

**EFFECTIVENESS OF TAC TUTORS IN  
INSTRUCTIONAL SUPERVISION IN PRIMARY  
EDUCATION: A CASE OF LUGARI DIVISION,  
LUGARI DISTRICT, KENYA**

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*Effectiveness of TAC  
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## DECLARATION

This is my original work and has not been presented for any of the study programme in any University.


  
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09.04.09  
Date

This project has been submitted for examination with my approval as the University supervisor.

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30/06/2009  
Date

**DEDICATION**

To my parents who placed a high value on education.

My wife, Caroline and my children Neville, Bradley and Stacy

## **ACKNOWLEDGEMENTS**

This undertaking has been accomplished with help and support of many individuals.

Each of this individual played a different role whether in knowledge or support.

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## ABSTRACT

Much attention is currently being given to the provision of quality education in primary schools on global and national scales. Proper investment in the education of a child yields good results at the end of primary school cycle.

The Central problem of this study was that despite the critical role that the TAC Tutor plays in the provision of quality education through instructional supervision they are faced with several challenges such as multiple roles, resource constraint and lack of or poor training.

The study adopted a descriptive survey design covering all 3 zones in the division. Schools were sampled using stratified sampling techniques. The selection of teachers was done through Simple random sampling.

Data was collected using three types of instruments. These were a questionnaire each for TAC Tutors, Headteachers and teachers. Checklist for Teachers Resource Centre (TRC) and an interview schedule for District Education Officer (D.E.O.). The researcher personally visited each institution and administered the research instrument. Piloting was done in one of the schools to validate the research instruments. This school was not used in the main study.

After data collection, quantitative data was analyzed using Statistical package for Social Sciences (SPSS) version 12.0 to analyze quantitative data and results on averages and percentages presented using tables and figures. Qualitative data was organized into themes, categories and patterns pertinent to the study.

The study found out that the current training of TAC Tutors did not meet the expectations of headteachers and teachers needed for effective instructional supervision in primary education.

The study also revealed that TAC Tutors perform more administrative duties than instructional supervisory duties.

In order to address the situation the ministry of education should enact sound policies in regard to school management and supervision.

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## **ABBREVIATIONS**

A.E.O.	Area Education Officer
D.E.O.	District Education Officer
HTSG	Headteachers Support Group
K.C.P.E.	Kenya Certificate of Primary Education
K.I.E.	Kenya Institute of Education
KESI	Kenya Education Staff Institute
KESSP	Kenya Education Sector Support Program
M.O.E.	Ministry of Education
P.A.	Parents Association
SBTD	School Based Teacher Development
SEP	School Empowerment Program
SPRED	Strengthening Primary Education
T.A.C.	Teachers Advisory Centre
T.R.C	Teachers Resource Centre
T.S.C.	Teachers Service Commission
TMA	Tutor Marked Assignment
TTC	Teachers Training College
ZQASO	Zonal Quality Assurance & Standards Officer

# CHAPTER ONE

## INTRODUCTION

This chapter outlines the background to the study, statement of the problem, purpose of the study, objectives of the study, research question, scope and limitations of the study the theoretical frame work, conceptual frame work and finally definition of main terms.

### 1.1 Background to the study

The concept of supervision is a very important aspect in the management of any organization for meaningful achievement to be realized. In education sector, instructional supervision is very critical. The major objective in any educational organization is the provision of quality education for academic excellence.

In order for this to be achieved effective supervision must be established. Instructional supervision is majorly the role of quality assurance and standards officers. However, in the recent past there has been a critical shortage of Quality Assurance and Standards Officers hence the function has been dominantly been undertaken by the TAC Tutors who work hand in hand with the Quality Assurance and Standards Officers. In view of these, several questions have been raised as to the effectiveness of the TAC Tutors in instructional supervision.

As an instructional supervisor in the zone the TAC Tutor facilitates the attainment of the instructional objectives for quality education. This therefore calls for him/her to be effective.

Supervision has been defined in various ways by a number of writers. However, according to Rue, et al (1982),

*“.....Supervision is concerned with encouraging the members of a work unit to contribute towards accomplishing the organization goals and objectives.”*

As a facilitator, the TAC Tutor brings all teachers in his/ her of jurisdiction together to work as a team for the attainment of the goals or objectives. The ultimate goal/objective being the attainment of academic excellence through provision of quality education.

On the other hand, instructional supervision refers to the type of guidance that teachers get from supervisors. It involves finding ways of stimulating teachers in their teaching work and improving instruction through use of better teaching methods. Nakitare (1980). Effective instructional supervision therefore refers to the efforts put in place to ensure that there is improvement in instruction through collaboration of the supervisor and the supervised. Effective supervision of instruction facilitates the achievements of goals and objectives of education.

The importance of supervision in Kenya can be traced back to the time of colonial government where it saw the need of supervision of school, for example Beecher report (1949) recommended efficient supervision of schools.

Ever since the attainment of independence in Kenya in 1963, various educational commissions appointed to look into issues affecting education acknowledge that effective supervision has been a major problem. However, little has been done to redress that trend or offer a lasting solution. This is reflected in the appointment of supervisors which is not given serious consideration.

Ominde (1964) states that:-

*“.....good supervision is no small difficulty and it is certainly quite unsafe to assume that a promoted school master will automatically make a good supervisor without training”.(pg 35)*

Ominde further adds that supervisors are appointed to these positions on the fallacious assumption that skills acquired in their training as teachers are necessary and sufficient prerequisite for effective function.

Ominde is supported by Maranga (1977) in a study where he noted that:-

*“.....Kenya primary school supervisors lack skills and techniques to contribute to adequate performance of supervisory roles.” (pg 34)*

Ominde (1964) recommended preparation and training of supervisor to help them acquire necessary supervisory competences required for effective performance of their duties. He therefore called for training of supervisors as a means of providing them with skills requiring supervision. It is important to note that TAC Tutors are appointed to their positions on assumptions that having been long serving teachers they would automatically make good supervisors. However, the lack of relevant training hinders their effective performance.

Koech report (1999) further emphasized that appointment of education managers be based on institutional management training, proven competence, possession of appropriate qualification and relevant experience. Requisite skills and competence become necessary requirement for effective supervisors. This in itself gives reason why a TAC Tutor must be thoroughly trained to be an effective supervisor.

An effective supervisor entails:-

- One who practices and acknowledges good leadership qualities.

- Encourages the spirit of togetherness in setting and maintaining instructional objectives.
- Considerate and sympathetic to individual differences, feelings and objectives.
- Creative and constructive in solving everyday problems.
- Good planner and organizer.
- Flexible and adaptable.
- Objective in his or her assessment of performance objectives.
- Encourages both formative and functional evaluation based on objective observation related to education plans or objectives.

These are very important attributes that TAC Tutors should possess for him/her to effectively supervise the implementation of the curriculum. Effective supervision of instruction is important because it monitors whether teaching is going on well. It also helps teachers to adopt to changes especially changes encountered with the curriculum. It further assists teachers to translate themes learnt in classroom into practice and finally it motivates teachers to accomplish their instructional goals. It was therefore important to determine the effectiveness of TAC Tutors in instructional supervision in primary education in Lugari division.

## **1.2 Statement of the Problem**

Instructional supervision has been traditionally been performed by the Quality Assurance and Standards Officers. However, in the recent past due to shortage of Quality Assurance and Standards Officers, the TAC Tutors have been delegated this responsibility. In view

of this several questions have been raised as to the effectiveness of TAC Tutors in instructional supervision.

The TAC Tutors play a critical role in ensuring quality curriculum implementation yet they are faced with challenges such as multiple roles, lack of or in adequate resources and not all are trained in school management. Therefore given the enormous challenges and constraints which they encounter, their effectiveness can be hampered. In view of this the current study sought to investigate the effectiveness of TAC Tutors in instructional supervision in Lugari Division.

### **1.3 Purpose of the Study**

The primary purpose of the study was to determine the effectiveness of TAC Tutors in instructional supervision in primary education in Lugari division.

### **1.4 Objectives of the Study**

The objectives of the study were:-

- To determine the preparations the TAC Tutors undergo before taking their supervisory duties
- To determine the effectiveness of TAC Tutors in carrying out their supervisory duties.
- To determine the nature of challenges they face in their supervisory duties
- To establish the nature of support they receive from the Ministry of Education.

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## **1.5 Research Questions**

The following research questions guided the study

- Do TAC Tutors undergo the necessary training to carry out their supervisory duties?
- How effective are TAC Tutors in their supervisory duties?
- What challenges do TAC Tutors face in their supervisory duties?
- How do TAC Tutors address the challenges encountered?
- What kind of support do TAC Tutors receive from the Ministry of Education (M.O.E.)?

## **1.6 Significance of the Study**

No formal training or prior knowledge is given to TAC Tutors concerning this difficult supervisory position. They rely on their past teaching experience and ideas given to them by existing TAC Tutors.

It is often assumed that an effective TAC Tutor is one who is promoted through merit having served long as a teacher. These assumptions are not necessarily true in view of the problems and challenges experienced by TAC Tutors in Lugari Division. Koech (1999) concurs with this view and emphasizes training in a specific area before appointment to management position.

The findings of the study will help the Ministry of Education in coming up with broad overview in training and staff development for TAC Tutors with a view of improving supervisory practices.

It will also shape policy on appointment and deployment of TAC Tutors so that competent and deserving persons are appointed. The study will finally form a basis in which other researchers can develop their studies on issues related to instructional supervision.

### **1.7 Assumptions of the Study**

The study was based upon certain basic assumptions

- That all the zones in the district are staffed with TAC Tutors.
- That each zone had a Teachers Resource Centre (TRC).

### **1.8 Limitations and delimitations of the study**

#### **Limitations**

- Limited resources i.e. time and financial constraints.
- The collected data largely depended on the honesty of the respondents since some gave responses aimed at impressing the researcher while others totally hid critical information.
- Some respondents were not co-operative

#### **Delimitations**

The study confined itself only to public schools in Lugari Division

### **1.9 Theoretical Framework**

The systems approach or systems theory is widely used in various fields such as industry, business and even in education.

The general system theory is based on the work of a biologist Ludwig Von Bertalanffy from a biological stand point that:-

*“.....an organism is an integrated system of interdependent structures and functions. An organism is constituted of cells and a cell consists of molecules which must work in harmony. Each molecule must be capable of receiving messages and must be sufficiently disciplined to obey.”pg60*

This theory relates quite well to an organization and specifically an educational organization. The systems approach or systems theory views the entire organization as a group of parts that are highly interrelated and interdependent. In the organization the groups consists of persons who must work in harmony. Each person must know what others are doing. Each one must be capable of receiving messages and must be sufficiently disciplined to obey. Every part contributes to produce the whole. System oriented managers constantly think in terms of the overall mission and major objectives of the total systems in making decisions about the sub-systems over which they have immediate control.

In systems approach the following are important as they apply to the TAC Tutors in instructional supervision.

System: This is a set of interrelated parts that work together to achieve an objective.

For example, a zone, school is considered as systems, they are further categorized as open systems because they constantly interact with their environment. The environment can be the public, community, parents etc. They take inputs from other systems through a series of activities, transform or convert these inputs to achieve some objectives. The

school receives its pupils/students from the community and the objective is to mould them to fit in the society.

Sub system: This is a set of related parts that work together to achieve an objective as one component of a larger system.

The TAC Tutor works closely with the teachers, headteachers and pupils to achieve academic excellence in the zone. The TAC Tutor works on behalf of the large system which is the Ministry of Education.

Elements in education sector consist of the Ministry of Education, District Education Office, TAC Tutors, Parents, teachers, students and pupils.

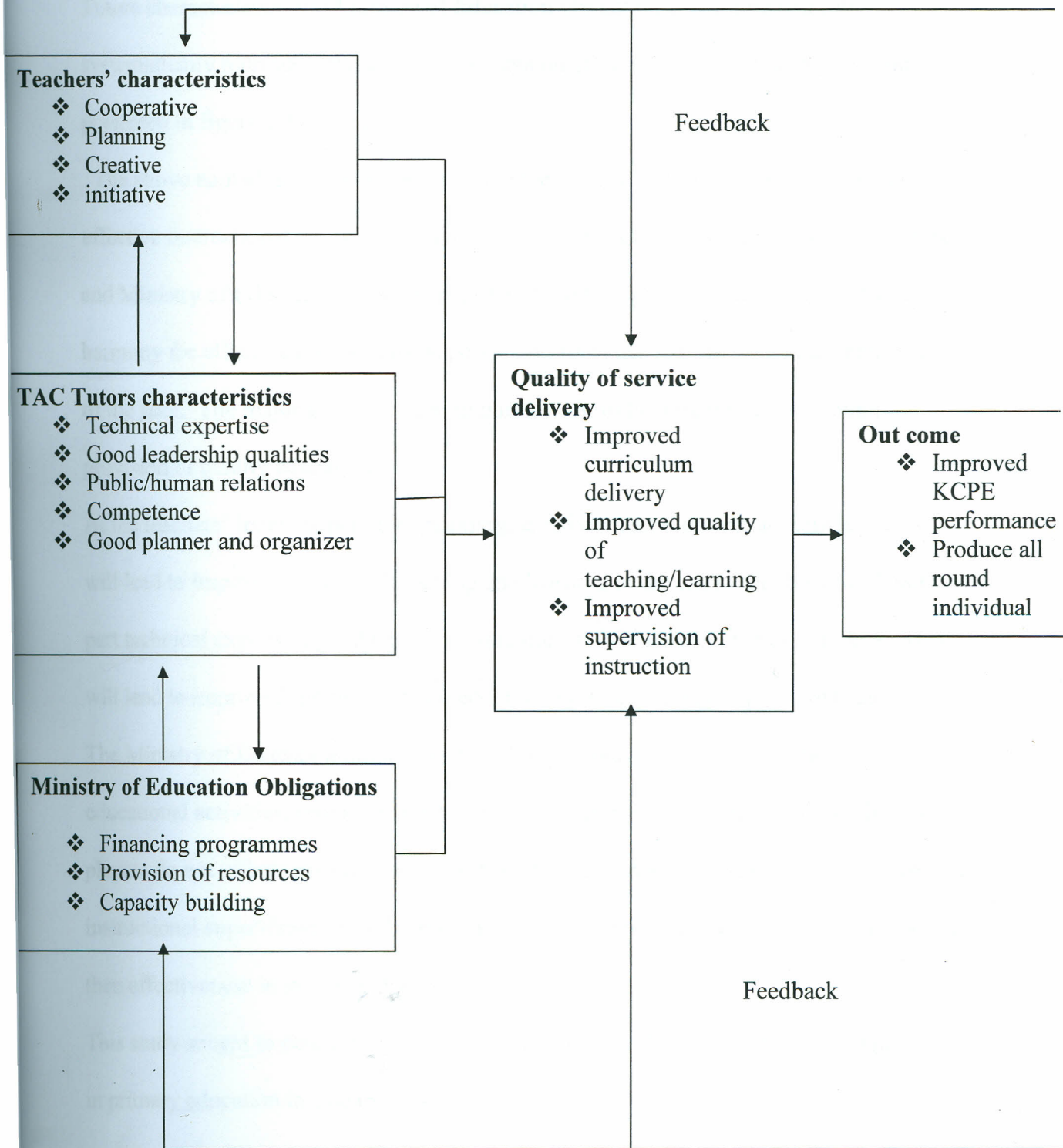
Harmony involves the cordial working relationship between the TAC Tutor and other stakeholders such as parents, teachers, community and the pupils.

Feedback: The TAC Tutor needs to give feedback on pedagogical skills and other areas in curriculum and instruction.

It is therefore important for all people in the system to work together and harmoniously in order to produce a whole based on the overall mission and major objectives in the total system. In this case here, this major objective is academic excellence and moulding of the pupils to fit in the larger society.

## 1.10 Conceptual Framework

Fig. 1.1. Determinants of effective Instructional Supervision



A multiplicity of factors influence the effectiveness of TAC Tutors in instructional supervision. The three broad categories of the factors are Teachers' characteristics, TAC Tutors characteristics and Ministry of Education obligations. A frame work that systematically represents the key determinants on effective instructional supervision is presented in figure 1.1 above.

The above named model was used to guide the study which shows the determinants of effective instructional supervision. The model illustrates that the Teachers, TAC Tutors and Ministry of Education are inter related and inter dependent hence they must work in harmony for effective instructional supervision. Each has specific role in the attainment of the goal. The major goal is moulding pupils to fit in the larger society through provision of quality education.

At the teachers' level cooperation, planning, creativity and initiative are crucial. This will lead to improved quality of teaching and learning in the class. On the TAC Tutors part technical expertise, good leadership qualities, public/human relations are key. This will lead to improved instructional supervision in the school hence quality education.

The Ministry of Education has also a critical role to play namely; financing of educational activities, provision of professional support e.g. capacity building. If these players do not effectively carry out their roles then the overall outcome will be ineffective instructional supervision. It is therefore important to note that if each group plays its role then effectiveness in instruction will be achieved.

This study sought to determine the effectiveness of TAC Tutors in instruction supervision in primary education in Lugari Division.

## 1.11 Definitions of main terms

Instruction	- refers to classroom teaching
Instructional supervision	– guidance given to the teachers to improve their skills in classroom environment
Supervision	- overseeing teaching/learning process in the classroom.
Supervisor	- used to mean TAC Tutor
TAC Tutor	- personnel who offers instructional advice to teachers in a zone.
Zone	- area of jurisdiction covered by a TAC Tutor

# CHAPTER TWO

## LITERATURE REVIEW

### 2.1 Introduction

This chapter focuses on related literature that have some bearing on instructional supervision. It is organized in the following sections.

- The concept of instructional supervision
- The basic skills of supervision
- The principles of supervision
- The role and responsibilities of TAC Tutors in instructional supervision

### 2.2 The concept of instructional supervision

Supervision of instruction in Kenya today is an indispensable activity in educational management however it has not been given the weight it deserves. Nakitare (1980), found out that a lot of concentration was on administrative duties instead of helping teachers with the aim of improving the art of teaching in the classroom.

Historically, the supervisory concept was narrow in scope focusing mainly on the criticism of the teacher and the classroom followed sometimes by attempts to get him improve his teaching skills.

According to Okumbe (1998), the supervisor was more concerned with making judgment about the teacher rather than the teaching or the pupils learning in the classroom. He therefore summarizes by saying that:-

*“.....Supervision was mainly concerned with the management of schools and the fulfillment of the prescribed curricular needs rather than the improvement of teaching and learning. (p174)”*

Today supervision is directed at improving all factors involved in pupils learning. Gone are the days of attempting to improve the teacher without regard to the totality of the teaching – learning situation in the school. The modern supervisory role reaches far beyond the traditional classroom visitation.

Supervision can therefore be divided into general supervision and instructional supervision.

Supervision is today considered as that dimension or phase of educational administration which is concerned with improving instructional effectiveness. Okumbe (1998)

He goes further to state that general supervision subsumes supervisory activities that take place principally outside 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.

Storey and Housego (1993) on the other hand define supervision as:-

*“.....an attempt through secondary party intervention to ascertain, maintain and improve the quality of work done.” (p 2)*

The definition portray the supervisor as a person charged with the improvement of work done this is precisely what the TAC tutor is mandated to do. He/she establishes, maintains and improves the standards and quality of education in the zone. The TAC

Tutor works hand in hand with the Zonal Quality Assurance and Standards Officer (ZQASO)

Eye et al (1971) have defined supervision as that

*“.....phase of school administration which focuses primarily upon the achievement of the appropriate instructional expectations of educational systems”. (p 30)*

This definition is based on the assumption that supervision and administration are related and that supervision is a phase of administration meaning supervision and administration cannot be delinked. The TAC tutor plays both supervisory and administration function.

Wiles et al (1967) view supervision as,

*“.....those activities which are designed to improve instruction at all levels of school.”*

Looking at the activities undertaken by the TAC Tutors, then he/she qualifies to be a supervisor. This is because all the activities a TAC Tutor undertakes are geared towards improving instruction at all levels, starting from the school to the zone.

On another front, Rue et al (1982) wrote that ;

*“.....supervision is the first level of management in the organization and is concerned with encouraging the members of work unit to contribute positively towards accomplishing the organizational goals and objectives.” (p4)*

In this definition emphasis is on delegation, this means that the supervisor does not do the operative work but sees that it is accomplished through efforts of others. The job of the supervision is quite complex and the supervisor must learn to make good decisions,

communicate well with teachers, make proper work assignments, delegate, plan, train people with various specialists.

The TAC Tutor as a supervisor has therefore to ensure that the efforts of the teachers have been translated into productive activities to achieve the common objective.

Olembo et al (1992) conceptualize supervision in two functional ways. 'Overseeing and Helping'. The overseeing function of supervision involves directing, controlling, reporting, commanding and other such activities that emphasize the task at hand and assess the extent to which particular objectives have been accomplished within the bounds set by those in authority for the subordinates.

The helping aspect of supervision on the other hand involves facilitating, supporting, guiding and assisting teachers and pupils to grow professionally. The purpose of supervision here is to maintain and improve instruction.

The TAC Tutor plays the 'overseeing' function by offering advisory services in the areas of subject specialization and giving policy directions and guidelines. On the other hand, the TAC Tutor plays the 'Helping' function by assisting teachers to grow professionally through staff development training programmes. This is done through organizing of in-service courses at school level as well as in the zone.

Black (1975) Conceptualized supervising as Directing. Directing is assigning jobs, providing instructions, giving training, coaching and counseling individuals. It is also listening to and working out the job related problems of employees and adjusting

grievances. However, Olembo differs with this contention that ideally, supervisions, is not only concerned with overseeing, directing, conducting, regulating and controlling teachers and pupils. It also involves guiding and influencing teachers and pupils to strive towards desirable teaching and learning behaviour in order to achieve educational goals and objectives. Olembo (1992).

This view is supported by Okumbe (1998) when he states that:

*“.....Supervision is an administrative activity whose strategy is to stimulate teachers towards greater pedagogic effectiveness and productivity.” (p178)*

It is therefore clear from the different writers that the ultimate aim of supervision is the improvement of instruction i.e. improvement of teaching – learning process. The concern here is not on the teacher perse but on the teaching or pupils learning.

Supervision has today really evolved and the most recent concept in instructional supervision is called clinical supervision. Okumbe (1998) refers to clinical supervision as:-

*“.....The rationale and practice designed to improve the teacher’s classroom performance.” (p176)*

The data of Clinical Supervision is obtained from the events which take place in the classroom. The relationship between the teacher and the supervisor in clinical supervision is aimed at improving the students learning by improving the teachers’ learning behaviour.

Goldhammer et al have defined Clinical Supervision as:

*“..... that phase of instructional supervision which draws its data from first hand observation of actual teaching events and involves face to face interaction between the supervisor and the teacher in the analysis of teaching behaviours and activities for instructional improvement.” (p19)*

Olemba concurs with Goldhammer view which portray instructional supervision as including all activities by which educational administrators may express leadership in the improvement of teaching and learning such as observation of classroom instruction, conducting of teachers meeting, group and individual conferences.

As an instructional supervisor, the TAC Tutor performs the following functions: He/she observes the teachers teaching in the classroom. Organizes and conducts teachers meeting and mounts in-service courses in the areas of need in the zone.

The TAC Tutor offers various services to the teachers with the view of improving instruction starting at the school level and then ultimately the zonal level. These services include; organizing and conducting in-service courses visiting schools and observing teaching techniques, organization of subject panels, providing professional guidance to teachers among others. It is for this reason that Olivia (1976) regard supervision as

*“.....a service to teachers and (pupils) both as individuals and in groups as a means of offering specialized help in improving instruction.”*

Dull (1981) perceive supervision as;

*“..... the actions of professional educators that is exercised for the purpose of improving instruction.” (p5)*

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TAC Tutors are professional educators who are professionally trained and qualified. To be a TAC Tutor one has to undergo training in the field of education and qualify. The core function of the TAC Tutor involves the improvement of teaching – learning process whereby all the activities he/she undertakes in the school or the zone should ultimately lead to the improvement of instruction.

Olembo et al (1992) amplifies this contention by asserting that the improvement of instruction lies at the heart of most concepts of instructional supervision. They further state that all activities which are undertaken to help teachers maintain and improve their effectiveness in the classroom characterize instructional supervision.

Eye and Netzer (1971) define supervision of instruction as:

*“.....Encompassing the process of directing, controlling, stimulating, initiating, analyzing, apprising, designing and implementing those behaviours directly and primarily related to the improvement of teaching and consequently, to the improvement of learning.” (p225)*

The modern school supervisor and TAC Tutor being one of them should strive at improving all factors involved in pupil learning. The current system of supervision does not emphasize in the improvement of the teacher without regard to the totality of teaching- learning process in the school. Therefore a modern school supervisor must have the personal attributes, first of all that make a good teacher. He/she needs high intelligence, a broad grasp of the educational process in society.

The TAC Tutor as an instructional supervisor and teacher performs numerous functions, key among them being; identifying training needs of teachers, organization and conducting of in-service course, producing a variety of teaching/learning resources and playing the role of K.I.E by disseminating curricular innovations. In this line Good (1959) sees supervision as:

*“.....all efforts of designated school officials directed towards providing leadership to teachers and other education workers in the improvement of instruction, involves the stimulation and professional growth and development of teachers, selection and revision of educational objectives, materials of instruction and methods of teaching and evaluation of instruction.” (p.539)*

In summary, instructional supervision aims at:-

- Stimulating staff growth and pupil development.
- Influencing teacher behaviour and pupil performance in the classroom.
- Fostering the selection, development, use and evaluation of adequate and suitable instructional materials and process.
- Improving communication skills among the personnel in the school including pupils and between school personnel and other parties interested in school activities like the parents, Board of Governors and donor agencies.
- Helping teachers and pupils with problem solving.
- Encouraging healthy interpersonal relationships within the school.
- Creating a happy, working atmosphere in the school.

### **2.3. Basic Skills in supervision**

You should have your own x Sub...

The TAC Tutor being an instructional supervisor must be conversant with basic techniques of instructional supervisory leadership. He/she must have prior exposure to various supervisory activities.

Educational management should provide instructional supervisor with opportunity to acquire and practice important skills required in supervision. A study by Maranga (1977) found out that:-

*“.....Kenya Primary Schools supervisors lacked skills and techniques to contribute to adequate performance of supervisory roles.” (p34)*

The TAC Tutor therefore should have basic skills in supervision. Rue et al (1982), identifies these skills as Technical, Human relations and administration Okumbe. (1998) on the other hand consider the following skills, conceptual, human relations and technical. The two writers generally agree on the skills which are necessary to the supervisor.

Technical skills refers to the understanding and being able to perform effectively the specific process, practices and techniques required of specific job in an organization. It is therefore imperative for the TAC Tutor to possess superior knowledge about curriculum and instruction in order to provide expert leadership in all areas of school curriculum and current trends in education. Since the curriculum undergoes changes and revision, it is important for the TAC Tutor to be abreast of these changes in order to be able to provide informed guidance on technical issues.

According to Okumbe (1998) conceptual skills involve the ability to acquire, analyze and interpret information in a logical manner. The TAC Tutor must understand both the internal and external environments in which they operate. It is imperative that Tact Tutors should enhance their supervisory effectiveness by acquiring newer and emerging concepts and techniques in supervision. This is possible through further training especially in the area of instructional supervision.

Human relations skills refer to the ability to understand the teachers and to interact effectively with them. Okumbe (1998).

Rue et al (1982), on the other hand refers to human relations as ability to work well with other people. Human relations skills enable the TAC Tutor to act both officially and humanely. This will therefore be important so that the TAC Tutors treat teachers with humane. Those skills are important for dealing with teachers not only as individuals but also as groups. These skills can be acquired both from training and experience. The more the TAC Tutor is exposed to continuous training the better for his/her performance of duty.

The other skill necessary in supervision is administrative skills. The TAC Tutor also performs administrative functions and therefore must possess administrative skills. Administrative skills refer to knowledge about the organization and how it works i.e. planning, organizing and controlling functions of supervision. In his/her day to day work, the TAC Tutor must plan his/her work by preparing a yearly work plan/programme

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which will then be broken in termly monthly and weekly. This plan guides the TAC Tutor in realization of the set goals in the zone.

A supervisor who possesses the requisite skills will therefore improve curriculum instruction and this is why Olembo (1977) points out that supervision improves educational instruction through:-

- Working closely with teachers to establish the problems and needs of students
- Building strong groups morale, securing effective team work among teachers
- Provision of assistance to teachers so as to develop greater competence in teaching
- Assisting, beginning teachers to translate them into classroom practice
- Provision of guidance and advisory services in all school matters, especially those related to the curriculum (pg.32)

In conclusion therefore a modern school supervisor must have the personal attributes, first of all, that make a good teacher, he/she needs high intelligence, a broad grasp of the educational process in society, a likeable personality and great skills in human relations. The sole reason for a supervisor to possess these skills is that today, supervision is directed at improving all factors involved in pupil learning. Gone are the days of attempting to improve the teacher without regard to the totality of the teaching – learning situation in the school.

## **2.4 Principles of Supervision**

According to Olembo et al. (1992) the basic principles of supervision include:-

Leadership, co-operation, consideration, creativity, integration, community orientation, planning, flexibility, objectivity and evaluation.

Leadership is the provision of professional and instructional guidance in order to achieve the educational objectives of the school Olembo. (1992)

In instructional leadership, the following practices are important for the TAC Tutor:-

- Helping teachers recognize and provide for individual differences in pupils
- Helping teachers develop competence in teaching through seminars and in-service education.
- Assisting beginning teachers to translate theory into practice by appropriate induction/orientation to school programmes
- Locating instructional problems and advising teachers as to the best ways of solving them e.g. by consulting K.I.E. personnel
- Giving information concerning professional courses especially at the Teachers Advisory Centres (TAC) and the use of learning resource centres
- Helping teachers interpret educational objectives and plans
- Providing guidance and advisory services to the school
- Building group and team morale among this teachers and the students by encouraging healthy working conditions and team work

It is therefore important that as an instructional supervisor, the TAC Tutor has to embrace above practices for meaningful achievement and realization of the set objectives and targets on the zone.

Okumbe, (1998) states that;-

*“.....an effective educational organization this provides quality of both its input and output in the complex educational production function supervisors should therefore strive to promote an effective working relationship within all the departments of the entire educational organization.” (p 179)*

Therefore the effectiveness of a TAC Tutor is judged by the extent to which the zone realizes its objectives and targets and ultimately better performance in K.C.P.E.

Co-operation refers to joint action for a common course. Supervision should, therefore, be seen, as co-operative undertaking of headteachers, teachers, TAC Tutors, parents, pupils and the community at large.

Therefore a TAC Tutor who practices co-operation as an instructional supervisor should:-

Confer with teachers, parents, pupils and the community for joint consideration of common instructional problems

- Help teachers provide pupils with opportunities and incentives to work co-operatively
- Encourage teachers to work with parents in solving individual problems e.g. through calling of parents meeting and addressing the issues affecting both parents and pupils
- Organize teachers meetings to consider important issues affecting their interests such as curriculum development, selection of instructional materials and facilities, choice of test items and other administrative or instructional problems
- Seek advice of all groups in policy making and implementation

- Emphasize function rather than rank in co-operative undertakings, the emphasis here should be on performance of duty

Consideration is defined as the degree on quality of the observance of the rights and feelings of others, kind regard for others.

Olembo (1992) further states that respect for individual, freedom of individual to develop his maximum capabilities and maintenance of human happiness are essential to good supervision. Teachers will respect the TAC Tutor who understands their troubles; who like and have faith in them; who are friendly and compliment them; who believe what they tell them and who encourage them to put maximum efforts in the work at hand for achievement of instructional objectives.

In exercising consideration TAC Tutor as the instructional supervisor should:-

- Know how to get along with people by possessing a sense of humor that enables him to ease tension
- Guarantee job security, favorable working conditions and opportunities for advancement for staff so that high morale is maintained
- Keep objective records of teachers especially the assessment reports. This will enable the TAC Tutor give feedback of a professional nature rather than a personal nature
- Show confidence and respect for teachers and be open minded and willing to learn from teachers.
- Never criticize one teacher's deficiency to another teacher

- Help new teachers to become acquainted with other teachers and other persons in the community.
- Become part of the teachers rather than a critic and be easily accessible

Consideration therefore plays a crucial role in developing teacher moral<sup>ty</sup> and as an important guiding principle of supervision, it places a special demand on the TAC Tutor to first learn and then teach consideration.

Creativity on the other hand involves constructive thinking in solving instructional and administrative problems, appreciation of one's efforts in instructional achievements, instructive use of time, money and other instructional resources and facilities and personal initiative towards professional and intellectual development.

Creativity on the part of the TAC Tutors enhances implementation, evaluation and improvement in instructional programmes.

In creativity the following practices are important for the TAC Tutor to:-

- Encourage teachers to discover more effective devices and techniques. Teaching is not static and therefore it is important for teachers to be able to come up with new<sup>er</sup> and the latest trends and techniques in education.
- Become familiar with innovative work being done by teachers and pupils and give praise and commendations. This can be done through the issuance of letters of commendation and certificates at various levels starting with the school upto the zonal levels

- Guide teachers in providing time and opportunity for pupils to engage in creative work
- Discover and devise ways and means of solving instructional problems
- Utilize special talents of teachers, pupils and members of the community
- Have teachers report at teacher's meetings, seminars and conferences, illustrations of innovative projects
- Emphasize continuous revision on the curriculum

The other key principle of supervision is integration. It involves working together harmoniously, despite personal and professional differences and similarities within a given area of instructional and among various departments and subject matters.

The TAC Tutor as an instructional supervisor should:-

- See the system as a whole and assist <sup>the</sup> teacher in working towards common goals
- Help unify the general purposes and objectives of instruction
- Help teachers organize teaching visits
- Integrate school creativities more closely with desirable out of school activities
- Follow the principle of integration in selecting and organizing curriculum materials
- Co-ordinate all supervisory programmes within the school and the zone

Community orientation emphasizes on good relationship between the school and the community it serves. It includes utilizing community leaders in school decision making

and promoting parental participation in school affairs as well as contributing positively to community development on the part of the school.

As an instructional supervisor, the TAC Tutor should:-

- Relate well with community he/she serves for realization of the set goals in that zone.
- Assist teachers in adapting curriculum needs to the resources of the community
- Help teachers study the pupils home and community background
- Promote and contribute to school communities, Parents Association (P.A.)
- Address community groups
- Encourage teachers to participate in community functions and activities
- Protect and support teachers and pupils against unjust community aggression and vice-versa.

Planning is the most widely recognized and commonly used principle of supervision. It is the process of providing specifications of future events that are set a head of time. As an instructional supervisor, the TAC Tutor is expected to do the following:-

- Organize an effective plan for distributing materials of instructions
- Make a thorough survey e.g. expert consultation with K.I.E. to determine the major needs of instruction
- Set up a calendar plan for carrying out instructional programmes
- Plan for delegation of responsibility to headteachers and teachers
- Know current curriculum problems, methods of tackling them and types of learning situations being developed. (p.196)

The other important principle of supervision according to Olembo et al (1992) is flexibility. They define flexibility as the “adaptability or the ability to adjust to new (changing) or alternative supervisory and teaching learning situations.”

The TAC Tutor as an instructional supervisor is expected to undertake the following practices:-

- Allow for improvisation in planning instructional and other activities
- Adopt supervisory strategies based on teacher and pupils differences and abilities
- Give special assistance to teachers

Objectivity is the other key principle of supervision. It involves keeping clear records of instructional activities, including the teachers’ performance and pupil achievement so as to prevent the use of bias due to personal opinion.

Here, the TAC Tutor should:-

- Help teachers keep accurate records of teacher’s development and progress
- Make objective studies of the characteristics of good and poor teachers based on objective records of data
- Help teachers interpret the records of pupil’s development and progress

Lastly, evaluation is the other principle. The principle has to do with the ascertainment of values i.e. what is that an instructional supervisor judges to be valuable, worthwhile, desirable or useful.

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Evaluation can either be formative i.e. done on regular on going basis or summative i.e. terminal.

In this case, the TAC Tutor should undertake the following supervisory practices:-

- Become familiar with evaluation techniques
- Keep a detailed report of supervisory activities
- Be familiar with both formative and summative evaluation
- Make annual evaluation report to the D.E.O.

In summary therefore an effective instructional supervisor is one who:-

- Acknowledges and practices good leadership qualities
- Encourage the spirit of “togetherness” in setting and maintaining instructional objectives
- Is considerate and sympathetic to individual differences, feelings and abilities
- Is creative and constructive in solving everyday problems in the school
- Integrates and unifies instructional programmes and activities both internal and external
- Involves the community in school affairs and vice-versa
- Is a good planner and organizer
- Is flexible and adaptable
- Is objective in his assessments of performances goals and objectives (p. 199)

It is therefore important for a TAC Tutor to practice or possess these characteristics so as to be efficient and effective in the process of performing their instructional supervisory services.

## **2.5 Roles and Responsibilities of the TAC Tutor in Instructional supervision.**

The TAC Tutor is an employee of the Teachers Service Commission (TSC). According to Sisungu (1988), a TAC Tutor is a service personnel who offers instructional advice to teachers. (p.80)

The responsibilities of the TAC Tutor involve the interpretation of educational policies and objectives as well as implementation of the curriculum. The roles here are those of instructional leadership and supervision. The TAC Tutor is in charge of an educational zone. A zone comprises of several schools. There are 8 zones in Lugari District.

The TAC Tutor has always been appointed on the assumption that the skills and experience acquired over the years as teachers are sufficient enough to make them effective instructional supervisors. This view is supported by, Ominde (1964), when he wrote:-

*“.....Supervisors are appointed to these positions on the fallacious assumption that skills acquired in their training as teachers are a necessary and sufficient prerequisite for effective functioning.” (p.35)*

He further warns by saying;

*“.....It is quite unsafe to assume that a promoted schoolmaster will automatically make a good supervisor without training.” (p.35)*

Ominde therefore recommended for training of supervisors as a means of providing them with necessary skills unique to supervision. The TAC Tutor is expected to demonstrate supervisory competences. He/she is a model for the teachers to emulate.

He stressed that preparation and training of supervisor will help them acquire necessary supervisory competences required for effective performance of their duties.

Ominde's contention is supported by Rue et al (1982) when amplifies it by saying that vast majority of new supervisors are promoted from the ranks of operative employees.

Employees with good technical skills and good work records are the ones who are normally selected by management for supervisory jobs. He warns by stressing that good technical skills and a good work record do not necessarily make a person effective supervisor.

Maranga (1977), noted that:-

*"...Kenya Primary Schools supervisors lack skills and techniques to contribute to adequate performance of supervisory roles" (p.34)*

It is therefore important for TAC Tutors to have skills and techniques to enable them give technical guidance. This is because they are expected to be abreast with changes in the curriculum and educational system in general.

According to Koech report (1999), for one to be promoted then he/she has to be trained in a specific area at any level. A TAC Tutor is a colleague, advisor and director of teachers in his subject area. He/she should therefore be an expert in his/her area of operation to be

able to give technical advice to his/her clients for effective implementation of the curriculum.

Bittel (1974) outlines the responsibilities of a supervisor as follow:

Leader and trainer of his employees, is implementer of ideas, co-worker with other supervisors and mediator of employees need.

As a leader and trainer of employees the supervisor is expected to develop them. He/she should be able to give direction and guidance. This is regarded as the primary responsibility. In that case for a TAC Tutor, who is both a leader and trainer, is expected to give teachers professional advice and guidance. Teachers should be developed through attendance of in-service courses and seminars.

The TAC Tutor is referred to as the 'cutting edge' being the supervisor of teachers.

He/she is the person responsible for overseeing that the curriculum policies issued by the Ministry of Education are implemented to the letter.

The achievement and realization of the set targets and academic excellence in the zone depend on how the TAC Tutor can influence or be influenced by the people he/she works with. As a supervisor the TAC Tutor is a member of the group and has to relate quite well for the zonal objectives to be attained.

The TAC Tutor negotiates for the teachers with the management i.e. the District Education Officer (D.E.O.) or Area Education Officer (AEO) on issues such as staffing,

curriculum and union. Sisungu (1988) in a study found that, supervisors need to have a positive self-concept. They should be liked and respected by teachers. They should be positive thinkers and should be aware that motivation is influenced by extrinsic factors such as personal values, past achievements etc. They should know that highly motivated individuals are goal setters and goal achievers. Having sound understanding of the job will lead to effective instructional implementation. Planning is also vital for any organizational success.

Olembo (1992) suggested that the supervisor should play vital role as: instructional leader of the school programme, influence teaching in school and be a public relations officer.

As an instructional leader the TAC Tutor is expected to possess a superior knowledge on curriculum and instruction, provide expert leadership in all areas of the school programme.

Instructional leadership thus involves such activities as:

- Improving teaching and learning
- Developing supervisory strategies
- Executing strategies for improvement
- Maintaining the school system
- Improving curriculum and library materials
- Evaluating pupil progress, and
- Time – tabling

It is quite clear that supervision concerns itself with the improvement of instruction, teaching methodologies and the development of better teaching - learning situations.

According to the TAC Tutors handbook, the duties of a TAC Tutor are:

- Identify the training needs of headteachers and teachers in the zone or district
- Organize and conduct in-service seminars, induction courses e.t.c.
- Manage the various resources and facilities of the TAC
- Collect a variety of resources including books consumables, audio-visual aids (e.g. KIE tapes) and materials for making visual aids
- Organize the above resources into a proper system
- Produce a variety of teaching aids, kits and handouts for different subjects
- Produce a work programme for TAC activities and comprehensive reports on regular basis
- Liase closely with zonal and district inspectors of schools on specific problems of teachers that require follow up
- Visit schools, observe teaching techniques, give demonstration lessons and advice teachers on methods and resources needed for schools
- Assist in the setting up and organization of subject panels and examination procedures in schools at zonal and district level
- Provide professional guidance to teachers and disseminate information on examinations, curriculum, text book selection and training
- Keep in touch with classroom practice by teaching areas of the syllabus in the nearest school.

- Sensitize headteachers, teachers and the community as a whole on the work of the TAC
- Seek assistance in terms of funding from various donors and invite a variety of outside institutions like KNEC, KIE to give talk to teachers. (p3)

The roles of the TAC Tutor portray him/her as a mentor and colleague to people he/she supervises i.e. the teachers.

In module no. 5 (2000), it says:-

*“.....Monitoring has specific purpose, related to job roles, satisfaction, achievement of outcomes and career development. The mentor will be a friend and tutor who can advice, encourage, empower and provide a source of strength to the other person” (p.27)*

This therefore calls for the TAC Tutor to play this role tactfully so as to achieve desired performance in schools and ultimately in the zones. He/she should endeavour to be close to the ones he/she is working with and through for the achievement of the set academic targets. This is because the TAC Tutor is a colleague who is experienced and who has a good knowledge of the jobs of other colleagues.

TAC Tutors should not only have skills in training but also mentoring skills to support their important work in the school when they visit headteachers and teachers.

It is important that headteachers are supported and given strong professional advice by someone who is knowledgeable and has the appropriate skills to offer this assistance.

This will enable the headteachers to reflect on their work, devise strategies to meet challenges and solve problems. This will lead to prudent management of schools.

To give a good example of curriculum implementation, the tutor should prepare materials and go to class to teach or hold demonstration lessons. He/she should be able to articulate and communicate this information to teachers effectively. He/she therefore needs communication skills and interpersonal skills so that good working atmosphere is created in the zone.

A TAC Tutor who is a good communicator will influence and maintain unity by allowing teachers to share ideas and exchange them in professional discussions making performance and management in the zone easily realized.

Callahan (1971) states that for a supervisor to manage and perform the duties effectively, he should have the following attributes:-

- Be knowledgeable, well informed and qualified enough in the curriculum content and methodology
- Be imaginative, creative and industrious
- Understand the demands of his/her position and duty conscious
- Be organized and demonstrate exemplary human relations
- Be flexible and positive to change
- Be a good planner and fore sighted (p 306)

It should be borne in mind that these attributes are crucial to the TAC Tutor for him/her to effectively carry out his/her duties towards the achievement of the objectives and goals in the zones.

The primary schools management handbook (2003) enumerates the duties of TAC Tutor as follows:-

- Organizing in-service courses for teachers
- Offering consultancy services to teachers
- Playing the role of K.I.E. by disseminating curricular innovations
- Providing a link between K.I.E. and schools
- Loaning books from resource centres to teachers
- Co-ordinate zonal subject panels

This therefore calls for TAC Tutors to thoroughly plan their work for effective supervision to be undertaken. The TAC Tutor as an instructional leader provides conducive environment for the achievement of the organizational and personal goals. He/she is expected to be competent as to be effective in realization of instructional objectives

The teachers are expected also to consult with TAC Tutor as frequently as possible on curriculum issues. The TAC Tutor is expected to offer consultancy services to teachers as the professional advisor. Okumbe (1998) says:-

*“.....It is important for the instructional supervisor to acquire and practice the important teaching skills required in the supervision. It is expected that the instructional supervisor is professionally qualified teacher, with the pedagogical skills at his or her finger tips” (p 186)*

As a consultant the TAC Tutor has to co-ordinate and supervise teaching, offer guidance on curriculum issues and policy matters.

## **2.6 CONCLUSION ON LITERATURE REVIEW**

The literature review reveals that effective supervision of instruction can improve the quality of teaching and learning in the classroom.

The primary aim of supervision must be to recognize the inherent value of each person and that the full potential of all will be realized. Researchers in educational theory agree that supervision exists for the primary purpose of improving instruction.

This study therefore seeks to investigate the effectiveness of TAC Tutors in instructional supervision for the purpose of improving teaching – learning process.

# CHAPTER THREE

## RESEARCH METHODOLOGY

### 3.1 Introduction

The primary purpose of the study was to determine the effectiveness of TAC Tutors in instructional supervision in primary education in Lugari division, Lugari district.

The chapter outlined in detail the research design, the locale and target population. It further pointed out the sample and sampling procedures, the research instruments that were used when collecting data and mentioning how pilot study was carried out. The chapter also mentioned the validity and reliability of the research instruments.

Finally, it dealt with data collection procedures and data analysis.

### 3.2 Research Design

The study was conducted through descriptive survey design. Descriptive survey is a method of collecting information by interviewing or administering a questionnaire to a sample of individuals. {Orodho 2003}

The choice of this design was based on the strength of survey research as a self-report study, which requires the collection of quantifiable information from the sample.

Mugenda and Mugenda (1999). Studies are conducted to determine the status quo and are concerned with the gathering of facts rather than manipulation of variables. In this study the researcher was interested in gathering facts on the effectiveness of TAC Tutors in instructional supervision in selected primary schools in Lugari division of Lugari

district. Furthermore, Polit (1995) asserts the purpose of descriptive survey is to observe, describe and document aspects of a situation as it naturally occurs.

### **3.3 Locale of the study**

The study was conducted in the administrative division of Lugari in Lugari district. The district has a total of 3 divisions namely; Lugari, Likuyani and Matete. The division was selected for the study on the strength of various reasons out of three divisions in the district, the division was ranked 2 out of 3 with a mean of 250.85 in KCPE. Out of 2164 candidates who sat KCPE in 2005 only 12 were expected to join National schools. 20 out of 40 schools scored below the ideal mean average of 250. This is a worrying trend.

### **3.4 Target population**

The population consisted of 40 primary schools located in Lugari division. There were a total of 36 public day, 3 private day and 1 public boarding. The 40 Headteachers were targeted since they are the instructional supervisors at school level.

320 teachers, 8 TAC Tutors and finally the D.E.O. were also be targeted.

### **3.5 Sampling procedures**

The researcher adopted stratified sampling to achieve desired representation from the schools that form the study population. According to Bell (1993), 1/3 is adequate representative sample of the population; the study therefore covered 13 primary schools in the division out of 40. This represented 30% of the total number of schools in the division. This was guided by the consideration that the study population must be large enough to represent salient characteristics of accessible population and hence the target

population. Mugenda and Mugenda (1999). 13 Headteachers out of 40 representing 30%, 96 teachers out 320 representing 30% and 8 TAC Tutors representing 100% because of their very crucial role in instructional supervision. The DEO was also involved in the exercise.

### **3.6 Research instruments**

The researcher collected data using three questionnaires. The Headteacher's questionnaire, Teachers' questionnaire and TAC Tutor's questionnaire. There was also an interview schedule for the D.E.O. and an observation checklist for Teachers Resource Centre (TRC)

Kombo and Tromp (2006) contend that questionnaires are appropriate for studies since information can be collected from a large sample, diverse regions and further confidentiality is up held. In addition, they say it saves time and less costly to the researcher.

#### **3.6.1 Headteacher's questionnaire**

The questionnaire had only one section.

- This section discussed the effectiveness of TAC Tutors in instructional supervision.

#### **3.6.2 The teacher's questionnaire**

The questionnaire had only one section

- It discussed the teacher's view in the effectiveness of TAC Tutor in instructional supervision.

### **3.6.3 The TAC Tutor's questionnaire**

It will be divided into two sections A and B

Section A - sought personal details of the TAC Tutor

Section B - it discussed the effectiveness of TAC Tutor in instructional supervision

### **3.6.4 Teachers Resource Centre (TRC) checklist**

John Patrick (1992) states that observation helps the researcher to have direct access to the field and does not rely on recall and verbal report of another person. The instrument shall be used to collect observational data by the researcher in the Teachers Resource Centres (TRC) located in the schools.

### **3.6.5 Interview schedule for District Education Officer (D.E.O.)**

The interview was carried out orally at the D.E.O.'s office and took between 30 – 45 minutes.

## **3.7 Piloting**

A pilot study is important in testing the validity of the research instrument and to ensure clarity of the language used. Mugenda and Mugenda (1999). The researcher piloted the research instrument in one primary school in order to clarify the language used in the instrument and also identify ambiguities and inadequate items. Pilot school was not used in the actual study.

### **3.7.1 Validity of the instrument**

Kombo and Tromp (2006), observe that validity of the instrument is carried with the extent to which an instrument actually measures what it is supposed to measure. This was be done by conducting a pilot study in one primary school.

### **3.7.2 Reliability of the research instrument**

Reliability is a measure of the degree to which research result yields consistent results or data after repeated trials. Mugenda and Mugenda (1999). To test the reliability of the researcher pre-tested the instrument in one primary school. The school was not used in the actual study. The instrument was also given to professionals, colleagues and the supervisor.

## **3.8 Data collection**

The researcher wrote to the chairman department of educational administration, planning and curriculum development, Kenyatta University seeking consent to proceed with the research study. The next step was to apply for a research permit from Permanent Secretary Ministry of Education. It is from that, that the researcher obtained clearance from District Education Officer Lugari District to visit each of the schools under study.

The researcher made appointments with the respective Headteachers and personally administered the questionnaire to each of the respondents.

Assurance was given to the respondents on confidentiality attached to the research and guarantee of no victimization on the information provided. The respondents were not required to give their personal identities. The researcher then collected the questionnaires in person after the respondents completed them.

### **3.9 Data analysis**

The data collected through questionnaires, observation checklists were coded. Thereafter the data was analyzed and interpreted to provide meaningful results. Quantitative data was analysed using statistical package for social sciences(SPSS) version 12.0 computer software and results on averages, variability, percentage and relationships presented through tables and graphs. Qualitative data on the other hand were organized on themes, categories and patterns pertinent to the study.

Bell (1993) highlights that simple statistics are as good as complex statistics in analysis of data. He notes that complexity of analysis is not an indication of its importance in data analysis it is not how complete it has been made to look but how well it has been done.

## CHAPTER FOUR

### DATA ANALYSIS, PRESENTATION AND DISCUSSION

#### 4.1 Introduction

The purpose of this study was to determine the effectiveness of TAC Tutors in instructional supervision in primary education in Lugari division. This research was conducted to answer the following research question.

- Do TAC Tutors undergo necessary training to carry out their supervisory duties?
- How effective are TAC Tutors in their supervisory duties?
- How do TAC Tutors address the challenges encountered?
- What kind of support do TAC Tutors receive from Ministry of Education?

According to Mugenda and Mugenda (1999) in order for one to obtain quantifiable information from a sample population using a descriptive research survey design, one has to analyze detailed descriptions of documents. In view of this, all the details of the information contained in the documents used to collect data in this research were coded and analyzed according to the category of the respondents. Gay (1992) notes that the coding of data to develop meaningful categories and essential patterns is important in any research process.

In this study, the numerical data and the opinions of the respondents were analyzed using quantitative and qualitative analysis procedures to obtain a balanced analysis and uphold freedom of expression (Mugenda and Mugenda, 1999). To begin with, the data was grouped according to the category of the respondents, the research questions coded and then edited to ascertain accuracy and completeness. Statistical Package for Social Sciences (SPSS) version 12.0 was used to analyze the quantitative data. Qualitative data

on the hand was organized on themes, categories and patterns pertinent to the study. The analyzed data has been presented in Frequency Tables, Percentages and Pie Charts in this chapter. Basing on the research findings, the researcher drew conclusions on the effectiveness of TAC Tutors in Instructional supervision in primary education and made recommendations on how the challenges faced by TAC Tutors can be overcome.

## 4.2 Research findings

### 4.3 Respondents Response Rate

The study had four of categories of respondents namely; headteachers, teachers, TAC Tutors and District Education Officer (D.E.O.)

The headteachers were ranked first, as all of them (100%) participated in the study.

92.7% of the teachers sampled participated in the study while only 62.5% of TAC Tutors participated in the study. By the time the data was being collected 3 TAC Tutors had retired and had not been replaced. The D.E.O. also participated in the study.

**Table 4.1 Category of respondent**

Category of respondent	Expected	Response	Percentage %
Headteachers	13	13	100
Teachers	96	89	92.7
TAC Tutors	08	05	62.5
D.E.O.	01	01	1.0
Total	119	108	

The table 4.1 above shows that the headteachers participated 100% in the study. This indicates that headteachers took the study seriously considering that they are also instructional supervisors at school level.

#### 4.4 Demographic information of the TAC Tutors

This section describes the profile of the TAC Tutors. This is in regard to gender, age, professional grade, academic qualification and administrative experience.

##### 4.4.1 Gender

According to the table, most TAC Tutors interviewed were male (80.0%) while only (20%) were female as indicated by the table. This is a reflection that there was gender disparity in the appointment of TAC Tutor. It is important that gender parity be given serious considerations in appointment and deployment.

**Table 4.2 Distribution of TAC Tutors by Gender**

Gender	Frequency	Percentage (%)
Male	4	80.0
Female	1	20.0
Total	5	100

##### 4.4.2 Age

Majority (60%) of the TAC Tutors were aged over 50 years while 40% were aged between 41 – 50 years. No TAC Tutor was below 40 years.

**Table 4.4 Percentage of TAC Tutors by Age**

Age	Frequency	Percentage (%)
Over 50 years	3	60.0

41 – 50 years	2	40.0
Below 40 years	0	00.0
Total	5	100.0

This is an indication that all the TAC Tutors had the necessary administrative experience to perform their duties. It is important to note that before one is appointed to be a TAC Tutor, he/she must have served as a teacher for a number of years.

#### 4.4.3 Distribution of TAC Tutors by professional grade

**Table 4.3**

Grade	Frequency	Percentage (%)
ATS 1	3	60
ATS 2	1	20
ATS 4	1	20
Total	5	100

60% of the TAC Tutors were of ATS I grade. This is implied that majority had technical, teaching and administrative experience.

#### 4.4.4 Percentage of TAC Tutors by Academic Qualification

Qualification	Frequency	Percentage (%)
Degree	0	00.0
Diploma	1	20.0
Certificate	4	80.0
Total	5	100.0

80% of the TAC Tutors interviewed were P1 certificate holders while only one (20%) was a diploma holder. There was no TAC Tutor who was a degree holder yet they were charged with supervising teachers, some whom were degree holders. This could be a challenge in their instructional supervision duties.

However, all in all the TAC Tutors had technical knowledge of the primary curriculum.

#### 4.4.5 Percentage of TAC Tutors by Administrative experience

**Table 4.5**

Experience	Frequency	Percentage (%)
Less than 10 years	1	20.0
11 – 15 years	4	80.0
Total	5	100.0

It is important to note that administrative experience is key in instructional supervision.

Most, (80%) of the TAC Tutors had over 10 years of administrative experience required for instructional supervision at primary level.

#### 4.5 Duties of the TAC Tutors

The TAC Tutors performs a number of duties as stipulated in the TAC Tutors handbook.

The respondents were asked how TAC Tutors perform these duties. A comparison has been made between headteachers and teachers as revealed by table 4.6 below.

**Table 4.6 Duties of TAC Tutors**

DUTIES	TEACHERS		HEADTEACHERS	
	YES	NO	YES	NO
Conducting in-service courses	75.3	24.7	85	15
Holding demonstration lessons	2	98	54	46

Having discussions with teachers	89.9	10.1	80	20
Instructional orientation of new teachers	-	-	38.5	61.5

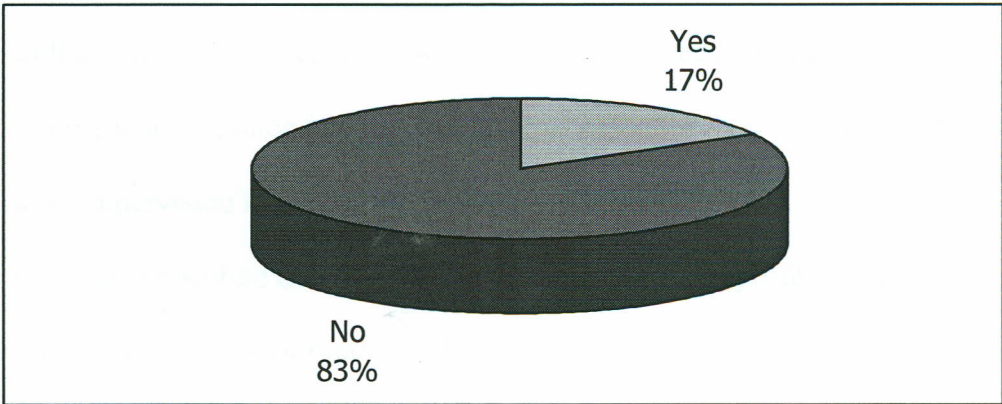
The results in table indicate that on the average the TAC Tutors were performing their duties as stipulated. This is reflected by the respondents response. An overwhelming majority were satisfied that the TAC Tutors were conducting in-service courses.

However, the teachers were dissatisfied with the TAC Tutors holding demonstration lessons. A whopping 98% indicated that TAC Tutors were not holding demonstration lessons. In respect to providing instructional orientation to new teachers 61.5% of headteachers said this was not being done yet it was critical role of the TAC Tutors.

**4.6 Effectiveness of TAC Tutors in instructional supervisory duties**

The study sought to determine the effectiveness of TAC Tutors in carrying out their supervisory duties in figure 1 below, 83% of teachers indicated that the TAC Tutors were in effective in instructional supervisory duties. On the contrary 17% agreed that the TAC Tutors were effective.

**Fig. 4.1 Effectiveness of TAC Tutors**



On the contrary when asked if they had benefited from TAC Tutors supervision, 59% of the teachers said YES as shown by table 4.8. In addition, most teachers agreed that the TAC Tutors were performing the duties well as exemplified by Table 4.6 when asked to state the duties of TAC Tutors.

#### 4.7 Benefits of TAC Tutor supervision

Data analyzed on table 4.8 below represents the benefits of TAC Tutors supervision showing a comparison between the headteachers and teachers.

**Table 4.8 Benefits of TAC Tutors supervision**

	<b>Teachers (%)</b>	<b>Headteachers (%)</b>
Yes	59	85
No	41	15
	100	100

From the table 4.8 above, the respondents agreed that they had benefited from the supervision of TAC Tutors. 85% of the headteachers indicated that benefited from TAC Tutors supervision while 59% of the teachers were in agreement. This is an indication that the TAC Tutors interacted more frequently with headteachers.

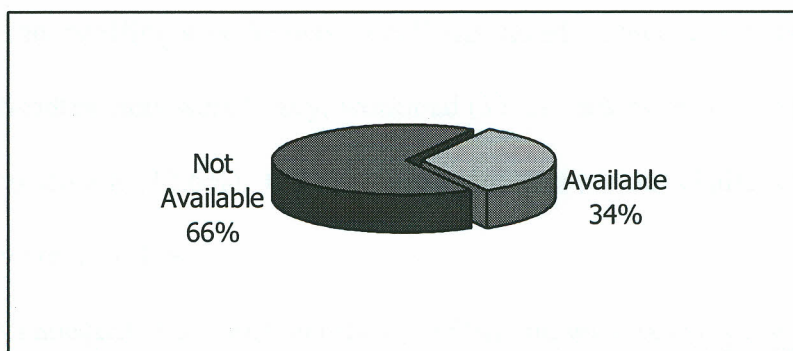
On the qualitative interview, the respondents indicated they had benefited from the TAC Tutors supervision in the following ways:-

Improved curriculum delivery, improved maintenance of professional records and overall improved performance in K.C.P.E.

#### 4.8 Teachers Resource Centre (TRC)

Teachers were asked to indicate whether Teachers Resource Centre (TRC's) were available in their zones. 66% indicated that they were not available while 34% said they were available as shown by figure 4.2. Teachers Resource Centre (TRC's) are critical in the effective performance of the TAC Tutor. As the results reveal their absence can be concluded to have affected the effective performance of the TAC Tutors in their work of curriculum implementation and supervision.

**Fig. 4.2 Availability of Teachers Resource Centre**



#### 4.9 Challenges facing TAC Tutors in discharging their supervisory duties

Table 4.9 presents the comparison from the respondents on the challenges that TAC Tutors face in discharging their instructional supervisory duties.

**Table 4.9 Challenges facing TAC Tutors in discharging their supervisory duties**

Challenges	Headteachers	Teachers	TAC Tutors
Shortage/limited staff	27.2	60.4	20
In adequate transport facilities	-	34.9	80

Irregular visits to schools	13.6	-	-
In adequate funding	6.2	18.6	60
Perform other duties/overload	37.0	8.1	-
Wide coverage/too many schools	16.1	37.2	50
Lack of TRC's/resources	13.6	22.1	40
Lack of supervisory/management skills	4.9	-	-
Negative attitude	4.9	2.3	-

According to both teachers and headteachers the major challenge facing TAC Tutors is shortage of TAC Tutors. Headteachers (27.2%) and (60.4%) teachers felt that understaffing was the major challenge faced. Other serious challenges cited by headteachers were heavy; workload (37%), lack of resources (13.6%) and irregular visits to schools (13.6%). On the other hand other serious challenges according to teachers were as follows:-

In adequate transport facilities (34.9%) and wide coverage or too many schools in a zone (37.2%).

However, the headteachers did not feel that in adequate transport facilities was a challenge while on the other hand teachers did not think that lack of supervisory/management skills was a major challenge as far effectiveness of TAC Tutors was concerned.

According to the TAC Tutors the major challenge was in adequate transport facilities (80%), followed by in adequate funding (60%), heavy workload (50%) and lack of resources/Teachers Resource Center (40%).

It is therefore important to note that serious resource constraints is a major impediment to TAC Tutors' effective performance as instructional supervisors.

**4.10 Suggested solutions to address challenges faced by TAC Tutors**

A comparison was made amongst the respondents on suggested solutions to TAC Tutors and the results are presented in table 4.10 which shows different opinions and perceptions.

**Table 4.10 Suggested solutions to address challenges faced by TAC Tutors**

<b>Suggestions</b>	<b>Headteachers</b>	<b>Teachers</b>	<b>TAC Tutors</b>
❖ Employment of more TAC Tutors/deployment	23.1	66.6	50.0
❖ Allocate a motor bike/improve transportation	15.4	30.9	75.0
❖ Restructure the funding/more funds	15.4	17.3	50.0
❖ Provision of resources/stationery	30.8	22.3	25.0
❖ Construction of TAC Centres	23.1	20.5	50.0
❖ Be trained for the job/knowledgeable	7.7	23.5	-
❖ Provision of allowances/motivation	23.1	8.7	25.0
❖ Regular visits to schools	-	8.6	-
❖ Employ more teachers	38.5	-	-

The results in table 4.9 reveal that the principal strategies/solutions that could be used to address the challenges are employment of more TAC Tutors, improving transportation of the TAC Tutors by allocating motorbikes to every zone, increasing funding to TAC Tutors and construction of TAC centres to enable TAC Tutors be effective. According to

headteachers, employment of more teachers was suggested however, both the teachers and TAC Tutors did not consider this to be important.

#### **4.11 Discussions**

This study was carried out to determine the effectiveness of TAC Tutors in instructional supervision in Primary Education in Lugari division.

Concerning objective 1 and research question 1 which sought to determine the preparation the TAC Tutors undergo before taking their supervisory duties. The study revealed that TAC Tutors do not undergo any training before appointment to their supervisory positions. However, it was established from the TAC Tutors that they had undergone several on job trainings which ranged from KESI courses, School Empowerment Programmes (SEP), Strengthening Primary Education (SPRED), seminars and workshops.

However, there were only capacity building programmes. This was confirmed in the qualitative interview with the D.E.O. The D.E.O. cited in adequate funding as the major reason why TAC Tutors were not exposed to training before deployment. He further confirmed that some TAC Tutors lacked basic supervision and management skills; an indication that the TAC Tutors were ill prepared for the job.

In a nutshell this had a bearing on the effectiveness of TAC Tutors as instructional supervisors. It can therefore be safely concluded that whereas efforts were made to train TAC Tutors, this was done late. This could pose a challenge to the TAC Tutors as instructional supervisors as they were not trained in school management and supervision.

The second objective of the study was the effectiveness of TAC Tutors in carrying out their supervisory duties. It is important to note that there several variables or parameters that constitute an effective TAC Tutor. According to majority (83%) of teachers, TAC Tutors were not effective while on the other hand only 17% said TAC Tutors were effective. The teachers advanced several reasons as to why they thought TAC Tutors were not effective. They included irregular visits to schools, understaffing of TAC Tutors, lack of teacher involvement, they undertook more inspection work than advisory work.

On the contrary, majority of the headteachers (85%) indicated that they had benefited from TAC Tutors supervision. They advanced the following reasons:- improved teaching methodology, improved curriculum delivery and generally the promotion of educational standards in school and zone through improved KCPE performance.

The core function of a TAC Tutor is conducting in-service courses and this determines whether they are effective or not. According to 85% of the headteachers interviewed said they were satisfied that the TAC Tutors were conducting in-service courses. In-service courses are meant to improve curriculum delivery by teachers through improved pedagogical skills. Another important function of the TAC Tutors is the provision of instructional orientation to newly recruited teachers. Most headteachers (61.5%) indicated that TAC Tutors were performing this duty.

Holding of demonstrations lesson is key curriculum implementation since the TAC Tutor gets an opportunity to interact with teachers. However, 54% of teachers reported that TAC Tutors did not hold demonstration lessons raising serious questions as far as offering instructional leadership and serving as role models in instructional supervision.

Teachers Resource Centres (TRC's) are key as far as the effective performance of TAC Tutors is concerned. However, it was noted in most zones (66%) there were no TRC's where teachers would visit for purposes of in-servicing and loaning and preparation of teaching/learning resources. It can therefore be concluded that the absence of TRC's affected the effectiveness of TAC Tutors in curriculum implementation and supervision.

The third objective, sought to determine the nature of challenges the TAC Tutors faced in the supervisory duties, there were numerous challenges:- According to the TAC Tutors the major challenge they faced was lack/in adequate transportation. This hindered their effectiveness since it was not possible for them reach all the schools in order to provide the needed advisory services. It was noted that the Ministry of Education had made efforts to provide motor bikes to the zones though they were in adequate. Closely related was the issue of in adequate funding, though the TAC Tutors had motorbikes, they had no funds for fuel and for other purposes such procurement of stationery and other related resources and heavy workload.

On the contrary, according to headteachers the principal challenge to them was the shortage of personnel (TAC Tutors). They also cited lack of management/supervision skills on the part of TAC Tutors and in adequate funds. According to the headteachers some exhibited lack of management skills in the execution of the duties casting aspersions on the ability of the TAC Tutors.

All the respondents, agreed in principle that the issue of funding was critical for effective performance. This was confirmed by the D.E.O. when interviewed which he attributed to budgetary constraints by the Ministry of Education.

It is important to note that TAC Tutors have a job description with core functions but the in adequate personnel in the district made them to undertake other duties hence leading to the heavy workload and multiplicity of roles.

They suggested a number of strategies/solutions which could be used to tackle the challenges facing TAC Tutors in their supervisory duties. The principle strategies cited was employment of more TAC Tutors. The implication is that if more TAC Tutors were employed then they would fill the vacancies hence improve their effectiveness.

Improving funding, provision of more motor bikes were cited as being significant in making TAC Tutors effective in the supervisory duties. The issue of training in management was cited as being crucial to TAC Tutors, this was due to the fact that some respondents felt that the TAC Tutors either lacked or had no basic skills in schools management. The TAC Tutor is supposed to be an instructional leader hence is supposed to possess technical expertise above the teachers in order to offer instructional leadership and guidance.

In the qualitative interview with the D.E.O. it was established that the Ministry of Education had made some significant progress in supporting the TAC Tutors perform their duties effectively. The Ministry had provided motorbikes to enable TAC Tutors carryout their duties more effectively. The D.E.O. was in agreement with the TAC Tutors that they were in adequate. Attempts had also been made to capacity build the TAC Tutors through workshops, seminars etc. it was evident that funds were not adequate to carryout all the educational programmes in the District. It can therefore be safely concluded that serious resource constraints greatly hampered the effectiveness of the TAC Tutors in instructional supervision.

# CHAPTER FIVE

## SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

### 5.1 Introduction

The purpose of this study was to determine the effectiveness of TAC Tutors in instructional supervision in primary education, a case of Lugari Division Lugari District.

The following research questions guided the study:-

- Do TAC Tutors undergo necessary training to carry out their supervisory duties?
- How effective are TAC Tutors in their supervisory duties?
- How do TAC Tutors address the challenges encountered?
- What kind of support do TAC Tutors receive from Ministry of Education?

Descriptive survey paradigm was used in conducting the study. The sample for the study included thirteen (13) primary schools, which were selected through stratified sampling strategy. Of these six schools were representing urban and seven (7) representing rural. The sample involved thirteen (13) headteachers, ninety six (96) teachers, eight (8) TAC Tutors and one (1) D.E.O. Of the thirteen (13) public primary schools in the study, completed data instruments were received from thirteen (13) headteachers, eighty nine (89) teachers, five (5) TAC Tutors and one (1) D.E.O. representing 100%, 93%, 63% and 100% respectively of the study samples.

The instruments used in the study were Headteachers' questionnaire which had only one section. The questionnaire was to measure and determine the effectiveness of TAC Tutors in instructional supervision in primary education. The other questionnaire was the

teachers' questionnaire which was used to seek the views and perceptions of the teachers on the effectiveness of TAC Tutors in instructional supervision in primary education.

The third instrument was the TAC Tutors questionnaire which sought to establish the personal details of the TAC Tutors and if they had any impact on their effectiveness.

The other instrument was Teachers Resource Centre (TRC's) observation checklist. It was used to determine the status of physical and material resources in the Teachers Resource Centres (TRC's).

Lastly an interview schedule was designed and used to interview the D.E.O. to ascertain the support the TAC Tutors received from the Ministry of Education.

To satisfy the study objectives both quantitative and qualitative data were gathered from individuals. The qualitative data were collected by asking the respondents fill questionnaires from thirteen (13) schools, which had been selected through stratified sampling technique from 40 schools in the division. Statistical package for social sciences (SPSS) version 12.0 computer software was used to analyze the quantitative data.

Qualitative data on the other hand was organized on themes, categories and patterns pertinent to the study. The analysed data was presented on frequency tables, percentages and pie charts.

## 5.2 Summary of findings

- i. The study revealed that there is a critical gender imbalance in favour of male TAC Tutors. Most of the TAC Tutors were also over 50 years of age.
- ii. Most of the TAC Tutors were P1 certificate holders. None was a university graduate. It was further noted that none of the TAC Tutors had undergone training in school management and supervision to improve service delivery. This therefore meant that effective instructional supervision was hindered.
- iii. The principal challenges facing the TAC Tutors were lack of transport to schools, in adequate funding, shortage of TAC Tutors, heavy workload among others.
- iv. The Teachers Resource Centre (TRC's) were ill equipped and in some cases non-existent. Teachers Resource Centres are critical in effective performance of a TAC Tutor. This therefore meant that the TAC Tutors did not perform as was expected.
- v. The ministry of Education had put little effort to ensure smooth operation by the TAC Tutors. This was through provision of motorbikes which were not adequate. Efforts had also been made to capacity building the TAC Tutors after deployment. However, funds were not directly channeled to the TAC Tutors to enable them carryout their activities or educational programmes effectively.
- vi. Most of the respondents indicated that TAC Tutors performed more administrative duties than instructional supervisory duties. It was further revealed most of the TAC Tutors visits were without notice.

### **5.3 Conclusion**

On the strength of the research finding, the following conclusions are made:-

- i. The current training of the TAC Tutor did not meet the expectations needed for effective instructional supervision in primary education.
- ii. There was an acute shortage of resources to enable TAC Tutors effectively perform instructional supervisory duties.

### **5.4 Recommendations**

The following recommendations were proposed based on the conclusions.

- i. Gender imbalance should be addressed through affirmative action in hiring and deployment of TAC Tutors without compromising merit.
- ii. The TAC Tutors should receive further training in school management and supervision in order to improve service delivery and supervisory practices.
- iii. The Ministry of Education should increase budgetary allocation to the D.E.O.'s to enable them fund TAC Tutors to carryout their educational programmes effectively.
- iv. A deliberate effort should be made by the government to construct more Teachers Resource Centres and adequately equip them.
- v. There is need to employ more TAC Tutors to reduce the heavy workload of the TAC Tutors so that they concentrate more on instructional supervision

### **5.5 Suggestions for further Research**

- i. A similar study in other parts of the country need to be carried out.

- ii. Further research should be carried out to determine the relevance of the training newly appointed TAC Tutors undergo.
- iii. A similar study on the effectiveness of TAC Tutors in instructional supervision in post-primary education.
- iv. A study seeking the relationship between the academic level of the TAC Tutors and their effectiveness in instructional supervision.

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## APPENDIX I

Kenyatta University  
Department of Education  
Administration, Planning  
& Curriculum Development  
P. O. Box 43844  
**NAIROBI**

Dear Sir/Madam,

**RE: RESEARCH VISIT TO YOUR INSTITUTION**

I am a Postgraduate student at Kenyatta University currently out on a research project on the “*effectiveness of TAC Tutors in instructional supervision in selected Primary Schools in Lugari Division.*”

You have been identified as an ideal research sample and therefore kindly asked to participate in this study.

The researcher wishes to administer a questionnaire and you are kindly required to spare a portion of your precious time to complete the attached questionnaire.

You are assured that your responses will only be used for the study and your information will be treated confidentiality.

Thank you in advance.

Yours sincerely

Joseph Ochieng Onyango

## APPENDIX II

### QUESTIONNAIRE FOR HEADTEACHERS

The purpose of the questionnaire is to obtain information about the effectiveness of TAC Tutors in instructional supervision in Primary Education in Lugari Division.

All information will be treated confidentially.

Do not write your name or the name of your school anywhere on the questionnaire.

#### SECTION A – Effectiveness of TAC Tutors in instructional supervision.

1. What is your understanding of a TAC Tutor?

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2. List down the duties of a TAC Tutor as you understand.

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3. How many times would you like to be supervised by the TAC Tutor?

(Frequency of supervision) please tick ( )

Weekly

Monthly

Termly

Annually

Not at all

4. Do TAC Tutors observe teachers teaching in the classroom?

Yes  No

5. What is the nature of the TAC Tutor's visit?

With notice

Without notice

6. List the professional documents that the TAC Tutor normally examines.

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7. Does the TAC Tutor hold demonstration lessons with teachers?

Yes  No

8. Do TAC Tutors provide instructional orientation to newly recruited teachers?

Yes  No

9. Do the TAC Tutors organize in-service courses for teachers in the zone?

Yes  No

If yes, how often?

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10. Do TAC Tutors provide feedback information on teaching methodology?

Yes  No

11. Are your teachers involved in planning of the in-service courses?

Yes  No

12. Has the supervision of TAC Tutors benefited you as a school?

Yes

No

If yes, explain.

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13. What problems hinder effective instructional supervision?

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14. Suggest the things to be done to address the problems.

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## APPENDIX III

### QUESTIONNAIRE FOR TEACHERS

The purpose of the questionnaire is to obtain information about the effectiveness of TAC Tutors in instructional supervision in Primary Education in Lugari Division.

All information will be treated confidentially.

Do not write your **name or the name of your school anywhere on the questionnaire.**

#### SECTION - A

1. What is your understanding of a TAC Tutor?

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2. What are the duties of TAC Tutor in the zone?

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3. In your opinion do they perform them effectively?

Yes  No

Please explain.

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4. How often are you visited by the TAC Tutor?

Weekly  Monthly  Termly  Not at all

5. When the TAC Tutor visits your school, what is the nature of their visit?

Restive

Administrative

Any other (specify)

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6. Do TAC Tutors give you notice before coming?

Yes

No

7. Do they hold discussions with you after classroom observations or assessment?

Yes

No

8. Is there a teachers' Resource Centre in your zone?

Yes

No

9. In your opinion, do you consider the Teachers' Resource Centre (TRC) useful to the teachers?

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10. List down the documents that the TAC Tutor normally examine during assessment.

<hr/>	<hr/>	<hr/>
<hr/>	<hr/>	<hr/>
<hr/>	<hr/>	<hr/>
<hr/>	<hr/>	<hr/>

11. Do TAC Tutors normally hold demonstration lessons in your class?

Yes

No

12. Do TAC Tutors organize in-service courses in your zone?

Yes

No

13. If yes, how often?

Weekly

Termly

Annually

Others specify \_\_\_\_\_

14. Has the supervision by TAC Tutors benefited you in professional development?

Yes

No

If yes, explain.

\_\_\_\_\_  
\_\_\_\_\_

15. What are the problems you think hinder TAC Tutors in effective instructional supervision?

\_\_\_\_\_  
\_\_\_\_\_

16. What in your opinion can be done to address these problems?

\_\_\_\_\_  
\_\_\_\_\_

This is the end of the questionnaire.

**Thank you very much for your time and contribution**

## APPENDIX IV

### QUESTIONNAIRE FOR TAC TUTORS

The purpose of the questionnaire is to obtain information about the effectiveness of TAC Tutors in instructional supervision in Primary Education in Lugari Division.

#### SECTION – A

1. How old are you?

21 – 30       31 – 40       41 – 50       over 50

2. What is your gender?

Male       Female

3. What is your professional grade?

SGAT       ATS I       ATS 2       ATS 3       ATS 4       P1

Any other (please specify)

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4. What is your highest academic qualification?

MED       BED       Diploma       P1

Any other (please specify)

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5. How long have you worked in your current position?

Less than 10 years       11 – 15 years

16 – 20 years       over 20 years

6. How were you promoted?

Interview       Merit       Election       Hand picked

Any other (please specify)

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7. Before deployment as a TAC Tutor were you prepared for any form of training?

Yes  No

If any please

explain \_\_\_\_\_

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**SECTION – B**

1. Describe in details your duties as a TAC Tutor in instructional supervision.

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2. What are the challenges you encounter in the course of discharging your duties as an instructional supervisor?

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## APPENDIX V

Observation checklists for Teachers Resource Centre (TRC)

The issues in the checklist will be responded to by the TAC Tutors at the zonal offices.

The respondents will be requested to place a tick in the appropriate box.

S/No.	Item/Facility	Availability	Adequacy	Inadequacy	Well Maintained	In Poor st
	Office					
	Furniture					
	Office assistance					
	Storage facilities					
	Training materials					
	Reference materials					
	Computer					
	Typewriters					
	Transport facilities (i) Motor vehicles (ii) Motor bikes					

**This is the end of the checklist.**

**Thank you very much for your time.**

## **APPENDIX VI**

### **Interview schedule for District Education Officer (D.E.O.)**

1. What is the policy on appointment and deployment of TAC Tutors?
2. Do they undergo any training in supervision before taking up their positions?
3. Does the Ministry of Education have a policy on staff development?
4. Is there a budgetary allocation of the office of the TAC Tutor?
5. Does your office organize and conduct in-service courses? If yes, how often.
6. How do you evaluate the effectiveness of a TAC Tutor?
7. How long do TAC Tutors serve in a Centre?
8. How do the TAC Tutors give you feedback of schools under them?
9. What are the challenges TAC Tutors face in the duty of instructional supervision?
10. Give suggestions on how the effectiveness of TAC Tutors in instructional supervision can be improved in the District.

## **APPENDIX VII**

### **PROPOSED WORK SCHEDULE**

Formulation of problem	-	April 2006
Literature review	-	May 2006 to August 2006
Proposed writing	-	September to November 2006
Submission of research proposal	-	December 2006
Design of instruments	-	January 2007
Pilot study	-	January 2007
Data collection	-	February 2007
Data analysis	-	March 2007
Compilation of project report	-	April 2007
Initial submission of project to supervisor	-	May 2007
Correction/editing of project report	-	May 2007
Final submission of project	-	June 2007
Graduation	-	July 2009



**KENYATTA UNIVERSITY**  
**DEPARTMENT OF EDUCATIONAL ADMINISTRATION,**  
**PLANNING AND CURRICULUM DEVELOPMENT**

P.O. BOX 43844

Nairobi, Kenya

Tel: 810901-19/811622/812722

EXT: 57496

E-mail: [currku.@yahoo.com](mailto:currku.@yahoo.com).

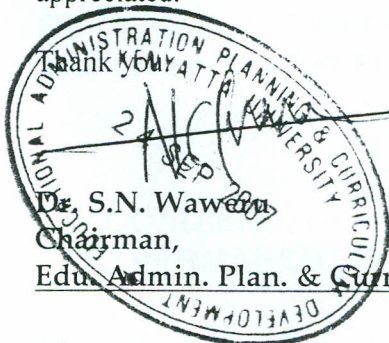
Date: 24/09/07

The Permanent Secretary  
Ministry of Education  
P.O. Box 30040-00100  
NAIROBI.

**REF: LETTER OF INTRODUCTION - ONYANGO JOSEPH OCHIENG -  
E54/10480/04**

This is to certify that **Onyango Joseph Ochieng**, who is a student in the **Department Reg. No. - E55/CE/10480/04** specializing in the area of **Educational Administration**. He is in the process of writing his project entitled: **EFFECTIVENESS OF TAC TUTORS IN INSTRUCTIONAL SUPERVISION IN PRIMARY EDUCATION: A CASE OF LUGARI DIVISION, LUGARI DISTRICT, KENYA.**

He requires a research permit to this end. Any assistance accorded him will be highly appreciated.



/ck.



REPUBLIC OF KENYA  
**MINISTRY OF SCIENCE & TECHNOLOGY**

Telegrams: "SCIENCE TEC", Nairobi  
Telephone: 02-318581  
E-Mail: ps@scienceandtechnology.go.ke

JOGOO HOUSE "B"  
HARAMBEE AVENUE,  
P.O. Box 9583-00200  
NAIROBI

When Replying please quote

**Ref. MOST 13/001/ 37C 645/2**

**24<sup>th</sup> September 2007**

Joseph Ochieng Onyango  
Kenyatta University  
P.O. Box 43844  
**NAIROBI**

**RE: RESEARCH AUTHORIZATION**

Following your application for authority to carry out research on,  
*'Effectiveness of TAC Tutors in Instructional Supervision in Primary Education: A Case of Lugari Division, Lugari District'*

I am pleased to inform you that you have been authorized to carry out research in Lugari District for a period ending 31<sup>st</sup> December 2007.

You are advised to report to the District Commissioner and the District Education Officer Lugari District before embarking on your research project.

On completion of your research, you are expected to submit two copies of your research report to this office.

  
**M. O. ONDIEKI**  
**FOR: PERMANENT SECRETARY**

Copy to:

The District Commissioner  
**Lugari District**

The District Education District  
**Lugari District**

Research Permit No. MOST 13/001/37C 64  
Date of issue 24.9/2007  
Fee received SHS.500.00

THIS IS TO CERTIFY THAT:

Prof./Dr./Mr./Mrs./Miss. ONYANGO  
JOSEPH OCHIENG

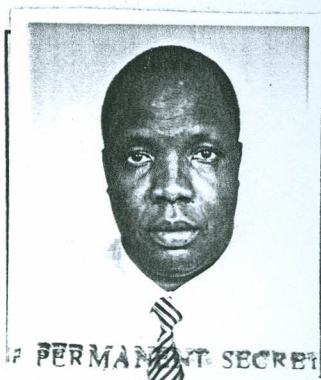
of (Address) KENYATTA UNIVERSITY  
P.O.BOX 43844 NAIROBI

has been permitted to conduct research in.....

.....Location,  
LUGARI District,  
WESTERN Province,

on the topic EFFECTIVENESS OF TAC TUTORS  
IN INSTRUCTIONAL SUPERVISION IN  
PRIMARY EDUCATION: A CASE OF LUGARI  
DISTRICT

for a period ending 31 DECEMBER, 20.07

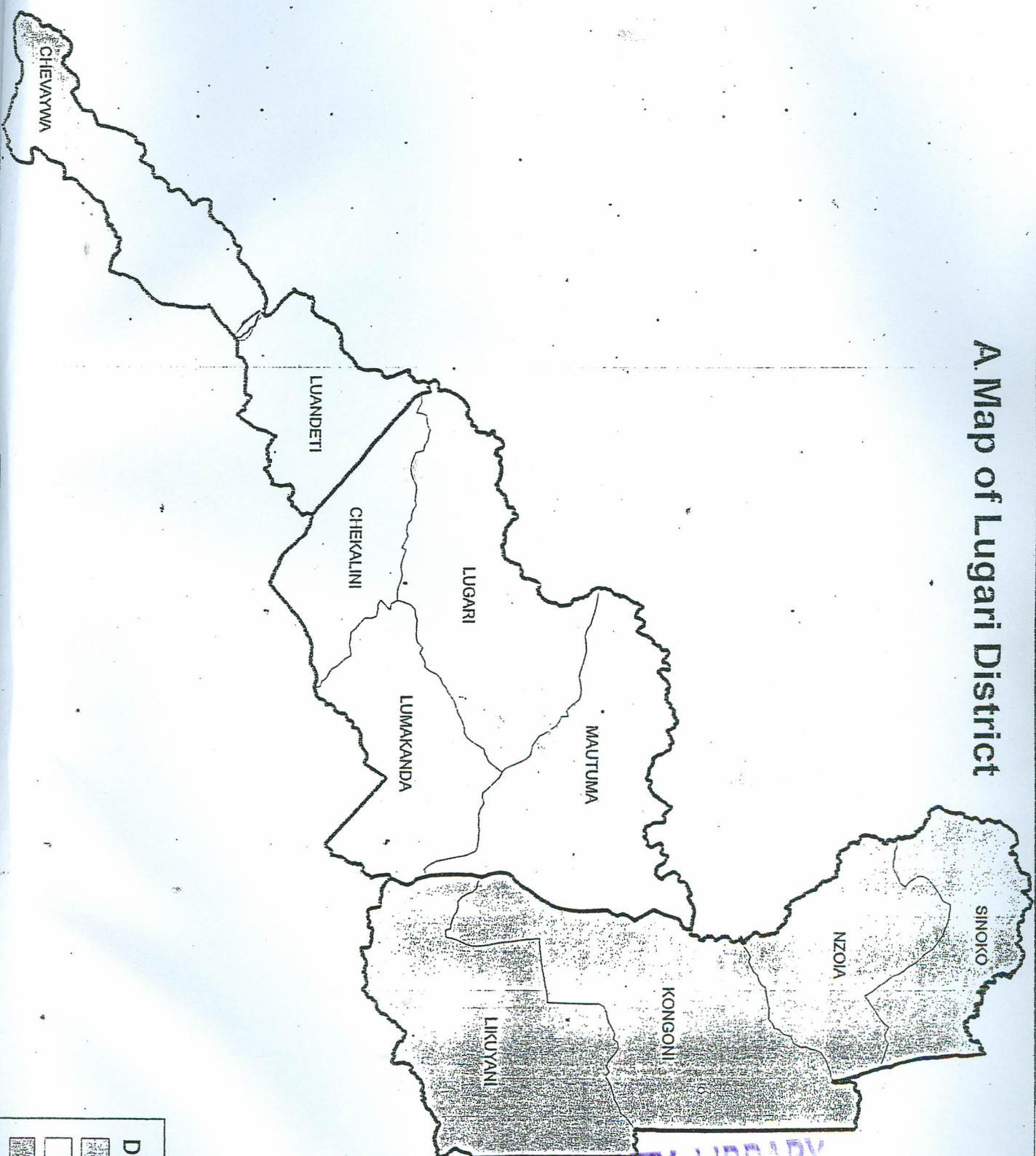


PERMANENT SECRETARY  
MINISTRY OF EDUCATION  
SCIENCE AND TECHNOLOGY  
M.O. ONDIEKI

*Joseph Ochieng*  
Applicant's  
Signature

FOR Permanent Secretary  
Ministry of  
Science and Technology

# A. Map of Lugari District



Division	
	LIKUYANI
	LUGARI
	MATEETE

KENYATTA UNIVERSITY LIBRARY  
MAIN CAMPUS