
<td>7</td>
<td>63.6</td>
</tr>
<tr>
<td>Upgrading of School</td>
<td>2</td>
<td>18.2</td>
</tr>
<tr>
<td>During Crisis</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Introduction of new Subject</td>
<td>1</td>
<td>9.1</td>
</tr>
<tr>
<td>Any Other (Award)</td>
<td>1</td>
<td>9.1</td>
</tr>
</tbody>
</table>
4.3.7.8 Where the Inspectors Usually come from and the Positions they Hold.

4 headteachers (50%) indicated that the inspectors usually come from the provincial headquarter; 3 (37.5%) indicated that the inspectors usually come from the District headquarter and 1 (12.5%) indicated that the inspectors usually come from the Ministry headquarter. This information indicates that most of the inspectors who visit schools are provincial inspectors with the Ministry's headquarter inspectors visiting schools very rarely.

4.3.8.0 The Activities that the Inspectors Perform When they Visit Schools

4.3.8.1 Activities Performed in Instruction

The data in Table 18 show that: 6 headteachers (75%) indicated that the inspectors visit teachers in classes and 2 headteachers (25%) indicated that the inspectors do not visit teachers in classes; all the 8 headteachers (100%) indicated that the inspectors do not inform the teachers about these visits; 7 headteachers (87.5%) indicated that the inspectors observe lesson plans and 1 head-
teacher (12.5%) indicated that they do not observe the lesson plans; 7 headteachers (87.5%) indicated that the inspectors observe schemes of work and 1 headteacher (12.5%) indicated that they do not; All the 8 (100%) headteachers indicated that the inspectors do not hold demonstration classes; 7 headteachers (87.5%) indicated that the inspectors hold discussions with the teachers after the classroom visits and 1 headteacher (12.5%) indicated that the inspectors do not perform this activity.

The information in this table shows that although most inspectors (75%) visit teachers in classes, observe lesson plans (87.5%) and schemes of work (87.5%) and hold discussions with the teachers after these visits, the inspectors neither inform the teachers about these visits nor do they hold demonstration classes. The fact that the inspectors do not inform the teachers about their visits may imply that the inspectors intend to "catch the teachers red-handed" doing the "wrong thing". The inspectors do not hold demonstration classes at all, which may imply that they are not conversant with this important supervisory activity. The inspectors, however, seem to be very keen on lesson plans and schemes of work!
### TABLE 18

Activities performed in Instruction

<table>
<thead>
<tr>
<th>Activity performed</th>
<th>Yes</th>
<th></th>
<th>No</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Do Inspectors visit Teachers in Classes?</td>
<td>6</td>
<td>75.0</td>
<td>2</td>
<td>25.0</td>
</tr>
<tr>
<td>Are teachers informed about these visits?</td>
<td>0</td>
<td>0</td>
<td>8</td>
<td>100.0</td>
</tr>
<tr>
<td>Do Inspectors observe lesson plans?</td>
<td>7</td>
<td>87.5</td>
<td>1</td>
<td>12.5</td>
</tr>
<tr>
<td>Do Inspectors observe Schemes of work?</td>
<td>7</td>
<td>87.5</td>
<td>1</td>
<td>12.5</td>
</tr>
<tr>
<td>Do Inspectors hold demonstration classes?</td>
<td>0</td>
<td>0</td>
<td>8</td>
<td>100.0</td>
</tr>
<tr>
<td>Do Inspectors hold discussions with the teachers after the classroom visits?</td>
<td>7</td>
<td>87.5</td>
<td>1</td>
<td>12.5</td>
</tr>
</tbody>
</table>

#### 4.3.8.2. Activities Performed in Curriculum

In Table 19; 7 headteachers (87.5%) indicated that the inspectors do advise the staff on the relevant curriculum for the
school and 1 headteacher (12.5%) indicated the inspectors do not perform this activity; 5 headteachers (62.5%) indicated that the inspectors assist teachers in developing innovative programmes and curricular changes and 3 headteachers (37.5%) indicated that the inspectors do not do this; 4 headteachers (50%) indicated that the inspectors work with the teachers to develop syllabi and curricular guides and 4 (50%) indicated that the inspectors do not perform this activity. 2 headteachers (25%) indicated that the inspectors work with games teachers to develop the school's sporting activities, and 5 (62.5%) indicated that the inspectors do not do this, 1 (12.5%) headteacher did not respond; 6 headteachers (75%) indicated that the inspectors organise inservice courses for the teachers and 2 (25%) indicated that the inspectors do not do this.

From the data in this table it is evident that inspectors, apart from advising the staff on relevant curriculum and organising in-service courses for the teachers, do not work regularly with the teachers to develop innovative programmes and curricular changes, to develop
syllabi and curricular guides and to assist games teachers to develop the school's sporting activities.

TABLE 19
Activites Performed in Curriculum.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do the Inspectors advise the staff on the relevant curriculum for the school?</td>
<td>7</td>
<td>1</td>
</tr>
<tr>
<td>Do Inspectors assist teachers in developing innovative programmes and curricular changes?</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>Do Inspectors work with the teachers to develop syllabi and curricular guides?</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Do Inspectors work with the games teachers to develop the school's sporting activities?</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>Do Inspectors organise inservice courses for the teachers?</td>
<td>6</td>
<td>2</td>
</tr>
</tbody>
</table>
4.3.8.3 Activities performed in Inventory and Finance

In Table 20; all the 8 headteachers (100%) indicated that the inspectors do not inform the schools in advance about their visits; 3 headteachers (37.5%) indicated that the inspectors check the store-keeping records and 5 (62.5%) indicated that the inspectors do not check these records; 5 headteachers (62.5%) indicated that the inspectors do check the school receipt books and 3 (37.5%) indicated that the inspectors do not check these books; 6 headteachers (75%) indicated that inspectors check the ledgers and cashbooks and 2 (25%) indicated that the inspectors do not check these books; 6 headteachers (75%) indicated that the inspectors hold discussions after these checks and 2 (25%) indicated that discussions are not held after these checks.

The information in this table shows that the inspectors do not inform the schools about their visits. It is also evident from this table that the inspectors do perform other activities that are neither instructional nor curricular in nature but more financially-oriented.
### TABLE 20

**Activities Performed in Inventory and Finance**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do Inspectors inform the school in advance about these visits?</td>
<td>0</td>
<td>8</td>
</tr>
<tr>
<td>Do Inspectors check the store-keeping records?</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>Do Inspectors check the school receipt books?</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>Do Inspectors check the ledgers and cashbooks?</td>
<td>6</td>
<td>2</td>
</tr>
<tr>
<td>Do Inspectors, after these checks hold talks with the headteacher and/or the bursar?</td>
<td>6</td>
<td>2</td>
</tr>
</tbody>
</table>

4.3.9 The Headteachers' Views on the Role of the Inspectorate in Kenya Today

6 headteachers (75%) indicated that the inspectorate in Kenya has not been effective
in some areas and may require re-organisation and reactivation. These headteachers complained that the visits to schools are too few, irregular and in some cases non-existent. One of these headteachers suggested that the inspectors should be recruited from very highly experienced teachers in the field. 2 headteachers (25%) did not respond.

4.3.10 The Frequency of Performance of Supervisory Activities by the Headteachers in Some Selected Areas in Administration, Curriculum and Instruction

For the purposes of data analysis the terms "always" and "often" have been collapsed into "frequently," and the terms "Sometimes" and "rarely" have been collapsed into "rarely".

4.3.10.1 The Frequency of Performance of Administrative Activities

The information in Table 21 shows that:

7 headteachers (87.5%) frequently set and prioritise goals and 1 headteacher (12.5%) rarely performs this; 5 headteachers (62.5%) frequently provide long range planning and 3 headteachers (37.5%) rarely perform this
function; 3 headteachers (37.5%) frequently design organisational structures between persons and groups and 5 (62.5%) rarely perform this; 4 headteachers (50%) frequently organise and secure resources for their schools and 4 (50%) perform this rarely; 5 headteachers (62.5%) frequently select teaching staff and 3 (37.5%) rarely do this; 6 headteachers (75%) frequently orientate new teaching staff and 2 (25%) rarely do this; 7 headteachers (87.5%) frequently promote the school community relations and 1 headteacher (12.5%) rarely performs this; 7 headteachers (87.5%) frequently establish both academic and disciplinary standards and 1 headteacher (12.5%) rarely does this.

The information in this table shows that a majority of headteachers (62.5%) rarely design organisation structures between persons and groups. The information further shows that only half (50%) of the headteachers frequently organise and secure resources for their schools. The information in the table also shows that a majority of headteachers frequently set and prioritise goals (87.5%), provide long range planning (62.5%), select
teaching staff (62.5%) orientate new teaching staff (75%), promote the school community relations (87.5%) and establish both academic and disciplinary standards (87.5%). It is, however, evident from the information in this table that a majority of the headteachers perform most of these administrative supervisory tasks frequently.

4.3.10.2 The Frequency of Performance of Curricular Activities

The information in Table 22 shows that:
4 headteachers (50%) frequently develop curricular programmes and changes, 3 (37.5%) rarely do this and 1 (12.5%) never perform this activity; 4 headteachers (50%) frequently select materials and allocate resources and 4 (50%) perform this activity rarely; 5 headteachers (62.5%) frequently estimate the expenditure needs for instructions, 2 (25%) rarely do this and 1 headteacher (12.5%) never does this; 4 headteachers (50%) frequently assist regular staff in upgrading their curricular capacities, 3 (37.5%) rarely do this and 1 (12.5%) never performs this activity at all; 4 headteachers (50%)
TABLE 21

The Frequency of Performance of Administrative Activities.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Frequently</th>
<th></th>
<th>Rarely</th>
<th></th>
<th>Never</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>f</td>
<td>%</td>
<td>f</td>
<td>%</td>
<td>f</td>
<td>%</td>
</tr>
<tr>
<td>Setting and Prioritising goals</td>
<td>7</td>
<td>87.5</td>
<td>1</td>
<td>12.5</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Providing long range planning</td>
<td>5</td>
<td>62.5</td>
<td>3</td>
<td>37.5</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Designing organisational structures between persons and groups</td>
<td>3</td>
<td>37.5</td>
<td>5</td>
<td>62.5</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Organising and securing resources</td>
<td>4</td>
<td>50.0</td>
<td>4</td>
<td>50.0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Selection of Teaching Staff</td>
<td>5</td>
<td>62.5</td>
<td>3</td>
<td>37.5</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Orientation of new teaching staff</td>
<td>6</td>
<td>75.0</td>
<td>2</td>
<td>25.0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Promoting the school community relations</td>
<td>7</td>
<td>87.5</td>
<td>1</td>
<td>12.5</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Establishing both academic and disciplinary standards</td>
<td>7</td>
<td>87.5</td>
<td>1</td>
<td>12.5</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
frequently inform the public about the schools curricular activities and innovations, 3 (37.5%) rarely do this and 1 (12.5%) never does this; 4 headteachers (50%) frequently relate the curricular activities to the community resources, 3 (37.5%) rarely do this and 1 headteacher (12.5%) never does this.

The information in this table shows that not more than a half (50%) of the headteachers, except in the case of estimating the expenditure needs for instructions with 62.5%, in each of the curricular activities listed frequently perform these supervisory activities. This showed that a good number of the headteachers either rarely perform their curricular supervisory tasks or do not perform them at all.

4.3.10.3 The Frequency of Performance of Instructional Activities

The information in Table 23 shows that:

all the 8 headteachers (100%) frequently help in the formulation and implementation of schemes of work; 6 headteachers (75%) frequently evaluate the instructional programmes and oversee modifications and 2 headteachers (25%) rarely do this; all the 8 headteachers (100%) frequently deliver instructional resources; 3 headteachers (37.5%)
### TABLE 22

The Frequency of Performance of Curricular Activities

<table>
<thead>
<tr>
<th>Activity</th>
<th>Frequency</th>
<th>Rarely</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>f</td>
<td>f%d</td>
<td>f</td>
</tr>
<tr>
<td>Developing curricular programmes and changes</td>
<td>4</td>
<td>50.0</td>
<td>3</td>
</tr>
<tr>
<td>Selecting materials and allocating resources</td>
<td>4</td>
<td>50.0</td>
<td>4</td>
</tr>
<tr>
<td>Estimating the expenditure needs for instructions</td>
<td>5</td>
<td>62.5</td>
<td>2</td>
</tr>
<tr>
<td>Assisting regular staff in upgrading their curricular capacities</td>
<td>4</td>
<td>50.0</td>
<td>3</td>
</tr>
<tr>
<td>Informing the public about the school's curricular activities and innovations</td>
<td>4</td>
<td>50.0</td>
<td>3</td>
</tr>
<tr>
<td>Relating the curricular activities to the community resources</td>
<td>4</td>
<td>50.0</td>
<td>3</td>
</tr>
</tbody>
</table>
frequently help in conducting and coordinating staff inservice training, 4 (50%) rarely do this and 1 (12.5%) never does this; 6 headteachers (75%) frequently advise and assist teachers involved in instructional programmes and 2 (25%) do this rarely; 4 headteachers (50%) frequently produce funds required for instructional purposes and 4 (50%) do this rarely; 3 headteachers (37.5%) frequently receive community feedback about school programmes and 5 (62.5%) do this rarely. 4 headteachers (50%) frequently hold classroom visits to observe a teacher and 4 (50%) rarely do this; 3 headteachers (37.5%) frequently hold an after-classroom observation meeting with their teachers to discuss matters pertaining to the period observed and 5 headteachers (62.5%) rarely do this; 4 headteachers (50%) frequently revisit classes to evaluate progress and 4 (50%) rarely do this.

The information in this table shows that all the 8 headteachers (100%) frequently help in the formulation and implementation of schemes of work and frequently deliver instructional resources. These two instructional supervisory activities are very well performed by the headteachers. However, helping in conducting and coordinating staff inservice training (37.5%),
producing funds required for instruction (50.0%) receiving community feedback about school programmes (37.5%), holding classroom visits to observe a teacher (50%), holding an after-classroom observation meeting with the teacher to discuss matters pertaining to the period observed (37.5%) and revisiting classes to evaluate progress (50%) appear less frequently performed by the headteachers. On the whole, data in tables 21, 22 and 23 show that administrative duties are the "most frequently performed" with curricular activities as the "least performed".

4.3.11 Courses and Seminars Attended

7 headteachers (87.5%) had attended courses organised by the Kenya Education Staff Institute (K.E.S.I); 1 headteacher (12.5%) had not attended these courses. All the 8 headteachers (100%) had attended annual seminars organised by the Kenya Secondary School Heads Association. From the responses by all the headteachers it is evident that the Teachers' Service Commission (T.S.C.), the Kenya National Union of Teachers (K.N.U.T.), the Kenya Institute of Education (K.I.E.) and the University (especially Kenyatta) do not organise courses or seminars
TABLE 23
The Frequency of Performance of Instructional Activities

<table>
<thead>
<tr>
<th>Activity</th>
<th>Frequently</th>
<th>Rarely</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>f</td>
<td>%</td>
<td>f</td>
</tr>
<tr>
<td>Helping in the formulation and Implementation of schemes of work.</td>
<td>8</td>
<td>100</td>
<td>0</td>
</tr>
<tr>
<td>Evaluating the instructional programmes and overseeing modifications</td>
<td>6</td>
<td>75.0</td>
<td>2</td>
</tr>
<tr>
<td>Delivering instructional resources</td>
<td>8</td>
<td>100.0</td>
<td>0</td>
</tr>
<tr>
<td>Helping in conducting and coordinating staff inservice</td>
<td>3</td>
<td>37.5</td>
<td>4</td>
</tr>
<tr>
<td>Advising and Assisting teachers involved in instructional programmes</td>
<td>6</td>
<td>75.0</td>
<td>2</td>
</tr>
<tr>
<td>Producing funds required for instructional purposes.</td>
<td>4</td>
<td>50.0</td>
<td>4</td>
</tr>
<tr>
<td>Receiving community feedback about school programmes</td>
<td>3</td>
<td>37.5</td>
<td>5</td>
</tr>
<tr>
<td>Holding classroom visits to observe a teacher.</td>
<td>4</td>
<td>50.0</td>
<td>4</td>
</tr>
<tr>
<td>Holding an after classroom observation meeting with the teacher to discuss matters pertaining to the period observed</td>
<td>3</td>
<td>37.5</td>
<td>5</td>
</tr>
<tr>
<td>Revisiting the class to evaluate progress</td>
<td>4</td>
<td>50.0</td>
<td>4</td>
</tr>
</tbody>
</table>
in educational administration for secondary school headteachers.

The headteachers who had attended the courses organised by the Kenya Education Staff Institute (K.E.S.I.) indicated that these courses were concerned with general school administration and financial management. These courses usually last for about two weeks. All the 8 headteachers (100%) had attended annual seminars organised by the Kenya Secondary School Heads Association. The headteachers indicated that these seminars are usually on general matters pertaining to education and the seminars last for one week.

4.3.12 Role of the Headteachers in Supervision/Inspection

5 headteachers (62.5%) indicated that their role in supervision/inspection is to oversee, advise and offer feedback to the teaching staff. 1 headteacher (12.5%) indicated that the role of the headteacher in inspection should be to ensure that the schools run according to the educational regulations. 2 headteachers (25%) did not respond.

From these views by the headteachers about their roles in supervision/inspection it appears that they looked at supervision/inspection from
an authoritarian approach. They looked at the supervisor/inspector as the custodian of knowledge in supervision with the teachers receiving orders from the supervisors and offering minimal opinion.

4.3.13 Supervision Versus Inspection

4 headteachers (50%) looked at supervision as the "process whereby the supervisor ensures that what is to be done is being done according to the set objectives". One headteacher (12.5%) looked at the supervisor as one who "observes and offers advice". One headteacher (12.5%) looked at supervision as a "constant and internal exercise centred on specified objectives". 2 headteachers (25%) did not respond.

Each of the 6 headteachers who responded looked at inspection differently. One headteacher (12.5%) looked at inspection as "a detailed observation to ascertain effectiveness". Another headteacher (12.5%) looked at inspection as an "external and occasional process that covers all aspects of the school set up". Another headteacher (12.5%) viewed inspection as an "activity that deals with what has been done, what is being done and what will be done"
Another headteacher (12.5%) looked at inspection as an "evaluation of the set goals and objectives". Another headteacher (12.5%) looked at it as an activity concerned with "finding out that what is being done is correct and according to laid down regulations". Another headteacher (12.5%) looked at inspection as being concerned with "observing and offering remedial measures".

2 headteachers (25%) did not respond.

Whatever views which were expressed by the headteachers about supervision and inspection it is evident that both activities are looked at as being synonymous. The headteachers also viewed supervision and inspection as authoritarian activities that are being performed by "experts" who deal with people whose performance is suspect and must be constantly monitored and controlled.
CHAPTER FIVE

5.0 SUMMARY OF THE RESEARCH, FINDINGS, CONCLUSIONS, RECOMMENDATIONS AND SUGGESTIONS FOR FURTHER RESEARCH

5.1 Summary of the Research

This research work was aimed at determining the effectiveness of Inspection/Supervision in secondary schools in Kiambu District. Three divisions in Kiambu District were selected for the purposes of the study. These divisions were Kiambbaa, Kikuyu and Thika. In each of the two divisions, Kiambbaa and Kikuyu, 3 schools were randomly selected and in Thika 2 schools were selected. This gave a Total of 8 secondary schools in the study.

In each school the headteacher and five teachers were given questionnaires to fill. The headteachers' questionnaires were different from those of the teachers. The completed questionnaires were collected and analysed. The data analysis consisted of construction of tables and tabulations of frequencies and percentages.

5.2 Summary of the Research Findings

The research findings showed that most of the secondary school teachers(83.3%) who took part in this study were aged between 20 and 35
years. A majority of these teachers (60%) were males. 90.5% of the teachers were professionally qualified graduates. 40% of the teachers in this study had taught in secondary schools for more than 5 years. Only 13% of the teachers had stayed in their present schools for more than 5 years.

A majority of the teachers (83.3%) looked at the inspector/supervisor as "a person who determines what teachers should teach, finds out whether the teachers actually teach what they are supposed to teach and shows the teachers how they should teach". Teachers, therefore, look at the supervisor/inspector as an autocratic person whose opinion is final.

On curriculum and instruction the teachers felt that the inspectors/supervisors should develop the curriculum, ensure that it is strictly adhered to, check on teachers competency, look at the lesson plans and schemes of work. On staff development the teachers indicated that the supervisors/inspectors should advise on the staffing of schools, organise inservice courses for teachers and recommend teachers for further training. The teachers also indicated that the headteachers should play the same supervisory
roles as the inspectors.

All the responding teachers indicated that the inspectorate has not yet played its supervisory roles effectively and suggested that it should be streamlined and strengthened for effectiveness. These teachers suggested that the headteachers could be very effective supervisors since they know their schools and staff better. 40% of the teachers indicated that they had neither benefited from supervision by the inspectors nor the headteachers.

75% of the headteachers were aged over 35 years. All the headteachers in this study were males. The academic qualifications of the headteachers showed that they were all graduates. 87.5% of them were professionally trained graduates. 62.5% of the headteachers had stayed in their present schools for less than 5 years. Most of the headteachers (75%) had experience as headteachers for between 5 and 20 years. 62.5% of the headteachers were of grade II and above.

All the 8 schools in this study had been in existence as secondary schools for more than 10 years, with one school having been in existence for over 30 years. 6 of the schools (75%) were government maintained, 1 school (12.5%) was
government assisted and 1 (12.5%) was private. 2 schools (25%) were boarding, 2 (25%) were day and 4 (50%) were both day and boarding. 6 schools (75%) were mixed and 2 (25%) were for boys only.

The research findings showed that 6 (75%) of the schools had been inspected at least once since they were founded and 2 schools (25%) had not been inspected so far. It was also found out that the inspectors mostly came from the provincial headquarters. The findings showed that some schools were last inspected so many years ago with one of such schools having been inspected for the last time in 1970! The time lapse between the inspections was also found to be long; for instance, one school which was last inspected this year (1987) was previously inspected in 1983. Most of the headteachers (63.6%) indicated that the inspectors usually visit schools for general inspection.

The research findings showed that although the inspectors visit teachers in classes, observe lesson plans and schemes of work, they neither hold demonstration classes nor inform the teachers about these visits. It was found out that the inspectors do not work regularly, with the teachers to develop innovative programmes and curricular changes, to develop syllabi and
curricular guides and to develop the co-curricular activities like sports. It was also shown that the inspectors perform other activities which are neither instructional nor curricular in nature, but more financially-oriented, during their visits.

Most of the headteachers (75%) indicated that the inspectorate has not lived up to its expectations. They complained that the inspectors' visits to schools are infrequent and ineffective and suggested that the inspectorate should be reorganised and streamlined.

The frequency with which headteachers perform their administrative supervisory tasks were found to be fairly good; 87.5% of the headteachers frequently set and prioritise goals; 62.5% frequently provide long range planning; 62.5% frequently select teaching staff; 75% frequently orientate new teaching staff and 87.5% frequently promote school community relations and establish both academic and disciplinary standards. However only 37.5% of the headteachers frequently design organisational structures between persons and groups and 50% frequently organise and secure resources for their schools.
On the frequency with which the headteachers perform their curricular supervisory tasks it was found out that not more than 50% of the headteachers, except in the case of estimating the expenditure needs for instructions (62.5%), in each of the curricular activities listed frequently perform these supervisory activities. This showed that a good number of the headteachers either rarely perform their curricular supervisory tasks or do not perform them at all.

On the instructional supervisory tasks all the 8 headteachers (100%) indicated that they frequently help in the formulation and implementation of schemes of work and delivering instructional resources. However, helping in conducting and coordinating staff in-servicing with a frequency of (37.5%), producing funds required for instruction (50%), receiving community feedback (37.5%), holding classroom visits (50%), holding post - observation conference (37.5%) and revisiting classes to evaluate progress (50%) were found to be less frequently performed by the headteachers. On the whole administrative supervisory tasks were found to be the "most frequently" performed of the three with the curricular supervisory activities the "least frequently" performed.
The research findings showed that most of the headteachers had attended in-service courses organised by the Kenya Education Staff Institute (K.E.S.I.). These courses were found to be mainly on general school administration and financial management. These courses last for about two weeks. The Kenya Secondary School Heads Association was found to organise annual seminars for all headteachers. These seminars which last for one week mainly deal with matters pertaining to education in general, not necessarily on specific administrative or supervisory roles.

All the responding headteachers (75%) looked at their roles in supervision/inspection from an autocratic point of view. They saw themselves as the custodians of supervisory knowledge, with the teachers on the "receiving end". The headteachers also viewed supervision and inspection as being synonymous. They looked at inspection/supervision as being concerned with what should be done and how it should be done.

5.3 Conclusions

In this section the research findings are used for answering each of the research questions and conclusions are drawn therefrom.
5.3.1 How often are the Kenyan Secondary Schools Supervised/Inspected?

The research findings in chapter four showed that secondary schools in Kiambu District are infrequently and haphazardly inspected by the inspectorate. No single school among the 8 schools in this study showed a continuous annual inspection over the years. Whereas 2 schools had not been inspected at all, one school was last inspected in 1970! Of the 6 schools that had been inspected so far, it was difficult to determine the frequency of inspection since such inspections had been non-sequential. It can therefore be concluded that most of the Kenyan Secondary Schools are infrequently and inefficiently supervised.

5.3.2 To What Extent are the Supervisors/Inspectors Conversant with the Emerging Supervisory Techniques?

It was indicated in chapter 4 that whenever the supervisors/inspectors visited schools neither the headteachers nor the teachers knew about these visits. One wonders why supervisory visits should be incognito. A supervisor can only build upon a teacher's strength if the maximum possible output that the teacher is capable of achieving on his/her own is known. This can only be possible if
the inspectors inform the teachers of these visits in advance so that the teachers can prepare their best. When these visits are made secret then it appears that the inspectors want to "catch" the teachers doing the "wrong" thing! This is what is called "snoopervision". It is important for the teachers to know about the inspectors' visits so that they can prepare to discuss the problematic areas with the supervisors during the post-observation conferences.

It was also found in chapter 4 that the inspectors do not hold demonstration classes at all. This shows that the inspectors either do not know that this important instructional supervisory activity exists or they do not think that they are competent enough to perform it. The findings further showed that the inspectors do not perform the curricular and instructional supervisory activities effectively. It was also found that during the inspectors' visits they do perform other duties which are neither instructional nor curricular in nature. These activities like inspecting inventory and financial documents incidentally seem to be performed better and more frequently too.
It can therefore be concluded that to a large extent the inspectors are not conversant with the emerging supervisory techniques and that they tend to be more normothetic or task-oriented (emphasis of production) in their approach.

5.3.3 To What Extent are the Secondary School Headteachers Conversant with the Emerging Supervisory Techniques?

Most of the headteachers (75%) in this study looked at supervision/inspection from an autocratic point of view. They did not see supervision as being democratic and participative. From the responses by the headteachers it was found out that most headteachers do not frequently perform curricular and instructional supervisory activities. A good number of the headteachers either performed the curricular supervisory duties rarely or did not perform them at all. Classroom visitation as an important instructional supervisory activity did not seem to be effectively and frequently performed by the headteachers. The pattern in which the headteachers indicated the frequency of their performance of these duties showed that there
is a lot of "muddling through" in the administration of secondary schools.

5.3.4 How Effectively do the Secondary School Headteachers Actually Perform their Supervisory Roles?

The research findings showed that the curricular and instructional supervisory activities were rarely or less frequently performed by the headteachers. This finding indicates that supervisory roles are not effectively performed by the headteachers.

5.3.5 How Often do the Secondary School Headteachers Perform their Supervisory Functions?

The research findings showed that the frequency with which most headteachers performed their curricular and instructional supervisory duties were low. The headteachers tended to concentrate on administrative supervisory tasks. These research findings show that most headteachers do not perform their supervisory functions frequently.
5.3.6 What are the Secondary School Teachers' Perception of the Supervisory Functions of both the Inspectors and the Headteachers?

The secondary school teachers perceived the supervisory functions of both the inspectors and the headteachers as being both supportive and congruent. However, the teachers looked at the inspectors and supervisors as those who "lead" and the teachers "follow". In other words teachers perceive supervisory functions as being autocratic rather than democratic.

5.3.7 What are the Perceptions of the headteachers of their own Roles as Supervisors/Inspectors of their Schools?

Although the headteachers saw their supervisory roles as being important in their schools, they, however, did not perceive supervision as being democratic and participative. They saw supervision as an autocratic process being performed by "those who know better".

5.3.8 What are the Perceptions of the Headteachers of the Role of the Inspectorate?

All the 8 headteachers in this study, indicated that the inspectorate has a vital role
to play in supervision. The headteachers, however, complained about the inefficiency and ineffectiveness of the inspectorate due to the infrequent and hurried visits by the inspectors. These headteachers suggested that the inspectorate should be streamlined and strengthened.

5.3.9 To What Extent do the Relevant Educational bodies, like the Kenya Education Staff Institute, the Teachers' Service Commission, etc. Organise Inservice Courses or hold Seminars for Headteachers?

The research findings showed that the Kenya Education Staff Institute (K.E.S.I.) holds in-service courses for headteachers. These courses usually last for two weeks and are too general to have any impact on the administrative abilities of the headteachers. The findings also showed that the Kenya Secondary School Heads Association holds annual seminars for secondary school headteachers. These seminars, which last for one week, concentrate on matters which are both general in content and lacking in purpose.

The findings further showed that the Teachers' Service Commission (T.S.C.), the Kenya National Union of Teachers (K.N.U.T.), the Kenya Institute of Education (K.I.E.) and
the University do not organise seminars or in-service courses in educational administration for the headteachers at all. This indicates that these educational bodies play no part at all in the enhancement of the administrative skills of the headteachers. These findings show that the headteachers are poorly prepared for their administrative roles which are constantly changing due to new challenges in the educational system, for example the 8:4:4 education programme.

5.4 Recommendations

The following recommendations are made in light of the research findings in the previous chapter.

5.4.1 Recommendations on the Inspectors/Supervisors

The supervisors/inspectors should be well trained in the techniques of supervision and if possible should work for higher courses or degrees in supervision. This would enable them to apply the new techniques in supervision. It is envisaged that if this approach is taken the older supervisory techniques would give way to the newer patterns and the teachers' negative attitudes towards the inspectors/ supervisors
would disappear. These inspectors/supervisors could be in-serviced and trained in our local Universities and colleges.

The number of inspectors/supervisors should also be increased so that all schools could be inspected annually. These inspectors should be in-serviced constantly to keep them abreast of the supervisory techniques.

5.4.2 Recommendations on the Application of the Terms "Inspection" and "Supervision".

At the moment the inspectors do both the inspectoral and supervisory duties in schools. Neither of these duties is performed effectively because of lack of both personnel and time. The term "inspection" sounds too authoritative and connotes more of fault-finding to be applied in matters pertaining to the improvement of instruction in schools. However, the term "supervision" is almost non-existent in our education system.

It is recommended here that the term "supervisor" should be applied in a case where a person is assigned the duty of visiting schools to work with teachers on matters pertaining to curriculum in general and instruction in particular.
The supervisor should therefore perform curricular and instructional supervisory duties most of the time.

The term "Inspector", on the other hand, should be used for a person who visits schools to find out the state of all the physical facilities found within the schools. To avoid duplication and collision the inspectoral and supervisory duties should be clearly specified.

The separation of the two duties would give the supervisors and inspectors limited tasks to perform and therefore enough time to achieve their objectives. This would strengthen both inspection and supervision in schools.

5.4.3 Recommendations about Headteachers

Since the headteachers know their schools and staff better, and since supervision is the backbone of administration, the headteachers should be well trained in educational administration. To facilitate this the headteachers should be offered higher courses or degrees in educational administration which would enable them to learn a lot in supervision.
With strong academic backgrounds in administration, the headteachers will therefore, perform supervisory duties more effectively. To keep headteachers abreast of new techniques, the in-service courses should be regularised and strengthened. These in-service courses should not be held en-masse: the courses should take into account the level of professional and academic attainments of the headteachers. The in-service programmes should take into account what the headteachers have already learnt so that the effectiveness of the programmes may be maintained over-time and the limited resources involved invested wisely.

When the headteachers possess sound administrative backgrounds, the level of supervision in secondary schools would be highly enhanced. The teachers would be able to understand the purposes of supervision from their headteachers as part of their on-the-job-training commonly referred to as experience or apprenticeship.

5.4.4 Recommendations on In-service Courses and Seminars.

It was found out that most of the relevant educational bodies do not organise in-service courses for the headteachers. Only the Kenya Education Staff Institute and the Kenya Secondary
School Heads Association organise in-service courses and seminars respectively. The Teachers' Service Commission (T.S.C.) as the employer of the teachers, the Kenya National Union of Teachers (K.N.U.T.) as the teachers' labour market watchdog, the Kenya Institute of Education (K.I.E.) as the curriculum developers and the University (in this case Kenyatta University) as the institution that produces most of the teachers that eventually become headteachers should play leading roles in the in-servicing of headteachers.

The Teachers' Service Commission (T.S.C.) and the Kenya National Union of Teachers (K.N.U.T) may not have the kind of personnel required for in-servicing the headteachers but they can provide the necessary funds for in-service programmes in an institution like Kenyatta University. On the other hand, Kenyatta University may not have the required funds but it definitely possesses the personnel that could make such programmes more meaningful and successful.

It is quite unfortunate that the University that produces the bulk of teachers who eventually become secondary school headteachers is not involved in programmes that would help in improving the administrative potentials of these
headteachers. It is more pathetic to note that the Teachers' Service Commission (T.S.C.) that employs and promotes teachers does not play any role in activities that help in promoting the professional growth of its employees. The Kenya Institute of Education which is mainly concerned with curriculum development could be involved in the development and coordination of curriculum related administrative courses during the in-service programmes.

All these educational bodies could come together and produce both the funds and the personnel required for in-service programmes. These in-service programmes, as I have already stressed, should take into account what individual headteachers have learnt before so that an in-service course does not become repetitive. With coordinated and concerted efforts more in-service courses could be availed for the headteachers.

In-service courses could be more meaningful and gainful if they lasted for at least one month. The duration definitely determines the quantity, quality and the importance attached to it. At the moment, the Kenya Education Staff Institute organises in-service
programmes for headteachers and these courses do not last for more than two weeks. This duration is too short for the completion of any meaningful programme and should therefore be extended. The in-service courses offered should also be improved in both quantity and quality.

The Kenya Education Staff Institute is located at the Kenyatta University Campus. And yet the Institute does not involve the University personnel, more particularly those in the department of educational administration, in the organisation and co-ordination of these courses. At the moment, the Institute only involves the University when physical facilities like the dining halls and buses are required for the course participants. The Institute should stop its "closed - system" approach in operation and should start working very closely with the University.

The Kenya Secondary School Heads Association should develop itself into a more professional body. This would provide the headteachers with avenues for publication and presentation of scholarly papers of national and even international standards. This is possible if the headteachers are given the opportunity to
study for advanced courses that would motivate them to think along these lines.

When all these educational bodies work together to organise and co-ordinate the in-service courses, the development of the required skills in educational administration will be greatly enhanced.

5.5. Suggestions for Further Research.

For further research the following areas are recommended:

(i) Further research study should look into the kind of training that the newly recruited inspectors/supervisors undergo and the nature of the courses old supervisors constantly receive to keep them abreast of the new challenges in their profession.

(i i) Such a study should also look into the way classroom visitations are conducted by supervisors/inspectors. This should take into account how the supervisor prepares for the visit, how the observation and post-observation conferences are conducted.

(iii) The nature of the courses that the headteachers receive at the Kenya Education Staff Institute should be researched into.
This kind of research study should try to find out whether these courses take into account the courses that the headteachers have already covered in educational administration. This study should also find out whether the in-service headteachers actually perform their administrative duties better.

(i v) A further research should try to find out the kind of improvements that the inspected/supervised teachers make. This could be done by comparing the performance of a group of teachers before and after supervision/inspection.
BIBLIOGRAPHY


Ball, Nancy. Her Majesty's Inspectorate 1839-1845. University of Birmingham Institute of Education, Robert Cunningham and Sons Ltd; 1963, pp. 22 - 43.


KENYATTA UNIVERSITY,
DEPT. OF EDUCATIONAL ADMINISTRATION,
P.O. BOX 43844,
NAIROBI.

Dear Respondent,

You have been randomly selected to take part in filling this questionnaire whose aim is to "Determine the Effectiveness of Inspection/Supervision in Kiambu Secondary Schools".

I am a Master of Education (M.Ed) Student in Educational Administration at the Kenyatta University. This research project is a partial requirement for the Award of this degree as well as an effective tool for disseminating useful educational information for learning, administrative and remedial purposes. Please be assured that all the information given by you will be given the confidentiality that it deserves, and only used for the above purposes. Anonymity is hereby guaranteed.

May I, further, take this opportunity to thank you for your anticipated help and willingness to give this exercise your utmost attention and time.

Yours,

JOSHUA ABONG'O OKUMBE
SECTION A. PERSONAL DATA.

1. By means of a tick please indicate your age below.

   Below 25 years  (  )
   25 - 30 years   (  )
   31 - 35 years   (  )
   36 - 40 years   (  )
   41 - 45 years   (  )
   Over 45 years   (  )

2. By means of a tick, please indicate your sex below.

   Male         (  )
   Female       (  )

3. Indicate by means of a tick, your present highest academic qualification.

   S1/Dip. Ed.   (  )
   B.Ed. (  ) Arts (  ) Science (  )
   B.Sc with Education (  )
   B.A. with Education (  )
   B.Sc, Dip. Ed. (  )
   B.A Dip. Ed., (  )
   B.Sc, P.G.P.E. (  )
   B.A. P.G.D.E. (  )
Masters Degree (specify) ( ) .........
Doctorate (specify) ...................
Any other (specify) ...................

4. For how long have you been a secondary school teacher? (tick).
   less than 2 years ( )
   2 - 5 years ( )
   6 - 10 years ( )
   11 - 15 years ( )
   16 - 20 years ( )
   More than 20 years ( )

5. How long have you been in this school? (tick)
   less than 2 years ( )
   2 - 5 years ( )
   6 - 10 years ( )
   11 - 15 years ( )
   16 - 20 years ( )
   More than 20 years ( )

6. What Administrative role do you play in the school? (tick).
   Deputy H/M ( )
   Senior Master ( )
   Games Master ( )
   Head of Department ( )
   House Master ( )
   Any other (please specify) ............
7. Explain what you understand by the phrase "a School Inspector/Supervisor"?

8. Indicate three roles that you think the Inspector should play in:

(a) Curriculum

(i) 

(ii) 

(iii) 

(b) Classroom Instruction

(i) 

(ii) 

(iii)

10. Indicate three roles that you think the Head-teacher as an "Inspectorate/Supervisor" should play in:

(a) Curriculum

(b) Classroom Instruction
11. Comment on the role of the headteacher as "a School Inspector/Supervisor".

12(a) Has the Inspection/Supervision by the Inspectorate personnel benefited you professionally? (tick).

Yes ( )

No ( )
(b) If the answer in 12(a) above is yes, please explain.  

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13(a) Has the Inspection/Supervision by the headteacher benefited you professionally? (tick)

Yes ( )

No ( )

(b) If the answer in 13(a) above is yes, please explain.  

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

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

Thank you very sincerely for your time and cooperation.

Yours

JOSHUA ABONG'O OKUMBE.
SECTION A. PERSONAL DATA.

1. By means of a tick please indicate your age below.

<table>
<thead>
<tr>
<th>Age Range</th>
<th>( )</th>
</tr>
</thead>
<tbody>
<tr>
<td>Below 25 years</td>
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</tr>
<tr>
<td>25 - 30 years</td>
<td></td>
</tr>
<tr>
<td>31 - 35 years</td>
<td></td>
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<tr>
<td>36 - 40 years</td>
<td></td>
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<tr>
<td>41 - 45 years</td>
<td></td>
</tr>
<tr>
<td>Over 45 years</td>
<td></td>
</tr>
</tbody>
</table>

2. By means of a tick please indicate your sex below.

<table>
<thead>
<tr>
<th>Sex</th>
<th>( )</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td></td>
</tr>
</tbody>
</table>

3. Indicate, by means of a tick, your present highest academic qualification.

<table>
<thead>
<tr>
<th>Qualification</th>
<th>( )</th>
</tr>
</thead>
<tbody>
<tr>
<td>SI/Dip. Ed</td>
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<tr>
<td>B.Ed.</td>
<td></td>
</tr>
<tr>
<td>Arts</td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td></td>
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<tr>
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<tr>
<td>B.A. with Education</td>
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<tr>
<td>B.Sc, Dip. Ed.</td>
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<tr>
<td>B.A., Dip. Ed.</td>
<td></td>
</tr>
<tr>
<td>B.Sc, P.G.D.E.</td>
<td></td>
</tr>
</tbody>
</table>
B.A., P.G.D.E ( )
Masters Degree (specify) .......( )
Doctorate (specify) ............ ( )
Any other (specify)......................

4. For how long have you been a Headteacher in your present school? (Tick)

Less than 5 years ( )
5 - 10 years ( )
11 - 15 years ( )
16 - 20 years ( )
More than 20 years ( )

5. For how long have you been a Headteacher in your entire teaching career? (tick)

Less than 5 years ( )
5 - 10 years ( )
11 - 15 years ( )
16 - 20 years ( )
More than 20 years ( )

6. What is your present Grade? (tick)

Headteacher Grade III ( )
Headteacher Grade II ( )
Headteacher Grade I ( )
Any other (please specify) ...............
SECTION B. SCHOOL DATA

7. How long has this school been a secondary school? (Tick)

- 5 years
- 6 - 10 years
- 11 - 15 years
- 16 - 20 years
- 20 - 30 years
- Over 30 years

8. Indicate the type of this school by means of a tick.

- Government maintained
- Government assisted
- Harambee
- Private
- Any other (specify)

9. Is the school (tick)

- Boarding?
- Day?
- Day/Boarding?

10. Is the school (tick)

- Mixed?
- Girls only?
- Boys only?
11. How often is this school inspected in a year? (tick).

None ( )
Once ( )
Twice ( )
Thrice ( )
Any other (specify) ............... 

12. (a) Please indicate when the school was last inspected.

-----------------------------------------------
-----------------------------------------------
(b) This was after how long? ---------------
-----------------------------------------------

13. What has been the reason for inspection in your school? (you can tick more than one).

General Inspection ( )
Upgrading of School ( )
During crisis ( )
Whenever a new Subject is introduced ( )
Any other? (specify) .................

14. The Inspectors usually come from (tick).

The Ministry ( )
Province ( )
District ( )
15. In the space below, please indicate what positions these inspectors hold.

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

SECTION C. INSPECTION/SUPREVISION

16. By means of a tick, please indicate whether or not the Inspectors perform the functions listed below. Please explain briefly in each case.

(a) Instruction.

(i) Do inspectors visit teachers in classes?

Yes ( )

No ( )

Please explain ______________________________

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

(ii) Are teachers informed about these visits in advance?

Yes ( )

No ( )
Please explain ____________________________________

(iii) Do Inspectors observe lesson plans?

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>(      )</td>
<td>(   )</td>
</tr>
</tbody>
</table>

Please explain ____________________________________

(iv) Do Inspectors observe schemes of work?

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>(      )</td>
<td>(   )</td>
</tr>
</tbody>
</table>

Please explain ____________________________________

(v) Do Inspectors hold demonstration classes?

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>(      )</td>
<td>(   )</td>
</tr>
</tbody>
</table>

Please explain ____________________________________

(vi) Do the Inspectors hold discussions with the teachers after the classroom visits?

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>(      )</td>
<td>(   )</td>
</tr>
</tbody>
</table>
Please explain ______________________
____________________________________
____________________________________

(b) Curriculum.

(i) Do the Inspectors advise the staff in the relevant Curriculum for the school?

Yes (   )

No (   )

Please explain ______________________
____________________________________
____________________________________

(ii) Do the Inspectors assist teachers in developing innovative programmes and curricular changes?

Yes (   )

No (   )

Please explain ______________________
____________________________________
____________________________________

(iii) Do the Inspectors work with the teachers to develop syllabi and curricular guides?

Yes (   )

No (   )
Please explain

(i v) Do the Inspectors work with the Games
teachers to develop the school's
sporting activities?

Yes ( )
No ( )

Please explain

(v) Do the Inspectors organise in-service
courses for the teachers?

Yes ( )
No ( )

Please explain

(c) Inventory and Finance

(i) Do the Inspectors inform the school
in advance about their visits?

Yes ( )
No ( )
Please explain -----------------------------

(i i) Do the Inspectors check the storekeeping records?

Yes ( )
No ( )

Please explain -----------------------------

(iii) Do the Inspectors check the school receipt books?

Yes ( )
No ( )

Please explain -----------------------------

(iv) Do the Inspectors check the ledgers and cashbooks?

Yes ( )
No ( )

Please explain -----------------------------
(v) Do the Inspectors, after these checks, hold talks with the H/M and/or Bursar?

Yes ( )

No ( )

Please explain ____________________________

______________________________

______________________________

(d) Comment on the role of the Inspectorate in Kenya Today. ____________________________

______________________________

______________________________

SECTION D

17. By means of a tick please indicate the frequency with which you perform the administrative, curricular and instructional functions listed below.

(a) ADMINISTRATIVE DIMENSION

<table>
<thead>
<tr>
<th></th>
<th>ALWAYS</th>
<th>OFTEN</th>
<th>SOME-TIMES</th>
<th>PASTLY</th>
<th>NEVER</th>
</tr>
</thead>
<tbody>
<tr>
<td>(i) Setting and Prioritising goals</td>
<td></td>
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</tr>
<tr>
<td>(ii) Providing long range planning</td>
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</tbody>
</table>
(iii) Designing organizational structures between persons and groups

(iv) Organizing and securing resources

(v) Selection of teaching staff

(vi) Orientation of new teaching staff

(vii) Promoting the school community relations

(viii) Establishing both academic and disciplinary standards

<table>
<thead>
<tr>
<th></th>
<th>ALWAYS</th>
<th>OFTEN</th>
<th>SOMETIMES</th>
<th>RARELY</th>
<th>NEVER</th>
</tr>
</thead>
</table>

Any comments? ____________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________

- 145 -
(b) CURRICULAR DIMENSION

<table>
<thead>
<tr>
<th>Activity</th>
<th>Always</th>
<th>Often</th>
<th>Sometimes</th>
<th>Rarely</th>
<th>Never</th>
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<tbody>
<tr>
<td>(i) Developing curricular programmes and changes.</td>
<td></td>
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<td>(ii) Selecting materials and allocating resources.</td>
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<td>(iii) Estimating the expenditure needs for instructions</td>
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<tr>
<td>(iv) Assisting regular staff in upgrading their curricular capacities</td>
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<td></td>
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<tr>
<td>(v) Informing the public about the school's curricular activities and innovations</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(vi) Relating the curricular activities to the community resources</td>
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<td></td>
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<td></td>
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</tbody>
</table>

Any comments

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---------------------------------------------------------------
(c) INSTRUCTIONAL DIMENSION

| (i) Helping in the formulation and implementation of schemes of work |
| (i i) Evaluating the Instructional programmes and overseeing modifications |
| (iii) Delivering instructional resources |
| (i v) Helping in conducting and coordinating staff in-servicing |
| (v) Advising and assisting teachers involved in instructional programmes |
| (v i) Producing funds required for instructional purposes |
| (vii) Receiving community feedback about school programmes |
| (viii) Holding classroom visits to observe a teacher |

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(ix) Holding an after-classroom observation meeting with the teacher to discuss matters pertaining to the period observed

(x) Revisiting the class to evaluate progress

Any comments? ———————————————————————————————————

——————————————————————————————————

SECTION E

18. Have you attended any course/seminar in Educational Administration organised by the Kenya Educational Staff Institute?

(tick) Yes ( )

No ( )

Please indicate the nature and content of the courses attended ————————————————————

———————————————————

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19. Have you attended any course/seminar in Educational Administration organised by the Teachers' Service Commission? (tick)

Yes  (  )
No   (  )

Please indicate the nature and content of the course attended. ______________________

______________________________________

20. Have you attended any course/seminar in Educational Administration organised by the Kenya National Union of Teachers?

Yes  (  )
No   (  )

Please indicate the nature and content of the course attended. ______________________

______________________________________

21. Have you attended any course/seminar in Educational Administration organised by the Kenya Secondary School Head's Association?

Yes  (  )
No   (  )
22. **Have you attended any course/seminar in Educational Administration organised by the Kenya Institute of Education?**

- Yes (  )
- No (  )

Please indicate the nature and content of the course attended.

23. **Have you attended any course/seminar in Educational Administration organised by the University?**

- Yes (  )
- No (  )

Please indicate the name of the University and the nature and content of the course attended.
24. Any other course attended?  

Indicate nature and content.

25. Comment on your role as a School Inspector/Supervisor.

26. Differentiate between Supervision and Inspection.

Thank you very sincerely for your time and cooperation.

Joshua Abong'o Okumbe