OBSTACLES TO EFFECTIVE INSTRUCTIONAL SUPERVISION IN
PUBLIC PRIMARY SCHOOLS IN MBOONI DIVISION, MBOONI
WEST DISTRICT, KENYA

BY
CHARLES KIAMBA JOHN
E55/CE/11688/07

A RESEARCH PROJECT FOR THE MASTER OF EDUCATION
SUBMITTED TO THE DEPARTMENT OF EDUCATIONAL
MANAGEMENT, POLICY AND CURRICULUM STUDIES, IN THE
SCHOOL OF EDUCATION

KENYATTA UNIVERSITY

OCTOBER 2011
DECLARATION

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

CHARLES KIAMBA JOHN
E55/CE/11688/07

This research project has been submitted for examination and approved by supervisors;

DR. GEORGE A. ONYANGO
DATE

Lecturer,
Department of Educational Management, Policy and Curriculum Studies,
Kenyatta University.

DR. FELICITA W. NJUGUNA
DATE

Lecturer,
Department of Educational Management, Policy and Curriculum Studies,
Kenyatta University.
# TABLE OF CONTENTS

Declaration ........................................................................................................................................... i

Table of contents ................................................................................................................................. ii

List of figures ...................................................................................................................................... vii

List of tables ....................................................................................................................................... viii

Acknowledgement ............................................................................................................................... ix

List of acronyms and abbreviations .................................................................................................... x

Abstract ............................................................................................................................................... xi

## CHAPTER ONE: INTRODUCTION

1.1 Background of the study ................................................................................................................ 1

1.2 Statement of the problem ............................................................................................................. 8

1.3 Purpose of the study ..................................................................................................................... 9

1.4 Objectives of the study ................................................................................................................ 9

1.5 Research questions ..................................................................................................................... 9

1.6 Assumptions of the study .......................................................................................................... 10

1.7 Limitations of the study ............................................................................................................. 10

1.8 Delimitations of the study .......................................................................................................... 11

1.9 Conceptual framework ............................................................................................................. 12

1.10 Operational definition of central terms ................................................................................ 14
CHAPTER TWO: LITERATURE REVIEW

2.1 Introduction ........................................................................................................... 16
2.2 The meaning and historical development of instructional supervision. ...............16
2.3 The purpose of instructional supervision .................................................................21
2.4 Principles of schools instructional supervision .......................................................22
2.5 Areas of supervision .................................................................................................24
2.6 Basic skills in supervision .......................................................................................26
2.7 Supervisory activities in primary schools .................................................................27
2.8 Problems related to approved curriculum and instruction .....................................28
2.9 Problems related to physical and material resources .............................................30
2.10 Obstacles related to supervision ..........................................................................32
2.11 Improving supervision .........................................................................................32

Summary .....................................................................................................................34

CHAPTER THREE: RESEARCH METHODOLOGY

3.1 Introduction .............................................................................................................35
3.2 Research design ......................................................................................................35
3.3 Locale of the study ..................................................................................................35
3.4 Target population ..................................................................................................36
   3.4.1 Schools ............................................................................................................36
   3.4.2 Respondents .....................................................................................................36
3.5 Sampling Design ....................................................................................................36
   3.5.1 Schools ............................................................................................................37
4.3.3. QASOs response on support from Ministry of Education………………….49
4.3.4 QASOs response on various assessment issues……………………….50
4.3.5. Frequency of Implementation of supervision report recommendations….. …51
4.3.6. QASOs perception on supervisory issues to teachers and headteachers……..51

4.4. Problems faced by Headteachers in their supervisory roles……………………………52

4.4.1 Number of lessons per week……………………………………………….52
4.4.2 Headteachers response on In-service training……………………………..53
4.4.3 Capacity building and motivation of teachers……………………………..55
4.4.4 Execution of evaluation exercise…………………………………………………56
4.4.5 Schools performance………………………………………………………………57
4.4.6 Reasons for poor performance of pupils in KCPE…………………………58
4.4.7 Status of physical facilities……………………………………………………..60
4.4.8 Support for pupils with special needs………………………………………..61

4.5 Challenges faced by Teachers in their supervisory duties…………………………..62

4.5.1 Teaching workload……………………………………………………………62
4.5.2 Assessment of teachers by QASOs and Headteachers…………………….63
4.5.3 Teachers response on In-service courses, seminars and workshops ……….64
4.5.4 Teacher- pupil ratio…………………………………………………………….66
4.5.5 The frequency of teacher meetings ………………………………………….67

4.6 Measures that can be taken to improve effective instructional supervision………..68
4.7 Teachers attitudes towards instructional supervision……………………………..69
CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction...........................................................................................................72

5.2 Summary of the findings.........................................................................................72

5.2.1 Demographic profile of the respondents.........................................................72

5.2.2 Nature of challenges faced by QASOs in their supervisory duties.................73

5.2.3 Problems faced by Headteachers and teachers in their supervisory roles.....74

5.2.4 Measures that can be taken to improve effective instructional supervision...77

5.3 Conclusions............................................................................................................78

5.4 Recommendations.................................................................................................80

5.5 Suggestions for further study................................................................................82

References..................................................................................................................83

APPENDICES

APPENDIX I: Letter of introduction to respondents..................................................89

APPENDIX II: Questionnaire for head teachers.........................................................90

APPENDIX III: Questionnaire for assistant teachers................................................96

APPENDIX IV: Questionnaire for QASOs.................................................................103

APPENDIX V: Time frame of the study.....................................................................107

APPENDIX VI: Budget of the study...........................................................................108

APPENDIX VII: Letter of research authorization....................................................109
LIST OF FIGURES

Figure 1.1: Conceptual framework .................................................................13

Figure 4.1 Headteachers lessons per week......................................................52

Figure 4.2 Headteachers response on in-service training.................................54

Figure 4.3 Headteachers response on whether they encouraged teachers attend in-service Courses.................................................................55

Figure 4.4 Other obstacles encountered in the management of curriculum and instruction. .................................................................59

Figure 4.5 Facilities for special needs.................................................................62

Figure 4.6 Teaching workload for teachers........................................................62

Figure 4.7 Teachers response on in-service courses, seminars and workshops........65

Figure 4.8 Teacher-pupil ratio.......................................................................66

Figure 4.9 Frequency of teachers meetings ......................................................67
LIST OF TABLES

Table 3.1: Sample size for data collection .......................................................38.
Table 4.1 Age of the respondents.................................................................44
Table 4.2 Professional qualifications of the respondents.................................45
Table 4.3 QASOs supervision experience .......................................................46
Table 4.4 Headteachers experience in school leadership..................................47
Table 4.5 Teachers experience in teaching.....................................................48
Table 4.6 QASOs response on support from Ministry of Education....................49
Table 4.7 QASOs response on various assessment issues...............................50
Table 4.8 QASOs perception on supervisory issues to teachers and headteachers...51
Table 4.9 Classes taught by headteachers......................................................53
Table 4.10 Extend to which headteachers carried out their evaluation exercise....56
Table 4.11 Reasons for poor performance......................................................58
Table 4.12 Response on whether the physical facilities were adequate or not......60
Table 4.13 Assessment of teachers by QASOs and Headteachers....................64
Table 4.14 Teachers attitude towards instructional supervision.......................70
ACKNOWLEDGEMENTS

First and foremost I would like to express my appreciation to all my lecturers from the department of Educational Management, Policy and Curriculum Studies, Kenyatta University and more so, my supervisors Dr. George Onyango A. and Dr. Felicita W. Njuguna, Senior Lecturers, Department of Educational Management, Policy and Curriculum Studies, Kenyatta University, for their enabling support, guidance and positive criticism which led to the development of this research project. My very deep and heart felt appreciation is expressed to my dear wife Pauline Ndunge and my loving daughters Patience Kaluki and Sally Nduku for their love and moral support during the project writing period.

I would also like to convey sincere gratitude to the Mbooni Division Education Personnel, all the primary school headteachers and teachers who in one way or another assisted me in the development of the research study. My classmates and friends such as Munyao, Patricia, Michael, Muli Ron, Mwinzi Willy, Muunde Richard among others deserve special thanks for their assistance throughout the course. Their informed and focused suggestions provided the main impetus to write this research project.

May all glory be to the almighty God through whom all things are made possible.
**LIST OF ACRONYMS AND ABBREVIATIONS**

<table>
<thead>
<tr>
<th>Acronym</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>AEO.</td>
<td>Area Educational Officer.</td>
</tr>
<tr>
<td>A-Level</td>
<td>Advanced Level.</td>
</tr>
<tr>
<td>ATS.</td>
<td>Approved Teacher Status.</td>
</tr>
<tr>
<td>B.ED.</td>
<td>Bachelor of Education.</td>
</tr>
<tr>
<td>CPE.</td>
<td>Certificate of Primary Education.</td>
</tr>
<tr>
<td>EFA</td>
<td>Education For All.</td>
</tr>
<tr>
<td>FPE</td>
<td>Free Primary Education.</td>
</tr>
<tr>
<td>HMI</td>
<td>Her Majesty the Inspectorate.</td>
</tr>
<tr>
<td>KCPE.</td>
<td>Kenya Certificate of Education.</td>
</tr>
<tr>
<td>KIE</td>
<td>Kenya Institute of Education.</td>
</tr>
<tr>
<td>M.ED</td>
<td>Master of Education.</td>
</tr>
<tr>
<td>MOE</td>
<td>Ministry of Education.</td>
</tr>
<tr>
<td>NARC</td>
<td>National Rainbow Coalition.</td>
</tr>
<tr>
<td>O-Level</td>
<td>Ordinary Level.</td>
</tr>
<tr>
<td>P₁</td>
<td>Primary 1.</td>
</tr>
<tr>
<td>P₂</td>
<td>Primary 2.</td>
</tr>
<tr>
<td>QASO</td>
<td>Quality assurance and standards officer.</td>
</tr>
<tr>
<td>SMC</td>
<td>School Management Committee.</td>
</tr>
<tr>
<td>SPSS</td>
<td>Standard package for social sciences.</td>
</tr>
<tr>
<td>TSC</td>
<td>Teachers Service Commission.</td>
</tr>
<tr>
<td>UPE</td>
<td>Universal Primary Education.</td>
</tr>
</tbody>
</table>
ABSTRACT

Since early 1960’s the Kenyan government showed her commitment to the provision of Universal Primary Education (Republic of Kenya, 1964). When NARC formed government in 2003, primary education was declared to be free and compulsory (MOEST, 2003). The main problem for this study was that, despite the critical role played by the Ministry of Education, in ensuring supervision in primary schools, its effectiveness has not been realized since schools continue to experience: - Teacher shortage, increased pupils enrolment, lack of clear guidelines on admission where over-age pupils learned with young pupils, delay in disbursement of funds and inadequate classrooms to accommodate the large number of pupils enrolled under FPE. The purpose of this study was to determine the obstacles to effective instructional supervision, faced by Quality Assurance and Standard Officers (QASOs), headteachers and teachers with regard to curriculum and instruction and physical and material resources, in public primary schools in Mbooni division, Mbooni West district, Kenya. It also sought to find out the measures that could be taken to improve effective instructional supervision. The target population was 64 headteachers, 512 teachers, and 3 QASOs. The study sampled 16 public primary schools (7 from Mbooni zone, 5 from Kitundu zone and 4 from Kithungo zone) out of 64 primary schools in the division using random sampling. Sixteen head teachers and 3 QASOs were purposively selected while 128 teachers (56 from Mbooni zone, 40 from Kitundu zone and 32 from Kithungo zone) were selected randomly. The research adopted a descriptive survey design. The researcher used questionnaires for data collection. Data analysis was done using both qualitative and quantitative techniques with the aid of statistic package for social science (SPSS). Tables, pie charts and bar graphs were used to present the data. The study found out that the sampled schools were understaffed and had inadequate facilities to cater for the high pupil enrolment. There was an acute shortage of trained personnel and teaching and learning facilities to cater for the integrated curriculum for children with special needs. The research study also found out that Headteachers being the immediate school supervisors carried out very limited assessment and supervision functions. In-service trainings were also found to be inadequate and not relevant on issues touching on supervisory skills. The study also found out that the QASOs supervision work was hindered mainly by factors such as poor road network, teachers taking supervision as interference, lack of transport and teachers preparing only when to be supervised. On the issue of physical and material resources: - library, play ground and clean water posted the highest frequency of lack. The study concluded that: - Headteachers were experienced but lacked professional training to enhance their managerial skills especially on instructional supervision. This is particularly because many were PI’s. It also concluded that parents’ reluctance to subsidize on government’s FPE funds meant that physical facilities would continue to be inadequate. Furthermore teachers’ efficiency would be affected due to unconducive work environment due to inadequate staffroom space and furniture. The study also concluded that, inadequacy in physical and human resources, impacted negatively on management of instructional matters and the headteachers attempt to cope up with that challenge did not offer a permanent solution. The study also concluded that with irregular inspection from District/ zonal inspectors, headteachers and teachers lacked managerial and professional guidance respectively.
CHAPTER ONE

INTRODUCTION

In this chapter, the researcher gave the historical background of the study, the statement of the problem, purpose of the study, objectives of the study, research questions, study assumptions, limitations and delimitations of the study, conceptual framework and the operational definitions of central terms.

1.1: Background of the study

There is research evidence that the provision of quality education to a country’s population is crucial to the attainment of sustainable national development (Akoko, 2005). The NARC Government took a bold step in January 2003 to reintroduce Free Primary Education (FPE) as a means of achieving the goals of Universal Primary Education (UPE) from class one to eight (NARC, 2002:36). With the introduction of FPE, the Government simply responded to the recommendations on Education made at the world conference on Education For All (EFA) in Jomtien (Thailand) in 1990 and the World Education Forum in Dakar (Senegal) in 2000, where the government, apart from committing itself to realise UPE by 2005, also committed itself to realise Education For All (EFA) by 2015.

The FPE policy brought in challenges in teaching practices and school management. It was noted that, the implementation of the programme without prior consultation or preparation of teachers and lack of regular communication to sensitise the various stakeholders on their roles, hampered the smooth implementation of free education.
The tremendous growth of education over the years has posed challenges on standards/quality of education. Free Primary Education reintroduction in 2003 drastically increased enrolment hence seriously affecting the quality of education. Similar sentiments have been raised in relevant studies, notably by Asyango (2005) and Mugo (2006). These two studies indicate that the main challenge related to introduction of FPE in Kenya is that, public primary schools registered increased enrolment, while school resources – material, physical and human resources – were not expanded to cope with increased enrolment. Although FPE has been embraced, many felt that the government had not planned for it well. This is because there cannot be quality learning expected when there are no enough teachers. The large pupil influx has resulted to too large classes. This has made it difficult for such classes to be handled by a single teacher. The teachers also face the problem of giving individual attention to the learners and especially the slow ones (UNESCO, 2005).

Before the introduction of FPE, teachers and parents were used to extra tuition. The scrapping of tuition has contributed to the deteriorating quality of education since, it offered teachers no chance to complete the syllabus and also to give attention to pupils with learning difficulties. In addition to this, its reintroduction made school improvement projects come to a standstill, since planning is difficult due to the delays in the disbursement of government funds and the parents do not want to contribute anything on their part because education is “free” (UNESCO, 2005). On the issue of supervision, there is lack of regular supervision of schools. The government has not increased the number of QASOs to match the increasing number of schools and pupils after the introduction of FPE.
On self evaluation, research has shown that teachers who receive feedback on their instructional practices are more satisfied with teaching (Dornbush and Scott 2003). Goldhammer (2003:23) stated: “If supervisors were to spend more of their energy in classroom visits followed by helpful conferences, we believe that teachers would probably have more friendly attitudes towards supervision.” Since the introduction of FPE, continuous assessment tests and examinations have been done away with (UNESCO, 2005). This is due to lack of enough money to print the papers and parents unwillingness to pay for exams since all levies have been abolished, this has resulted to teachers giving fewer assignments, as it is not possible for them to mark all the pupils work effectively and objectively.

FPE is also thought to be undermining nursery education. Many children – and especially the older ones – are now skipping nursery school and joining primary school without the basic skills acquired through early childhood education. The teacher ends up doing the nursery work, pre-unit work and the class one work which affects the pace of teaching. The older pupils also transmit negative influences from the world outside the school like smoking cigarettes, chewing khat or sniffing glue. Indiscipline among pupils has also impacted negatively on the quality of education. The government has not clearly spelt out acceptable modes of meting out discipline after banning caning in schools. This makes teachers feel powerless since they may not punish their pupils even when involved in serious indiscipline cases.

**Role of the inspectorate in Supervision**

According to the Education Act of 1968 reviewed in 1980 (section 18), school QASOs are charged with the responsibility to enter any school or place at which it is reasonably
suspected that a school is being conducted 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 or records for the purpose of inspection and audit. They are also supposed to request the head teacher or the principal of the institution to place at his/her disposal all the facilities, records, accounts, notebooks, examination scripts and any other materials belonging to the institution that he/she may require for the purpose of the inspection or audit.

From the above legal aspects, the overall responsibility of the QAS directorate lies in the areas of school assessment and supervision of examination, syllabus, curriculum development and implementation, financial accounting and auditing and overall instructional leadership. Of late, supervision of schools has been decentralized hence closer to consumers. The supervision has also developed collegial relationships with teachers and their recommendations are necessitating teachers’ promotion. There has been a change from a fault finding mission to an advisory one.

According to the Ministry of Education, Science and Technology (1999), school curriculum management is placed on the inspectors and head teachers. Inspectors should understand what is meant by the curriculum and its delivery, supervision and staff development. They should be conversant with the key statutes that provide the framework for the educational policy and its structure.

**Role of head-teachers in Supervision**

The role of the head-teacher in relation to management is diverse. He/She plays various roles in the organization and management of all the activities in the school. According to

According to Okumbe (1998), the head-teacher is regarded as an agent of supervision on behalf of the inspectorate in the school level. He/She is involved in the translation of educational policies and objectives into the programme within the school. The head-teacher has the overall responsibility over the school programme and is expected to possess a superior knowledge about curriculum and instruction and to provide expert leadership in all areas of the school programme. Over the years, the head-teachers teaching and clerical duties have been reduced and an increased emphasis has been placed in the head-teachers supervisory role in the school. Its felt that only the head-teacher has the authority to make administrative changes necessary to improve the teaching and learning situations. To influence teaching in the school, the head-teacher should become a leader of the school’s teaching staff. The head-teacher will need to work very closely with the teachers on an individual basis.

The head-teacher has to play the role of supervisor from time to time by checking the teachers’ class work and assess their overall performance based upon achievements. He/She is supposed to provide the right motivation and stimulation for staff and pupils to enhance staff performance and pupil achievement. The head-teacher restores and maintains order in the school among teachers, pupils, parents and subordinate staff. By the virtue of the authority, he/she protects the school and its personnel from public harassment and is accountable for the damages done on the school and on the personnel from outsiders.
According to Karagu (1986), in the school, the head-teacher has the responsibility of acting in loco parentis, that is, on behalf of the parents by guiding and directing the pupils toward acceptable social and individual behaviour. A head-teacher who is an effective supervisor should bring about team spirit, Cooperation among teachers for achievement of agreed objectives. While supporting this Bakhda, (2004:34) states that, A discrete head-teacher will employ team-work as working strategy. He will set up committees and smaller groups of members of staff to investigate new ideas or strategies. After studying their proposals and suggestions, he will use the larger teams to make final decision. The head-teacher is expected to analyze staff professional development needs and address them by running school based INSET programmes. These can easily be achieved by making necessary arrangements with resource personnel that can assist such as QASOs and other available educationists.

**The role of Assistant teachers in Supervision**

The role of the teacher is in most cases restricted to the task performed within the teaching-learning environment particularly at the classroom level. He/she may however be engaged in specific administrative responsibilities which are usually delegated by the head-teacher and performed within certain ethical considerations.

Olembo and Karagu (1992) quotes several studies, for example, Simpkins and Friesen (1969), Nzioka (1985), Ndambuki (1986) for having outlined the following five areas within which teachers should play their role. These are conservation, planning and adaptations; classroom management; arrangement of instructional programmes; general school organization and out-of-school activities.
In any educational system pupils should be provided with an integrated educational programme. For example what is taught in standard four should have some relation with what is taught in other classes in accordance with the syllabus. Therefore a teacher should act as a member of a team both at the national and at the school level and not as an entity of his/her own. At the national level, the teacher should help in the curriculum development; help in setting, invigilating and marking national examinations and implement the syllabus effectively. At the school level, the teacher should contribute to the specification of the school objectives and give some decisions; develop a programme to achieve the objectives; ensure appropriate administrative responsibilities e.g. taking roll call, supervision of dining hall, as head of department and evaluate whether educational objectives have been attained or not, organize and coordinate co-curriculum activities in school.

A study conducted by Simpkins and Friesen (1970), showed that teachers perceive themselves as involved in decision making only in the area of the classroom management. They participate in decision concerning teaching methodology, examinations, relationship with pupils and performance of instructional tasks. Njoka (1985) and Ndambuki (1986) have emphasized the teachers’ desire to shift from being overpowered by administrative decisions and confined to the classroom to being more involved in matters pertaining to the curriculum and instruction as well as general organizational decisions. The teacher is expected to perform effectively and efficiently in all areas without thinking that he/she has very limited decisional powers in major areas.
1.2: Statement of the problem

According to the Republic of Kenya (2002), the development goals include the implementation of the eight Millennium Development Goals (MDG’s), among which is to achieve (UPE). It is against this backdrop that the Kenyan government began the implementation of free and compulsory primary education program. As a result, 1.5 million children who were previously out of school, turned up to attend classes in response to the education sector. In many schools the classroom sizes, especially in the lower classes, rose from an average of 40 pupils to 120. Inspite of all the commitments made by the government to provide FPE by waving fees, the FPE was not accompanied with provision of the necessary teaching and learning resources, to adequately cater for the large influx of pupils in schools, shortage of teachers, need for clear guidelines on age of admission and placement of over-age learners, all of which affected the quality of education.

In addition most head teachers do not meaningfully supervise and evaluate teachers, plan and co-ordinate curriculum actively, manage innovation and change or spend time in classroom. On the other hand according to Maranga (1993; 15), inspectors visit to schools are sporadic and in cases where they are carried out the inspectors are more ignorant than the teachers on how to handle certain curriculum issues. Schools continue to experience shortage of teachers, poor performance, low rate of retention and completion and indiscipline among teachers and pupils (UNESCO, 2005). In light of this, the researcher decided to undertake research to investigate the obstacles to effective instructional supervision in public primary schools in Mbooni division, Mbooni west district.
1.3: Purpose of the study

The purpose of the study was to examine the obstacles faced by Headteachers, teachers and QASOs with regard to effective instructional supervision in public primary schools in Mbooni division, Mbooni west district. The study also sought to find out the measures that could be taken to improve instructional supervision.

1.4: The objectives of the study

1) To establish the nature of challenges faced by QASOs in their supervisory roles in Mbooni Division.
2) To determine the problems faced by headteachers and teachers in their supervisory roles in Mbooni Division.
3) To find out the measures that can be taken to improve instructional supervision in Mbooni Division.
4) To establish the teachers attitudes towards instructional supervision in Mbooni Division.

1.5: Research questions

1) What challenges are faced by QASOs in their supervisory duties in Mbooni Division?
2) What obstacles are faced by headteachers and teachers in their supervisory roles in Mbooni Division?
3) What measures can be taken to improve instructional supervision in Mbooni Division?
4) What are the teachers attitudes towards instructional supervision in Mbooni Division?

1.6: Assumptions of the study

The study was based on the following assumptions.

✓ That supervision was being carried out in public primary schools in the division.
✓ All respondents would cooperate and provide reliable responses.
✓ That the three questionnaires were adequate to give the required relevant information.

1.7: Limitations of the study

According to Best and Kahn [1998], limitations are the conditions beyond the control of the researcher that may place restrictions to the conclusions of the study and their application to the situations.

The following were the limitations of the study:-

- It was not possible to control the attitudes of the respondents which might affect the validity of the responses. This was because the respondent might give socially acceptable answers to please the researcher.
- It was not possible to cover the opinions of School Management Committee (SMC) members, in the sampled schools because tracing them required considerable time, resources and other logistics.
- Mbooni division is in Mbooni west district, which is, but one out of the 265 districts in the entire country and the results of the study could not be generalized in the whole country.
1.8: Delimitation of the study

- The researcher only worked with public primary schools within Mbooni Division and only few were selected for the study.

- The study was limited to only one division in the extensive Mbooni West District. For more conclusive results, all the divisions should have been studied, however this was not possible due to the short time allocated to this study and limited funds.

- The study confined itself to Headteachers and teachers in public primary schools and QASOs within Mbooni Division. Pupils were not included in the sample even though they would have had interesting inputs.
1.9: Conceptual framework

Instructional supervision involves all activities by which, educational administrators express leadership in the improvement of teaching and learning, by observation of classroom instruction and conducting teachers meetings and conducting a group and individual conferences. It also involves development and execution of plans towards increased effectiveness in the school programmes and the organization and reorganization of the curriculum. Once this activities are well undertaken, they help teachers be more committed to maintain and improve their effectiveness in the classroom. This leads to improved pupils performance. Okumbe (1999) points out that effectiveness of instructional supervisors could be achieved if they were provided with the opportunity to acquire and practice the important skills required in supervision.

According to Orodho (2004), a conceptual framework is a model of presentation where a researcher, conceptualises or represents the relationships between variables in the study and shows the relationship graphically or diagrammatically. In this context, the conceptual framework is a hypothesized model illustrating the dimensions of effective instructional supervision under which lies the administrative roles, curricular roles and instructional roles and how if not well addressed, they may have a negative impact on instructional supervision under the task areas curriculum and instruction and physical and material resources as shown by the results of the obstacles i.e Once these roles are not taken into account, it may lead to poor KCPE performance, poor professional development of teachers, demotivated teaching staff, poor performance in extra curricular activities etc.
OBSTACLES

ADMINISTRATIVE DIMENSION
- Set and prioritize goals.
- Secure resources.
- Select teaching staff.
- Orient new staff.
- Promote school community relations.
- Establish academic and disciplinary standards.
- Motivate and stimulate teachers.

CURRICULAR DIMENSION
- Set goal and purpose of curricular programme.
- Provide curricular support materials.
- Support staff development through INSET.
- Advise staff on relevant curriculum for the school.
- Evaluate curriculum outcome.
- Support co-curricular activities.

INSTRUCTIONAL DIMENSION
- Check teachers’ professional documents.
- Consider student’s individual differences.
- Support instructional programmes (provide instructional materials).
- Advise and assist teachers.
- Hold classroom visits to observe teachers.
- Hold post-observation conference with the teachers.
- Revisit class to evaluate progress.

INSTRUCTIONAL PERSPECTIVE
- Failure to check teachers’ professional documents.
- Not advising and assisting teachers.
- Lack of classroom visits.
- Lack of post-observation conference.
- Failure to revisit class to evaluate progress.
- Not taking into consideration student’s individual differences.

CURRICULUM PERSPECTIVE
- Lack of provision of curriculum support materials.
- Failure to support staff through INSET.
- Failure to advise staff on relevant curriculum for the school.
- Lack of support curricular activities.
- Failure to evaluate curriculum outcome.
- Lack of set goals and purpose of curriculum programme.

RESULTS OF THE OBSTACLES
- Poor KCPE performance.
- Poor professional development of teachers.
- Demotivated teaching staff.
- School lacks popularity hence parents withdraw their children.
- Poor performance in extra curricular activities.

PHYSICAL RESOURCES
- Inadequate physical structures e.g. classrooms, toilets etc.
- Poor infrastructure i.e. lack of electricity, water and communication.
- Inadequate and unsafe school grounds.
- Poor maintained structures.

MATERIAL RESOURCES
- Lack of textbooks and teachers’ guides.
- Lack of manual and charts.
- Lack of computers.
- Lack of instructional materials.
- Poorly maintained textbooks, teachers’ guides etc.

Figure 1.1: Interacting concepts of effective instructional supervision, obstacles and results of the obstacles, supervisors face in primary schools.

Source: Researcher assisted by supervisors.
1.10: Operational Definition of Central Terms

**Curriculum:** Refers to the total learning experiences which pupils undertake under the guidance of the teachers.

**Curriculum delivery:** Refers to the ability of the teacher to give instructions in the area of study that can enable the learner to pass the national examinations.

**Headteacher:** Refers to the person who is in charge of the primary school.

**In-service:** It is the sum of all activities designed for purpose of improving, expanding and renewing the skills, knowledge and ability of supervisors.

**Inspection:** It is used interchangeably with supervision. The main difference between the two is that whereas inspection is fault finding and judgmental, supervision on the other hand is interactive and supportive.

**Instruction:** Refers to the planned interaction between teacher and learner for the purpose of imparting knowledge to the learner within the classroom.

**Instructional materials:** These are materials required in order to enable the classroom teachers to have ample time in teaching.

**Instructional supervision:** Refers to the process of working with the head teacher, teacher, and pupil to bring about improvement in instruction

**Obstacles:** They are impediments, barriers and hindrances that prevent a smooth supervision process.

**Public Primary School:** Refers to post nursery where pupils receive regular instructions for eight years from standard one to standard eight and which are sponsored by the government or local authorities and community.
Supervision: It is the process of bringing about improvement in instruction by stimulating teacher’s professional growth and helping teachers and pupils to achieve the organizational objectives.

Supervisor: Refers to the officer appointed by the Ministry of Education and the school administration to oversee the conduction and other assessments of the school.

Zone: Area of jurisdiction covered by a zonal QASO.
CHAPTER TWO
LITERATURE REVIEW

2.1: Introduction

Literature was reviewed under the following sub-topics:- The meaning and historical development of supervision, purpose of instructional supervision, principles of effective supervision, supervisory activities in primary schools, areas of supervision, basic skills in supervision, problems related to approved curriculum and instruction, problems related to physical and material resources, obstacles related to supervision and improving supervision.

2.2: The meaning and Historical development of supervision

Many authorities have come up with many definitions for supervision. Broadly, it can be defined as the attempt through second party intervention to ascertain, maintain and improve the quality of work done. Olembo et al (1992: 56) says that supervision in primary schools can be assumed to be a professional service involving the 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.

Okumbe (1999) asserts that supervision can be divided into general supervision and instructional supervision. General supervision subsumes supervisory activities that take place principally outside the classroom. Such activities include the writing and revision of curricular, preparation of units and materials of instruction, the development of processes and instruments for reporting to parents and such broad concerns as the
evaluation of the total educational programme. Instructional supervision on the other hand is concerned with the pupil learning in the classroom. All those activities which are undertaken to help teachers maintain and improve their effectiveness in the classroom characterize instructional supervision. It also includes all those activities by educational administrators that may express leadership in the improvement of learning and teaching, such as observation of class instruction, conducting teachers meetings, conducting group and individual conferences and reorganizing curriculum (Olembo et al, 1992: 84).

The other concept in instructional supervision is called clinical supervision. Goldhammer et al (1980: 19-20) defined clinical supervision as:-

*that phase of instructional supervision which draws its data from the first hand observation of actual teaching events and involve face to face (and other associated interactions) between the sponsor and the teacher in the analysis of teaching behaviours and activities for instructional improvement.*

The idea of supervision is as old as mankind, but the systematic study of it is more recent. To comprehend the modern supervisory techniques, it is important to trace supervisory trends in the earlier periods of America and British education systems and review the development of supervision in Kenya’s education system. In 1654 a statute was adopted in America that empowered selected men to be responsible for appointing teachers of sound moral and faith as supervisors. During the period, supervision was handled by laymen, with special emphasis placed on inspection of schools and classroom instruction.

There were set rules and regulations for the sake of control and standards. Supervision concentrated on appraising the achievement of learners in subject matter and evaluation methods used by teachers. It also involved observing the general management of the schools and pupils conduct. This early supervisory concepts were characterized by
inspection. When an educator became the supervisor or the director of instruction, he/she was called the inspector. The functions of such a person were more of judicial than executive. The supervisor made judgement about the teacher rather than the teaching or the learning process.

In the mid-nineteenth century, the concept of supervision continued to emphasize the inspection of schools and classrooms, with some attention being placed on assisting teachers to improve. At the same time professional educators replaced the laymen in doing supervision. In the early twentieth century inspection involved supervision of classroom instruction through direct classroom observation and demonstration, with the focus being placed on the teacher. The supervisors or inspectors were supposed to be skilled interviewers and sympathetic listeners. They were supposed to create a purposeful, but non-stressful atmosphere.

In conducting the discussion, the supervisor was to ask open-ended questions rather than closed questions. Prior to the discussion, the supervisor was supposed to assimilate and analyse the information received from the various sources. Accurate conclusions could thus be drawn about the teachers strengths and weaknesses. These could then provide a firm base from which issues could be explored, guidance given and solutions reached at.

Schools supervisory activities in Britain started in 1839, when British government established Her Majesty the Inspectorate (HMI) as a result of increasing demands for an educational system under state supervision. A privy council which composed of ministers of the crown was appointed to prepare a plan for education and introduce improvement in the education system. The HMI’s were to obtain details of the plans and specifications of buildings, the arrangements of desks and the playgrounds. They were to inquire into the
provision of books, the proposed method of instruction and discipline. All these were inorder to provide some assurance for the tax payer that their money was well spent.

The history of inspection and supervision of schools in Kenya dates back to 1910 when the colonial government established an education department responsible for supervision of all matters related to education. The department became responsible for supervision of all matters related to education. The commission also recommended separate systems of education for Europeans and Asians. Europeans and Asians were primarily given academic type of education while the Africans were given technical education. In 1923, the Ormsby-Gore commission of education recommended the supervision of education programmes. In 1924 the first Education ordinance was established after the Phelps stokes commission. It enabled the government to develop, control and supervise education in Kenya. The ordinance provided the inspection of schools and control their duration of teaching period (school term). In 1925, the white paper produced by the Advisory Committee on the indigenous Education indicated that a thorough system of supervision was indispensable for the functioning and efficiency of the educational system.

The paper also advised that each mission should be encouraged to make arrangements for the effective supervision of its own system of schools. By 1927, the inspectorate was fully operational and the inspectors were fully paid government workers. Funds for supervision were only included in the grant-in-aid from 1934. In 1949 therefore, the government appointed a committee under Archdeacon L.J Beacher and it recommended strict supervision and inspection of primary schools. It indicated that (the African Education in Kenya 1949:60) inspection and supervision are entirely separate functions.
and that inspection belongs to the department and supervision belongs to the body to whom school management has been delegated.

The Binn’s Report of 1952 advocated a strengthening of supervisory and inspectorate system and advocated for the merging of supervision and inspection. Republic of Kenya (1964) emphasized the importance of supervision when it stated that a good system of supervision is essential to any school system and is particularly important, when a large portion of teachers is without adequate training or education standing. It recommended the establishment of one education officer and four assistant education officers for every hundred schools to strengthen supervision. It further recommended that a school supervisor should be carefully selected, trained and relieved of administrative duties. The legality of inspectorate is stipulated in education act of (1968) revised in (1980) chapter 211 of the laws of Kenya which gives the inspector legal authority. In section 18 of this act, it gives the minister of education powers to appoint officers to visit schools for the purpose of supervision. It states that:

The minister for education shall appoint inspectors who are authorized to enter and inspect any school or any place at which it is reasonably suspected that a school is being conducted at any time with or without notice and to report to him with respect to the school or any aspect thereof. The minister shall appoint officers with authority to enter any school at any time, with or without notice and inspect or audit the accounts of the school or advice the manager of the school on the maintenance of accounting records, may temporarily remove any books or records for the purpose of inspection or audit.

The Ndegwa commission of 1970 recommended that the inspectsrical system for primary education needed an urgent overhaul. This was because the inspectorate had remained more or less the same in its approach to supervision of schools as it was in the colonial days. The Kenya Education commission, Republic of Kenya (1988) advocated for the
provision of government policy guidelines on supervision to ensure quality and relevance in the growth and provision of education in the country. It recommended for the strengthening of schools supervision and inspection by recruiting school inspectors in the ratio of one inspector to thirty schools. In order to support this, the government decentralized the inspectorate department into zones. Zonal inspectors of schools were deployed to man the education zones. This was supported by the Minister for Education then, Hon. Aringo when he pointed out that, inspection of schools in the country had been intensified. The minister said the department had been decentralized into zones. Each inspector was incharge of twenty schools (Daily Nation July 15, 1988).

The government regards effective supervision of schools central to effective teaching and learning and was therefore endeavoured to provide school inspectors with necessary facilities to enable them to undertake effective supervision of schools and teachers. In the earlier years, the supervisors were acting as administrators and were only interested with what the teachers were teaching (the curriculum) but not how they taught (the methodology). This has undergone several changes and today supervision is considered as that dimension or phase of educational administration, which is concerned with improving instructional effectiveness.

2.3: The purpose of instructional supervision

Canner (1987:107) asserts that the quality of education programmes depends on the quality of the teacher in the school system. Hence instructional supervision should be centered on teaching quality through selecting the best available teacher and providing for teacher’s personal development.
Wanga and Karagu (1992-95) believe that head teachers (supervisors) personality or office may try to influence the staffing functions and obtain the kind of teachers they want from the T.S.C. The same author gives the functions of instructional supervision as:- Helping teachers to develop personal knowledge and competence and remain abreast with professional advances through direct and non-direct consultations between teachers and supervisors, programme development through improvement of course material, learning environment, to suit teachers and pupils, Maintenance of competence and interest in the work of teachers through promotion, commitment, creativity, participative management, reducing frustrations and stress at work, Ensuring adequate, valid and criteria based data and record to facilitate evaluation appraisal or access to the extent to which programme objectives have been met.

Olembo,

Wanga, and Karagu, (1992) divided supervision into three major processes/categories. These are :- Quality control where the principal (supervisor) is responsible for monitoring teaching and learning in his/her own school through classroom inspection, touring the school, talking with teachers and visiting students. The second category involves professional development of teachers by helping them grow professionally and to develop their understanding of teaching and classroom life, improving class teaching skills and expanding their knowledge and the third category is teachers motivation through building and nurturing motivation and commitment to teaching in schools overall purposes and the schools ‘defining educational platforms.

2.4: Principles of schools instructional supervision
Without successful leadership behavior, instructional supervisors cannot perform their roles effectively. Sergiovani (1995:24) purports that first step in building a practical and meaningful supervision is the willingness by the principal and the teachers to struggle with and accept views of supervision emerging from the history of hierarchy, dominance and control. Educational researchers and administrators perceive the activities of instructional supervision as principles. Wanga (1984:3) has articulated Williams (1972) democratic supervision. She has gone further and listed them as ten principles i.e.

**Leadership:** It involves accomplishing goals with and through the people. For example in a school situation an instructional supervisor should provide professional and instructional guidance so as to achieve the school’s predetermined educational goals.

**Co-operation:** It denotes joint action for a common cause. In these case, supervision should unite teachers and parents through recognition of contributions of all the stakeholders.

**Consideration:** The instructional supervisor should regard and respect the feeling of others. He/she should appreciate other people’s criticism, faults and weaknesses. He/she should avoid personal attacks and should give criticism of professional rather than personal nature.

**Creativity:** It entails constructive thinking and problem solving ability. The instructional supervisor needs to encourage teachers to discover more effective devises and techniques of teaching which inturn gives them self confidence and stimulates a desire for professional growth.

**Integration:** It entails working together harmoniously, despite personal and professional differences and similarities. The instructional supervisor should be able to guide through
the principle of integration by selecting or organizing materials that are complete and coherent so as to achieve harmony in the school setting.

**Community orientation:**- It entails a good relationship between the school and the community it serves. The community leaders should be utilized in school decision, making the process to enhance the achievement of the schools educational goals.

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

**Flexibility:**- The headteacher should be flexible and adaptable to new or alternative teaching-learning and supervisory situations.

**Objectivity:**- It entails sound assessment of performance, goals and objectives. It also involves keeping of clean records of instructional functions. These records help to prevent rise of bias due to personal opinions.

**Evaluation:**- It entails both formative and summative evaluation based on objective of observation and in relation to educational plans and objectives. It is clear that for any learning institution to achieve its educational goals, those given authority to do so must carry out instructional supervision.

### 2.5: Areas of supervision

Supervision is a multifaceted technique. The areas of supervision are quite varied. The following are some of the areas:- Supervision of instructional work, supervision of co-curricular activities programmes, supervision of school environment, supervision of school records, supervision of development aspects, supervision of pupil growth and
supervision of financial management. The supervisors from the ministry visit the schools to assess on the above stated areas. During such visits, it is advisable that the supervisors inform the school managers in advance. After the classroom visits and observation, it is important to hold meetings and conferences with teachers to discuss their weak and strong points, and identify opportunities for improvements noted and efforts are made to improve them. It is also important to note that regular guidance is provided to teachers through issuing circulars containing suggestions for improved methods of teaching and through the study of books and journals, which contain the latest instructional and administrative techniques.

Another inspection procedure is demonstration technique. The supervisor sometimes teaches a lesson so that a teacher can observe his own students respond to a new approach. Through such a procedure, teachers are able to benefit a lot from such experiences. The technique requires careful planning and preparation of the lesson. The modern supervision tends to be more democratic in its approach and has a positive force for improvement of educational activities and programmes. This supervision helps the teachers to do their job better and it also lays emphasis on providing expert guidance. In its nature, it encourages active supervision and cooperation by all stakeholders.

It should, however, be reckoned that inspection and supervision are rarely performed exclusively. Sometimes, their roles overlap. The lack of a clear differentiation of roles in these two functional areas of supervision may cause confusion and in certain instances, reduce the effectiveness of the personnel involved, especially in cases where there may be a duplication of roles. During such supervisory visit, the assessments are carried out as either panel assessment, subject based assessment, advisory assessment, block
assessment, mass assessment, follow-up or special assessment. (Ministry of Education, Science and Technology Newsletter, 2003/2004). However, the headteacher’s assessment and supervision functions should not be underscored either. He/she is mandated to conduct day to day supervision of all the school’s programmes with the assistance of the teachers.

2.6: Basic skills in supervision

In order to provide an effective supervisory leadership, supervisors must acquire basic skills. These basic skills include conceptual, human relations and technical skills.

Conceptual skills

Conceptual skills involve the ability to acquire, analyse and interpret information in a logical manner. Supervisors must understand both the internal and external environments in which they operate. They also need to understand the effects of changes in one or more of these environments on the organization for which they work. It is imperative that supervisors should enhance their supervisory effectiveness by acquiring newer and emerging concepts and techniques in supervision. This can be acquired through staff seminars and further training.

Human relations skills

The human relation skills refer the ability to understand the teachers and to interact effectively with them. Human relation skills enable the supervisor to act officially and humanely. The human relation skills are important for dealing with teachers not only as individuals but also as groups. The human relations skills can be acquired from both training and experience.
Technical skills

Technical skills include understanding and being able to perform effectively the specific processes, practices and techniques required of specific jobs in an organization. Although the supervisor may not be expected to have all the technical answers, they need an overall knowledge of the functions they supervise and source of specific information. While the supervisors can seek advice from specialists, they need to have enough technical knowledge in order to make sound judgments. For effective supervision, therefore the supervisor is expected to apply all these skills to efficiently achieve the educational objectives, (Okumbe, 1999).

2.7: Supervisory activities in primary Education

The purpose of the instructor is to maintain and improve the quality of instructions. The Supervisor should help the individual teacher develop educational goals and provide guidance for successful accomplishment of these goals through the teachers. Eye et al (1971:30) quoted by Olembo (1993) regarded supervision as that phase of school administration which focuses primarily upon the achievement of the appropriate instructional expectations of education system.

The head teachers and QASOs have varying supervisory responsibilities in the administrative processes. According to Ozigi (1983), the following are the administrative tasks that the supervisor must perform in educational instruction:- Curriculum and instruction, financial management, provision and maintenance of physical facilities, pupils personnel, staff personnel and school community relations. In the curriculum and instruction the main supervisory activities include determining goals and purposes, designing and developing courses, organizing learning activities, promoting changes and
improvements in curriculum and instruction. In staff personnel, the activities are establishing training and certification guidelines, recruitment and selecting staff, induction of new staff, in-service maintaining good staff relations, retaining staff, and motivating them. For school community relations, the activities are planning the amount and nature of school community contract, explaining the school to the community and coordinating school activities with those of other agencies to avoid conflict and supervising and evaluating the effectiveness of the school community projects.

In pupil personnel, the supervisory activities are administering admission of pupils classes, maintaining pupil records, reporting pupils’ progress, guidance and counseling and maintaining pupils’ discipline. In financial management, the activities are determining needs and measure of acquiring the needs, acquiring financial resources, establishing policies for distributing funds. It also includes preparing and managing budgets and use of funds and implementing measures and inventory policies for financial evaluation. Supervisory activities in the physical facilities include determining space needs, providing required facilities relating to available space, operating and maintaining facilities and supervising use of facilities.

2.8: Problems related to approved curriculum and instruction

It is important for the headteacher to supervise curriculum programmes and give effective advice on programmes that will improve teaching and learning in schools. This will enable the headteacher to identify specific curriculum needs and prepare a supervisory plan that would promote teacher student achievement. The headteacher is responsible for ensuring syllabus coverage, ensuring that teaching is appropriate for the needs of both
girls and boys, identifying curriculum needs, establishing and maintaining the quality of teaching/learning (MOEST, 2003:34).

Sergiovanni and Starrat (1979) developed five administrative subtasks of headteacher in the area of curriculum and instruction.

These are:

1. Development of the philosophy of education and objectives consistent with that philosophy. Here the headteacher involves the review of the past and application of the present in order to shape the future of the youth. This way the headteacher gives direction to the school to offer a suitable approved and diversified curriculum in accordance to the guidelines of the ministry of education and supporting organizations.

2. Construction of programmes to fulfill these objectives. The headteacher is involved in the development of curriculum guides where teachers prepare schemes of work and lesson plans as per the school timetable.

3. Constant appraisal of curriculum and instruction. The headteacher is concerned with evaluation of instructional resources and overall assessment of the curriculum and instructional programmes. It involves visiting, observing and keeping a record of learning sessions in classrooms as well as checking periodically pupils’ exercise books to ensure systematic use in guiding learning.

4. Engender a climate which displays a readiness for change. Okumbe (2001) observes that the headteacher does this by establishing an enabling environment for teaching and learning process.
to take place through encouraging healthy interpersonal relationship within the
school. By interacting with pupils and teachers, the headteacher creates a happy
working atmosphere in the school.

5. Provision of support materials for curriculum and instructional activities. The
headteacher provides teachers with instructional materials in time and the
provision of opportunities to learn off the job by attending seminars and inservice
courses. The headteacher has to be service to the teachers by giving the resources
and promoting the academic and professional status of the teachers. The breadth
and depth of the primary school curriculum keeps on changing from time to time.
There is lack of funds to meet the demands of the ever changing primary school
curriculum and instruction. There is also lack of in-service training in the current
curriculum innovation.

2.9: Problems related to physical and material resources

Most programs of instruction and student service, require some physical facilities
including school buildings and grounds, equipment needed in and essential to instruction,
Olembo et al (1992:76). One of the duties of the headteacher in Kenya is to manage the
schools facilities bearing in mind where to house the educational programme, the
population to be served by the facility and ensure that financial resources are readily
available for the school expansion. Inyienga (1997:23) observed that the resources and
facilities that a school would need for the achievement of a school’s mission are qualified
teaching staff, support staff, physical facilities, textbooks, furniture stores and enough
playgrounds. There is acute shortage of physical facilities and equipments in many
primary schools.
The problem of insufficient educational facilities, equipment and supplies lead to overuse of some of the facilities that are available in the schools. Most schools lack enough classrooms which lead to overcrowding of students during learning. Olembo et al (1992:165) contends that the headteacher must ensure that all the physical facilities in the school are available and well maintained. Such facilities include: - classrooms, offices, stores, workshops and sanitation. The headteacher must make plans to repair the existing facilities or erect new ones as per the needs of the school on time.

In the Republic of Kenya (1999:277) views were received from the members of the public to the effect that the standards of educational attainments which were falling were attributed to various problems such as inadequate and unsustainable physical facilities, equipments, learning and teaching materials and inappropriately trained teachers as well as overloaded curriculum.

A study carried out by Mbaabu (1993) revealed that lack of physical facilities, materials, equipments and tools was a major intra-organizational problem that headteachers were faced with in Kenya. Lack of and inadequate resources hinder the fulfillment of curriculum needs in the respective primary schools. With sudden increase in the number of pupils in primary schools, the headteachers role of management of physical facilities becomes complex and hence an impediment to instruction. It is against these background that the researcher intends to find out the obstacles to effective instructional supervision faced by supervisors under curriculum and instruction and physical and material resources as well as the impact these obstacles have on pupils performance.
2.10: Obstacles related to supervision

Several challenges have impacted negatively on the effectiveness of instructional supervision. Researchers have identified the following categories of problems: Untrained personnel, under staffing, lack of commitment and positive approach and irregular inspections and inadequate follow ups of inspectorial visit and services.

According to the Ministry of Education, School Management Guide (2000): Inspection visits to school are poorly planned and lack clear objectives, the inspectorate seems to be checking out schools rather than trying to identify and improve quality and standards, the focus of inspection is on building and administrative systems rather than teaching and learning itself, plans to visit the schools are over ambitious and are seldom carried out and the teacher has no trust with the inspectors since most of them are fault finders. The head-teacher complains of poor performance, deteriorating quality of teaching, and pupils' indiscipline. The teachers on the other hand complain of their head-teachers insensitivity to work, students criticism of their work, belittling them, and breakdown of communication between them and the principal.

2.11: Improving supervision

Major changes in school leadership may lead to professional setting needed to improve teaching and learning for an information age (Hughes, 1994). Leadership strategies will include staff development, strategic planning and school improvements. This can be achieved through monitoring with departments, cooperative teaching, peer observation and coaching. Tanner (1994:193) argue that school improvements lead to the principal and teachers, willingness to work as a team, solve problem together and use the best available knowledge to fulfill the school goal.
Effective school management and supervision needs clear vision collaboratively arrived
at by the staff, open school culture, conditions of workers which encourage reflection,
professional scrutiny of feelings and possibility of learning on the job/acceptance of
professional accountability and strong purposeful believe which encourages commitment
to student learning and continuing improvements. Supervisors should therefore diagnose
their own strengths and weaknesses, identify available and accessible human and material
resource, determining professional activities to pursue and determine the amount of time
and speed in learning. Bunker (1977) cited by Valverrde (1982:85) supports the idea and
urges self- learning by teachers based on assumptions that:- People are their own
instruments for growth, people learn to do what they do, readiness for growth is built by
focusing on people’s weaknesses and people are more effective helpers when they feel
good about themselves.

Research points out that schools that make most use of consultants in their curriculum
improvement efforts, are the most effective. Consultancy according to Tanner and Tanner
(1980: 370) include intervisitation, class visit, lesson demonstration and constructive help
for teachers within the school system and through networks of schools and by visit to
schools that engage in collective problem solving. There are three primary functions of
communication that relate to supervision, which schools must develop the capacity to
handle, namely:- Information function, instruction or directing function and influencing
behaviour function. The greater the efficiency of communication on these functions in
school system, the greater the ability in coordinating interdependent activities and hence
the greater the effectiveness in good achievements.
Summary

This study was based on the concept that instructional supervision led to improved performance by teachers in primary schools. The instructional supervision practices include motivation, programme development, decision making, communication and evaluation. This practices will best be carried out when supervisors possess conceptual, human relations and technical skill. When the above practices are carried out, they will lead to better methods of teaching, motivate teachers and hence motivate students. These could be enhanced through training and in-servicing inspectors in order to motivate them. The end result should be improved school performance and achievement of educational objectives. There had been no research on the obstacles to effective instructional supervision in primary schools in Mbooni division hence a gap existed which the researcher wanted to fill in his research.
CHAPTER THREE
RESEARCH METHODOLOGY

3.1: Introduction

This chapter deals with elucidation of the methods that were applied in carrying out the study. It will outline in detail the research design, locale of the study, target population, sampling design, research instruments, piloting of the research instruments, data collection procedures and data analysis.

3.2: Research design

The research was conducted through descriptive survey design. This is because the design can be used when collecting information about people’s attitude, opinions, habits and any of the variety of education or social issues (Kombo and Tromp, 2006). The research design was adopted because it describes the state of affairs or the situation as it is, that is the obstacles to effective instructional supervision in public primary schools in Mbooni Division without manipulating the variables. It was also not easy to visit all the schools in the division hence survey design was the most appropriate. A survey design has the ability to make statements which are supported by large data banks and it has ability to establish the degree of confidence which can be placed in a set of findings. The outcome of the proposed study formed a basis for focus on the changes and improvements for better and more effective instructional supervision in primary schools.

3.3: Locale of the study

This study was carried out in the administrative division of Mbooni in Mbooni west district. The division has 3 zones i.e. Mbooni, Kithungo and Kitundu. This area was
purposively selected because of its proximity and taking into account that no such study had been carried out in the District.

3.4: Target population

Borg (1996) defined target population as all members of a real or hypothetical set of subjects/people/events to which a researcher wishes to generalize the results of the study. The target population for this study consisted of all public primary schools, the headteachers of the schools, teachers and QASOs of the zones in which the schools are situated.

3.4.1: Schools

According to the Ministry of Education data bank in the district education office (2009), Mbooni West District, there were 64 public primary schools i.e. 28 from Mbooni zone, 20 from Kitundu zone and 16 from Kithungo zone.

3.4.2: Respondents

The target population of this study were :-

- 64 headteachers
- 512 teachers and
- 3 QASOs

All the private primary schools were omitted from the study.

3.5: Sampling design

The sample schools were selected by use of simple random sampling. According to Gay (1992), random sampling is the best form of sampling as it allows all members of the population to have an equal and unbiased chance of appearing in the sample. The sample
size of 16 (25%) schools was randomly selected for the study. This percentage is advocated for by Mugenda and Mugenda (1999), who states that for descriptive survey studies, a range of between 10-20% is reasonable enough for the researcher to draw generalizations about the target population. It is on this strength that the researcher obtained the 16 schools.

3.5.1: Schools

Simple random sampling was used to select the study sample. The study covered 16 public primary schools. Each zone was treated separately during sampling. To get a representative sample of schools in all zones, the names of all schools were written in pieces of papers, then they were randomly picked to select the schools. This process was repeated until 7 schools were picked from Mbooni zone, 5 schools from Kitundu zone and 4 schools from Kithungo zone, representing 25% of the schools in Mbooni zone, Kitundu zone and Kithungo zone respectively.

3.5.2: Respondents

a) Headteachers

The headteachers of the selected sixteen schools, were purposively selected for the study as they were directly involved in the management of the schools. Purposive sampling selects respondents, who will provide the information required by the researcher (Ontiria 2003). Mugenda and Mugenda (1999) suggested that where the target population is very small, selecting a sample is meaningless and taking the whole population in such a case is advisable.
b) Teachers

128 teachers of the 16 randomly selected schools, were randomly selected for the study as they were also involved in instructional supervision. Each of the 16 schools contributed 8 teachers for the study. For the teachers selection, the researcher got the names of all teachers per school and assigned them numbers. He then wrote these numbers on pieces of papers, folded and put them in a container. The papers were then shaken and picked randomly. The numbers picked represented the names of the teachers they corresponded to. These teachers formed the sample for the study.

c) QASOs

All the three QASOs of the three zones in Mbooni division i.e. Kitundu, Mbooni and Kithungo were picked for the study as they were in charge of education matters in their areas of jurisdiction.

Table 3.1: Sample size for data collection

<table>
<thead>
<tr>
<th></th>
<th>Target population</th>
<th>Sample</th>
<th>% Composition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headteachers</td>
<td>64</td>
<td>16</td>
<td>25%</td>
</tr>
<tr>
<td>Primary school</td>
<td>512</td>
<td>128</td>
<td>25%</td>
</tr>
<tr>
<td>teachers</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>QASOs</td>
<td>3</td>
<td>3</td>
<td>100%</td>
</tr>
<tr>
<td>Total</td>
<td>579</td>
<td>147</td>
<td>25.4%</td>
</tr>
</tbody>
</table>
3.6: Research instruments

The researcher used the questionnaire instruments for data collection. Sommer (1986) says that a questionnaire is a series of questions on a topic about which the respondents’ opinions are sought. The research used both closed-ended and open-ended questions. Mugenda and Mugenda (1999) observe that closed-ended questions are easier to analyse since they are in an immediate usage ‘form’, while open-ended questions on the other hand permit a greater depth of response. According to Orodho (2005) a questionnaire has the ability to collect a large amount of information in a reasonably quick space of time, anonymity is possible and questions are standardized. It is because of these advantages that the researcher chose to use this type of research instrument. There were instructional supervision questionnaires for head-teachers, teachers, and the quality assurance and standard officers.

3.6.1: Instructional supervision questionnaire for headteachers

The questionnaires for Head teachers had two parts. Part A sought for the Headteachers personal data, which included their age, sex, academic qualification, how long they had been Headteachers in their present schools and the entire teaching career and their present administrative grades. Part B sought for the obstacles faced by headteachers in their supervisory roles under curriculum and instruction and physical and material resources. The questionnaire was both open ended and closed ended.

3.6.2: Instructional supervision questionnaire for teachers

The instructional questionnaire for teachers had two parts. Part A sought for the personal data of the teachers which included their age, sex, academic qualification, how long they had taught in their present schools and the entire teaching career. Part B looked for the
obstacles faced by teachers in their supervisory roles in curriculum and instruction and physical and material resources. The questionnaire was both opened ended and closed ended.

3.6.3: Instructional supervision questionnaire for QASOs

Questionnaires for QASOs officer had section A and B. Section A was for personal information and section B was for administrative roles. A blank space was provided at the end of the questionnaire for other comments deemed necessary for the study.

3.6.4: Piloting of the research instruments

The researcher carried out pilot study before the actual administration of the instruments. It was done to test reliability and validity of the instruments. According to Mugenda and Mugenda (1999), a pilot study is important in testing the validity of the research instruments and to ensure clarity of the language used. Since piloting does not need a big sample, the researcher randomly selected two primary schools whose headteachers and teachers completed the questionnaires. The QASOs were not included in the piloting since they were too few to be piloted. The schools used in the pilot were not among the 16 finally sampled.

3.6.5: Validity of the research instruments

The validity of an instrument represents the degree to which a test measures what it purports to measure. Validity in this sense is the degree to which the empirical measures on several measures of the concept, accurately measure the concept (Orodho, 2005:42). To enhance the validity, the researcher had the research instruments appraised by the
supervisor to ascertain the relevance of the content used. The supervisor examined them and gave recommendations, which were inco-operated in the final questionnaires.

3.6.6: Reliability of the research instruments

Reliability of the instrument was determined by their consistence in testing what they are expected to measure. To measure the reliability test-retest method was used which for Mugenda and Mugenda (1999), is administering the same instrument twice to the same group of subjects. The research instrument was administered twice in the selected schools from the target population. This was done to check whether the instruments yield the same results when administered in different times to the same group.

3.7: Data collection procedures

The administration of the questionnaires was done by the researcher both at the pilot and the main study. The researcher visited the education officers in Mbooni division and informed the QASOs about the research. The researcher then approached the respondents in the schools through the head-teacher to identify the right respondents. All respondents were assured of confidentiality and security. This demanded that before giving out the questionnaire, the researcher needed to create a rapport so as to gain the confidence and trust of the respondents. To ensure cooperation from them, the researcher explained the significance of the study and their participation. The respondents were given the questionnaire attached to an introductory letter and were allowed a week to respond to the questions. The researcher collected the filled questionnaires at an agreed date.
3.8: Data analysis

Analysis of the data started with checking the questionnaire for full completion, the gathered raw data for accuracy and usefulness. Data was then coded which refers to recording the Classified data in qualified terms (Lokesh, 1984). Analysis was then done using the Statistical Package for Social Science (SPSS). Descriptive statistics such as means and standard deviation was also used to analyze the data. Different items that answer a given research question were grouped together and discussed together. Tables, pie-charts and bar-graphs were used to present the data. A computer was used for various computations from the responses in the research items.
CHAPTER FOUR
FINDINGS AND DISCUSSION

4.1: Introduction

The purpose of the study was to examine the obstacles faced by Headteachers, teachers and QASOs with regard to effective instructional supervision in public primary schools in Mbooni division, Mbooni west district, Kenya. The study also sought to find out measures that could be taken to improve instructional supervision in the Division. To achieve these, the study was guided by four key research questions. These were:-

- What are the challenges faced by QASOs in their supervisory duties?
- What Problems are faced by headteachers and teachers in their supervisory roles?
- What Measures can be taken to improve instructional supervision?
- What are the teachers attitudes towards instructional supervision?

A total of 147 Questionnaires were dispatched to the respondents i.e. 3 questionnaires for QASOs, 16 questionnaires for Head teachers and 128 questionnaires for the teachers. At the end of data collection 135 duly filled questionnaires i.e. 2 questionnaires from QASOs, 15 questionnaires from head teachers and 118 questionnaires from teachers were received representing 92% response rate.

4.2: Demographic Profile of the Participants

4.2.1 Age of the Respondents

The study sought information on the age of the respondents. Table 4.1 presents a summary of the age distribution for all the categories.
Table 4.1: Age of the Respondents

<table>
<thead>
<tr>
<th>Age</th>
<th>QASOs n</th>
<th>QASOs %</th>
<th>Head teachers n</th>
<th>Head teachers %</th>
<th>Teachers n</th>
<th>Teachers %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Below 25</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>25-30</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>25</td>
<td>21</td>
</tr>
<tr>
<td>31-35</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>46</td>
<td>39</td>
</tr>
<tr>
<td>36-40</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>13</td>
<td>21</td>
<td>18</td>
</tr>
<tr>
<td>41-45</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>20</td>
<td>13</td>
<td>11</td>
</tr>
<tr>
<td>Above 45</td>
<td>2</td>
<td>100</td>
<td>10</td>
<td>67</td>
<td>9</td>
<td>8</td>
</tr>
<tr>
<td>TOTAL</td>
<td>2</td>
<td>100</td>
<td>15</td>
<td>100</td>
<td>118</td>
<td>100</td>
</tr>
</tbody>
</table>

As shown in the Table 4.1 above, both QASOs were above 45 years. Majority (67%) of the Headteachers were above 45 years while the least (13%) were aged between 36-40 years. Age of the administrators affects decision making in many ways. An administrator at retirement age may not take a lot of interest in the professional development of his staff or the physical development of the entire school. A younger administrator may be enthusiastic to improve the existing conditions and have the strength to lobby for funds and services for such improvements. For the teachers, majority (60%) were aged between 25 and 35 years, while the least (3%) were below 25 years and only (8%) were above 45 years. This clearly indicated that many teachers were young and energetic to handle instructional matters. Although older teachers are more experienced and better adopted with instructional issues they might be tired and might lack skills on new technology e.g. computer literacy which is a very vital component of instruction today.

4.2.2 Gender of the Respondents

The study was further interested in finding out the gender of the respondents. All the respondents under the category of QASOs were males and only 2 head teachers were females. This may be because the community recognizes that men should take
management positions while women are expected to be passive. Women also seem to shy off from taking responsibilities (Aringo, 1987). However there were more females 61(52%) under the teachers’ category than the males 57(48%). This could impact negatively on instructional supervision and especially when female teachers go for maternity leave making the SMCs’ to employ part time teachers who might not be very effective in teaching. Female teachers are also greatly involved in family matters, e.g preparing and taking their young children to school, which may make them be late for their lessons.

4.2.3 Professional qualification of the Respondents

The study was further interested in finding out the professional qualification of the respondents. The data are presented in the Table 4.2 below.

### Table 4.2: Professional qualification of the Respondents

<table>
<thead>
<tr>
<th>Professional qualification</th>
<th>QASOs</th>
<th>Head teachers</th>
<th>Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>n</td>
<td>%</td>
<td>n</td>
</tr>
<tr>
<td>B. Ed</td>
<td>0</td>
<td>0%</td>
<td>0</td>
</tr>
<tr>
<td>Diploma</td>
<td>1</td>
<td>50%</td>
<td>3</td>
</tr>
<tr>
<td>ATS</td>
<td>1</td>
<td>50%</td>
<td>2</td>
</tr>
<tr>
<td>P1</td>
<td>0</td>
<td>0%</td>
<td>10</td>
</tr>
<tr>
<td>TOTAL</td>
<td>2</td>
<td>100%</td>
<td>15</td>
</tr>
</tbody>
</table>

Table 4.2 shows that 1(50%) of the QASOs had a diploma and the other had ATS as his highest professional qualification. As for the head teachers, majority (67%) were P1 certificate holders and none was a graduate. This was a negative gesture that human resource with low professional qualification were moving to manage primary schools. Another key study finding was that out of the two QASOs the most educated was a diploma holder. This could be an obstacle to effective instructional supervision since
some of the teachers they were to supervise were more educated than them. Evans (1999) had posited that the successful supervisor of 21st century will need to be very professional, competent, highly trained and a well motivated individual. Majority (60%) of the teachers indicated that P1 was their highest professional qualification while the least 7(6%) had bachelors degree. This indicated that the teachers had the academic/professional qualifications required to handle the curriculum.

4.2.4 QASOs Supervision experience

The study further sought information on the QASOs supervision experience. The findings are presented on Table 4.3 below.

<table>
<thead>
<tr>
<th>Experience as QASOs</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>6-10 Years</td>
<td>1</td>
<td>50</td>
</tr>
<tr>
<td>11-15 Years</td>
<td>1</td>
<td>50</td>
</tr>
<tr>
<td>TOTAL</td>
<td>2</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 4.3 above shows that 1(50%) QASO had served for between 6-10 years while the other 1(50%) had served for between 11-15 years as QASO. This indicated that the QASOs had sufficient experience to handle curriculum supervision. Although experienced, it was also noted that the QASO who had served for between 11-15 years had all that time been in one station. This could make him become used to the same Headteachers and teachers, which could make him not take stern measures on schools which were not posting good results.

4.2.5 Head teachers’ Experience in School Leadership

The study also sought to find out the headteachers experience in school leadership. Data on the same are presented in Table 4.4 below.
Table 4.4: Head teachers' Experience in School Leadership

<table>
<thead>
<tr>
<th>Headteachers’ Experience</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>2-5 Years</td>
<td>1</td>
<td>6.7</td>
</tr>
<tr>
<td>6-10 Years</td>
<td>3</td>
<td>20.0</td>
</tr>
<tr>
<td>11-15 Years</td>
<td>8</td>
<td>53.3</td>
</tr>
<tr>
<td>16-20 Years</td>
<td>1</td>
<td>6.7</td>
</tr>
<tr>
<td>Above 21 Years</td>
<td>2</td>
<td>13.3</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>15</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 4.4 indicated that majority (73.3%) headteachers had between 11 years of headship experience and above, while the least (6.7%) had between 2-5 years. This meant that majority of the headteachers had sufficient experience to carry out instructional supervision effectively. But when asked how long they had served in their present stations most of them 9 (60%) indicated that they had served for between 11-15 years and the least 2 (13.3%) headteachers for between 2-5 years. This paved way for such headteachers to manage those schools as their own property or be able to manipulate their school committees for their personal gain, at the expense of quality teaching-learning process.

4.2.6 Teachers Experience in Teaching

The study further sought information on the teachers experience in teaching. This is because it was in the knowledge of the researcher that teachers are the most important pillars in supporting the administration as direct link with pupils since they are greatly involved in classroom teaching. The findings are presented in Table 4.5 below.
Table 4.5: Teachers Experience in Teaching

<table>
<thead>
<tr>
<th>Teaching experience</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 2 years</td>
<td>11</td>
<td>9</td>
</tr>
<tr>
<td>2-5 years</td>
<td>13</td>
<td>11</td>
</tr>
<tr>
<td>6-10 years</td>
<td>16</td>
<td>14</td>
</tr>
<tr>
<td>11-15 years</td>
<td>19</td>
<td>16</td>
</tr>
<tr>
<td>16-20 years</td>
<td>19</td>
<td>16</td>
</tr>
<tr>
<td>Above 21 years</td>
<td>40</td>
<td>34</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>118</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 4.5 above indicates that, experience of teachers was spread over all ages, but most Teachers (80%) had over 6 years experience. This was a positive gesture in that most of the teachers were experienced enough to implement the curriculum effectively.

4.3 Nature of Challenges faced by QASOs in their Supervisory Duties

The QASOs were asked questions related to the challenges they face in their supervisory duties to which they responded as follows:-

4.3.1 Number of Visits per School per term by QASOs

The researcher sought to find out the number of visits per school per term by QASOs. It was found that 1(50%) QASO visited each school once a term, while 1(50%) visited each school more than once per term. When asked whether the visits were adequate, it was noted that the QASO who made more visits per school per term felt that the number of visits were enough. The one who made one visit per school per term felt that the visits were inadequate. Considering that they have many schools in their area of jurisdiction, it was challenging since they did it alone and not as a group most of the times. This may have affected the value of supervision of curriculum.
4.3.2 QASOs Response on In-Service Training

The researcher was interested in establishing whether the QASOs had attended any in-service training on school supervision skills. The two QASOs said they had received in-service training, however they highlighted areas where they needed further capacity building as a way of enhancing their supervisory skills. These were:-

- Assessment and administration skills.
- Evaluation of learning Aids.

This meant that the in-service training they had acquired was inadequate and they lacked some of the competences required for supervision such as conceptual and technical skills. It is imperative that supervisors should enhance their supervisory effectiveness by acquiring newer and emerging concepts and techniques in supervision. This could be acquired through staff seminars and further training.

4.3.3 QASOs Response on Support from the Ministry of Education

The study also sought to find out the nature of support the QASOs got from the Ministry of Education. The Table 4.6 below presents a summary of the responses.

Table 4.6: QASOs Response on Support from the Ministry of Education

<table>
<thead>
<tr>
<th>Nature of support</th>
<th>Agree n</th>
<th>%</th>
<th>Disagree n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>In-service training</td>
<td>2</td>
<td>100</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Provision of transport</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>100</td>
</tr>
<tr>
<td>Sending external supervisors</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 4.6 indicates that, 2(100%) QASOs received in-service training and no other support. The only problem with the in-service training as indicated earlier is that it was
inadequate. This finding revealed that QASOs in the District had limited support for duty performance.

### 4.3.4 QASOs Response on Areas of Assessment

The study was further interested in establishing the areas QASOs assessed. The findings are presented in Table 4.7 below.

**Table 4.7: QASOs Response on Areas of Assessment**

<table>
<thead>
<tr>
<th>Nature of support</th>
<th>Yes</th>
<th></th>
<th>No</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Do you check teachers' schemes of work</td>
<td>2</td>
<td>100</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Do you check teachers' lesson plans</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>100</td>
</tr>
<tr>
<td>Do you sit in class when teaching is going on</td>
<td>2</td>
<td>100</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Do you hold discussions with the teacher after the classrooms’ visit</td>
<td>1</td>
<td>50</td>
<td>1</td>
<td>50</td>
</tr>
</tbody>
</table>

Table 4.7 above indicates that 2(100%) QASOs checked on teachers’ schemes of work and also sat in class when teaching was going on. However both QASOs never checked teachers lesson plans and only one QASO held discussions with the teacher after the classrooms’ visit. When supervisors from the ministry visit schools it is advisable that they inform the school managers in advance. After the classroom visit and observation, it is important to hold meetings and conferences with teachers to discuss their weak and strong points and identify opportunities for improvements noted and efforts should be made to improve them. It is also important that regular guidance is provided to teachers through issuing circulars containing suggestions for improved methods of teaching and through the study of books and journals, which contain the latest instructional and
administrative techniques. The study revealed that this was lacking in Mbooni Division which impacted negatively on the teachers effectiveness in curriculum implementation.

4.3.5 Frequency of Implementation of Supervision Report Recommendations

The study was further interested in finding out, how far supervision report implementation was done by teachers, headteachers, DEO and MOE. It was found that headteachers sometimes implement supervision report recommendations. However teachers, MOE and DEOs rarely implemented these recommendations. This had a negative impact on the effectiveness of instructional supervision, since this recommendations were made with the aim of improving the schools performance through correcting the headteachers and teachers areas of weaknesses.

4.3.6 QASOs Perception on various Supervisory Issues

The study also sought information on QASOs perception on a number of issues related to supervision. The results were as shown in the Table below.

Table 4.8: QASOs Perception on various Supervisory Issues

<table>
<thead>
<tr>
<th>Statement</th>
<th>Always</th>
<th>Often</th>
<th>Sometime</th>
<th>Rarely</th>
<th>None</th>
</tr>
</thead>
<tbody>
<tr>
<td>Negative perceptions by school admin.</td>
<td>-</td>
<td>1</td>
<td>50</td>
<td>50</td>
<td>-</td>
</tr>
<tr>
<td>Teachers not taking QASOs comments seriously</td>
<td>2</td>
<td>100</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Lack of motivation</td>
<td>2</td>
<td>100</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Lack of materials and equipments</td>
<td>-</td>
<td>-</td>
<td>1</td>
<td>50</td>
<td>50</td>
</tr>
<tr>
<td>Teachers see supervision as interference</td>
<td>1</td>
<td>50</td>
<td>1</td>
<td>50</td>
<td>-</td>
</tr>
<tr>
<td>Teachers preparing only when to be supervised</td>
<td>2</td>
<td>100</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Poor road network</td>
<td>2</td>
<td>100</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Large distance between schools</td>
<td>-</td>
<td>-</td>
<td>1</td>
<td>50</td>
<td>50</td>
</tr>
</tbody>
</table>
From table 4.8 above it can be seen that there was a split opinion on:- Negative perception by school administration, lack of materials and equipments and large distance between schools. However there was unanimity on these issues, being key impediments to the supervision work of the QASOs:- Lack of motivation, teachers preparing when to be supervised and teachers not taking QASOs comments seriously.

4.4 Problems faced by Headteachers in their Supervisory Duties

The headteachers were asked questions related to the challenges they faced in their supervisory duties to which they responded as follows:-

4.4.1 Number of Lessons per Week

The head teachers were asked to indicate the number of lessons they taught per week.

The findings are represented in Figure 4.1 below.

![Figure 4.1: Lessons per Week](image)

Figure 4.1 indicates that a large number of headteachers, 5(33.3%), had more than 30 lesson, 4(26.7%) had between (26-30) lessons, while the other headteachers had equal entries for the other categories. When asked to indicate whether they felt these lessons
being more or less, in view of their other supervisory duties, those who had over 26 lessons i.e. 9(60%) indicated that they felt over worked. This meant that the headteachers, who according to Okumbe (1998) are regarded as agents of supervision on behalf of the inspectorate at the school level were left with limited time to carry out their supervisory duties. As a measure to curb this the study suggested that the Headteachers teaching and clerical duties should be reduced and an increased emphasis be placed in the Headteachers supervisory role in the school. When asked to respond on the classes they taught, majority (53.3%) headteachers indicated that they taught the upper classes as shown in table 4.9 below.

**Table 4.9 Classes taught by the Headteachers**

<table>
<thead>
<tr>
<th>Classes taught by Headteachers</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Upper</td>
<td>8</td>
<td>53.3</td>
</tr>
<tr>
<td>Upper &amp; middle</td>
<td>3</td>
<td>20.0</td>
</tr>
<tr>
<td>Lower</td>
<td>4</td>
<td>26.7</td>
</tr>
</tbody>
</table>

Given the number of lessons the headteachers taught per week as indicated earlier, and also their other administrative and supervisory duties, the headteachers would not handle this classes effectively. The headteachers would not therefore be role models in curriculum delivery. This is likely to affect the KCPE results since upper classes also include the candidate class.

### 4.4.2 Headteachers Response on In-Service Training

The researcher sought to find out whether the headteachers had undergone any in-service training on educational management. The results were as shown in Figure 4.2 below.
Figure 4.2: Headteachers Response on In-Service Training

Figure 4.2 shows that 10(67%) of the headteachers had not undergone in-service training on Educational management while 5(33%) indicated they had received in-service training on the same. Some of the areas covered during the training included:- General Management, Guidance & Counseling, Professional Ethics and HIV and AIDS. When asked whether the training was adequate the headteachers cited that, some key areas like curriculum implementation skills, library management skills and evaluation of learning/teaching aids were not included. Under FPE, schools lack qualified librarians to assist in facilitating the implementation of the programme. Farrell and Heyneman(1989) confirmed this by saying that most developing countries do not have adequate, trained and experienced people to run a system to provide books. From these sentiments it was clear that after sometime the text books would be lost or torn due to improper care. This would impact negatively on curriculum and instruction. The Headteachers were also asked whether they encourage teachers to attend in-service trainings. Figure 4.3 below presents the findings.
Figure 4.3 shows that 12(80%) head teachers encouraged their teachers to attend in-service courses, seminars and workshops while 3(20%) indicated that they did not. Eshiwani (1993) advised that because the improvement of education depended mainly on the improvement of teacher competency, there was need for systematic upgrading and training programme for primary, secondary and third level teaching through in-service training. An instructional supervisor should therefore plan for his/her teachers to attend in-service courses, seminars and conferences and encourage them to actively participate in such activities.

4.4.3 Capacity building and Motivation of Teachers

The study enquired on the contribution that heads of schools made towards the development of their members of staff. All the heads said that they encourage/recommend their staff members for promotion. When asked whether they provided textbooks and other materials to teachers, all of them indicated the affirmative. However they cited that the funds were not adequate and not provided in time. They also
complained of lack of libraries to store some of these materials and librarians to be
incharge of the libraries.

4.4.4 Extent to which Headteachers carried out their Assessment Exercise

The researcher sought to establish whether the headteachers executed some of the
assessment exercises to which they responded as shown in Table 4.10 below.

Table 4.10: Extent to which Headteachers carried out their Assessment Exercise

<table>
<thead>
<tr>
<th>Evaluation exercise</th>
<th>Never</th>
<th>Sometimes</th>
<th>Always</th>
</tr>
</thead>
<tbody>
<tr>
<td>Checking teachers scheme of work</td>
<td>0</td>
<td>5</td>
<td>10</td>
</tr>
<tr>
<td>Checking teachers lesson plans</td>
<td>0</td>
<td>8</td>
<td>7</td>
</tr>
<tr>
<td>Checking teachers lesson notes</td>
<td>0</td>
<td>7</td>
<td>47</td>
</tr>
<tr>
<td>Assessing teachers while teaching</td>
<td>6</td>
<td>40</td>
<td>5</td>
</tr>
<tr>
<td>Informing teachers before you see them in class</td>
<td>3</td>
<td>20</td>
<td>10</td>
</tr>
<tr>
<td>Discussing the lesson together with the teacher after assessing him/her</td>
<td>6</td>
<td>40</td>
<td>3</td>
</tr>
<tr>
<td>Checking the text books and other literature used by teachers in class</td>
<td>0</td>
<td>0</td>
<td>10</td>
</tr>
<tr>
<td>Getting help in term of supervision of instructions from QASOs in charge of Division</td>
<td>3</td>
<td>20</td>
<td>4</td>
</tr>
</tbody>
</table>

Table 4.10 shows that over 50% of the headteachers always :- Checked teachers schemes of work, checked teachers lesson notes and got help in terms of supervision of instruction from QASOs in charge of the division. However 8 (53%) sometimes checked teachers lesson plans, 7 (47%) sometimes checked teachers lesson notes and a very great number 10 (67%) only sometimes informed the teachers before seeing them in class and checked the text book and other literature used by teachers in class. The table also revealed that:- 6 (40%) of the head teachers never assessed teachers while teaching and 6 (40%) never discussed the lesson together with the teachers after assessing them. One of the supervisory techniques that the headteacher could employ is to carry out a classroom visit
to observe a teacher. By doing this, the headteacher becomes aware of the problems the teachers face in his/her teaching and what need to be improved. On self evaluation research has shown that teachers who receive feedback on their instructional practices are more satisfied with teaching (Dornbush and Scott 2003). Goldhammer (2003:23) stated that, if supervisors were to spend more of their energy in classrooms visits, followed by helpful conferences its believed that teachers would have more friendly attitudes towards supervision.

4.4.5 School Performance

The study sought to find out the school performance in the division. School’s performance was sought in this study, as it was in the knowledge of the researcher that it would have a direct implication on whether effective instructional supervision was taking place or not. From the findings:- The best performing school in 2007 posted a mean score of 310 marks compared to the lowest mean score that year of 236.62. In 2008, the best performing school posted a mean score of 279.5 marks whereas the lowest score of same year was 204.89 marks. It was also noted that in the same year, majority (87%) of the schools posted a negative performance improvement index. The headteachers attributed the drop in performance in 2008 to post election violence which made them enrol pupils from the violence torn zones regardless of their academic background. The best performance in 2009 was 287.94 while the lowest was 224.16. In the same year, majority (80%) of the schools posted a positive performance improvement index. This clearly showed that, those pupils enrolled in class seven in 2008 due to the post election violence, had already settled and had become used to their new schools.
4.4.6 Reasons for Poor Performance of Pupils in KCPE in Mbooni division

A follow up question was asked on the reasons which might have caused poor performance in KCPE. The findings are summarized in Table 4.11 below.

Table 4.11: Reasons for Poor Performance

<table>
<thead>
<tr>
<th>Statement</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Generally weak pupils</td>
<td>9</td>
<td>60</td>
</tr>
<tr>
<td>Lack of syllabus coverage</td>
<td>8</td>
<td>53</td>
</tr>
<tr>
<td>Indiscipline among pupils</td>
<td>10</td>
<td>67</td>
</tr>
</tbody>
</table>

When asked to respond on the general poor performance, the headteachers indicated the following as the main causes of poor performance:- Generally weak pupils 9 (60%), lack of syllabus coverage 8 (53%) and indiscipline among pupils 10 (67%). Under FPE programme, education is provided indiscriminately. Headteachers are expected to enroll all children who turn up for primary education. Many children- and especially the older ones -are now skipping nursery school and joining primary school without the basic skills acquired through early childhood education. The teacher ends up doing nursery work, pre-unit work and the class one work which affects his pace of teaching thus making the syllabus not to be covered in time. Indiscipline among children has also impacted negatively on quality of education. Pupil discipline is a volatile exercise because, even though the government banned corporal punishment and opted for counseling, the standards of discipline amongst many pupils are still deteriorating. The children’s act, 2001 states that the government and parents are bound by law to provide education to children and to protect the child from physical and psychological abuse by any person. When asked to give other obstacles that impacted negatively on curriculum and instruction, the headteachers indicated them as shown in the Figure below,
Figure 4.4: Other Obstacles encountered in the management of Curriculum and Instruction

From Figure 4.4, The major obstacles were :- Few teachers 7 (47%) and overcrowded classrooms 5 (33%). In 1998 the government froze teacher employment arguing that there were already too many teachers in the field. However a limited number of teachers have been recruited as from the year 2000 to replace those who die, retire or leave the profession. The staff balancing exercise in between year 2002-2004 was aimed at transferring teachers from the overstaffed schools to the understaffed ones.

This endeavours had not been efficient in meeting the staffing needs. As a result, understaffed schools resorted to employing teachers inorder to meet their staffing needs. This resulted to teachers entering schools without training at the expense of quality education. A national study carried out by UNESCO (2005) established that most schools did not have adequate classrooms to accommodate the large numbers of pupils enrolled under FPE. The classrooms were generally congested and in poor condition.
4.4.7 Status of Physical Facilities

The study in this question sought information on the status of physical facilities. The status of physical facilities in any school play a vital role in determining the effectiveness of the instruction. The results were as shown in the Table 4.12 below.

Table 4.12: Status of Physical Facilities

<table>
<thead>
<tr>
<th>Type of resource</th>
<th>Adequate</th>
<th></th>
<th>Inadequate</th>
<th></th>
<th>Lacking</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>n</td>
<td>%</td>
<td>n</td>
<td>%</td>
<td>n</td>
<td>%</td>
</tr>
<tr>
<td>Library</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>13</td>
<td>13</td>
<td>87</td>
</tr>
<tr>
<td>Furniture</td>
<td>7</td>
<td>47</td>
<td>8</td>
<td>53</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Toilets/Latrines</td>
<td>5</td>
<td>33</td>
<td>10</td>
<td>67</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Clean Water</td>
<td>2</td>
<td>13</td>
<td>8</td>
<td>53</td>
<td>5</td>
<td>33</td>
</tr>
<tr>
<td>Playing Ground</td>
<td>5</td>
<td>33</td>
<td>3</td>
<td>20</td>
<td>7</td>
<td>47</td>
</tr>
<tr>
<td>Text books</td>
<td>10</td>
<td>67</td>
<td>5</td>
<td>33</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Teaching aids</td>
<td>3</td>
<td>20</td>
<td>12</td>
<td>80</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Staffroom</td>
<td>7</td>
<td>47</td>
<td>8</td>
<td>53</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Games facilities</td>
<td>3</td>
<td>20</td>
<td>12</td>
<td>80</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Stationery</td>
<td>8</td>
<td>53</td>
<td>7</td>
<td>47</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Table 4.12 revealed that most of the physical facilities recorded a greater frequency of being inadequate or lacking all together. Only the stationery (53%) and text books (67%) seemed to be adequate. Most schools lacked, library (87%), playground (47%) and clean water (33%). According to Olembo and Cameron (1986), headteachers faced increasing administrative difficulties. These included inadequate and badly constructed buildings, desperate shortage of equipments, lack of proper school furniture particularly desks, poor and sometimes non-existent maintenance and repairs, untrained and half trained teachers and overcrowded classrooms.
Lack of physical facilities was further complicated by the uncertainty of the Harambee spirit through which schools could raise funds to put up physical facilities. With the reintroduction of FPE most parents expected to incur zero expenditure on the education of their children. UNESCO (2005) recommended that, the government should provide clear policy guidelines on how parents and communities could provide physical facilities like classrooms, toilets, desks and water tanks.

4.4.8 Support for Pupils with Special needs

The researcher also sought to identify the existence of pupils with special needs and the different interventions for them. The different types of special needs included: Physical handicappers, emotionally disturbed pupils, partially blind pupils, partially deaf pupils and over-age pupils. Upto 10 headteachers (67%) reported that their schools lacked teachers trained for special needs. Under FPE programme, headteachers are expected to enroll all children who turn up for primary education. If they are overaged the headteacher should make arrangements to have their own class MOEST (2003). Since most schools were understaffed this arrangement could not be effected. For the other special needs cases, special needs teachers and facilities were required and the big problem was that, most of the teachers were concentrated in the special needs schools, and facilities for such cases were expensive hence special needs pupils ended up not getting the necessary assistance. 12 (80%) headteachers also indicated that facilities to cater for special needs pupils were lacking as shown in figure 4.5 below.
4.5 Obstacles faced by Teachers in their Supervisory Duties

The respondents in this category highlighted a number of issues that were challenging in their instructional supervisory roles. The findings were as given below.

4.5.1 Teaching Workload

The survey sought to establish the number of lessons taught by the teachers per week. The findings were represented in Figure 4.6 below.

Figure 4.5: Facilities for Special needs Pupils

4.5.2 Teaching Workload

Figure 4.6 Indicated that majority (63%) of teachers taught more than 30 lessons per week, while the least 6 (5%) teachers, taught less than 20 lessons. As a result of these, the teachers were asked to state whether these lessons were more or less in view of the other
duties assigned to them. Up to 103 (87%) teachers indicated that the lessons were more compared to 15 (13%) who indicated that the lessons were less.

Majority of the teachers taught more than 30 lessons per week and the rest taught less than 20. This could be attributed to the teacher shortage as indicated earlier. This is an obstacle to effective curriculum implementation in that there cannot be quality learning expected when there are no enough teachers. The great work load also left the teachers with no time to give individual attention to the learners and especially the slow ones. As indicated earlier this impacted negatively on the quality of teaching and learning.

4.5.2 Assessment of Teachers by QASOs and Headteachers

The researcher sought to establish whether the teachers had been assessed in the classroom at one point or another either by the QASO or their respective headteacher, if there were discussions with the assessor after the exercise and whether they had ever received feedback on supervision by these two officers. The results were presented in Table 4.13 below.
### Table 4.13: Assessment of Teachers by QASOs and Headteachers

<table>
<thead>
<tr>
<th>Assessment issue</th>
<th>QASOs</th>
<th>Headteacher</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes %</td>
<td>No %</td>
</tr>
<tr>
<td>Have you been assessed in the classroom</td>
<td>79</td>
<td>67</td>
</tr>
<tr>
<td></td>
<td>39</td>
<td>33</td>
</tr>
<tr>
<td>Was the lesson discussed after the assessment</td>
<td>68</td>
<td>58</td>
</tr>
<tr>
<td></td>
<td>11</td>
<td>9</td>
</tr>
<tr>
<td>Do you receive any feedback on supervision report</td>
<td>60</td>
<td>51</td>
</tr>
<tr>
<td></td>
<td>19</td>
<td>16</td>
</tr>
</tbody>
</table>

Table 4.13 shows that there is a positive feedback on the quality of assessment done by the QASOs, as compared to those done by the head teachers. This is premised on the fact that more teachers indicated that they had been assessed by QASOs 79 (67%) than their respective head teachers 50 (42%) and a follow up on these assessments was also done more frequently by the QASO as compared to the Headteacher. Head teachers being the immediate school supervisors’ carried out very limited assessment and supervision functions. This could be attributed to the many lessons the Headteachers were teaching which left them with inadequate time to assess teachers and provide them with feedback on supervision. It could also mean that headteachers did not take supervision seriously, since those who assessed the teachers, should have afforded time to discuss the lesson, so as to help the teachers improve on their weak areas.

### 4.5.3 Teachers response on In-Service Courses, Seminars and Workshops

As an important element in the improvement of the teachers supervisory skills, the study sought to find out whether the teachers had attended any in-service training. The findings are shown in figure 4.7 below.
Figure 4.7: Teachers response on In-Service Courses, Seminars and Workshops

Figure 4.7 above indicated that 33% of the teachers always attended in-service training, 42% rarely attended and 25% of the teachers never attended any in-service training. It is clear that 67% of the teachers either rarely attended or never attended any in-service training. This was against Olembo et al (1992) who posited that, the importance of in-service education programmes for the qualified teachers is supported by the fact that, they offer the quickest way of introducing changes and improvements in primary schools. This is due to the fact that, demands on the teacher change considerably during their career due to demand of the new curricular and methods of teaching. Consequently, in-service teacher education is necessary to enable teachers to face the challenges of these changing needs. Shiundu and Omulando (1992) add that constant teacher in-service is very necessary as, it fills the gaps which were not filled during the times of teacher training.
4.5.4 Teacher-Pupil Ratio

The study further sought information on the level of satisfaction with the staffing of teachers in the schools. The findings are presented in Figure 4.8 below.

Figure 4.8: Teacher-Pupil Ratio

Figure 4.8 above clearly indicates that there was a low level of satisfaction with the staffing of teachers in the schools, that participated in the survey. Up to 46% of the teacher respondents indicated that the staffing level was less than recommended i.e one teacher per thirty five pupils according to Ministry of Education (2003) Management Guide. 31% of the teacher respondents felt that this ratio met the recommended threshold, whereas only 23% indicated that the staffing level was more than recommended. Overcrowded classrooms lead to lack of interaction between the teachers and learners. Wragg (1990) states that the quality and quantity of teacher-pupil interaction is a critical dimension of effective classroom teaching since pupil centred teaching is paramount to any kind of learning. Learning should be through all senses such that the teachers should use teaching aids and encourage pupils to write their own. This may not be possible in cases where the class size is big (Nceri, 2006).
4.5.5 The Frequency of Teacher Meetings

The survey sought to establish how often teachers held staff meetings. The results are shown in figure 4.9 below.

![Figure 4.9: Frequency of Teacher Meetings](image)

A majority of the teachers (66%) indicated that they usually held staff meetings once per term, 26% held staff meetings twice in a term and only 8% indicated that they held staff meetings more than twice in a term. According to Goldhammer, Anderson, and Krajewski, (1980), instructional supervision includes all those activities by educational administrators that may express leadership in the improvement of learning and teaching, such as observation of class instruction, conducting of teachers meetings and a group and individual conferences. Teacher meetings could be useful to check on progress in achieving targets set, to identify any factors which could prevent the school’s success and to establish what specific support the supervision could provide to make the teacher achieve the targets. It could also help create harmony through solving any differences among teachers that might adversely affect their morale to teach.
4.6 Measures that could be taken to improve Instructional Supervision

The third research question of the study was to find out the measures that could be taken to improve instructional supervision in public primary schools. All the three categories of the respondents suggested possible ways of improving instructional supervision. The headteachers respondent as follows; 12 (80%) headteachers proposed that school administrators should be in-serviced and especially on supervisory skills; 10 (67%) were of the view that school administrators workload should be reduced so that they can address both their administrative duties and participate fully in their instructional supervisory roles; 9 (60%) suggested that the parents should be encouraged to participate in putting up additional physical facilities. Other proposed measures included Provision of more funds to school managers to expand physical facilities such as classrooms, staffrooms, libraries and games facilities and be able to equip them with relevant facilities (67%) and more teachers including those trained to handle special needs pupils should be employed and evenly distributed to all understaffed schools to cater for the increasing number of pupils under FPE programme (87%).

When the teachers were asked to respond on what measures should be taken to improve instructional supervision; 79 (67%) teachers suggested that the school administrators should have high professional qualifications so as to be better role models to their teachers and pupils; 90 (76%) were of the view that supervisors should create a conducive environment for the teachers when carrying out the assessment; 85 (72%) proposed feedback should be given to those who have been assessed to help them have a better understanding of their areas of weakness that need improvement. Other suggestions from the teachers were :- more classrooms should be built and more teachers should be
employed to reduce the high pupil-teacher ratio (74%) and teachers should be involved in decision making process (68%).

The QASOs were of the view that, the government through the Kenya Education Staff Institute (KESI) should train all the headteachers to be effective institutional managers (100%); that school infrastructure should be improved, especially classrooms, desks and teaching/learning materials (100%); integrating of ICT in education inorder to ease the task of school management (50%); employing more qualified teaching personnel inorder to deal with the problem of high pupil-teacher ratio (100%) and realignment of the hiring and deployment of the QASOs in line with the administrative units in the new constitution (100%).

4.7 Teachers Attitude towards Instructional Supervision

The fourth research question was to find out the teachers attitudes towards instructional supervision. The teachers attitude on a range of key aspects of instructional supervision were assessed. Table 4.14 presents a summary of the findings.
Table 4.14: Teachers’ Attitude towards Instructional Supervision

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Undecided</th>
<th>Disagree</th>
<th>Strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supervision of teachers improves Quality of teaching</td>
<td>50</td>
<td>42</td>
<td>47</td>
<td>40</td>
<td>5</td>
</tr>
<tr>
<td>Supervision create a suitable climate Where teachers feel free</td>
<td>8</td>
<td>7</td>
<td>8</td>
<td>7</td>
<td>5</td>
</tr>
<tr>
<td>Supervision helps teachers select and develop instructional materials</td>
<td>42</td>
<td>36</td>
<td>47</td>
<td>40</td>
<td>4</td>
</tr>
<tr>
<td>Supervision helps develop good staff Development programmes</td>
<td>6</td>
<td>5</td>
<td>9</td>
<td>8</td>
<td>18</td>
</tr>
<tr>
<td>Supervi’s’n helps instill sense of personal achievement in the teaching staff</td>
<td>9</td>
<td>8</td>
<td>7</td>
<td>6</td>
<td>25</td>
</tr>
<tr>
<td>The supervisor is receptive to new Ideas from teachers</td>
<td>13</td>
<td>11</td>
<td>9</td>
<td>8</td>
<td>9</td>
</tr>
<tr>
<td>Supervision visits are adequate</td>
<td>16</td>
<td>14</td>
<td>9</td>
<td>8</td>
<td>7</td>
</tr>
</tbody>
</table>

From the Table 4:14 above we can deduce that:- A majority of the respondents i.e 42% strongly agreed and 40% agreed that supervision of teachers improve quality of teaching and 36% strongly agreed and 40% agreed that supervision helps teachers select and develop instructional materials. However a majority of the respondents i.e 44% strongly disagreed and 28% disagreed that supervision helps develop good staff development programmes, 42% strongly disagreed and 40% disagreed that supervision creates a suitable climate where teachers feel free, 40% strongly disagreed and 25% disagreed that supervision helps instill sense of personal achievement in the teaching staff and 42% strongly disagreed that Supervision visits are adequate. The findings above indicated that the teachers had a negative attitude towards instructional supervision. Supervisors should create an amicable environment for the teachers when carrying out the assessment. Additionally, they should handle the suggestions that the teachers give to make them feel that their opinions are taken into account. Feedback should be given to those who have
been assessed to help them have a better understanding of their areas of weakness that need improvement. This should also be coupled with holding discussions after the assessment sessions to debrief.
CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1: Introduction

This chapter presents summary of the major research findings and conclusions of the study. The chapter also presents recommendations and suggestions for further research.

5.2: Summary of the findings

The purpose of the study was to examine the obstacles faced by Head teachers, Teachers and QASOs with regard to effective instructional supervision in public primary schools in Mbooni division, Mbooni west district, Kenya. The study also sought to find out measures that could be taken to improve instructional supervision in this area. It employed both qualitative and quantitative approaches. It was carried out in a sample of 16 public primary schools in mbooni division. Questionnaires were used to collect data from the headteachers, teachers and QASOs. The study comprised of 16 headteachers, 128 teachers and 3 QASOs. Data was presented using descriptive statistics methods.

5.2.1 Demographic profile of the participants

The study established that majority of the headteachers and both QASOs were above 45 years of age. This meant that they could not take a lot of interest in the professional development of their staff and the physical development of the entire school. Majority of the teachers were aged between 25 and 35 years which meant that they were young and energetic to handle instructional matters effectively. The study also established that the most educated QASO had a diploma and majority of the headteachers were P1 certificate holders and none was a graduate. This was a negative gesture that human resource with low professional qualification were moving to supervise and manage primary schools.
The teachers on the other hand were qualified with at least a P1 certificates and others with a qualification of bachelor’s degree.

The study also found out that all the QASOs and headteachers had enough experience to handle instructional supervision. The only problem noted was that, one QASO and majority of the headteachers had served in one station for between 11-15 years. Most of the teachers had over 6 years experience, which meant that they were capable enough to implement the curriculum effectively.

Despite the fact that the role of the inspectorate was clearly stipulated in the Education Act of (1968) revised in (1980) chapter 211 of the laws of Kenya, from the background information it was clear that there were obstacles facing instructional supervisors and which hinder them from enhancing effective instructional supervision. The analysis of the data enabled the researcher to come up with major findings as given below:

5.2.2 Nature of challenges faced by QASOs in their supervisory roles

The study established that QASOs supervision work was hindered by factors such as:

- inadequate implementation of recommendations they make on supervision by Headteachers, the DEO and MOE, poor road network, negative perception by school administration, teachers not taking QASOs comments seriously, teachers taking supervision as interference, lack of transport and teachers preparing only when they were aware that they were to be supervised. These findings revealed that QASOs in the District had limited support for duty performance.

All the three respondents from the three categories confirmed that they had received in-service training, however questions on adequacy were raised by the respondents e.g the
QASOs highlighted areas where they needed further capacity building as a way of enhancing their supervisory skills e.g. Assessment and administrative skills and evaluation of learning/teaching aids. It was also found that the QASO who had served for between 11-15 years had all this time been in one zone. This could make them become too familiar with Headteachers and teachers and perhaps cause inbreeding.

The study also revealed that, although QASOs sat in class when teaching was going on, they never checked on lesson plans and only 50% of QASO held discussions with the teacher after the classrooms’ visit. This meant that teachers weak and strong points were not discussed in view of identifying the opportunities for improvement.

5.2.3 Problems faced by Headteachers and Teachers in their supervisory roles

The study established that, majority of the teachers either rarely attended, or never attended any in-service training which was contrary to Okumbe (1999) who posited that, effectiveness of instructional supervisors could be achieved if they were provided with opportunity to acquire and practice the important skills required in supervision. The study also revealed that two thirds of the schools that took part in the study lacked teachers trained for special needs. Majority of the headteachers also indicated that facilities to cater for special needs pupils were lacking.

Headteacher being the immediate school supervisors’ carried out very limited assessment and supervision functions. A good number of them never assessed teachers while in class teaching. Out of those who assessed teachers in class, only a few gave feedback to the teacher. It is therefore important to in-service headteachers on proper techniques and procedures on supervision.
The study also found that majority of the headteachers had more than 26 lessons per week. The headteachers felt overworked since they had many other administrative duties to undertake. According to Okumbe (1998) the Headteachers teaching and clerical duties should be reduced and an increased emphasis be placed in the Headteacher’s supervisory role in the school. Majority of the headteachers were also found to teach the upper classes. Given the number of lessons the headteachers taught per week as indicated earlier, and also their other administrative and supervisory duties, the headteachers would not handle these classes effectively.

The study also revealed that majority of the headteachers had not undergone any in-service training on educational management. Those who attended also cited that, some key areas like curriculum implementation skills, library management skills and evaluation of teaching/learning aids were not included, all of which could have impacted negatively on curriculum and instruction.

It was also noted that all Headteachers provided textbooks and other materials to the teachers. However they cited that the FPE funds were not adequate and not disbursed in time. The headteachers also complained of lack of libraries to store some of those teaching and learning materials and librarians to be incharge of keeping and issuing the materials.

On schools performance across 2007-2009 it was found that many schools posted a mean score which was below average. Head teachers and teachers gave the main reasons for this poor performance as :- Generally weak pupils, lack of syllabus coverage, indiscipline among pupils and understaffing. All the above factors could be attributed to the re-
introduction of free primary education, which led to an increased pupils enrolment resulting to teacher shortage.

On the issue of physical facilities most of the physical facilities recorded a greater frequency of being inadequate or lacking all together e.g Library, playground and clean water posted the highest frequency of lack. There was a higher frequency of inadequacy on the part of games facilities, Teaching aids, toilets/latrines, furniture and staffroom.

Majority of the teachers were found to teach more than 30 lessons per week and the least taught less than 20 lessons. This could be attributed to the teacher shortage as indicated earlier. This was an obstacle to effective instructional supervision in that there cannot be quality learning expected when there were no enough teachers. The great work load also left the teachers with no time to give individual attention to the learners and especially the slow ones. The study also found that, majority of the teacher respondents indicated that the teacher-pupil ratio was less than recommended i.e one teacher per 35 pupils according to school management guide (2003). This shows that there was overcrowding in the classrooms. This was in line with previous findings by the Integrated Regional Information Network (IRIN, 2003), that the average class sizes had risen from 50 to 60 and 70 with one teacher per class while facilities remained the same.

The study also showed that majority of the teachers had been assessed by QASOs compared to their respective headteachers. A follow up on these asessements was also done more frequently by the QASO as compared to the headteacher. This could be attributed to the many lessons the headteachers were teaching, which left them with inadequate time to assess teachers and provide them with feedback on supervision. On
teachers attitude towards supervision, majority of teachers disagreed with the statement that supervision creates a suitable climate where teachers feel free and an even higher number of teachers disagree that supervision visits were adequate.

The study also established that majority of the teachers taught more than 30 lessons per week. The great work load left the teachers, with no time to give individual attention to the learners and especially the slow ones. It also revealed that there was a low level of satisfaction with the staffing of the teachers in the schools, that participated in the survey. Upto 46% of the teacher respondents indicated that the staffing level was less than recommended. This has a negative effect on quality teaching and learning.

The study also established that staff meetings were rarely conducted. Teacher meetings could be useful to check on progress in achieving targets set, to identify any factors which could prevent the school’s success and to establish what specific support the supervision could provide, to make the teacher achieve the targets.

5.2.4. Possible measures that could be taken to improve instructional supervision

The third research question of the study was to find out the measures that could be taken to improve instructional supervision in public primary schools. All the three categories of the respondents suggested possible ways of improving instructional supervision. These were:- The school administrators should be in-serviced and especially on supervisory skills; the school administrators workload should be reduced to allow them address both their administrative duties and participate fully in their instructional supervisory roles; the school administrators should have high professional qualifications so as to be better role models to their teachers and pupils; encouraging the parents to participate in putting up
additional physical facilities; provision of more funds to school managers to expand physical facilities such as classrooms, staffrooms, libraries and games facilities and be able to equip them with relevant facilities; needs assessment exercise should also be conducted amongst QASOs, headteachers and teachers to first determine the capacity gaps before administering in-service trainings and supervisors should create a conducive environment for the teachers when carrying out the assessment.

Additionally, they should handle the suggestions that the teachers give to make them feel that their opinions are taken into account; feedback should be given to those who have been assessed to help them have a better understanding of their areas of weakness that need improvement; realignment of the hiring and deployment of the QASOs in line with the administrative units in the new constitution. This will help ensure equity in the deployment of the QASOs to enhance effective supervision of schools in their areas of jurisdiction; more teachers including those trained to handle special needs pupils should be employed and evenly distributed to all understaffed schools to cater for the increasing number of pupils under FPE programme and teachers should also be involved in decision making process.

5.3: Conclusion

The study focused on the investigation of obstacles to effective instructional supervision in public primary schools in Mbooni division, Mbooni west district. It also sought to find out the measures that could be taken to improve instructional supervision.

The study concluded that assessment of the primary schools were inadequate which could be attributed to poor road networks, inadequacy of in-service courses offered to QASOs
and especially on supervisory skills. With irregular school inspection from QASOs the headteachers and teachers lacked managerial and professional guidance respectively; most of the headteachers and the QASOs were above 45 years of age. In addition Some headteachers had overstayed in one school, others staying for a period of upto 10 years and above. This paved way for such headteachers to manage those schools as their own property or be able to manipulate their school committees for their personal gain, at the expense of quality teaching- learning process; in-service courses for teachers headteachers and QASOs were inadequate and amongst the areas covered under the in-service trainings, there weren’t areas which directly address the enhancement of the headteachers capacity in instructional supervision; there was inadequate physical and material resources and shortage of teachers which impacted negatively on management of pupil personnel and curriculum and instruction.

Although the headteachers and teachers had their own ways of coping up with the challenges e.g multi-grade teaching, employing PTA teachers, these did not offer a permanent solution; there was irregular inspection from District/Zonal inspectors which meant that headteachers and teachers would continue lacking managerial and professional guidance respectively; most of the headteachers and QASOs were mature enough to manage their primary schools and educational zones respectively; the most educated QASO had a diploma while majority of the headteachers were PI holders and none was a graduate and that some of the teachers they supervised were graduates; a large number of headteachers and teachers taught more than 30 lessons per week. This made them not address other supervisory issues effectively; parents reluctance to subsidize on governments FPE funds meant that physical facilities would continue to be inadequate.
Furthermore teachers efficiency could be affected due to unconducive work environment such as inadequacy of staffroom space and furniture.

### 5.4: Recommendations

Having investigated the obstacles and measures that could be taken to improve effective instructional supervision in public primary schools in Mbooni division, the following recommendations were made:-

1. The school administrators should be in-serviced and especially on supervisory skills. This could be done through induction workshops for newly promoted headteachers so as to keep them abreast with the challenging administrative and supervisory roles. This is because the breadth and depth of the primary school curriculum keeps on changing and there are always new situations.

2. The school administrators workload should be reduced so that they can address both their administrative duties and participate fully in their instructional supervisory roles. This can be done by the government ensuring that staffing in every school meets the required threshold so that teachers in a particular school are not over-burdened.

3. The school administrators should have high professional qualifications so as to be better role models to their teachers and pupils. In addition they have the overall responsibility over the school programme and therefore they are expected to possess a superior knowledge about curriculum and instruction and to provide expert leadership in all areas of the school programme.

4. The parents should participate in putting up additional physical facilities. This can be done through the Headteachers seeking good working relationships with parent
associations, ensuring that PAs’ know the school, share its expectations, problems and successes, work closely with PAs’ to ensure provision of services especially in physical development of the school and to publicly recognize their contributions.

5. The government should provide more funds to school managers to expand physical facilities such as classrooms, staffrooms, libraries and games facilities and be able to equip them with relevant facilities. From this kitty, schools will be able to allocate miscellaneous funds to cater for the instructional needs of the late entrants. It should also conduct Needs Assessment exercise amongst QASOs, Headteachers and teachers to first determine the capacity gaps before administering in service trainings. This will help avoid repetitive teaching of subjects/areas which have either being already covered or are of less need to the trainees.

6. Supervisors should create an amicable environment for the teachers when carrying out the assessment. Additionally, they should handle the suggestions that the teachers give to make them feel that their opinions are taken into account. Feedback should be given to those who have been assessed to help them have a better understanding of their areas of weakness that need improvement. This should also be coupled with holding discussions after the assessment sessions to debrief.

7. Realignment of the hiring and deployment of the QASOs in line with the administrative units in the new constitution. This will help ensure equity in the
deployment of the QASOs to enhance effective supervision of school units in their areas of jurisdiction.

8. More teachers including those trained to handle special needs pupils should be employed and evenly distributed to all understaffed schools to cater for the increasing number of pupils under FPE programme. In addition teachers should also be involved in decision making process. Teachers should desire to shift from being overpowered by administrative decisions and confined to classroom to being more involved in matters pertaining the curriculum and instruction as well as general organizational decisions.

5.5: Suggestions for further study

1) Further research is needed as the study only covered Mbooni division in Mbooni west district. A similar study should be undertaken in other regions to find out whether similar obstacles affect effective instructional supervision in public primary schools.

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

3) There is need for a national survey to collect views of the community on FPE, the areas they feel need improvement, and what they think is their responsibility regarding FPE.
REFERENCES


Nairobi: Government Printer.


Hong Kong: Macmillan Education Limited.
APPENDIX I

LETTER OF INTRODUCTION TO RESPONDENTS

Charles Kiamba John.
Kenyatta University.
P.O BOX 43844,
NAIROBI.

Dear Respondent(s),

RE: DATA COLLECTION FOR M.ED RESEARCH PROJECT

I am a post graduate student at Kenyatta University currently on a research project on the “Obstacles to effective instructional supervision in selected public primary schools in Mbooni division”.

You have been identified as an ideal research sample and therefore kindly requested to respond to the questionnaire items as honestly as possible and to the best of your knowledge.

The questionnaire is designed for this research purpose only. Therefore the responses shall be absolutely confidential and anonymous. NO NAME SHALL BE REQUIRED FROM ANY RESPONDENT OR INSTITUTION.

Thank you, for agreeing to participate in the study.

Yours faithfully,

Charles Kiamba John.

KENYATTA UNIVERSITY.
APPENDIX II

QUESTIONNAIRE FOR HEADTEACHERS

INTRODUCTION

The study seeks to determine the obstacles to effective instructional supervision in Mbooni Division. The information provided will be strictly for the purpose of research and will be treated confidentially. Please DO NOT indicate your name.

INSTRUCTION

Kindly ensure you answer the following questions to the best of your knowledge. Please tick or provide information as required.

SECTION A: PERSONAL DATA

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

2. Your age
   (a) Below 25 years ( ) (b) 25-30 years ( )
   (c) 31-35 years ( ) (d) 36-40 years ( )
   (e) 41-45 years ( ) (f) Over 45 years ( )

3. Your highest academic qualification.
   (a) CPE/ KCPE ( ) (b) O level ( )
   (c) A level ( ) (d) Diploma ( )
   (e) Degree ( ) Any other (specify)? .........................

4. Your highest professional qualification
   (a) P₂ ( ) (b) P₁ ( ) (c) ATS ( )
   (d) Diploma ( ) (e) B.E.D ( ) (f) M.ED ( )
Any other (specify)?............................................................

6. How long have you been a head teacher?

(a) Less than 2 years ( ) (b) 2-5 years ( )
(c) 6-10 years ( ) (d) 11-15 years ( )
(e) 16-20 years ( ) (f) 21 years and above ( )

7. How long have you been a head teacher in this school?

(a) Less than 2 years ( ) (b) 2-5 years ( )
(c) 6-10 years ( ) (d) 11-15 years ( )
(e) 16-20 years ( ) (f) 21 years and above ( )

8. Which classes do you teach?

(a) Upper ( ) (b) Lower ( ) (c) Upper and Lower ( )

9. (a) How many lessons do you teach per week?

(a) Less than 20 ( ) (b) 20 – 25 ( )
(c) 25 – 30 ( ) (d) More than 30 ( )

(b) In your opinion, do you think they are adequate? Yes ( ) No ( )

(c) If the answer for 10 (b) above is No, what would be the appropriate number?

_______________________

10. Have you received any in-service training in: -

i. Educational management? Yes ( ) No ( )

ii. What areas were included in the in-service training?

a. ..........................................................................................

b. ..........................................................................................

c. ..........................................................................................
iii. Was the in-service training adequate?   Yes ( )   No ( )

SECTION B: SCHOOL DATA

11. How long has this school been a primary school?
   (a) 1-5 years ( )   (b) 6-10 years ( )   (c) 11-15 years ( )
   (d) 16-20 years ( )   (e) 21-25 years ( )   (f) Over 25 years ( )

12. School type:   Boarding ( )   Day ( )   Day/ Boarding ( )

13. The school is?   Mixed ( )   Girls only ( )   Boys only ( )

SECTION C: OBSTACLES TO EFFECTIVE INSTRUCTIONAL SUPERVISION

(i) CURRICULUM AND INSTRUCTION

14. Do you set educational objectives for your school annually?   Yes ( )   No ( )

15. At what time of the year do you set them?
   Beginning of the year ( )   End of the year ( )

16. a) Do you provide your teachers with textbooks and other materials they require in order to ensure curriculum delivery?   Yes ( )   No ( )

   b) What problems do you encounter in the process of providing these materials, resources and their maintenance?
   ........................................................................................................................................................................

17. Do you encourage teachers to attend in-service courses, seminars and workshops?
   Yes ( )   No ( )

18. Do you encourage or recommend teachers for promotion?   Yes ( )   No ( )

19. Indicate how often you carry out the following evaluation exercises.

|                   | NEVER | SOMETIMES | ALWAYS |
Checking teachers' schemes of work.
Checking teachers' lesson plans.
Checking teachers' lesson notes.
Assessing teachers while teaching.
Informing the teacher(s) before you see him/her in class.
Discussing the lesson together with the teacher after assessing him/her.
Checking the text book and other written literature used by teachers in class.
Do you get help in terms of supervision of instruction from QASOs in charge of the division?

20. What was the school’s mean score in KCPE examination in the last three years?

2007………………. 2008…………………… 2009……………………

21. What were the main reasons for the attainment of the above grades? (You can tick more than once).

(a) Generally weak pupils ( )
(b) Lack of syllabus coverage ( )
(c) Lack of enough textbooks ( )
(d) Indiscipline among pupils ( )
(e) Lack of qualified teachers ( )
(f) Change of administration ( )
(g) Lack of motivation to work hard ( )

Any other (state)……………………………………………………………………

Any other comment: __________________________________________________________

22. What other obstacles do you encounter in the management of curriculum and instruction in your school?

............................................................................................................................
............................................................................................................................
............................................................................................................................
............................................................................................................................
............................................................................................................................
............................................................................................................................
............................................................................................................................
(ii) PHYSICAL AND MATERIAL RESOURCES

23. a) What is the size of your school (number of students).............................................

b) What is the number of streams in your school?

<table>
<thead>
<tr>
<th>Class by grade</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of streams</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Average number of pupils per stream</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

c) Where is the shortage of classrooms more serious? You can tick more than once.

Standard I ( ) Standard II ( ) Standard III ( )
Standard IV ( ) Standard V ( ) Standard VI ( )
Standard VII ( ) Standard VIII ( )

e) What might be the cause of the shortage of classroom indicated in question 30 (d) above……………………………………………………………………………………………………
……………………………………………………………………………………………………
……………………………………………………………………………………………………

g) How do you cope with the shortage of classrooms in your school?...........................
……………………………………………………………………………………………………
……………………………………………………………………………………………………

h) How is instructional supervision affected by classroom shortage in your school?.....
……………………………………………………………………………………………………
……………………………………………………………………………………………………

24. Indicate the status of physical facilities in your school by ticking (✓) appropriately

<p>| Type of resources | Adequate | Inadequate | Lacking |</p>
<table>
<thead>
<tr>
<th>Library</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Furniture</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Toilets/ Latrines</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clean water</td>
<td></td>
<td></td>
</tr>
<tr>
<td>School play ground</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Text books</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teaching aids( e.g wall charts, maps etc)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Staffroom</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Games facilities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Stationery</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Any other(s) please specify ____________________________

25. Which of the following pupils with special needs are enrolled in your school following the implementation of Free Primary Education? (Tick as many as apply to your school).

(a) Partially deaf ( )
(b) partially blind ( )
(c) emotionally disturbed ( )
(d) Physically handicapped ( )
(e) Any other?
Specify…………………………

26. Does your school have teachers trained for special education? Yes ( ) No ( )

If no, how do you cope with pupils with special needs…………………………
……………………………………………………………………
……………………………………………………………………
……………………………………………………………………

27. Does your school have facilities to cater for special needs? Yes ( ) No ( )

28. In your opinion what are the measures that can be taken to improve effective instructional supervision……………………………………………………………………
……………………………………………………………………
……………………………………………………………………
……………………………………………………………………
APPENDIX III

QUESTIONNAIRE FOR TEACHERS

INTRODUCTION

The study seeks to determine the obstacles to effective instructional supervision in Mbooni Division. The information provided will be strictly for the purpose of research and will be treated confidentially. Please DO NOT indicate your name.

INSTRUCTION

Kindly ensure you answer the following questions to the best of your knowledge. Please tick or provide information as required.

SECTION A: PERSONAL DATA

1. Gender
   (a) Male ( ) (b) Female ( )

2. Age
   (a) Below 25 years ( ) (b) 25-35 years ( )
   (c) 36-45 years ( ) (d) Over 45 years ( )

3. Your highest academic qualification
   (a) CPE/KCPE ( ) (b) O level ( )
   (c) A level ( ) (d) Diploma ( )
   (e) Degree ( )

4. Your highest professional qualification
   (a) P2 ( ) (b) P1 ( ) (c) A.T.S ( )
   (d) Diploma ( ) (e) B.E.D ( ) (f) M.E.D ( )

5. How long have you been in your present school?
6. How long have you been a teacher?
   (a) Less than 2 years ( )  (b) 2-5 years ( )
   (c) 6-10 years ( )  (d) Over 10 years ( )

7. What responsibility do you hold in the school?
   (a) Class teacher ( )  (b) Class master ( )
   (c) Department head ( )  (d) Senior teacher ( )
   (e) Deputy Head teacher ( )

8. Which classes do you teach?
   (a) Upper ( )  (b) Lower ( )  (c) Upper and Lower ( )

9. (a) How many lessons do you teach per week?
   (a) Less than 20 ( )  (b) 20 – 25 ( )
   (c) 25 – 30 ( )  (d) More than 30 ( )

   (b) In your opinion, do you think they are adequate?  Yes ( )  No ( )

   (c) If the answer for 10 (b) above is No, what would be the appropriate number?


10. Have you received any in-service training in:
   i. Educational management?  Yes ( )  No ( )

   ii. What areas were included in the in-service training

       a. ........................................................................................................

       b. ........................................................................................................
iii. Was the in-service training adequate?   Yes ( )   No ( )

SECTION B: SCHOOL DATA.

11. How long has this school been a primary school?
   (a) 1-5 years ( )  (b) 6-10 years ( )  (c) 11-15 years ( )
   (d) 16-20 years ( )  (e) 21-25 years ( )  (f) Over 25 years ( )

12. School type:   Boarding ( )   Day ( )   Day/Boarding ( )

13. The school is?   Mixed ( )   Girls only ( )   Boys only ( )

SECTION C: OBSTACLES TO EFFECTIVE INSTRUCTIONAL SUPERVISION

(i) CURRICULUM AND INSTRUCTION

14. Are you provided with instructional materials you require to improve curriculum delivery in the school?   Yes ( )   No ( )

   How often? Very often ( )  often ( )  Rarely ( )  Not at all ( )

   Comment…………………………………………………………………………………………
   ……………………………………………………………………………………………
   ……………………………………………………………………………………………

15. How often do attend in-service courses, seminars or workshops?
   Always ( )  Rarely ( )  Never ( )

16. Does your Headteacher recommend you for promotion?   Yes ( )   No ( )

17. Have you been assessed in classroom while teaching by?
   a) QASOs   Yes [ ]  No [ ]
   b) Head teacher   Yes [ ]  No [ ]
18. After the lesson is assessed do you discuss it with either the Headteacher/QASO?

Yes ☐ No ☐

19. Do you receive any feedback on supervision from?

a) QASOs  Yes ☐ No ☐

b) Head teacher Yes ☐ No ☐

20. Are you evaluated in classroom performance through clinical supervision?

Yes ☐ No ☐

21. What is the teachers Pupils ratio?

(a) Less than recommended ( )
(b) Recommended ( )
(c) More than recommended ( )

22. How many times do teachers hold staff meetings in a term?

(a) Once ( )
(b) Twice ( )
(c) More than twice ( )
(d) None ( )

23. a) What was the school’s mean score in KCPE examination in the last three years?

2007…………………… 2008……………………… 2009……………………

b) What were the main reasons for the attainment of the above grades? You can tick more than once.

(a) Generally weak pupils ( )
(b) Lack of syllabus coverage ( )
(c) Lack of enough textbooks ( )
(d) Indiscipline among pupils ( )
(e) Lack of qualified teachers ( )
(f) Change of administration ( )
(g) Poor administration ( )
(h) Lack of motivation to work hard ( )

Any other (state)……………………………………………………………………

Any other comment: ______________________________________________________

(ii) PHYSICAL AND MATERIAL RESOURCES

24. a) What is the size of your school (number of students)?............................................
b) Acreage of your school?


c) What is the number of streams in your school?

<table>
<thead>
<tr>
<th>Class by grade</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of streams</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Average number of pupils per stream</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

c) Where is the shortage of classrooms more serious and why? You can tick more than once.

Standard I (   ) Standard II (   ) Standard III (   )

Standard IV (   ) Standard V (   ) Standard VI (   )

Standard VII (   ) Standard VIII (   )

d) What might be the cause of shortage of classrooms indicated in question 24 (c) above?

…………………………………………………………………………………………

…………………………………………………………………………………………

f) How do you cope with the shortage of classrooms in your school?

…………………………………………………………………………………………

…………………………………………………………………………………………

g) How is instructional supervision affected by classroom shortage in your school?

…………………………………………………………………………………………

…………………………………………………………………………………………

25. Indicate the status of physical facilities in your school by ticking (✓) appropriately

<table>
<thead>
<tr>
<th>Type of resources</th>
<th>Adequate</th>
<th>Inadequate</th>
<th>Lacking</th>
</tr>
</thead>
<tbody>
<tr>
<td>Library</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Furniture</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Toilets/ Latrines
Clean water
School play ground
Text books
Teaching aids(e.g. wall charts, maps etc)
Staffroom
Games facilities
Stationery

Any other(s) please specify……………………………………………………………………

26. Which of the following pupils with special needs are enrolled in your school following the implementation of Free Primary Education? (Tick as many as apply to your school).
(a) Partially deaf ( ) (b) partially blind ( ) (c) emotionally disturbed ( )
(d) Physically handicapped ( ) (e) Any other?
Specify…………………………

27. Does your school have teachers trained for special education? Yes ( ) No ( )
If no, how do you cope with pupils with special needs…………………………
……………………………………………………………………………………………………

28. Does your school have facilities to cater for special needs? Yes ( ) No ( )

29. Please indicate in the following table your attitude towards supervision in enhancing quality education (Use the key given below)
SA- Strongly Agree  A- Agree  U- Undecided  D- Disagree  SD- Strongly Disagree.

<table>
<thead>
<tr>
<th>STATEMENT</th>
<th>SA</th>
<th>A</th>
<th>U</th>
<th>D</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supervision of teachers improve the quality of teaching</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supervision creates a suitable climate where teachers feel free</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Statement</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>--------------------------------------------------------------------------</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supervision helps teachers select and develop instructional materials</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supervision helps develop good staff development programmes</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supervision helps instill sense of personal achievement in the teaching staff</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The Supervisor is receptive to new ideas from teachers</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supervision visits are adequate</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Any other(s) please specify……………………………………………………………………

30. In your opinion what are the measures that can be taken to improve effective instructional supervision……………………………………………………………………

………………………………………………………………………………………………
………………………………………………………………………………………………
………………………………………………………………………………………………
………………………………………………………………………………………………

Thank you for your co-operation.
APPENDIX IV

QUESTIONNAIRE FOR QUALITY ASSURANCE AND STANDARDS OFFICERS (QASOs)

INTRODUCTION

The study seeks to determine the obstacles to effective instructional supervision in Mbooni Division. The information provided will be strictly for the purpose of research and will be treated confidentially. Please DO NOT indicate your name.

INSTRUCTION

Kindly ensure you answer the following questions to the best of your knowledge. Please tick or provide information as required.

SECTION A: PERSONAL DATA

1. Name of your education zone______________________________________

2. Gender (a) Male ( ) (b) Female ( )
   Designation________________________________________

3. Age (a) Below 25 years ( ) (b) 25-35 years ( ) (c) 36-45 years ( ) (d) Over 45 years ( )

4. Your highest academic qualification.
   (a) CPE/KCPE ( ) (b) O level ( )
   (c) A level ( ) (d) Diploma ( )
   (e) Degree ( ) Any other (specify) ……………………………

5. Your highest professional qualification
   (a) P₂ ( ) (b) P₁ ( ) (c) ATS ( )
   (d) B.ED ( ) (e) M.ED ( ) Any other (specify)………………

6. How long have you been a QASO?
(a) Less than 2 years ( ) (b) 2-5 years ( ) (c) 6-10 years ( )
(d) 11-15 years ( ) (e) 16-20 years ( ) (f) 21 years and above ( )

7. How long have you been in your present station?
(a) Less than 2 years ( ) (b) 2-5 years ( )
(c) 6-10 years ( ) (d) 11-15 years ( )
(e) 16-20 years ( ) (f) 21 years and above ( )

8. Have you been trained as a QASO? (a) Yes ( ) (b) No ( )

9. (a) If the answer to Qn. 8 above is yes, which areas were you trained in?………………………………………
…………………………………………………………………………………………
…………………………………………………………………………………………
(b) In which areas of quality assurance do you think QASOs need further training?…..
…………………………………………………………………………………………
…………………………………………………………………………………………

SECTION B: OBSTACLES TO EFFECTIVE INSTRUCTIONAL SUPERVISION

10. Number of schools in your zone_______________

11. Number of visits per school per term (a) None ( ) (b) Once ( ) (c) More than once ( )

12. (a) In your opinion, do you think they are adequate? Yes ( ) No ( )

(b) If no, what should be the appropriate number? ……………………………

13. Do you visit the school alone or as a team? …………………………………………………

14. Do you inform your teachers in advance to your supervision visit? Yes ( ) No ( )

15. If the answer to 15. Above is yes, specify how?………………………………………………
…………………………………………………………………………………………
…………………………………………………………………………………………
16. Do you receive in-service training on school supervision skills? (a) Yes ( ) (b) No ( )

17. If the answer to 16 above is Yes, specify from who …………………………………
………………………………………………………………………………………………
………………………………………………………………………………………………

18. How does the ministry of education assist you in supervision of education?
………………………………………………………………………………………………
………………………………………………………………………………………………
………………………………………………………………………………………………

19. Do you check on teachers’ lesson plans? (a) Yes ( ) (b) No ( )

20. Do you check on teacher scheme of work? (a) Yes ( ) (b) No ( )

21. Do you sit in the class when teaching is going on? Yes ( ) No ( )

22. Do you hold discussions with the teachers after the classroom’s visit? Yes ( ) No ( )

23. Do you usually receive any response on inspection from MOE or DEO? Yes ( ) No ( )

24. In your experience please indicate to what extend the following persons implement recommendations made in the supervision reports?

<table>
<thead>
<tr>
<th></th>
<th>ALWAYS</th>
<th>OFTEN</th>
<th>SOMETIMES</th>
<th>RARELY</th>
<th>NONE</th>
</tr>
</thead>
<tbody>
<tr>
<td>TEACHERS</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HEADTEACHERS</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>DEO</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MOE</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

25. Please indicate to what extent you notice the following experiences in your role as QASO.

A: Always  B: Often  C: Sometimes  D: Rarely  E: None
STATEMENT

<table>
<thead>
<tr>
<th>STMTAEMENT</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
</tr>
</thead>
<tbody>
<tr>
<td>Negative perception by school administration</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teachers not taking your comments seriously</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lack of motivation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lack of materials and equipments</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teachers see supervision as interference</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teachers preparing only when to be supervised</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lack of skills in the areas of quality assurance</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Seen as fault finders by teachers</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Poor road network</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Large distance between schools</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Any other? Comment…………………………………………………………………

………………………………………………………………………………………..

26. In your opinion what are the measures that can be taken to improve effective instructional supervision…………………………………………………………………………

………………………………………………………………………………………..

………………………………………………………………………………………..

………………………………………………………………………………………..

………………………………………………………………………………………..

Thank you for your co-operation.
APPENDIX V

TIME FRAME OF THE STUDY

SEPTEMBER-DECEMBER 2009  Preparation and submission of research proposal.

JANUARY –APRIL  2010  Refining the research proposal and familiarization tours to schools.

APRIL-MAY  2010  Piloting of the research instrument and Improvement of the research instruments.

JUNE- JULY 2010  Collection, organization and analysis of data.

AUGUST-OCTOBER 2010  Writing of the project.

NOVEMBER – DECEMBER 2010  production and submission of the project.
## APPENDIX VI

## BUDGET OF THE STUDY

<table>
<thead>
<tr>
<th>Description</th>
<th>Cost (K. Shs)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Secretarial services</td>
<td></td>
</tr>
<tr>
<td>a. Typing proposal</td>
<td>1,500.00</td>
</tr>
<tr>
<td>b. Typing final report</td>
<td>2,000.00</td>
</tr>
<tr>
<td>c. Photocopying questionnaire</td>
<td>1,500.00</td>
</tr>
<tr>
<td>2. Stationary</td>
<td></td>
</tr>
<tr>
<td>a. Writing materials</td>
<td>450.00</td>
</tr>
<tr>
<td>b. Duplication papers</td>
<td>400.00</td>
</tr>
<tr>
<td>c. Pens</td>
<td>100.00</td>
</tr>
<tr>
<td>3. Traveling expenses</td>
<td></td>
</tr>
<tr>
<td>a. Pre-test of questionnaires</td>
<td>5,000.00</td>
</tr>
<tr>
<td>b. Administration of questionnaires</td>
<td>5,000.00</td>
</tr>
<tr>
<td>c. Consulting supervisor</td>
<td>7,000.00</td>
</tr>
<tr>
<td>4. Binding</td>
<td></td>
</tr>
<tr>
<td>a. Binding proposal</td>
<td>500.00</td>
</tr>
<tr>
<td>b. Binding final report</td>
<td>2,000.00</td>
</tr>
<tr>
<td>5. Computer expenses</td>
<td></td>
</tr>
<tr>
<td>a. Computer analysis service</td>
<td>20,000.00</td>
</tr>
<tr>
<td>6. Miscellaneous</td>
<td></td>
</tr>
<tr>
<td></td>
<td>10,000.00</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>55,450.00</strong></td>
</tr>
</tbody>
</table>
Our Ref: NCST/RRI/12/1/SS/655/3

Mr. Charles Kiamba John
Kenyatta University
P. O. Box 43844
NAIROBI

Dear Sir,

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on “Obstacles to effective instructional supervision in public primary schools in Mbooni Division, Mbooni West District, Kenya” I am pleased to inform you that you have been authorized to undertake research in Mbooni West District for a period ending 30th September 2010.

You are advised to report to the District Commissioner and the District Education Officer, Mbooni West District before embarking on the research project.

On completion of the research, you are expected to submit two copies of the research report/thesis to our office.

P. N. NYAKUNDI
FOR: SECRETARY/CEO

Copy to:

The District Commissioner
Mbooni West District

The District Education Officer
Mbooni West District