SKILLS AND METHODOLOGICAL CONSTRAINTS TO EFFECTIVE INSTRUCTIONAL SUPERVISION IN PUBLIC PRIMARY SCHOOLS IN CENTRAL DIVISION, MUMIAS DISTRICT, KENYA

BY

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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
To the Almighty God, who gave me spiritual strength and health which enabled me to complete this work and my parents Mr. Kephas Masiga and the late Margaret Masiga, my husband Joel Lutomiah for moral and financial support and finally my children Sandra, Ian, Reagan, and Rollan.
ACKNOWLEDGEMENTS

This work has been accomplished with the additional help and support of many individuals. Each of these individuals played a different role, whether knowledge or support.

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To my respondents who graciously shared their thoughts on instructional supervision. To my classmate, Naomy Onamu thanks for your continued inspiration and perpetual encouragement, especially during occasional moments of near despair. To my parents Kephas Masiga and Margaret Masiga without whose upbringing this work would never have been. To my husband my love and mentor, I can never pay you for all your encouragement and support towards this work. You were there since the beginning. To my children, Sandra, Ian, Reagan, and Rollan. Thank you for bearing divided attention from me. This project is part of each one of you.
ABSTRACT
The overall research problem addressed in this study was that despite the Government having injected a lot of funds on supervision of schools, skills and methods employed are far from adequate. Little has been done to analyze the impact of skill and methodological constraints to effective instructional supervision. The continued decline in the quality of education especially in public primary schools has brought supervision to sharp focus. It was against this backdrop that the researcher carried out a study on skills and methodological constraints to effective instructional supervision of public primary schools in Central Division of Mumias District and offered recommendations to improve methods of supervision which would subsequently lead to improved education standards. The objectives of the study were to analyze supervision styles preferred, find out the skills or techniques used in supervisory activities, and investigate ways commonly used to supervise curriculum implementation by supervisors. The study adopted descriptive survey design. The study was done in Central Division of Mumias District and the target population consisted of 23 headteachers, 23 deputy headteachers and 23 senior teachers plus 2 Quality Assurance and Standards Officers (QASOs) in the Division. The researcher drew a sample from the 23 primary schools through simple random sampling. The researcher wrote the names of the 23 primary schools on separate pieces of paper equal size, folded and mixed them. The researcher then randomly picked 12 papers and wrote down the names of the schools which were then included in the study. The researcher purposely picked 3 teachers from each school i.e., the head teacher, deputy head teacher and senior teacher plus 2 Quality Assurance and Standards Officer who gave a total sample of 38. The questionnaires and interview schedule formed the basic research instruments. Piloting determined the validity and reliability of the instruments. Quantitative data analysis method was applied whereby data collected were edited, coded and entered in the Statistical Package for Social Sciences (SPSS) Computer Program Version 17.0, from which descriptive statistics (means, percentages, frequencies, and standard deviations) where possible were used to analyze data. The results of data analysis were then presented in frequency tables, bar graphs and pie charts. The qualitative data were analyzed using thematic analysis. This was done by identifying information that was relevant to research questions and objectives, developed a coding system, indicated the major themes, placed the coded material under the major themes, developed a summary report, and identified major themes and the association between them. The researcher then used graphics and direct quotations to present the findings. Qualitative data were also analyzed by triangulation this was where two or more persons independently analyzed the same data set and compared findings. The final findings showed that there were skills and methodological constraints to instructional supervision. These were lack of employing all supervision styles, inadequate methods were used in curriculum implementation, and there was lack of training. The researcher recommended that supervisors should put more emphasis on all supervision styles, attend regular in-service training so as to keep supervisors abreast with new supervisory techniques and fade out the outdated techniques and poor human relation skills. Supervisors should apply all methods used to supervise curriculum implementation and be more involved in the classroom observation so as to really know the situation on the ground. Strengthened good and friendly working relationship should exist between the supervisors and teachers so that instructional supervision is carried out in a friendly environment.
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<td>KCPE</td>
<td>Kenya Certificate of Primary Education</td>
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CHAPTER ONE
INTRODUCTION AND CONTEXT OF THE STUDY

1.1 Background to the study

According to Ngelu (2004), the history of inspection and supervision in Kenya dates back to 1911 when the Education Department was established, and the first Director of Education was appointed. The legal duties of Director of Education were to organize, supervise and inspect protectorate schools. The Education Ordinance of 1924 empowered the government to develop, control and supervise education in Kenya. It required all schools to be registered and open to inspection by the Director of Education (Ngelu, 2004).

The White Paper produced in 1925 by the advisory committee on native education indicated that a thorough system of supervision was indispensable for the vitality and efficiency of the education system. The paper advised that each mission should be encouraged to make arrangements for effective supervision of its own system of schools (Munga, 2007). The African Education in Kenya recommended efficient supervision and inspection (Beecher, 1949). At independence in 1963, the system of supervision of schools by voluntary agencies vanished. Supervision was unplanned, disorderly and inadequate under local authority. During this time, the field education officers and headteachers of individual schools were considered as supervisors (Munga, 2007). After independence, the Kenya
Education Commission, identified lack of supervision as one of the causes of low standards of education in Kenya. It further recommended that school supervisors should be carefully selected, trained and relieved of administrative duties. The report also noted that the headteachers should be well trained to effectively carry-out their supervisory duties effectively (Republic of Kenya, 1964).

It is imperative that supervisors and teachers exhibit warm cordial relationships for the improvement of instruction. However in their interaction with teachers, supervisors subject teachers to positions of passive recipients who are expected to receive orders and instructions without questioning. This behaviour stifles the creative spirit of teachers who are dedicated to self improvement in their teaching and learning processes (Munga, 2007). It is, therefore, imperative that headteachers create a conducive working atmosphere and attempt to make teachers understand that the purpose of instructional supervision is to make them better and more effective (Munga, 2007).

The Report of the Presidential Working Party, on Education and Manpower Training for the next Decade and Beyond recommended that the Kenya Education Staff Institute (KESI) be expanded to provide in-service training to all heads of educational institutions so that they can gain necessary competencies (Republic of Kenya, 1988). Since independence in 1963, there has been tremendous growth and expansion of primary schools which has seen appointment of headteachers
with limited knowledge, skills and techniques in instructional supervision. It was pointed out in the Report of Commission of Inquiry into the Education system of Kenya that, there is enormous political interference in the appointment of headteachers and that in most cases experience, academic and professional qualification for the job do not count. The commission was informed that such appointments are usually made from serving teachers, most of who have had no prior training in supervision (Republic of Kenya, 1999).

Today in Kenya, the Directorate Quality Assurance and Standards is responsible for ensuring that quality education is provided in all primary schools (Elimu News, Newsletter of MoE, 2007). Despite the role of DQAS being well articulated it continues to receive criticisms from stakeholders for being seen as failing to effectively discharge their supervisory duties. This is seen every year when Kenya Certificate of Primary Education (KCPE) results are released, there is always a hue and cry from many quarters about the poor performance especially in public primary schools. The DQAS being the arm of the Ministry of Education charged with the responsibility of ensuring quality education in all schools cannot escape blame for the dismal performance in KCPE by most public primary schools (Wangai, 2007). The study therefore, hopes to unearth the skills and methodological constraints to effective supervision and offer useful recommendations on what can be done in order to improve methods of supervision of our public primary schools.
1.2 Statement of the problem

The overall research problem addressed in this study was that despite the Government having injected a lot of funds on supervision of schools, skills and methods used are far from adequate (Owoko, 2004). Little has been done to analyze the impact of skill and methodological constraints to effective supervision. Wangai (2007) noted that continued decline in the quality of education especially in public primary schools has brought supervision to sharp focus. If the issue of skill and methodological constraints was not addressed, it was going to continue to impact negatively on the quality of primary education received in Kenya. It was against this backdrop that the researcher carried out a study on skills and methodological constraints to effective instructional supervision of public primary schools in Central Division of Mumias District. This may offer recommendations to improve skills and methods of instructional supervision which may subsequently lead to improved education standards.

1.3 Purpose of the study

The purpose of this study was to identify the skills and methodological constraints to effective instructional supervision in public primary schools in Central Division of Mumias District. Findings and recommendations of this study may lead to solutions to constraints in skills and methods used in instructional supervision which would ensure good quality and high standards of education in primary schools.
1.4 Objectives of the study

(i). To analyze supervision styles preferred by QASOs, headteachers, deputy head teachers and senior teachers.

(ii). To investigate ways commonly used by public primary headteachers, deputy headteachers, senior teachers and QASOs to supervise curriculum implementation in their schools.

(iii). To find out skills or techniques primary headteachers, deputy headteachers, senior teachers and QASOs used in supervisory activities.

(iv). To find out how often instructional supervision is done by both external and internal supervisors.

(v). To establish whether instructional supervisors have attended any training in internal supervision.

1.5 Research questions

(i) What are the supervisory styles used by supervisors in public primary schools in Central Division of Mumias District?

(ii) What are the common methods used in curriculum implementation by supervisors in public primary schools in Central Division of Mumias District?

(iii) What are the supervisory skills used in public primary schools by supervisors in Central Division of Mumias District?
(iv) How often is internal instructional supervision done by both external and internal Supervisors?

(v) Have instructional supervisors attended any training in internal supervision?

1.6 Significance of the study

The findings of this study may be of great value and interest to instructional supervisors because it recommended solutions to skill and methodological constraints to instructional supervision in public primary schools. Instructional supervisors may improve their skills and techniques of supervision and supervision styles for the benefit of the learner. The research findings may also be used by headteachers to formulate school-based supervision policies. The Ministry of Education may be guided on future formulation of policy guidelines aimed at enhancing instructional supervision.

1.7 Limitations

The study limited itself to 12 public primary schools in Central Division of Mumias District. For more conclusive result, the whole district should have been studied. However, this was not possible due to time, financial and inaccessibility constraints. The other limitation was that respondents may not have exhaustively responded to all questions as a result of being suspicious of the investigator. However in the introductory letter the researcher dispelled fear by assuring them
that the volunteered information would be given the confidentiality deserved and would be used for research purposes only.

1.8 Delimitations
The study confined itself to 2 Quality Assurance and Standards Officers, 12 Headteachers, 12 Deputy headteachers’ and 12 Senior teachers in public primary schools and not private primary schools of Central Division of Mumias District. There were several factors affecting quality of education but this study only focused on skill and methodological constraints to effective instructional supervision as a cause of low standards of education. The results only covered one division and the results obtained may not depict accurate information on the skills and methodological constraints to effective instructional supervision in the whole country.

1.9 Assumptions of the study
It was assumed that:

All instructional supervisors were well-trained in the techniques of supervision. The Quality Assurance and Standards Officers discharged their duties as stipulated in the Education Act (1980) and that there was a policy guiding supervision in public primary schools. All public primary schools were
adequately staffed and equipped with relevant teaching and learning materials and that the respondents gave honest and sincere information.

1.10 Theoretical framework

General system theory (Bertalanffy, 1950) which includes the narrower field of social systems is a cross-disciplinary body of scientific thought that developed in the twentieth century. The System theory is widely used in various fields such as industry, business and even education. This theory related quite well to an educational organization. According to the system theory, System is a set of things or parts forming a whole or a complex unity formed of many often diverse parts subject to a common plan or serving a common purpose. This is just the way the Ministry of Education (MoE) is formed up of many parts or sections among them external and internal supervisors subject to a common plan or serving a common purpose of instructional supervision.

The system theory, views the entire educational organization as a group of parts that are highly inter-related and inter-dependent. The supervisor and the supervisee are highly inter-related and inter-dependent. In an organization, the group consists of persons who must work in harmony; each person must know what others are doing. Every part works to contribute to the whole. For the supervisor to achieve a harmonious relationship with those he supervises, he must have the skill through experience or training.
In the systems theory, the following were important as they applied to instructional supervision. The QASOs worked closely with headteachers, deputy headteachers and teachers in instructional supervision in order to improve quality of education and achieve individual, school and national goals and objectives of education. QASOs worked on behalf of the large system which is the Ministry of Education. Elements in the system theory as applied to instructional supervision consisted of the QASOs, headteachers, deputy headteachers, and teachers. According to the systems theory (Bertalanffy, 1950), the whole determines the action of its parts just as the Ministry of Education determined how the instructional supervisors from the highest to the lowest level worked. If the Ministry provided training to supervisors, they could have had enough skills to carry out effective instructional supervision and improve the quality of education in primary schools.

1.11 Conceptual framework

The conceptual framework of this study was based on the concept that application of appropriate styles, skills and techniques by instructional supervisors who include QASOs, headteachers, deputy headteachers and senior teachers to supervisory activities of the school such as curriculum and instruction, staff personnel, physical facilities, student personnel, financial management and community relations led to effective school administration and management, improved school performance and finally improved education quality and
standards. This may be seen through the achievement of individual pupils, schools and achievement of national goals and objectives (Gichohi, 2003). From the conceptual framework, QASOs determined how headteachers work, headteachers determined how deputy headteachers work, while deputies determined how teachers work and that is why the system theory views an educational organization as a group of parts that are highly interrelated and interdependent. On the other hand, skill and methodological constraints facing QASOs, headteachers and deputy headteachers contributed to ineffective school administration and management, poor school performance and low standards of education which may be reflected in low achievement of individual pupils and national goals and objectives (Gichohi, 2003).
INSTRUCTIONAL SUPERVISORS

QASOs

Headteachers

Teachers

Application of appropriate styles, skills and techniques.

Supervisory Activities

Curriculum and Instruction
Staff Personnel
Physical facilities
Student Personnel
Financial management
Community relations

Leads to: Effective school administration and management
Improved school performance
Improved, education quality and standards.

Seen in: Achievement of individual, school, and national goals and objectives

Constraints to instructional Supervision
Inadequate:
- supervision styles.
- methods of curriculum implementation.
- skills and techniques

Figure 1.1: Skill and Methodological Constraints to Instructional Supervision Source: Modified from, Gichohi, 2003
1.12 Operational definitions of central terms

**Inspection** – The process by which External Education Officers visit schools and carry-out assessment of some aspects of the school.

**Inspector or Quality Assurance and Standards Officer:** Refers to an officer appointed by the Minister for Education and authorized to enter any school with or without notice according to Education Act Cap 211(1980).

**Instruction:** Refers to planned interaction between the teachers and the learners for the purpose of imparting knowledge to the learners within the class.

**Instructional supervision:** Refers to the process of working with headteachers, teachers and pupils to bring about improvement in instruction.

**Supervisor:** Refers to the personnel who are assigned the responsibility of overseeing curriculum implementation and improving instruction in schools.
CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter examined literature related to skills and methods used in instructional supervision under the following headings:

(i) Concept of instructional supervision.
(ii) Historical development of instructional supervision.
(iii) Instructional supervisory styles.
(iv) Supervisory activities in primary schools.
(v) Skills in supervision.
(vi) Role of Quality Assurance and Standards Officer.
(vii) Role of headteacher

2.1 Concept of instructional supervision

In educational setting and taking primary school as a point of reference, Olivia (1976) states that: - Supervision can be regarded as a service to teachers and pupils both as individuals and in groups as a means of offering specialized help in improving instruction. Godhammer, Anderson and Krajewskki (1980:12) have more recently portrayed instructional supervision as: all activities by which educational administrators may express leadership in the improvement of learning and teaching. It is clear that instructional supervision involves the headteacher and teachers in both the helping and overseeing role to students. Olembo, Wanga and Karagu (1992) state that supervision in primary education can be assumed to be a
professional service involving relevant educational administrators for the purpose of interacting, with the teachers, in such a way as to maintain change and improve the provision and actualization of learning opportunities for pupils.

According to Kimosop (2002), instructional supervision is an expert technical service primarily concerned with studying and improving learning and pupil growth. Gordon in Kamindo (2006) defined supervision as leadership for the improvement of instruction and ultimately student learning. These definitions suggest that the role of supervision is to improve teaching and learning through a deliberate emphasis on ways and means of instilling excellence in the quality instruction.

2.2 Historical development of instructional supervision

The Kenya Education Commission recommended that, school supervisors should be carefully selected trained and relieved of administrative duties. The report also noted that the headteachers should be well-trained to effectively carry out supervisory duties (Republic of Kenya, 1964). The Report of the commission of Inquiry; Public Service Structure and Remuneration Commission recommended for an urgent overhaul of inspectorial system for Primary Education in order to be more effective (Republic of Kenya, 1970). The Report of Presidential, Working Party on Education and Manpower Training for the Next Decade and Beyond advocated for provision of Government policy guidelines on supervision to ensure
quality and relevance in the growth and provision of education in the country (Republic of Kenya, 1988). The Report also recommended that the Kenya Education Staff Institute (KESI) be expanded to provide in-service training to all heads of educational institutions so that they can gain necessary competencies (Republic of Kenya, 1988). Since independence in 1963, there has been tremendous growth and expansion of primary schools which has seen appointment of headteachers with limited knowledge skills and techniques in instructional supervision.

It was pointed out in the Commission of inquiry into the education system of Kenya that there was enormous political interference in the appointment of headteachers and that in most cases, experience; academic and professional qualification for the job did not count. The commission was informed that such appointments were usually made from serving teachers, most of whom have had no prior training in supervision (Republic of Kenya, 1999). It is against this background that the researcher carried out a study on skills and methodological constraints to effective supervision.

2.3 Instructional supervision styles

The supervision styles or models are vital interaction occurring between supervisors and teachers:
Non-directive supervision – allows the teacher to take control and come up with his or her own solution to a problem. The supervisor actively probes to get the teacher to come up with interesting and effective ideas. Gebhard (1984) states that, non-directive supervision gives the teacher freedom to express himself and clarify ideas and it makes a feeling of support and trust to exist between the teacher and supervisor.

A collaborative supervision- is effective for garnering a decision supported by all. During a collaborative approach, all parties are encouraged to share their opinions about the problem and how to solve it. The goal is to reach a decision by treating everyone as equals. Gebhard (1984) posits that within collaborative model, the supervisor’s role is to work with teachers and not direct them. The supervisor actively participates with the teacher in any decision that is made and attempts to establish a sharing relationship. Cogan (1973) advocates such a model which he calls ‘clinical supervision’. Cogan believes that teaching is mostly a problem solving process that requires sharing of ideas between the teacher and supervisor. The teacher and supervisor work together in addressing problems in the teacher’s classroom teaching. Muleti (2005) argues that collaborative supervision is consultative. Decisions are made through consultation where people are committed to the idea or service which they have helped to frame. In such a case they will exercise self control, self-direction and be motivated. All
these promote job interest and encourage both staff and students to set their own targets and find the best way of achieving them.

**Directive supervision** occurs when the supervisor takes primary responsibility for a decision. The decision is made by the supervisor who then gives the teacher a timeframe in which the task is to be completed. According to Gebhard (1984), the role of the supervisor is to direct and inform the teacher, model teaching behaviours and evaluate the teacher’s mastery of defined behaviours. One problem with direct supervision is that it can make teachers see themselves as inferior to the supervisor and this can lower their self-esteem. Another consequence of direct supervision is that it can be threatening because of fear of disapproval from the supervisors. In other words, threat can cause teachers to become defensive towards the supervisor’s judgment.

Another problem with direct supervision is that prescriptive approach forces teachers to comply with what the supervisor think they should do. Muleti (2005) states that, the supervisor takes decisions on his or her own without consultation. This style demands complete loyalty and unquestionable obedience from the subordinates who fear the authority hence no dialogue. Reitzbug (1997) found in an analysis of supervision textbook that supervisors were portrayed as experts and superior in relation to teachers while teachers were portrayed as deficient and in need of improvement and help from experts. In a case where people are coerced,
controlled, directed and threatened, individual initiatives may be shifted and self-motivation may be discouraged. It can lead to ineffectiveness hence poor teaching learning process. Therefore, supervision style applied by instructional supervisors determines the extent to which instructional supervision is effective.

2.4 Supervisory activities in primary schools

The purpose of supervision is to maintain and improve the quality of instruction. The supervision should help individual teachers or groups to develop educational goals and provide guidance for the successful accomplishment of these goals through the teachers. Eye et al, (1971) quoted by Olembo (1992) regarded supervision as; that phase of administration which focuses primarily upon the achievement of the appropriate instructional expectations of the education system.

The headteachers and Quality Assurance and Standards Officers (inspectors) have varying supervisory responsibilities in the administrative process. According to Ozigi, (1983), the following are the administrative tasks that supervisors must perform in educational institution.

1. Curriculum instruction.
2. Pupil personnel.
3. School community relations.
4. Staff personnel.
5. Physical facilities.
6. Financial management.

Olembo et al., (1992) state that: in curriculum instruction the main supervisory activities include determining goals and purposes, designing and developing courses, organizing learning activities, promoting changes and improvement in curriculum and instruction.

On pupil personnel management, the supervisory, activities are administering admission classes, maintaining pupil records, reporting pupil progress, guidance and counseling and maintaining pupil discipline. For school community relations the activities are planning the amounts and nature of school community contact, explaining the school to the community and coordinating school activity with those of other agencies to avoid conflicts and supervising and evaluating the effectiveness of school community contact and project (Olembo, 1992). On staff personnel management the activities are establishing training and certification guidelines, recruitment and selecting staff, induction of new staff, in-servicing and maintaining good staff relations. Supervisory activities in physical facilities include; determining space needs, providing required needs, relating available space and facilities to need, operating and maintaining facilities, providing supporting services and materials e.g. health, transport, recreational, food etc, and supervising supportive services.
In financial management, the activities are determining needs and means of acquiring the needs, financial resources, establishing policies for distributing funds, preparing and managing budgets and use of funds and implementing measures and inventory policies required for financial evaluation (Olembo et al., 1992:72). This therefore, implied that lack of skills and techniques by supervisors to apply to administrative tasks leads to low standards of education.

2.5 Skills required in supervision

For effective supervision to be realized, the supervisor must acquire basic skills. These are conceptual, human relations and technical skills. Ochieng, (2007) posits that educational management should provide instructional supervisors with opportunity to acquire and practise important skills required in supervision. A study by Maranga (1977) found that Kenya primary school supervisors lack skills and techniques to contribute to adequate performance of supervisory role.

Conceptual skills

According to Okumbe (1998:183), conceptual skills involve the ability to acquire, analyze and interpret information in a logical manner. Supervisors must understand both the internal and external environments in which they operate. It is imperative that the supervisor should enhance their supervisory effectiveness by acquiring emerging concepts and techniques in supervision.
Human relations

Okumbe (1998) points out that human relation skills consist of ability to understand other people and to interact effectively with them. Rue and Byars (1982), on the other hand, refer to human relations as ability to work well with other people. Human relations approach entails the aspect of recognizing and appreciating fellow human beings as having feelings. The skills are also important for dealing with teachers not only as individuals but also as groups. The skills can be acquired from training.

Technical skills

Okumbe (1998) states that, technical skills include understanding and being able to perform effectively, the specific processes, practices or techniques required of a particular job in the organization. It is, therefore, imperative for the supervisors to possess superior knowledge about curriculum and instruction in order to provide extra leadership in all areas of school curriculum and current trends in education. Since curriculum undergoes changes and revision, it is important for the instructional supervisor to be abreast of these changes in order to be able to provide informed guidance and technical issues. Okumbe (1998) state that, for effective supervision, the supervisor is expected to apply all these skills to efficiently achieve educational objectives. Supervisors therefore, need to have basic knowledge of the processes they supervise.
2.6 Role of Quality Assurance and Standards officer

According to Education Act of (1980) QASOs are charged with the responsibility to:-

(i) Enter any school at any time with or without notice and inspect or audit the accounts of the school. Advice the manager of the school on the maintenance of accounting records and may temporarily remove any books of records for the purpose of inspection or audit.

(ii) Enter any school or place at which it is reasonably suspected that a school is being conducted at any time, with or without notice.

(iii) Request the Headteacher or Principal of the institution to place at his disposal all facilities, records, accounts, notebooks, examination scripts and any other materials belonging to the institution that he may require for the purpose of inspection or audit.

From the above legal aspects, the overall responsibility of the Quality Assurance and Standards lies in the areas of school inspection and supervision of examination, syllabus, curriculum development and implementation, financial accounting, auditing and overall instructional leadership. According to Ministry of Education (1999), school curriculum management is placed on the QASOs and Headteachers. Quality Assurance and Standards Officers should understand what is meant by the curriculum and its delivery, supervision and maintaining standards and staff development. They should be conversant with the key statues and
provide the framework for educational policy and its structure. This scenario was missing in the literature reviewed. If this can be replicated school performance could improve.

2.7 Role of headteacher in primary school supervision

The headteacher is regarded as a supervisor on behalf of the QASOs at the school level. Owoko (2004) points out that QASOs are supposed to offer technical guidance to headteachers to enable them in turn to perform their supervisory functions effectively. Kamindo (2006) points out that while headteachers are the immediate supervisors in the school, they are not well prepared for the role.

The Headteacher is involved in the translation of education policies and objectives into programmes within the school. He is considered the instrumental leader of the school programme and is expected to possess a superior knowledge about curriculum and instruction to provide expert leadership in all areas of the school programme. (Olembo, 1992). The headteacher’s clerical and teaching duties have been reduced and increased emphasis has been placed on headteachers’ supervisory role in the school. To influence teaching in the school, the headteacher should become a leader of the teaching staff. He or she will need to work very closely with the teachers on an individual basis. The headteacher is supposed to provide leadership services to the teaching staff in the co-operative development and execution of supervisory strategies. The head has to play the
role of supervision from time to time by checking the teachers’ classroom work and assess the overall performance and pupil achievement. The headteacher is expected to provide the right motivation and stimulation for staff and students to enhance staff performance and pupil achievement. He or she restores and maintains order in school among teachers, students, parents and subordinate staff (Olembo, 1992). Finally, the headteacher is supposed to promote staff professional development needs and address them by running school-based in-service training (INSET) programmes. As a financial controller, the headteacher must ensure that proper budgeting and accounting is done with the help of the school bursar or accounts clerk. He is accountable to all expenditure and must ensure that books of account are kept up-to-date and sent to the district audit unit at the end of every year for professional auditing. The headteacher sets the tone of the school and has the responsibility of creating a conducive environment for effective teaching and learning. Therefore, in an attempt to improve primary school education, the paramount need is to identify and train the right people to head schools (Munga, 2007).

2.8 Summary of chapter

This section reviewed literature related to school inspection and supervision. It revealed that inspection and supervision are closely related. Both inspection and supervision are concerned with the improvement of quality of learning. The literature reviewed was under the following sub-headings: Historical development
of instructional supervision, which noted that lack of training in supervision was the major cause of low standards of education. Supervision skills- a supervisor with requisite skills was effective in instructional supervision hence improved quality of education. Supervisory activities in primary schools, knowledge of this by supervisors helped in the achievement of appropriate instructional expectations. QASOs and headteachers have a major role to play in instructional supervision but have not been adequately prepared for their roles. Supervision styles employed can promote or deter effective instructional supervision. Past studies as evidenced in the literature review lay much emphasis on the role of QASOs and headteachers in instructional supervision but failed to address skills and methodological constraints of the same to effective instructional supervision. Therefore, there existed a gap which made the researcher to carry out a study on skill and methodological constraints to effective supervision. Second, no study has been done in Mumias District. Therefore, the findings and recommendations of this study were to lead to improved skills and methods to effective instructional supervision hence ensuring good quality and standards of education in primary schools.
CHAPTER THREE

RESEARCH METHODOLOGY

In this Chapter, procedures and strategies that were used in the study are described. The research design, locale, target population, sample and sampling procedure, research instrument, logistical and ethical considerations, pilot study, data collection, and data analysis are discussed.

3.1 Research design

The study adopted a descriptive survey design to investigate skills and methodological constraints to effective instructional supervision of public primary schools in Central Division of Mumias District. One of the purposes of research was to describe a phenomenon. Mugenda and Mugenda (1999) argue that description of the phenomenon will enable the researcher to be able to make exhaustions of the phenomenon and to even be able to predict its occurrence. This design was most appropriate as it provided a detailed explanation of the phenomenon being studied.

3.2 Study locale

The study was done in Central Division, of Mumias District. The Division was chosen because of accessibility to the researcher. It was, therefore, convenient in
terms of time and cost. The performance of pupils in part of the division in primary education was not quite adequate, hence the concern for the study in the area.

3.3 Target population

Orodho (2005) states that all the items or people under consideration in any field of inquiry constitute target population. In this study, 23 public primary schools and QASOs in Central Division were considered. The division had 2 QASOs and 23 headteachers, 23 deputy headteachers and 23 senior teachers therefore; the target population was 71 respondents.

3.4 Sample and sampling procedure

The researcher drew a sample from 23 public primary schools in Central Division of Mumias District. Random sampling was necessary to obtain a manageable size of subjects. Orodho (2005:139) states that, ‘the main purpose of using random sampling techniques is that random samples yield research data that can be generalized to a larger population within margins of error that can be determined statistically’. The researcher wrote the names of the 23 primary schools on separate pieces of paper equal size, colour and texture and folded them into equal size and shape, placed in a container, mixed well, picked one and wrote the name of the school. The process of mixing and picking was repeated 12 times to arrive
at a total number of 12 schools which were selected for the purpose of the study. Ary, Jacobs and Razviech (1972) point out that in a descriptive research: a sample of between 10% and 20% will be acceptable. A higher sample of 52% which is equivalent to 12 schools was chosen because the schools were fewer. From each of these schools, the headteacher, deputy headteacher and senior teacher were selected and two QASOs were selected. This brought the total sample to 38 respondents.

3.5 Research instruments

3.5.1 Questionnaires

According to Kombo and Tromp (2006:89), a questionnaire is a research instrument that gathers data over a large sample. It can reach a large number of subjects who are able to read and write independently. There were three different questionnaires directed to the QASOs, deputy headteachers and senior teachers. Each questionnaire contained Part A and Part B. Part A captured the personal details through open-ended questions to enable the respondents to have freedom of expression and structured closed-ended at the end of Part A. Part B had a series of closed-ended questions where the respondents were expected to tick items on the 5 point likert scale. The use of closed-ended questionnaires was easier to analyze, administer and economic in terms of time and money (Mugenda & Mugenda, 1999).
3.5.2 Interview Schedule

Interview Schedule was used on headteachers and it involved the researcher asking each respondent the same question in the same way. Wengraf (2001) as quoted by Owoko (2004) states that; it is so because most of them prefer open oral discussion than subjecting them to exam styled material given busy schedules which make them feel relegated. This provided in-depth data, which allowed probing and clarification and guarded against confusion.

3.5.3 Piloting

The constructed questionnaires were tried out in the field. The questionnaires were pre-tested in purposively selected sample from two schools targeting headteacher, deputy headteacher and a senior teacher. One QASO was included in the pilot study. This selected sample was similar (identical) to the actual sample which was used in the study. The procedures used in pre-testing the questionnaires were identical to those that were used during actual study. The pilot sample was excluded in the actual study.

3.5.4 Validity

Validity is establishing whether the instruments are measuring what they are supposed to measure. Validity in this sense is the degree to which the several measures of the concept accurately measure the concept (Orodho, 2005).
According to Borg and Gall (1989), validity of an instrument is improved through expert judgment. The researcher sought the assistance of the supervisor in order to help improve validity of the instruments.

### 3.5.5 Reliability

The researcher used a test re-test or coefficient of stability method to estimate the degree to which the same results could be obtained with repeated measure of accuracy of the same concept (Orodho, 2005). It was assumed that the responses of the two tests were very similar because the latter reflected the same thing for the respondents. It was thus expected that scores obtained by each respondent or the first and second test would be quite close and if not, then the instruments would be of low reliability. In the test re-test, the developed instruments were given to a few identical subjects for the study. The answered instruments were scored manually. The same instruments were administered to the same group of subjects after period of two weeks and responses between answers obtained in the first and second tests made. A Pearson Product movement formula was employed to compute the correlation coefficient in order to establish the extent to which the contents of the instruments were consistent in eliciting the same responses every time the instruments were administered. A correlation coefficient of 0.8 would be high enough to judge the instruments as reliable for the study.
3.6 Logistical and ethical considerations

The researcher obtained a research permit from the Ministry of Education. A copy of the permit was presented to the authorities in the area where the study was conducted. This included the District Education Officer, Mumias District, Area Educational Officer in charge of Central Division and all the headteachers where the researcher intended to carry out the study. The researcher then made arrangements with respondents by establishing rapport with them and making appointments on when to administer questionnaires and probably data collection. All respondents were assured of confidentiality and to ensure co-operation from them, the researcher explained the general purpose of the study to the QASOs, the headteachers, deputy headteachers and senior teachers.

3.7 Data collection

Data collection refers to gathering specific information aimed at proving or refuting some facts (Kombo & Tromp, 2006). The researcher visited sampled schools and QASOs on different days to administer questionnaires and interview schedule respectively. The instruments were distributed to the respondents by the researcher. Respondents were given time to complete questionnaires. All questionnaires were gathered after the given response time was over. Collecting data using the interview method required the researcher to identify respondents and request them to answer certain questions as the researcher noted down or recorded (Kombo & Tromp, 2006). In this study, headteachers were interviewed.
while deputy headteachers, senior teachers and QASOs responded to questionnaires.

3.8 Data analysis
Analysis of data started with checking the accuracy, uniformity and completion of research instruments (Orodho, 2005). Quantitative data analysis method was applied whereby data collected were edited, coded and entered in the Statistical Package for Social Sciences (SPSS) Computer Program Version 17.0, from which descriptive statistics (means, percentages, frequencies, and standard deviations etc) and inferential statistics where possible were used to analyze data. The results of data analysis were then presented in frequency tables, bar graphs and pie charts. The qualitative data were analyzed using thematic analysis. This was done by identifying information that was relevant to research questions and objectives, developing a coding system based on samples of collected data, classifying major issues or topics covered, highlighting key quotations or insights and interpretations, indicating the major themes, placing the coded material under the major themes, developing a summary report, identifying major themes and the association between them (Kombo and Tromp 2006). The researcher then used graphics and direct quotations to present the findings.
CHAPTER FOUR

ANALYSIS, FINDINGS AND DISCUSSION

The purpose of the study was to find out the skill and methodological constraints to effective instructional supervision in public primary schools in Central Division of Mumias District. The subjects of the study were public primary school headteachers, deputy headteachers, senior teachers and QASOs from the district. The research design used was descriptive survey. The instruments used to collect data were questionnaires which were for deputy headteachers, senior teachers and QASOs and interview schedule for headteachers. The two instruments were developed by the researcher. They were then piloted and improved by clarifying the questions and removing the irrelevant questions.

This chapter contains findings of the study and discussions. The major findings of the study are presented and discussed on the basis of the objectives that guided the study. These were:

(i) To analyze supervision styles preferred by QASOs, headteachers, deputy headteachers and senior teachers.

(ii) To investigate ways commonly used by public primary headteachers, deputy headteachers, senior teachers and QASOs to supervise curriculum implementation in their schools.

(iii) To find out skills or techniques primary headteachers, deputy headteachers, senior teachers and QASOs use in supervisory activities.
(iv) To find out how often instructional supervision is done by both external and internal supervisors.

(v) To establish whether instructional supervisors have attended any training in instructional supervision.

The objectives were restated as sub-sections whereby each sub-section was followed by analysis and presentation. In this chapter, the findings were analyzed and presented by objectives which guided the study while discussions were derived from the findings.

4.1 Findings and discussions

According to instructional supervisors interviewed, ladies were found to be fewer in the supervision positions.

4.1.1 Demographic characteristics of senior teachers, deputy headteachers, headteachers and QASOs

Information on gender on senior teachers, deputy headteachers, headteachers and QASOs was then sought and analyzed as shown in Table 4.1 and Figure 4.1 below.
Table 4.1 and Figure 4.1 Shows Distribution of Respondents by Sex

(N=38)

<table>
<thead>
<tr>
<th>Respondents</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender</td>
<td>F</td>
<td>%</td>
<td>F</td>
<td>%</td>
<td>F</td>
<td>%</td>
</tr>
<tr>
<td>Male</td>
<td>7</td>
<td>18</td>
<td>11</td>
<td>29</td>
<td>11</td>
<td>29</td>
</tr>
<tr>
<td>Female</td>
<td>5</td>
<td>13</td>
<td>1</td>
<td>3</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Total</td>
<td>12</td>
<td>32</td>
<td>12</td>
<td>32</td>
<td>12</td>
<td>32</td>
</tr>
</tbody>
</table>

Table 4.1 and Figure 4.1 show that 38 (100%) respondents took part in the study out of whom we had senior teachers 7 (18%) males and 5 (13%) females, both deputy headteachers and headteachers had 11 (29%) males, 1 (3%) female, while

Figure 4.1: Bar Graph Showing Distribution of Respondents by Sex
QASOs had 1 (3%) male and female. Table 4.1 and Figure 4.1 show that 30 (79%) of the respondents were male while 8 (21%) were female; this showed that female representations in positions of leadership were low in Central Division of Mumias District.

From the demographic characteristics of respondents, it was found that female teachers were under represented in leadership positions like headship and QASOs. Therefore, more women teachers should be encouraged to apply for more leadership positions when they are advertised by the Teachers Service Commission or the Ministry of Education.

Information on age on senior teachers, deputy headteachers, headteachers and QASOS was sought and analyzed as shown in table 4.2 and figure 4.2 below.

**Table 4.2: Categorization of Senior Teachers, Deputy Headteachers, Headteachers and QASOs by Age**

(N=38)

<table>
<thead>
<tr>
<th>Age (Yrs)</th>
<th>Respondents</th>
<th>Senior teachers</th>
<th>Deputy Headteachers</th>
<th>Headteachers</th>
<th>QASOs</th>
<th>Total</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>20 – 30</td>
<td>5</td>
<td>13</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>30 – 40</td>
<td>7</td>
<td>18</td>
<td>6</td>
<td>16</td>
<td>3</td>
<td>8</td>
</tr>
<tr>
<td>Above 40</td>
<td>0</td>
<td>0</td>
<td>6</td>
<td>16</td>
<td>9</td>
<td>24</td>
</tr>
<tr>
<td>Total</td>
<td>12</td>
<td>32</td>
<td>12</td>
<td>32</td>
<td>12</td>
<td>32</td>
</tr>
</tbody>
</table>
Table 4.2 and Figure 4.2 above show that 38 (100%) of the respondents took part in the study out of whom senior teachers were 5 (13%) of age 20-30 years, 7 (18%) were of age 30-40 years while there was none above 40 years of age. Six (16%) of deputy headteachers were both aged 30-40 years and above 40 years of age, while there was none of 20-30 years of age. Three (8%) of headteachers were aged 30-40 years, 9 (24%) were aged above 40 years while there was none aged 20-30 years.

From table 4.2 and Figure 4.2 above, 13% of the respondents were aged between 20-30 years, 42% was between 30 – 40 years and 45% were above 40 years. This showed that a higher percentage of supervisors were above 40 years. The findings therefore, revealed that QASOs were generally older than headteachers,
who were older than deputy headteachers who were also older than senior teachers. This was because 2 (100%) of QASOs, 9 (75%) of headteachers, 6 (50%) of deputy headteachers interviewed were above 40 years and there was no senior teacher above 40 years. This implied that the senior instructional supervision officers were aged and therefore less energetic to carry out effective instructional supervision.

Information on professional qualification on senior teachers, deputy headteachers, headteachers and QASOs was sought and analyzed as shown below in table 4.3 and figure 4.3a and 4.3b.

Table 4.3: Categorization of Respondents According to Highest Professional Qualification

(N =38)

<table>
<thead>
<tr>
<th>Respondents</th>
<th>Senior Teachers</th>
<th>Deputy Head teachers</th>
<th>Headteacher</th>
<th>QASOs</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Qualification</td>
<td>F</td>
<td>%</td>
<td>F</td>
<td>%</td>
<td>F</td>
</tr>
<tr>
<td>Masters</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>B. Ed</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>5</td>
<td>2</td>
</tr>
<tr>
<td>Diploma</td>
<td>2</td>
<td>5</td>
<td>4</td>
<td>11</td>
<td>0</td>
</tr>
<tr>
<td>Certificate</td>
<td>10</td>
<td>26</td>
<td>6</td>
<td>16</td>
<td>10</td>
</tr>
<tr>
<td>Total</td>
<td>12</td>
<td>31</td>
<td>12</td>
<td>32</td>
<td>12</td>
</tr>
</tbody>
</table>
Figure 4.3a: Shows Categorization of Respondents According to Highest Professional Qualification

Table 4.3 and Figure 4.3a show that 38 (100%) respondents took part in the study out of which none of the senior teachers had Masters or B.Ed degrees but 2 (5%) had Diploma, while 10 (26%) had certificates, none of the deputy headteachers had a Masters, 2 (5%) had B.Ed, 4 (11%) had Diploma, 6 (16%) had certificates.
None of the headteachers had Masters or diploma, 2 (5%) had B.Ed, while 10 (26%) had certificates. None of the QASOs had diploma and certificate while 1 (3%) had B.Ed and Masters degrees respectively. From Figure 4.3b, it was observed that only 3% of the respondents had masters, 13% had B.Ed, 16% had diplomas and 68% had certificates. This implied that instructional supervisors at primary level were of low professional qualification i.e. certificate. Information from table 4.3 indicated that QASOs were more qualified than headteachers. This therefore meant that supervisors at primary level should seek higher professional qualifications in order to carryout effective instructional supervision.

Information on years in current station was sought from senior teachers, deputy headteachers, headteachers and QASOS and analyzed as shown below in table 4.4 and figure 4.4.

Table 4.4: Shows Respondents Number of Years in Current Station

<table>
<thead>
<tr>
<th>Respondents</th>
<th>Senior Teachers</th>
<th>Deputy Headteachers</th>
<th>Headteachers</th>
<th>QASOs</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Years</td>
<td>F</td>
<td>%</td>
<td>F</td>
<td>%</td>
<td>F</td>
</tr>
<tr>
<td>Below 5</td>
<td>2</td>
<td>5</td>
<td>5</td>
<td>13</td>
<td>4</td>
</tr>
<tr>
<td>5 to 10</td>
<td>3</td>
<td>8</td>
<td>5</td>
<td>13</td>
<td>6</td>
</tr>
<tr>
<td>Over 10</td>
<td>7</td>
<td>18</td>
<td>2</td>
<td>5</td>
<td>2</td>
</tr>
<tr>
<td>Total</td>
<td>12</td>
<td>32</td>
<td>12</td>
<td>32</td>
<td>12</td>
</tr>
</tbody>
</table>
Figure 4.4: Shows Respondents’ Number of Years in the Current Station

From Table 4.4, and Figure 4.4, it was observed that 2 (5%) of senior teachers had stayed for below 5 years, 3 (8%) had stayed for 5-10 years, while 7 (18%) had stayed for over 10 years. Five (13%) deputy headteachers had stayed for below 5 years while the same percentage had also stayed for 5-10 years, 2 (5%) had stayed for over 10 years. Four (11%) of the headteachers had stayed for below 5 years, 6 (16%) had stayed for between 5-10 years, while 2 (5%) had stayed for over 10 years. Two (5%) of QASOs had stayed in the current station for below 5 years.

From table 4.4, it was observed that 34.2% of the respondents had stayed in one station for below 5 years, 36.7% of the respondents had stayed for between 5 -10 years while 28.9% had stayed for over 10 years in the current station. It was also noted that senior teachers stayed for a longer period in one station than deputy headteachers, headteachers and QASOs. One of the consequences of the above trend could be complacency, on the part of the teachers who overstay in one station.
station. This could have negative implications as far as supervision of teachers is concerned.

4.3 Supervision Styles Preferred by QASOs, Headteachers Deputy

Headteachers and Senior Teachers

The first objective of the study was to analyze supervision styles preferred by QASOs, headteachers, deputy headteachers and senior teachers. The objective sought to find out whether supervisors use directive, nondirective, or collaborative styles in curriculum implementation. Being supervisors of the curriculum is it possible to only work with one style? This information is captured in Table 4.5.

Table 4.5: QASOs, Headteachers, Deputy Headteachers and Senior Teachers’ Responses to Styles Preferred

<table>
<thead>
<tr>
<th>Styles</th>
<th>Senior Teachers</th>
<th>Deputy Headteachers</th>
<th>Headteachers</th>
<th>QASOs</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>F</td>
<td>%</td>
<td>F</td>
<td>%</td>
<td>F</td>
</tr>
<tr>
<td>Non-Directive</td>
<td>5</td>
<td>13</td>
<td>5</td>
<td>13</td>
<td>2</td>
</tr>
<tr>
<td>Collaborative</td>
<td>5</td>
<td>13</td>
<td>2</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>Directive</td>
<td>2</td>
<td>5</td>
<td>5</td>
<td>13</td>
<td>4</td>
</tr>
<tr>
<td>Total</td>
<td>12</td>
<td>32</td>
<td>12</td>
<td>32</td>
<td>12</td>
</tr>
</tbody>
</table>
From Table 4.5, it was observed that 5 (13%) of senior teachers preferred non-directive and collaborative styles while 2 (5%) were for directive style. 5 (13%) deputy headteachers preferred directive and non-directive style while 2 (5%) preferred collaborative style. 6 (16%) of the headteachers preferred collaborative style, 4 (11%) used directive while 2 (5%) used non-directive. 1 (3%) QASOs preferred collaborative and directive style. From Table 4.5 above, 31.5% of the respondents used non-directive and directive styles of supervision while 36.8 used collaborative style. For effective instructional supervision, all the three styles should be applied.

The purpose of the study was to analyze skills and methodological constraints to instructional supervision in public primary schools in Central Division of Mumias District. The first objective was to analyze supervision styles preferred by QASOs, headteachers, deputy headteachers and senior teachers. According to the study findings QASOs, headteachers, deputy headteachers and senior teachers used collaborative, non-directive, and directive styles with varied emphasis. In a collaborative approach, all parties are encouraged to share their opinions of their problem and how to solve it. The goal is to reach a decision and treat every one as equals. Cogan (1973) advocates such a model or style which he calls ‘clinical supervision’. Cogan believes that teaching is a problem-solving process that requires sharing ideas between the teacher and supervisor. The teacher and supervisor work together in addressing the problems in the teachers’ classroom.
teaching. Okumbe, (1999) as quoted by Muleti, (2007) argues that in a democratic or consultative supervision, power is decentralized and decisions are made through consultations. In a case where people are committed to the service or idea, which they have helped to frame, they will exercise self-control, self-direction and will be motivated. All these promote job interest and encourage teachers and students to set their own targets and find the best way of achieving them. A non-directive approach allows the teacher to take control and come up with his or her own solutions to a problem. The supervisor actively probes the teacher to come up with interesting and effective ideas. Gebhard (1984) states that non-directive supervision gives the teacher freedom to express himself and clarify ideas and it makes a feeling of support and trust to exist between the teacher and supervisor.

A directive approach occurs when the supervisor takes primary responsibilities for a decision. The decision is made by the supervisor who then gives the teacher a timeframe in which the task is to be completed. Muleti, (2005) states that, the supervisor takes decisions on his or her on without consultation. Gebhard (1984) states that working with only one style can be appropriate, but it can also be limiting. Sometimes a combination of the styles might be needed or is necessary. It is, therefore, upon the supervisors whether internal or external to identify which supervisory styles work well where and when.
4.4 Ways commonly used by Public Primary Headteachers, Deputy Headteachers, Senior Teachers and QASOs to Supervise Curriculum Implementation in Their Schools

The second objective was to investigate ways commonly used by public primary headteachers, deputy headteachers, senior teachers and QASOs to supervise curriculum implementation in their schools. The objective sought to find out whether senior teachers, deputy headteachers, headteachers and QASOs observe live lessons, check on schemes of work, hold demonstration classes, discuss with teachers after the lesson, check pupils’ books and talk to pupils. This information was captured in Table 4.6.
Table 4.6 Shows Headteachers, Deputy Headteachers, Senior Teachers and QASOs Responses on Ways or Methods used in Curriculum Implementation

<table>
<thead>
<tr>
<th>Respondents</th>
<th>Senior Teachers</th>
<th>Deputy Headteachers</th>
<th>Headteachers</th>
<th>QASOs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Methods or Ways</td>
<td>F</td>
<td>%</td>
<td>F</td>
<td>%</td>
</tr>
<tr>
<td>Observe live lessons</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Agree</td>
<td>3</td>
<td>25.0</td>
<td>4</td>
<td>33.3</td>
</tr>
<tr>
<td>Disagree</td>
<td>9</td>
<td>75.0</td>
<td>8</td>
<td>66.7</td>
</tr>
<tr>
<td>Check on schemes of work</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Agree</td>
<td>6</td>
<td>50.0</td>
<td>3</td>
<td>25.0</td>
</tr>
<tr>
<td>Disagree</td>
<td>6</td>
<td>50.0</td>
<td>9</td>
<td>75.0</td>
</tr>
<tr>
<td>Hold demonstration classes</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Agree</td>
<td>0</td>
<td>0.0</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>Disagree</td>
<td>12</td>
<td>100.0</td>
<td>12</td>
<td>100.0</td>
</tr>
<tr>
<td>Discuss with teachers after the lesson</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Agree</td>
<td>5</td>
<td>41.7</td>
<td>5</td>
<td>41.7</td>
</tr>
<tr>
<td>Disagree</td>
<td>7</td>
<td>58.3</td>
<td>7</td>
<td>58.3</td>
</tr>
<tr>
<td>Check pupils' exercise books</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Agree</td>
<td>3</td>
<td>25.0</td>
<td>3</td>
<td>25.0</td>
</tr>
<tr>
<td>Disagree</td>
<td>9</td>
<td>75.0</td>
<td>9</td>
<td>75.0</td>
</tr>
<tr>
<td>Talk to pupils</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Agree</td>
<td>9</td>
<td>75.0</td>
<td>12</td>
<td>100.0</td>
</tr>
<tr>
<td>Disagree</td>
<td>3</td>
<td>25.0</td>
<td>0</td>
<td>0.0</td>
</tr>
</tbody>
</table>

From table 4.6, it was seen that 2 (100%) QASOs observe live lessons, check on schemes of work, discuss with teachers after the lesson, check pupils’ exercise books, talk to pupils but do not hold demonstration classes. All the 12 (100%)
headteachers do not hold demonstration classes but talk to pupils. However, 5 (41.7%) observe live lessons and discuss with teachers after the lesson, while only 2 (16.7%) check on schemes of work and pupils books.

Twelve (100%) of deputy headteachers talked to pupils but did not hold demonstration classes. However, 5 (41.7%) discussed with teachers after the lesson. Three (25%) of deputy headteachers checked schemes of work and pupils’ exercise books while 4 (33.3%) observed live lessons.

All the 12 (100%) senior teachers do not hold demonstration classes while 9 (75%) talk to pupils and 6 (50%) check schemes of work. On the other hand, 5 (41.7%) discuss with teachers after the lesson while 3 (25%) observe live lessons and check pupils’ exercise books.

From table 4.6, it was noted that headteachers, deputy headteachers, senior teachers use more or less same methods to supervise curriculum as the QASOs but with less emphasis on observing live lessons, checking on schemes of work and holding demonstration classes. Cogan (1973) says that when supervisors meet teachers in the classrooms and in conferences, it improves interpersonal relation and creates rapport between supervisors and teachers. For effective instructional supervision, supervisors should observe live lessons, check on schemes of work, hold demonstration classes, discuss with teachers after the lesson, check pupils’
exercise books and talk to pupils. These activities are supported by Okumbe (1988) in his research on effectiveness of supervision and inspection when he says that the role of a headteacher or supervisor is to observe live lessons, hold conferences with teachers, develop syllabi, guide the curriculum and lesson plans. Observing live lessons and holding demonstration classes is a view supported by Godhammer et al., (1980) that portrays supervision as an activity which education administrators express leadership in the improvement of learning and teaching such as observation of classroom conference. Classroom observation is very necessary if teaching and learning have to go on smoothly because it monitors progress in syllabus coverage, classroom management, correct methodology and teachers are always on the alert on how they prepare and deliver in class. This is supported by Okumbe (1999) who asserts that the rationale designed improves classroom performance.

4.5 Skills or techniques Primary Headteachers, deputy headteachers and Senior teachers use in supervisory activities.

The third objective was to find out skills or techniques Primary headteachers, deputy headteachers and senior teachers use in supervisory activities. The senior teachers, deputy headteachers and headteachers are the residential supervisors of the curriculum in their schools as indicated in the literature review but is it
possible to perform this duty without required knowledge and skills? This
information is captured in Table 4.9.

Table 4.7 Shows Senior Teachers, Deputy Headteachers, headteachers and
QASOs Responses to Skills or Techniques used in Supervisory Activities.

<table>
<thead>
<tr>
<th>Skills or Techniques</th>
<th></th>
<th>Senior Teachers</th>
<th></th>
<th>Deputy Headteacher</th>
<th></th>
<th>Headteacher</th>
<th></th>
<th>QASOs</th>
<th></th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>F</td>
<td>%</td>
<td>F</td>
<td>%</td>
<td>F</td>
<td>%</td>
<td>F</td>
<td>%</td>
<td></td>
</tr>
<tr>
<td>Conceptual Human Relation</td>
<td></td>
<td>6</td>
<td>16</td>
<td>4</td>
<td>11</td>
<td>5</td>
<td>13</td>
<td>1</td>
<td>3</td>
<td>16</td>
</tr>
<tr>
<td>Technical</td>
<td></td>
<td>2</td>
<td>5</td>
<td>2</td>
<td>5</td>
<td>4</td>
<td>11</td>
<td>0</td>
<td>0</td>
<td>8</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>12</td>
<td>32</td>
<td>12</td>
<td>32</td>
<td>12</td>
<td>32</td>
<td>2</td>
<td>6</td>
<td>38</td>
</tr>
</tbody>
</table>

From Table 4.7 above, 38 (100%) respondents took part in the study out of whom
6 (16%) senior teachers used conceptual skills, 2 (5%) used human relation skills
while 4 (11%) used technical skills. Four (11%) of the deputy headteachers used
conceptual skills, 2 (5%) used human relation skills while 6 (16%) used technical
skills. Five (13%) of headteachers used conceptual skills, 4 (11%) used human
relation while 3 (8%) used technical skills. One (3%) QASOs used conceptual and
technical skills and none of human relation skills.

Table 4.7 shows that there were 38 (100%) respondents in the study out of whom
16 (42%) of the respondents applied conceptual skills, 8 (21%) used human
relation skills and 14 (36.8%) applied technical skills. This showed that the
various skills were used with varying emphases apart from human relation skill which was notably low. It was established from the findings of the study that senior teachers, deputy headteachers, headteachers and QASOs use conceptual and technical skills but put less emphasis on human relation skills. There are certain constraints that hinder instructional supervisors from carrying out effective instructional supervision such as lack of basic skills necessary for supervision. Okumbe (1999) notes that to provide an effective supervisory leadership, supervisors must acquire basic skills, which include conceptual, human relations and technical. Human relation skill is key to effective instructional supervision because it motivates the teacher and improves classroom performance, since they feel appreciated and recognized. This is in line with the views of Rue and Byars, (1982) who state that human relation entails the aspect of recognizing and appreciating fellow human beings as having feelings.

4.6 Frequency of supervision

The fourth objective was to find out how often supervision is done. Information on frequency of supervision in schools was sought from senior teachers, deputy headteachers, headteachers and QASOs to find out how regularly instructional supervision was done in schools. The information was then analyzed as shown in Table 4.8 and Figure 4.7 below.
Table 4.8 Shows Responses of Senior Teachers, Deputy Headteachers, Headteachers and QASOs to How Often Supervision is Done.

<table>
<thead>
<tr>
<th>Respondents</th>
<th>Senior Teachers</th>
<th>Deputy Headteachers</th>
<th>Headteacher</th>
<th>QASOs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Training</td>
<td>F</td>
<td>%</td>
<td>F</td>
<td>%</td>
</tr>
<tr>
<td>Supervise Instruction Often</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Agree</td>
<td>5</td>
<td>42</td>
<td>5</td>
<td>42</td>
</tr>
<tr>
<td>Disagree</td>
<td>7</td>
<td>58</td>
<td>7</td>
<td>58</td>
</tr>
</tbody>
</table>

Figure 4.7 Responses to how often supervision is done

From table 4.8 and Figure 4.7 above, it was observed that 5 (42%) of senior teachers and deputy headteachers, 6 (50%) of headteachers and 100% of QASOs do not supervise instruction often; QASOs are not regular in supervision of instruction. This showed that majority of the supervisors were not regular in supervision hence no quality learning and teaching was guaranteed. Regular
supervision is necessary for effective supervision. According to Okumbe (1999) teachers’ supervision is today considered as that dimension of education administration concerned with improving instructional effectiveness.

4.6 Involvement in Supervision Training

The fifth objective was to establish whether instructional supervisors have attended any training in instructional supervision. Information on involvement in supervision training was sought from senior teachers, deputy headteachers, headteachers and QASOS to find out if they are trained in instructional supervision. The information was analyzed as shown below in Table 4.9, 4.10 and Figure 4.8 as shown below.

Table 4.9 QASOs responses to involvement in-service training

<table>
<thead>
<tr>
<th>Statement: QASOs Receive Regular In-Service Training</th>
<th>F</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Disagree</td>
<td>2</td>
<td>100</td>
</tr>
</tbody>
</table>

From table 4.9 it can be seen that all 2 (100%) QASOs do not receive regular in-service training. This implies that QASOs are not regularly in-serviced and this has a negative bearing on effective instructional supervision because it leaves QASOs less competent for the job. Wangai (2007) states that although QASOs are highly qualified academically and professionally, there is need to in-service
them on the recent approaches to supervision. The current system of recruiting classroom teachers to be QASOs with no training or induction on the work of QASOs is too simplistic.

**Table 4.10 Shows Headteachers, Deputy Headteachers and Senior Teachers’ Involvement in Instructional Supervision Training**

<table>
<thead>
<tr>
<th>Respondents</th>
<th>Senior Teachers</th>
<th>Deputy Headteachers</th>
<th>Headteacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>Training</td>
<td>F %</td>
<td>F %</td>
<td>F %</td>
</tr>
<tr>
<td>Supervision</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Agree</td>
<td>0 0</td>
<td>0 0</td>
<td>0 0</td>
</tr>
<tr>
<td>Disagree</td>
<td>12 100</td>
<td>12 100</td>
<td>12 100</td>
</tr>
<tr>
<td>Management</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Agree</td>
<td>3 25</td>
<td>6 50</td>
<td>11 92</td>
</tr>
<tr>
<td>Disagree</td>
<td>9 75</td>
<td>6 50</td>
<td>1 8</td>
</tr>
</tbody>
</table>

**Respondents’ Involvement in Supervision Training**

[Bar chart showing frequency and percentage for Senior Teachers, Deputy Headteachers, and Headteachers for Supervision and Management categories, with Agree and Disagree categories.]
According to the findings in Table 4.10 and Figure 4.8, 11 (91.7%) headteachers have attended management courses and not supervision, while 1 (8.3%) have never attended management nor supervision courses. Six (50%) of deputy headteachers have attended management and not supervision courses while 50% have not. Three which is 25% of senior teachers have attended management and not supervision while 9 (75%) have neither attended management nor supervision courses. This therefore, implied that the supervisors had not attended any course on supervision training.

The other key finding was that QASOs do not receive regular in-service training while headteachers, deputy headteachers and senior teachers have attended management courses and not instructional supervision training. The knowledge they possess on supervision if any is what they learnt on the job through experience or knowledge disseminated during headteachers, deputy headteachers and senior teachers seminars and workshops. Eshiwani (1993) advises that because the improvement of education depends mainly on the improvement of teacher competency, there is need for systematic upgrading and training programme for primary, secondary and third level teaching staff, through long term and short term courses and for upgrading the skills of the teacher through in service training.
CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter produces summary of the research findings, conclusions, recommendations and suggestions for further research. The purpose of the study was to identify skill and methodological constraints to effective instructional supervision in public primary schools in Central Division of Mumias District.

The objectives that guided the study were as follows:

i). To analyze supervision styles preferred by headteachers, deputy headteachers, senior teachers and QASOs.

ii). To investigate ways commonly used by public primary headteachers, deputy headteachers, senior teachers and QASOs to supervise curriculum implementation in their schools.

iii). To find out skills or techniques primary headteachers, deputy headteachers, senior teachers and QASOs use in supervisory activities.

iv). To find out how often instructional supervision is done by external and internal supervisors.

v). To establish whether instructional supervisors have attended any training in instructional supervision.
5.1 Summary of the findings

Demographic characteristics of senior teachers, deputy headteachers, headteachers and QASOs

From the findings, it was observed that female teachers were under represented in leadership positions like headship and QASOs. Table 4.1 shows that out of the 38 respondents that took part in the study, only 8 (21%) of the respondents were female while 30 (79%) of respondents were male.

The findings revealed that QASOs were generally older than headteachers who were older than deputy headteachers who were older than senior teachers; this was because 100% of QASOs, 75% of headteachers, 50% of deputy headteachers interviewed were above 40 years and there was no senior teacher above 40 years.

Information from table 4.3 indicated that QASOs were more qualified than headteachers deputy headteachers and senior teachers. For example 3% of QASOs had Masters Degrees, while headteacher, deputy headteacher and senior teachers had none. Five (5%) of headteachers and deputy headteachers had B.Ed degrees, and none of the senior teachers had B.Ed degree. Twenty six (26%) senior teachers and headteachers and 16% deputy headteachers had certificates. This implied that majority of the interviewed supervisors had the lowest qualification which was certificate.
From table 4.4 it was found that senior teacher tended to stay in one working station longer than the deputy headteachers and headteachers who in turn stayed longer than QASOs. For example, 18% of senior teachers had stayed in one station for over 10 years, 5% of deputy headteachers and headteachers had stayed for over 10 years in one station. One of the consequences of the above trend could be complacency on the part of the teachers who overstayed in one station. This could have negative implications as far as supervision of teachers is concerned.

The first objective was to analyze supervision styles preferred by QASOs, headteachers deputy headteachers and senior teachers. According to the study findings, QASOs, headteachers, deputy headteachers and senior teachers all used the following styles: collaborative, non-directive and directive styles but overemphasized on some styles and not others. From Table 4.5, it was observed that 5 (13%) of senior teachers preferred non-directive and collaborative styles while 2 (5%) were for directive style. Five (13%) deputy headteachers preferred directive and non-directive style while 2 (5%) preferred collaborative style. Six (16%) of headteachers preferred collaborative style, 4 (11%) used directive while 2 (5%) used non-directive. One (3%) QASOs preferred collaborative and directive style. For effective instructional supervision, all the three styles should be applied. Using one style of supervision may be appropriate but it is limiting.
2. The second objective was to investigate ways commonly used by public headteachers, deputy headteachers and senior teachers to supervise curriculum. According to the findings of the study, it was observed that headteachers, deputy headteachers and senior teachers used more or less the same methods to supervise curriculum as the QASOs with no holding of demonstration classes. Less emphasis was put on observing live lessons, checking on schemes of work, discussing with teachers after the lessons and checking pupils’ exercise books.

From table 4.6, it can be seen that 100% QASOs observe live lessons, check on schemes of work, discuss with teachers after the lesson, check pupils’ exercise books, talk to pupils but do not hold demonstration classes. All the 100% headteachers did not hold demonstration classes but talked to pupils. However, below 50% of the headteachers observed live lessons, discussed with teachers after the lesson, checked on schemes of work and pupils’ exercise books, 100% of deputy headteachers talked to pupils but did not hold demonstration classes. Below 50% of the deputy headteachers discussed with teachers after the lesson, checked schemes of work and pupils exercise books and observed live lessons. All the 100% senior teachers did not hold demonstration classes, 50% and above talked to pupils and checked schemes of work, below 50% discussed with teachers after the lesson, observed live lessons and checked pupils’ exercise books.
3. The third objective was to find out skills or techniques primary headteachers, deputy headteachers, senior teachers and QASOs use in supervisory activities. According to the study findings, headteachers, deputy headteachers, senior teachers and QASOs used the same skills in supervisory activities i.e. conceptual, technical and human relation skills but with varying emphases on each of the skills and lesser emphasis on human relation skill. From Table 4.7 above, 38 (100%) respondents took part in the study out of which 6 (16%) senior teachers used conceptual skills, 2 (5%) used human relation skills while 4 (11%) used technical skills. Four (11%) of the deputy headteachers used conceptual skills, 2 (5%) used human relation skills while 6 (16%) used technical skills. Five (13%) of headteachers used conceptual skills, 4 (11%) used human relation while 3 (8%) used technical skills. Table 4.1 shows that there were 38 (100%) respondents in the study out of which 16 (42%) of the respondents applied conceptual skills, 8 (21%) used human relation skills and 14 (36.8%) applied technical skills. This showed that the various skills were used with varying emphasis apart from human relation skill which was notably low. It was therefore established from the findings of the study that senior teachers, deputy headteachers, headteachers and QASOS use more of conceptual skills, technical skills and lesser of human relation skills.

3. The third objective was to find out skills or techniques Primary headteachers, deputy headteachers, senior teachers and QASOs use in supervisory activities.
According to the study findings headteachers, deputy headteachers, senior teachers and QASOs used the same skills in supervisory activities i.e. conceptual, technical and human relation skills but with varying emphasis on each of the skills and lesser emphasis on human relation skill.

From Table 4.9 above, 38 (100%) respondents took part in the study out of whom 6 (16%) senior teachers used conceptual skills, 2 (5%) used human relation skills while 4 (11%) used technical skills. Four (11%) of the deputy headteachers used conceptual skills, 2 (5%) used human relation skills while 6 (16%) used technical skills. Five (13%) of headteachers used conceptual skills, 4 (11%) used human relation while 3 (8%) used technical skills. Table 4.1 shows that there were 38 (100%) respondents in the study out of whom 16 (42%) of the respondents applied conceptual skills, 8 (21%) used human relation skills and 14 (36.8%) applied technical skills. This showed that the various skills were used with varying emphasis apart from human relation skill which was notably low. It was therefore, established from the findings of the study that senior teachers, deputy headteachers, headteachers and QASOs use more of conceptual skills, technical skills and lesser human relation skills.

The fourth objective was to find out how often instructional supervision is done. According to Table 4.8, the other key finding was that frequency of supervision
was generally low as 5 (42%) senior teachers and deputy headteachers, 6 (50%) of the headteachers and 2 (100%) QASOs did not supervise instruction regularly.

The fifth objective was to establish whether the instructional supervisors have attended any training in instructional supervision. The study revealed that QASOs do not receive regular in-service training. According to Table 4.9, 100% of QASOs disagreed with the statement: “QASOs receive regular in-service training”. It was, therefore, concluded that QASOs do not receive regular in-service training. Table 4.10 revealed that headteachers, deputy headteachers and senior teachers had attended management courses and not instructional supervision training.

5.2 Conclusions
The main purpose of the study was to identify skill and methodological constraints to instructional supervision. Based on the research findings of the study the researcher concludes that senior teachers, deputy headteachers, headteachers and QASOs in Central Division of Mumias District had skill and methodological constraints in instructional supervision. The skill and methodological constraints were, lack of employing all the supervision styles adequately, inadequate methods used in curriculum implementation, e.g no observation of live lessons, checking of schemes of work, discussing with teachers after the lesson and checking pupils’ exercise books. Lack of training in
supervision, irregular supervision and poor human relation skills formed the other constraints. The respondents suggested that supervisors should employ all the supervision styles, all methods that are required for effective curriculum implementation, go for in-service courses to keep abreast with the changing supervisory techniques, carry out regular supervision and improve on their human relation skills. The study has contributed greatly to understanding in greater depths the skill and methodological constraints to instructional supervision not only in Central Division of Mumias District, but the whole country. If the constraints are addressed by the concerned parties, instructional supervision will be more effective in meeting its core objective of maintaining high standards of education in schools.

5. 3 Policy recommendations

Based on the findings of the study, the researcher made the following recommendations:

i). Supervisors, i.e. senior teachers, deputy headteachers, headteachers and QASOs should put emphasis on all supervision styles.

ii). Supervisors should attend regular in-service training to improve their performance in instructional supervision.

iii). Senior teachers, deputy headteachers, headteachers and QASOs should apply all methods used to supervise curriculum implementation for effective instructional supervision.
5.4 Suggestions for further research

Further research is needed as the study only covered Central Division of Mumias District.

i) A similar study should be carried out in other regions to find out skill and methodological constraints to instructional supervision.

ii) There is need to find out how instructional supervision effectiveness impacts on academic performance in primary schools.

iii) Further research should be conducted to establish the best supervision styles and methods that could be adopted in our education system to improve our standards of education.
REFERENCES


Nairobi: Government Printer.


APPENDICES

Appendix (i): Letter Of Introduction to Respondents

Masiga Violet Betty,
Kenyatta University
Department of Educational
Management, Policy and
Curriculum Studies,
P.O Box 43844,
Nairobi.

Dear Sir / Madam,

REF : SKILLS AND METHODOLOGICAL CONSTRAINTS TO
EFFECTIVE INSTRUCTIONAL SUPERVISION IN PUBLIC PRIMARY
SCHOOLS IN CENTRAL DIVISION OF MUMIAS DISTRICT.

I am a postgraduate student at Kenyatta University in the Department of
Education Management Policy and Curriculum Studies. I am conducting a study
on skills and methodological constraints to effective instructional supervision in
Public primary schools in Central Division of Mumias District.

I hereby request you to respond to the questionnaire items as honestly as possible
and to the best of your knowledge. The questionnaires are designed for this
research purpose only. Therefore, the responses will be absolutely confidential
and anonymous. No name shall be required from any respondent and institution.
Thanking you in advance.

Yours faithfully,

MASIGA VIOLET BETTY

M.Ed student

Kenyatta University.
Appendix (ii): Quality Assurance and Standards Officers’ Questionnaires

PART A

Please tick (✓) or answer as appropriate

1. Sex
   Male ( )
   Female ( )

2. Age
   20 – 30 ( )
   30 – 40 ( )
   Above 40 ( )

3. Years of service as a Quality Assurance and Standards Officer.
   Below 5 years ( )
   5-10 years ( )
   Over 10 years ( )

4. Years of service in current station ___________________________

5. How many years did you work as a teacher before you became a Quality Assurance and Standards Officer?
   Below 5 years ( )
   5-10 years ( )
   Over 10 years ( )

6. According to your own opinion, is it necessary for an aspiring Quality Assurance and Standards Officer to work as a teacher for a minimum number of years before becoming one?
   Yes ( )
   No ( )
Explain your answer------------------------------------------------------------------------------------------------------------------------
------------------------------------------------------------------------------------------------------------------------

7. Highest academic qualification

Degree (   )
Diploma (   )
Certificate (   )
Masters Degree (   )

8. Please state your highest professional qualifications-------------------------------------------

B.Ed (   )
M.Ed (   )

9. Have you attended any training in the area of school supervision?

Yes (   )  No (   )

If yes, state when, duration of course and type of course.

<table>
<thead>
<tr>
<th>Yes</th>
<th>Type of course</th>
<th>Course duration</th>
</tr>
</thead>
<tbody>
<tr>
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</table>

10. How many Quality Assurance and Standards Officers are you within the district? ________________________________

Is it the recommended number? Yes (   )  No (   )
11. How many schools on average in your Division are inspected in one term?

<table>
<thead>
<tr>
<th>Number</th>
<th>Term</th>
<th>Percentage</th>
</tr>
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**PART B**

Please read through the following questions and indicate whether you strongly agree with, agree, disagree, strongly disagree, or undecided, indicate your response by (✓) in one of the boxes provided to the right of each item. One response is sufficient for each question.

**Key:**
- Strongly agree  - SA
- Agree  - A
- Disagree  - D
- Strongly disagree  - SD
- Undecided  - UD

Quality Assurance and Standards Officers - QASOs
Directorate Quality Assurance and Standards – DQAS

<table>
<thead>
<tr>
<th></th>
<th>SA</th>
<th>A</th>
<th>D</th>
<th>SD</th>
<th>UD</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>QASOs understand the internal environment in which they operate</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>QASOs have knowledge on curriculum and instruction</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>QASOs interact well with teachers.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>QASOs receive regular in service training.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Most of the inspections are of fire fighting type</td>
<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>
6. Schools are inspected irregularly

7. QASOs give the teacher freedom to express himself or herself and clarify ideas.

8. QASOs work with teachers as equals i.e. share opinions

9. QASOs direct and inform the teachers

10. During inspection inspectors undertake the following activities.

   1. Observe live lessons.

   2. Check on schemes of work.

   3. Hold demonstration classes.

   4. Discuss with teachers after lesson observation.


   6. Talk to pupil.
Appendix (iii): Deputy Headteachers’ Questionnaires

Key: QASOs - Quality Assurance Standards Officers.

Please tick (✓) or answer as appropriate.

1. Sex
   Male ( )
   Female ( )

2. Age
   20 - 30 years ( )
   30 - 40 years ( )
   Above 40 years ( )

3. What is your highest professional status?
   Degree ( )
   Diploma ( )
   SI ( )
   PI ( )

4. For how long have you been a Deputy Headteacher?
   Below 5 years ( )
   5 - 10 years ( )
   Over 10 years ( )

5. How long have you been a teacher in your current station?
   Below 5 years ( )
   5 - 10 years ( )
   Over 10 years ( )

6. How often do you carry out instructional supervision?
PART B

Please read through the following questions and indicate whether you strongly agree with them, agree, disagree, strongly disagree or undecided. Indicate your response by (✓) in one of the boxes provided to the right of each item. One response is sufficient for each item.

Key:

Strongly Agree (SA)
Agree (A)
Disagree (DA)
Strongly Disagree (SD)
Undecided (UD)

QASOs: Quality Assurance and Standards Officer.
1. Deputy headteachers undertake the following activities.
   - Observe live lessons.
   - Hold demonstration classes.
   - Discuss with teachers after lesson demonstration.
   - Check pupils’ exercise books.
   - Check on schemes of work.
   - Talk to pupils.

2. Deputy headteachers understand both the internal and external environment in which they operate.

3. Deputy headteachers have knowledge on curriculum instruction.

4. Deputy headteachers relate well with teachers.

5. Deputy headteachers give teachers freedom to express themselves and clarify ideas.

6. Deputy headteachers share opinions of problems and how to solve with teachers or treat teachers as equals.

7. Deputy headteachers direct and inform the teachers.

8. Deputy headteachers are trained in instructional supervision.

Appendix (iv): Senior Teachers’ Questionnaires

PART A

Key: QASOs - Quality Assurance and Standards Officers

Please tick (✓) or answer as appropriate.

1. Sex
   Male (   )   Female (   )

2. Age
   20 - 30 years (   )
   30 - 40 years (   )
   Above 40 years (   )

3. Years of service as a teacher in the station.
   Below 5 years (   )
   5 -10 years (   )
   Over 10 years (   )

PART B

Please read through the following questions and indicate whether you strongly agree with the statements, Agree, Disagree, Strongly Disagree, or Undecided. Indicate your response by (✓) in the boxes provided to the right of each item. One response is sufficient for each question.
Key:

Strongly Agree - SA
Agree - A
Disagree - D
Strongly Disagree - SD
Undecided - U

QASOs - Quality Assurance and Standards Officers

<table>
<thead>
<tr>
<th></th>
<th>Senior teachers have knowledge on curriculum and instruction.</th>
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<tr>
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<th>Senior teachers understand both internal and external environment in which they operate.</th>
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<td>2</td>
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<tr>
<th></th>
<th>Senior teachers interact well with teachers.</th>
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<td>3</td>
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<tr>
<th></th>
<th>Senior teachers understand and perform their jobs effectively.</th>
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<td>4</td>
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</table>

<table>
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<tr>
<th></th>
<th>Senior teachers give teachers freedom to express themselves and clarify ideas.</th>
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<td>5</td>
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<tr>
<th></th>
<th>Senior teachers share opinions of problems and how to solve them with teachers or treat teachers as equals.</th>
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<tr>
<td>6</td>
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<table>
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<tr>
<th></th>
<th>Senior teachers direct and inform the teachers.</th>
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<tbody>
<tr>
<td>7</td>
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</table>
8. Senior teachers undertake the following activities:
   - Observe live lessons.
   - Check on schemes of work.
   - Hold demonstration classes.
   - Discuss with the teacher after the lesson.
   - Check pupils’ exercise books.
   - Talk to pupils.

9. Senior teachers supervise instruction oftenly.

10. Senior teachers are trained in instructional supervision.
Appendix (v): Interview Schedule For Headteachers

Key: QASOs - Quality, Assurance and Standards Officers.

PURPOSE:

The purpose of this interview guide is to obtain information from Headteachers about how QASOs and headteachers conduct supervision roles.

Sex: .................................................................

Age: ......................................................................

Professional qualification: ................................................

1. How many years have you been in this school as a Headteacher?..................

2. Have you attended any instructional supervision training?.................................

3. What is your role as an instructional supervisor?

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4. What skills or techniques do you employ when carrying out instructional supervision?

5. How often do you carry out supervision in your school?

6. Which supervision styles do you employ on your teachers?
1. Non-directive
2. Collaborative
3. Directive

Explain your chosen style or styles of supervision

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