A STUDY OF INSTRUCTIONAL SUPERVISORY PRACTICES OF SCHOOL INSPECTORS AND PRINCIPALS IN PUBLIC SECONDARY SCHOOLS IN NAKURU MUNICIPALITY.

BY

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DECLARATION

This research project is my original work and has not been presented for any award in any other university.

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DEDICATION

This study is dedicated to my dear husband Dr.Ken Ontiriah and children Owen Ayora, Zillah Moraa, Lavender Nyanduko and Bilha Nyaboke. They patiently and tirelessly bore the pain of reduced attention from me in the course of the study. I thank them for their patience, love, understanding and support.

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ABSTRACT

Instructional supervision is a component of general supervision which educational supervisors are supposed to carry out in learning institutions. Its' primary function is the improvement of instruction. It is aimed at enhancing teaching and learning. The aim of this research therefore was to investigate the instructional supervisory practices used by secondary school inspectors and principals in Nakuru Municipality. It sought to find out the academic and professional qualifications and training of such supervisions, the extent of their involvement in carrying out supervisory activities, whether their frequency and methods of carrying out clinical supervision were adequate, their attendance of in-service courses, the teachers' attitude towards school supervision and to determine the relationship between instructional supervision and performance of secondary schools in national examinations.

The literature review for this research was organized under various subheadings. From the literature reviewed, an integrated approach to instructional supervision and a conceptual framework were designed.

The study was an ex-post factor design. The targeted population consisted of school inspectors, principals and heads of departments in public secondary school in Nakuru Municipality. The researcher developed three sets of questionnaires as research instruments. The inspectors' and principals' questionnaires had three sections, section A dealt with personal data, section B dealt with professional training and preparation and Section C dealt with the supervisory activities that they carry out. The heads of departments' questionnaire section A, dealt with personal data, section B supervisory

activities and section C statements which measured their attitude towards school supervision.

Using the findings of the pilot study, the research instruments were validated. Twenty-three public secondary schools in Nakuru Municipality were used. Three schools were used for piloting while the remaining twenty were used for the final research study.

Data for research questions was analyzed using frequencies and percentages. Linear regression was used to test the hypothesis.

The following were the findings of this research study.

1. Majority of school inspectors and school principals are male. The inspectors were few against a large number of teachers. Some H.O.Ds were more professionally qualified than inspectors and principals.

2. School inspectors and principals were ill prepared for their present jobs hence handle instructional supervision poorly.

3. In-service courses offered for school inspectors and principals were inadequate and of poor quality.

4. Teachers viewed instructional supervision negatively.

5. Instructional supervision did not have a significant influence on secondary school performance in national examinations.

Recommendations of the study

1. The number of school inspectors ought to be increased. School inspectors and principals ought to be more qualified than the teachers that they supervise.

2. Specific professional training and preparation for school inspectors and principals ought to be provided before appointment to such positions.

3. In-service courses ought to be more frequent, all topics made relevant and more time allocated for each topic.

4. School inspectors ought to be more democratic in their work to foster a positive attitude towards supervision among teachers.

5. Instructional supervision ought to be restructured and increased so that it can positively influence the performance of secondary schools in national examinations.

Suggestions for further Research.

1. A more elaborate comparative study to find out who between female and male principals are effective instructional supervisors.

2. A study of the role which other educational stakeholders like PTA, BOG and deputy principals play in instructional supervision.

3. A study of KESI in provision of knowledge in instructional supervision to school inspectors and principals and how it has achieved its' objectivities.

4. A research on why instructional supervision does not have a positive influence on Performance of secondary schools in national examinations.

5. A research on how the inspectorate department of MoEST has laid out its' structures and its' effectiveness in influencing educational studies in the country.

LIST OF ABBREVIATIONS

AEO	Assistant Education Officer
B.Ed	Bachelor of Education
BOG	Board of Governors
DEO	District Education Officer
HODs	Heads of department
KCSE	Kenya Certificate of Secondary Education
KESI	Kenya Education Staff Institute
KJSE	Kenya Junior Secondary School Examination
KIE	Kenya Institute of Education
KNEC	Kenya National Examinations Council
M.Ed	Master of Education Degree
MoEST	Ministry of Education Science and Technology
PDE	Provincial Director of Education
PTA	Parents Teachers Association
TSC	Teachers Service Commission
UoN	University of Nairobi

CHAPTER ONE

Introduction

1.0. Background of the problem

The history of supervision in Kenya goes back to 1910 when the colonial government appointed the first director of education for the protectorate. The legal duties of the director of education were organization, supervision and inspection of protectorate schools. In 1924, the first education ordinance was passed which required that all schools be registered and open to inspection by the director of education.

The Beecher Report of 1949, among other things recommended the introduction of efficient supervision and inspection. This was to be achieved through the separation of inspectional and supervisory functions, the former remaining with the director of education and the latter with bodies responsible for school supervision and management.

Inspectors of Schools have authority from the Education Act of 1968, (Cap 212, Section 18, p.25) ".... to **enter and inspect any school, anytime and with or without notice...".** Thus, by virtue of their position, inspectors are privileged to enter any educational institution (except University) to inspect, assess and evaluate any teaching and learning taking place in the institution.

Instructional supervision is a component of general supervision that a headteacher is involved in within a school. The primary function of supervision is the improvement of instruction. The inspector's functions can be listed as being the direction, combating routine and encouraging good initiatives, improvement of teachers professional status, the adoption and diffusion of better techniques and the manning of progressive programmes of action (Sifuna; 1985).

The functions of school supervision according to Olembo (1975, p.82) are as follows;

(a) Working closely with teachers to establish the problems and needs of students.

(b) Building a strong group morale and securing effective teamwork among teachers.

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(c) Providing assistance to teachers so as to develop greater competence in teaching.

(d) Assisting beginning teachers newly posted to schools to translate theories learnt in teaching colleges and universities into classroom practices.

(e) Working with teachers to identify and analyze learning difficulties of students and helping in planning effective remedial instructions.

(f) Evaluating teaching effectiveness in terms of student growth and educational objectives.

(g) Providing guidance and advisory services in all school matters particularly those related to curriculum innovations.

Although supervisors' roles are well articulated, their effective performance is far from adequate. The blame is placed on a number of issues/factors. This include; lack of adequate and close supervision, sufficient number of supervisors, supervisory skills and techniques which could be related to lack of training of supervisors as professionals. But the most serious complaints have largely been on the supervisor's poor relationship with teachers.

One of the transformations called for in education and which does not receive the attention it deserves are the changing roles of the school inspector, supervisor or advisor as he is now variously called. The title "inspector" is apt to conjure up a vision of an impression and formidable personage, as it tends to denote an inquisitional function and manner. The alteration in title has been considered in an effort to alter the way in which others regard him (Weller 1971). However, the chief effect to date of the change has been to face the inspectors with filling two roles, which at first appear incompatible. They have to continue and remain representatives of public authority with power in many cases over the professional lives of teachers and at the same time act as guides, philosophers, advisors, supporters, mentors and friends of teachers. Many inspectors doubtedly feel the dilemma keenly.

Formerly, emphasis of inspector's work was on authoritarian control, prescription and enforcement. Today, it is a persuasive, leadership, consultation and guidance one. However if we examine the inspection in schools, we commonly observe an implicit but fully functioning superior-subordinate relationship generated by institutional hierarchies. This relationship is considered counter productive in supervision (Ominde, 1964).

The manner in which inspector's duties are carried out in practice both as regards efficiency of the procedure used and the kind of relationship built with teachers is clearly of great importance. The teacher's attitudes towards inspection are therefore of special interest and worth investigating.

The immediate school supervisor in secondary schools is the headteacher/Principal. This is fully supported by the Teachers Service Commission (TSC, p.2) code of regulations, which spells this out when it states that:

> **"A teacher shall be required to obey the directions given by the Commission, its agents the Headmaster, a person appointed in accordance with the Education Act (Cap 212) Section 18(1), or any other person under whose supervision he is placed."**

Kenya has gone through a major educational restructuring since independence and more so in the last twenty years. This has wide implications for the secondary school inspectors in general and the headteachers as instructional supervisors in particular. The increase of student enrolment in secondary schools has created problems such as; lack of adequate learning resources and physical facilities. The introduction of the 8-4-4 system of education in 1985 has not eased these problems.

(Sifuna, 1985,p.286) agrees with this statement on 8-4-4 system of education when he states; **".....the first few months of the exercise did not anchor well for the success of the programme---.the manner in which funds have been collected in some areas has caused unjustifiable strain on family finances. Meanwhile, the ministry is spending over three billion shillings to introduce the programme-----. This means the proposed change is already entailing an educational expenditure-----vocational goals entail the training of the single largest professional employment category in the country, the writing, publishing, distributing, replacing new texts, new teaching materials and new supervisory personnel. Empirically it may be true to say that further education expenditure as a portion of government spending may prove counter productive and seriously limit a country's ability to maintain its' infrastructure".**

In essence, the above writer is emphasizing that the introduction of new subjects like Music, Home Science, Arts and Crafts and Agriculture have brought with them related problems such as; lack of enough qualified teachers for these specialized subjects, lack of teaching materials, lack of appropriate rooms like workshops for technical subjects and appropriate rooms for music practical. These problems have in turn resulted in some other problems such as management of available learning resources and poor quality of instruction. Chiemela (1982,p.3), commenting on this situation says; **"...under these conditions the importance of supervision as a means of improving school instruction has gained more emphasis than ever before----the supervision of instruction is one of the major functions of the school principal".** Ominde (1964,p.3) supports the above statement when he stated that; **"... a good system of supervision is essential to any school system and is particularly important when a large portion of the teachers is without educational standing..."**

The above Commission identified insufficient supervision as the major causes of low educational standards in Kenya. It recommended the strengthening of the supervisory levels of the school inspectors and head teachers. Therefore the role of the secondary school inspector, in general and secondary school headteacher/Principal in particular is indispensable.

1.1.   Statement of the Problem

The inspectorate section of the Ministry of Education, Science and Technology, (MoEST) headed by the director of education, is responsible for educational standards in the country. The chief inspector of schools is responsible for all inspections done in learning institutions. To achieve its objective, the inspectorate arrange constant visitations of inspectors to schools for the purpose of checking on facilities, equipment, administration and also actual observation of classroom instruction conducted by individual teachers in the schools.

The autocratic and authoritarian leadership behavior of colonial inspectors acquired before independence was expected to change in order to give way for the new concept of   supervision. According to the new concept, help, expert knowledge and guidance to teachers, analyzing and diagnosing the many facets of teaching in an effort to understand and improve their teaching behavior to be introduced (Dull, 1981). Inspectors have been accused of being autocratic, faultfinders and this behavior stifles the creative spirit of the teacher dedicated to self-improvement in the teaching and learning process. They still control and direct teachers in their work, unaware of the consultative, analytical and diagnostic functions of supervision.
The blame could relate to the nature of work involved; the variety of conditions under which they work; climatic, geographical (in relation to population density), sociological and political problems. Research into the problems that inspectors are experiencing; the manner in which they provide their advice, support, help, leadership, expert knowledge and guidance to teachers in analyzing and diagnosing their teaching behavior for improvement of instruction needs to be analysed.

On the other hand, secondary school headteachers occupy very sensitive positions in the educational administration of the schools, to which they are appointed to head. Headteachers are supervisors of institutions that offer secondary school education by virtue of their appointment. supervisors of institutions that offer secondary school education. This education is terminal to the majority of students at this level.

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The role of the headteacher in instructional supervision in influencing teachers to carry out their instructional tasks well in line with the objectives stipulated in the curriculum is crucial. However, views concerning the appropriate instructional supervisory activities of both the inspector and the headteacher are by no means stabilised. Commenting on this state of affairs, Weller (1971, p.210) says;

"In reality— little is known about what happens in instructional supervision—the work of supervisors is characterized by very many kinds of tasks and no fixed locus of operation".

Harrison H.R. (1968,p.112) in support of the above statement says;

"It might be added that the supervisor performs his diverse functions by poor conceptualized or inadequately validated processes, mostly idiosyncratically and with unknown effects".

There have been a lot of complaints from all education stakeholders; politicians, parents and the general public in respect to the quality of teaching in our secondary schools. The blame for mass failure of students in Kenya Certificate of Secondary Education (KCSE) is invariably placed on teachers in general and school inspectors and headteachers in particular. Further, the system of vetting students from proceeding to form four before they reach a given pass mark has aroused much dissatisfaction and apathy among the parents. This is because educating a child through secondary school in Kenya today is very expensive to all involved. Therefore constraints to effective secondary school instructional supervision, which hinder better performance, need to be mapped out. Since parents and the public in general judge the success of a school, its headteacher and teachers on how well they perform in the national examination, It would be essential that an instructional supervision criteria to help inspectors and headteachers ensure that good teaching goes on is established.

There appear to be no generally accepted statement of objectives in anything resembling operational terms. Commenting on this Dull (1981, p.136) says;

"It is essential that Supervisors frequently appraise their work in order to analyze their strength and shortcomings. Supervisors should test themselves against a set of criteria—. This criteria in this section should serve as a helpful guide to supervisors in appraising their efforts and services".

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Supervision of instruction is widely recognized as that which offers Instructional improvement within any education system. Skills and techniques have to be devised then that objectively and reliably could be used to assess and evaluate teacher's role in the classroom to avoid partial biased judgment of teacher's work and ensure unfair criticism. The skills, techniques and practices are also to be used for effective improvement of instruction hence improvement of Kenya certificate of secondary education (KCSE) performance and raise educational standards in Kenyan secondary schools. Research into instructional supervisory practices used is therefore necessary. The aim of this study therefore was to find out what activities are carried out by inspectors and headteachers as indicators of instructional supervision in the absence of a clearly laid down criteria for instructional supervision. A great deal of literature has been written on supervision in general, however specific activities that inspectors and headteachers should carry out in instructional supervision are not given much attention. Enough details on such activities are unavailable.

1.2 Purpose of the Study

There is little research done in Kenya on the instructional supervisory practices used by school inspectors and secondary school headteachers. This study was an attempt to identify the way in which school inspectors and headteachers execute their instructional supervisory roles. The study examined the academic and professional education that inspectors and headteachers received in preparation for the supervisory role that they play in secondary schools in the light of generally desired state of instructional supervision.

This study tried to find out whether secondary school inspectors and headteachers carry out the following instructional supervisory practices and if so how often.

   a) Staffing and induction of teachers

   b) Motivating and stimulating teachers

   c) Consultation with teachers

   d) School programme development

   e) Evaluation of teachers.

1:3. Objectives of the Study

The objectives of this study were

1:3:1. To determine the academic and professional qualifications of school inspectors and principals.

1:3:2. To find out the professional training and preparation of school inspectors and principals and the adequacy of performing their duties.

1:3:3. To determine the extent to which school supervisors are involved in carrying out instructional supervisory activities.

1:3:4. To determine the adequacy of clinical supervision carried out by school inspectors and principals.

1:3:5. To determine the adequacy of in-service courses offered for school inspectors and principals.

1:3:6. To determine the attitude of teachers towards the inspectors' and headteachers' instructional supervision practices

1:3:7. To establish whether instructional supervision influence the performance of secondary schools in national examinations.

1.4 Research Questions

From the foregoing objectives, the following research questions were answered.

1. Are school inspectors and supervisors adequately trained and prepared for effective instructional supervision?

2. To what extent are school supervisors involved in carrying out the suggested instructional supervisory activities?

3. How adequate is the clinical supervision carried out by school inspectors and principals?

4. Do school inspectors and principals attend in-service courses, how adequate are the courses offered?

5. What attitude do teachers have towards school supervision?

1.5 Research Hypothesis

From the research objectives the following hypothesis was tested.

HO_1 There is a significant relationship between instructional supervision and performance of secondary schools in national examinations.

1.6 Significance of the Study.

Instructional supervision is the foundation of any effective learning. Organized and well-prepared teaching facilitates good learn too. Organized and planned instructional supervision based on a sound criterion and on a regular basis therefore should facilitate good teaching.

This study hoped to:

1.   Lead to the identification of a sound but flexible criteria that inspectors, principals and in- service trainers of school supervisors such as K.E.S.I could use in the improvement of the instructional supervisory practices.

2.   By analyzing the instructional supervisory practices carried out by inspectors and headteachers, discrepancies uncovered could help identify some problems that the inspectors and headteachers face in instructional supervision and hence possible solutions.

3.   Identification of a criterion that inspectors and headteachers could use as a self-evaluation guide in their execution of instructional supervisory duties.

4.   Inspire the relevant government authorities to institute formal professional training for those aspiring to be school inspectors and headteachers.

5.   Stimulate serving inspectors and headteachers to initiate and conduct more in-service courses and seminars for themselves and for the teachers that they supervise.

6.   Lead curriculum developers to include rigorous courses on instructional supervision on the pre-service training programme for teachers.

7.   Convince the government to provide inspectors and headteachers with facilities necessary for effective instructional supervision.

8.   Help foster a positive attitude of principals and teachers towards school inspectors and school supervision.

9   Help the inspectorate formulate instructional supervision policies that will impact positively on secondary school performance in national examinations.

1.7   Limitation of the Study

The following limitations were foreseen in this research.

1. The sample selected of twenty three principals, sixty nine teachers and six school inspectors was not perhaps a good enough representative sample to warrant generalizations of the findings beyond Nakuru Municipality.

2. The study   used a questionnaire only as the sole instrument for collecting data. Triangulation method where the researcher employs various methods of data collection, methods such as questionnaires, observation schedules, interview and document analysis (Minai 1985) was not be employed. This might have limited the findings of the research.

3. The researcher was not in a position to control the attitudes of the respondents. This was because the respondents might have at times given answers in order to avoid offending the researcher (Mulusa 1990). The effect might be that the responses are low in validity and reliability. This might have adversely affected the research findings.

1:8   Delimitation of the Study

The study was delimited to Nakuru Municipality, which is predominantly urban hence the findings of this research may only be generalized to other parts of the country with caution. This is because conditions in other areas not covered by this research may be different from those of the setting to be covered. The study was also restricted to public secondary schools in Nakuru Municipality.

1:9 Basic Assumptions of the Study:

This research was carried out under the following assumptions: -

1. That the respondents would provide truthful and honest responses to the items in the questionnaire.

2. That supervision brought about instructional improvement and it was being carried out in the schools under study.

3. That supervisors and headteachers through their expertise and experience knew what constituted good teaching.

4. In-service training, workshops, seminars were essential for all categories of inspectors, headteachers and teachers for the purpose of updating their knowledge and skills, and they were being offered to the subjects under study.

5. The inspectors and headteachers used the six instructional supervisory practices in trying to improve the performance of the teachers who they supervise.

1.10. Definition of Significant Terms: -

Supervision; refers to that dimension or phase of educational administration which is between a subordinate and a super-ordinate and provides a common understanding between them.

Inspector; according to "Shorter Oxford English Dictionary" an inspector is an officer appointed to examine into and supervise or report upon, the work of some institutions. The term inspector and supervisor are used interchangeable in this research. He is also a person employed by the MoEST to carry out the functions as stipulated in the education. act section 18.

Instructional supervisor; refers to a person appointed by MoEST directly like schools' inspector to inspect/supervise learning activities in schools or by TSC like secondary school principals to manage or administer secondary schools. These two have leadership positions in assisting teachers in the improvement of instruction.

Instruction; refers to a planned academic interaction between teachers and students.

Programme development; refers to the curriculum development of the activities carried out to ensure its effective teaching and learning

Headteacher/principal; this will be used to refer to both male and female teachers appointed to head Kenyan Secondary Schools. The two terms will be used interchangeably to mean the same person.

Supervisory practices; refers to activities carried out by school inspectors and headteachers within the schools under their jurisdictions. They are aimed at improving instruction.

Public secondary schools; refers to those secondary schools, which are fully sponsored by the government. The government provides both physical facilities, learning resources and human resources for them. They are run and managed (or supported) by public funds.

1.11 Organization of the Study

The study is organized in five chapters. Chapter one includes: -

the background to the study, statement of the problem, purpose of the study, objectives of the study, hypotheses, research questions to the study, significance of the study, limitations and delimitations of the study, basic assumptions of the study and definitions of significant terms used in the study. Chapter two consists of the literature review, which is analyzed in accordance with the topic under study with several subtopics. This chapter also contains the conceptual framework of the study. Chapter three covers study methodology with the following sub-headings; research design, target population, sample and sampling procedure, research instruments, validity of the instruments, reliability of instruments, data collection procedure and data analysis techniques. Chapter four covers data presentation analysis and discussion of the research findings. Chapter five has a summary of the research findings, conclusions and recommendations.

CHAPTER TWO

LITERATURE REVIEW

2.0. Introduction.

This section covers the literature reviewed for the study. The literature was reviewed according to the following sub-themes: the theory, functions and concepts of supervision; the importance of school inspection/supervision; principles useful in instructional supervision and effectiveness

of school inspection and functions of an instructional supervisor (such as staffing, motivating and stimulating teacher, consultations with the teachers, programme development, evaluation of teachers and educational and professional preparation of secondary school inspectors /headteachers).

For each of the six main functions of an instructional supervisor, the literature reviewed was limited to definitions of each function and the activities that were carried out in each to enable inspectors and headteachers in carrying out instructional supervision effectively.

The section ends with a theoretical framework for the study.

2:1   Theory, Functions and Concepts of Supervision:

Supervision is a term used to describe a variety of behavior carried out by a diverse group of people within the context of school systems. It can generally be conceptualized in two ways: Overseeing and helping (Fredrick Enns; 1968). The "Overseeing" aspect is task-oriented and involves directing, controlling, reporting and coordinating. It implies that those in charge are the ones who know and understand objectives and goals of the school, are those who have superior academic and supervision knowledge, and are those who are accountable or responsible for outcomes of the school programmes. The "overseeing" function has been referred to the administrative field and as that of the staff function. The supervisors and the administrators at this level are known as specialists.

School inspectors in specific subject areas and consultants are good examples in this category. The "helping" aspect is person-oriented. It involves supporting staff and students to grow academically, professionally and ethically. This function is more directly related to the line function in administrative practices and involves activities of the generalists-indicating ability to deal with various aspects of schools activities. The headteachers and his staff are directly involved in the line functions of their school. In the line function, supervision aims at maintaining and improving instruction hence instructional supervision.

The line and staff functions are rarely exclusive. They sometimes overlap. Wanga. (1985, P.119) contends that; **"---- lack of differentiation in this functions may cause confusion and in some instances reduce effectiveness or some officers especially incases where there are duplications of roles".**

People have different perceptions or supervision. While a supervisor may see it as a positive force for programme improvement, one teacher may consider it a threat to his individuality another teacher may think of it as a source of assistance and support. Nevertheless, the ultimate aim of supervision is accomplishment of set educational goals more efficiently. It deals with people's feelings and skills. Ben Morris, (1954, P.15) argues that;

"----effective supervision and instruction and instructional administration can improve the quality of teaching and learning in the classroom and in effect raise the educational standards in the country".

According to Dull, N.J. (1981, PP. 11-13) supervision is;

"---- an expert technical service primarily aimed at studying and improving cooperatively all factors which affect child growth and development".

From the foregoing concepts, supervision is a leadership activity which involves directly people's efforts towards attaining better results in as far as the child's growth and development are concerned. It's characteristics may be summarized as follows:

a)   Modern supervision directs attention towards the fundamentals of education and orients learning and its improvements within the general aims of education.

b)   The aim of supervision is the improvement of the total setting for learning, rather than the narrow and limited aim of improving teachers in service.

c)   The focus is on the setting for learning not on a person or a group of persons. All persons are co-workers aiming at the improvement of a situation and;

d)   The teacher becomes a cooperating member of a group concerned with the improvement of learning.

Supervision is therefore concerned with the stimulation of professional growth and development of teachers, the selection and revision of educational programmes, materials for instructions and methods of teaching in addition to the evaluation of instruction.

In a school situation, the headteacher has many roles to play. One of this is supervision of instruction; teaching and learning aspects. In educational supervision when authors and researchers talk about supervision, they often have instructional supervision in mind. Chiemela (1982, P. 3) defines instructional supervision as; **"…activities concerned with maintaining and increasing effectiveness in teaching by working with teachers"**.

Dull (1981, p 286) in talking about supervision in the school says; **"…supervision is the process of bringing about improvement in instruction by working with people who are working with pupils"**.

Wiles (1955) views supervision as assistance in the development of a better teaching –earning situation.

Talking about instructional supervision, Williams, W. S (1972, p. 43) defined supervision as;

"All efforts of designated school officials directed towards providing leadership to teachers in the improvement of instruction… the stimulation of professional growth and development of teachers, the selection and revision of educational objectives, materials of instructions and methods of teaching and evaluation of instructions".

According to Evans D. (1981, p 12), supervision embraces;

"All activities by which educational (administrators) may express leadership in the improvement of learning and teaching – observation of classroom instruction, conducting of teachers meetings and of group and of individual conferences".

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Harrison H.R. (1968, p. 283) says that; "...supervision is what school personnel do with adults and things to maintain or change the school operation in ways that directly influence the teaching process employed to promote the pupil learning ... supervision of instruction is directed towards maintaining and improving the teaching – learning process of the school".

Kimball (1967, p. 136), views supervision; "...as those activities which are designed to improve instruction at all levels of schooling".

All the above definitions point out to crucial ingredients for this research which state that:

1)   Certain activities have to be carried out in instructional supervision in order to improve teaching which in turn improves learning.

2)   These activities are to be carried out by supervisors (inspectors, headteachers), teachers and adults (who could be parents or guardians.

3)   That the teacher is the agent or instructional program implementation.

Karagu (1986, p. 7) emphasizes the crucial role of program implementations when he says; teachers in instructional; "... that the success or failure of Kenya's... educational system depends   on them...Reformers may build schools, make changes in the structure and the curricula, recommend or prescribe particular teaching methods or aids, in the end everything will depend on the teachers who will be responsible for applying them".

During the nineteenth century, supervision was inspective in nature. It's scope focused on efficiency and scientific management. Inspectors who had no professional training in this field performed it. William W. S. (1972), in contrasting old with modern supervisory practices characterized the latter as a democratic activity in which treatment of individual teachers is emphasized as an integral part of achieving improvement of instruction. It is to be conducted by both line and staff personnel.

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Thus modern supervision is a process and is performed routinely and not only the supervisor designates but also headteachers, curriculum developers, evaluators and many other "educationists".

Commenting on inspection and supervision, Beacher (1949, P.26) says;**"...inspection and supervision are entirely separate... Inspection belongs to the government department and supervision to the body to whom school management have been delegated".**

Lewis (1954, p.18) comments that; **"... supervision is indispensable and inspectors should seek to make educational aims clear and other friendly advice and supervise the schools under their jurisdiction in ways parallel to and coordinated with the government system of inspection"**

2.2 The Importance of School Inspection/ Supervision

The inspectorate section of the Ministry of Education, Science and Technology in Kenya is responsible for educational standards in the country. The Director of education heads it. The chief inspector of schools is in charge of all the inspections and supervisors are done in learning institutions in the country. Major responsibilities of the inspectorate include, conduct of public examinations in conjunction with Kenya National Examinations Council (KNEC), approval of syllabus as well as instructional materials before being used in schools in conjunction with Kenya Institute of Education (KIE) and inspection of all learning institutions.

To achieve its objectives, the inspectorate arranges constant visitations by inspectors and supervisions to learning institutions for the purpose of checking on facilities, equipment, administration, and also actual observation of classroom instruction conducted by individual teachers in a school.

Each district in Kenya is under the district education officer (D.E.O) assisted by and education officer (E.O) and a team of assistant education officers (A.E.Os) and school inspectors/ supervisors (for primary and secondary schools).

External and internal supervision of schools has its role in improving quality of teaching. Teachers' issues like lateness, unwarranted absenteeism, negligence in lesson preparation and marking of student's books have to be checked.

Instructional supervision is therefore important and crucial as pointed out in the following statements:

a). Most educators would agree that supervised student teaching is an important, perhaps the most important component in programs for preparation of teachers. Teachers in training consistently express the opinion that supervised student teaching is the most significant and helpful aspects of their training program.

b). It is a process through which the inspector or the headteacher ensures that effective teaching takes place. Odhiambo (1984, p. 6) says the; **"...headteacher does this by supervising his teacher's work and seeing to it that maximum learning opportunities exists for children".** The headteacher sees for example that the syllabuses, teacher's guides and textbooks are available in the school, checks the teacher's lesson preparation, records of work and at times observes some lessons in progress. Odhiambo goes on to say that quite often it would be necessary for headteachers to check pupils exercise books to ascertain the kind of work, amount, quality and comments made by the teachers on them. When visiting a school for supervision purposes, the school inspector is expected to carry out the same activities when inspecting teachers.

c). School inspectors have the authority from the Education Act (1968, p. 86) section 18 **"to enter and inspect any school any time and with or without notice".** Thus by virtue of their position, inspectors are privileged to enter any school to inspect, access and evaluate any teaching-learning taking place in the institution. The secondary school headteacher on the other hand is expected to supervise his teachers.

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The code of regulation for teachers,(1986 p. 25) in emphasizing this says; "... a teacher shall be required to obey the directions given by the commission, its agents, the headmaster, or a person appointed in accordance with the education ac", section 18 (1) and 2:14. Olembo (1975, p. 7) says that; "...formal authority of the headteacher is delegated downwards through the formal organizational channels".

The minister for education receives authority to carry out an educational plan for the president in the cabinet and national assembly. The minister in turn delegates the authority down the line starting with the permanent secretary in the Ministry of Education Science and Technology (MoEST) to the headteachers and teachers in schools. Kivuva (1986, P.5), states that; "...the headteacher supervises both the teachers and the pupils as human resources and organizes material resources and administers both towards achieving certain goals".

d) The public has invested a lot in the education of young people of this country. Since the cost sharing issue came up as exemplified by the development plan (1984 to 1988). The inspectors and headteachers have the duty to ensure that this investment is well-utilized and instructional supervision acts as the only rod for measurements.

e) The Kenyan education commission, Ominde's Report (1964 pp. 46-47), says; "... a good system of supervision is essential to a school system and is particularly important when a large portion of the teachers is without adequate professional training or educational standing". This commission identified inadequate supervision as one of the main causes of low standards of education. The commission recommended the strengthening of supervision level of school inspectors and headteachers.

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The headteacher's functions in helping untrained A-level, diplomas and graduate teachers by allocating them classes in subjects that they can handle are indispensable.

f) The change of the education system in Kenya from 7-4-2-3 to 8-4-4 brought with it new subjects and changes in content of the existing subjects. The task of helping teachers to keep a head in their professional knowledge and competence is the supervisory function commonly called in-service education. Supervisors assume a major role in the provision of in-service education not only to keep a breast in professional advances, but also to prepare them for implementing new programmes.

g) The need for high quality education makes instructional supervision necessary. More than ever before, there is an increasing demand from the public, including parents and the community at large for higher quality education. Goldhammer, et al, (1980. P. 7), in support of higher education says; **"…as we witness the press for higher quality in schools… the demand for instructional leadership from both line and staff personnel is increasing. It is important that the major staff and line officers realize that they have a major responsibility in the improvement of instruction"**. Olembo (1977, pp 2-4) notes; **"…school supervision is the responsibility of the inspectorate section of (MoEST), inspectors in provincial directors of education's offices, headteachers of schools, heads of departments in schools and classroom teachers"**.

h) Regular instructional supervision that calls for working very closely with the teachers ensures that continuity of instruction is not interfered with either in the arrival of new teachers or in the transfer of others.

In summary, instructional supervision is important because:

➤ It is the sensory system in the school, as it concerns itself with the tactics of efficient and proper management of personnel and goals of administration. Modern supervision at its finest is both dynamic and democratic, reflecting the fatality of enlightened and informal leadership.

- The primary aim of instructional supervision is to recognize the inherent value of each person involved (students, teachers, administrators, supervisors) to the end that the full potential of all will be realized. Instructional supervision is an invaluable function for the realization of quality education.

- It is a process that enables the inspectors and head teacher to monitor whether the teaching and learning is going on well.

- In working either with and through teachers the inspectors and head- teachers assists teachers in solving their instructional problems. This form of supervision, which could be called democratic supervision, leads to the building of a strong group morale and securing effective team work.

- It helps teachers to adapt to changes, either in the school environment or the curriculum and contents.

- It helps in assisting beginner teachers to translate theories learned in teacher colleges and universities into classroom practices.

- Where guidance, help and concern is shown in instructional supervision, teachers are motivated to accomplish their instructional goals.

- It helps in interpreting the school program to the learners, parents and other stakeholders in education.

2:3   Principles Useful in Instructional Supervision and Effectiveness of School Supervision:

Instructional supervision is a field that borrows constructs from management, communication, socio-psychology, decision-making and change theories. Instructional supervisors assume leadership responsibility of helping modify teacher's behavior so that schools can better achieve their goals. Without successful leadership behavior, instructional supervisors cannot perform effectively.

Evans D. (1981 p 24) defines leadership as **"intentional influence exercised in a situation and directed through a communication process toward the attainment of a specified goal or goals"**. A head teacher as an instructional supervisor must be an effective leader. His leadership behaviors must facilitate interpersonal relationships and participation.

He should aim at:

a) Providing warmth and friendliness.

b) Providing personal help, counsel and encouragement.

c) Showing understanding and tolerance of different points of view and

d)   Showing fairness and impartiality.

It is worth noting that power and authority are not enough and that only when leaders are accepted as working members of the group can they exert maximum influence on the group's direction and purpose. A head teacher should use his or her status and power within the school for effective leadership.

William (1972, p. 24), however says that instructional supervision is not the task of one person when he states that; **"...no one person nor any group of individuals can claim that they have the sole responsibility of carrying forth this function"**. He goes to say that under no circumstances is supervision a mere telling or directing activity in which the teacher is placed in an inferior or subordinate position. Partnership of ideas, planning and creativity are essential between those who would supervise instructional programs and their colleagues who will be the beneficiaries of a planned program of supervisory help.

Flexibility and adoptiveness are essential elements to aid in the promotion and improvement of a teaching-learning process. Staff members recognize that anyone who undertakes to fulfill the responsibility of a supervisory role must demonstrate an attitude of helpfulness and consideration for those who could seek his assistance. William's (1972) goes on to say that many opportunities should be provided for individuals to work together. The problem-solving process must be used, adequate supplies and services provided, and periodic evaluation made to relate to the previous formulated goals and purpose that have been started by the individual and the organization (school).

Democratic supervision gives every classroom teacher every opportunity for professional growth. Commitment, dialogue and action are features essential in democratic supervision. Educational researches and administrators perceive the activities of instructional supervision as principles. Wanga (1984 p. 3), has articulated William's democratic supervision. She has gone further and listed them as ten principles. Their summary is listed below:

1) **Leadership** – The supervisor acknowledges and practices good leadership in the supervision of professional and instructional guidance in order to achieve the objectives of the school.

2) **Co-operation-**This is the spirit of unity of purpose. The supervisor integrates and co-ordinates the ideas and suggestions of pupils, teachers, parents, headteachers, administrators in the ministry of education, and other stakeholders and uses them to solve the problems facing educational institutions and programs. This is based on the concept of espirit de corps.

3) **Considerateness-** The supervisor regards others as better than himself/herself. The supervision should regard and respect the feelings of others. He/she should appreciate other people's criticism, faults and weakness. He/she should avoid personal attacks and should give criticisms of professional rather than personal nature.

4) **Creativity:** This entails constructive thinking and problem solving ability. Supervision services are most fruitful when they are creative as this stimulates and encourages teachers to feel free to think for themselves and thus experiment with their own ideas, which in turn gives them self-confidence and stimulates a desire for professional growth.

5) **Integration-** The supervisor should integrate and unify programs and activities both internal and external in origin. It calls for harmony in the work relationships despite personal and professional differences and similarities. It unifies and creates continuity within a given area of instruction and among various departments. This type of harmony ensures that the subject matter is also well co-coordinated.

6) **Community orientation-**The School is not an island. Emphasis is placed on good relationship between the school and the community in which it is placed and serves. The community leaders should be utilized in school decision-making processes. There should be promotion of parent participation in school affairs. Community teachers can be used in curriculum areas short of personnel and other community member's used as resource persons.

7) **Planning-**The supervisor must be a good planner and organizer of both human and material resources for best attainment of instructional goals. He/she should continually think through present and future problems, analyze them, set priorities and finally select alternative courses of action.

8) **Flexibility-** The supervisor should be flexible and adaptable to new or alternative teaching-learning and supervisory situations.

9) **Objectivity**-This calls for a sound assessment of performance, goals and objectives. It calls for keeping of clean records of instructional activities. These include teacher's performance and pupil's achievements. The records help to prevent rise of bias due to personal opinions.

10) **Evaluation**- An effective supervisor should encourage both formative and summative evaluation based on objective observations and records in relation to educational plans and objectives. It should assess or appraise instructional attainments both on regular ongoing basis and as an annual report to chief educational administrators.

It is very clear that for any learning institution to achieve its educational goals, those given authorities to do so must carry out instructional supervision. However, examination results that are used to measure effectiveness of supervision in school indicate that supervision has not been carried out effectively.

Sifuna (1974; p. 218) commenting on this proposed that; "...**poor school performance is attributed to lack of adequate and close supervision of teachers. Internal and external supervision of teachers has its role in improving the quality of teaching. Things like unwarranted absenteeism, negligence in lesson preparation and marking books... the supervisor should be a little informed of modern methods and tone down their administrative roles to that of a helper**". Inevitably, Ben Morris (1975. P. 224) laments that; "**...head teachers are a jack of all trades and as such have limited time to supervise teachers at work. This is an indicator of poor supervisory strategies**". He contends that; "**... the head teacher is not above other teachers. He has equal teaching load with other members of staff. He hardly finds time for extra advisory services over and above those provided by the school inspectors**"

Weekly Review; (1995, p. 8) highlighted that; "**...the supervisory roles are articulated but performance is not adequate. The public, government administrators and the educational stakeholders rightly criticize the quality of instruction given in school**".

This revealed that the head teacher supervisory roles are " spelt out" but the supervisory strategies employed in effective organization of teachers in carrying out curriculum instructions are questionable. Lack of efficient performance of supervisory roles and responsibility, is attributed to lack of sufficient number of supervisors to man the increasing number of teachers and schools which have escalated since independent without proportionate increase the number of supervisors.

There is lack of supervisory skills and techniques by both the inspectors and headteachers. This contributes to lack of adequate performance of supervisory roles.

Many inspectors and head teachers have been accused of being autocratic faults finders who use threats in order to make teachers work. Maranga in his books (1981 writes that;"... schools are occasionally visited by that so much loathed official called the schools inspector whose major role is to give guidance to practicing teachers. Unfortunately, it is commonplace that he/she visits the school when his/her advice is at least not likely to be sympathetic to the plight of the teachers. Indeed on these occasions he enjoys demonstrating his authority rather than acting as counselor. He ends up being viewed as an unwelcome visitor whose professional services teachers rather do without."

Sifuna (1974, P. 218) says that; "... a number of inspectors and head teachers interest themselves so much with administrative aspects of their work, that they completely abandon their helping role. Some inspectors tend to wear on colors of police officer that their presence in the school is often strongly resented by teachers". On the other hand (the Ben Morris report 1975, P.19) says; "...the headteacher has too many lessons to teach. He hardly finds time for extra services. Occasionally he looks at lesson notes of his teachers and sits behind the class to watch them teach but there is no occasion when he is supervised". Maleche in his book (1974, p. 204) says; "...the headteacher supervises labour, attend to parents, entertain visitors, keep proper school records. Faced with these very demanding responsibilities, they tend to reduce their job to that of helping children pass examinations as the one concrete measure of their success. Success in examinations has been equated with effective teaching and learning. This is a serious distortion of proper process and goals of teaching and learning".

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According to William W.S (1972, pp. 25-30), supervisory practices tend to reflect a wide variety of schools of thought. Among the common ones are:

a) **The monitoring, inspecting and accountability schools of thought.** Inspectors and headteachers share much of the responsibilities for monitoring teaching by teachers and learning by pupils. Great emphasis is laid on testing, evaluation, disciplinary analysis and feedback as elements of practice controlling either for conformity or change. Monitoring and accountability efforts tend to stress the existing practices, with little support for extensive use of such techniques for improving instructional practices. Teachers hardly receive supervisory assistance until a crisis arises. This school of thought views supervisory as remedial more than developmental in nature.

Prater, (1985 p. 97-100) identified supervisory strategies as" class visits, teaching demonstrations, inter-visitations, conferences, group meetings and bulletins". Dull (1981,p.10) states that;**"...the supervisory strategies consist of the classroom observation and demonstration ...followed by a conference after the observation."**

b) **Human relations and morale building school of thought.** The main focus is on informal relationships between teachers and supervisors removing constrains and maximizing freedom of action, promoting personal development. Kathryn (1970, pp. 244-250) cites activities involved which includes; **"...teacher's meetings, service, bulletins, curriculum guides, conferences, institutes, seminars workers clinics, class visitations, demonstrations, professional organizations, informal and in-service training."** Musaazi (1982 pp. 182-184) proposed a variety of the supervisory activities as;

> "…individual conferences, visit to school, demonstrations of lessons, teachers group meetings, the use of the instructional materials, the exchange of ideas with teachers and students, giving professional readings and arranging books and planning for the inter-school visit by teachers."

    c) **Change process management.** The central tasks are planning, designing, guiding, stimulating, goal setting and even manipulating of environmental factors to promote improved instructional practices. It is also well illustrated in pilot project effort that combine clearly defined goals with appropriate orientation sessions, carefully designed in-service courses, development of new teaching materials and formative evaluation efforts that inform the teachers about their progress and problems as they emerge. The real core of a program of supervisory service according to Harris (1975, p 31; " **…is usually found in six task areas; evaluation, curriculum development, in-service education, materials development, staffing and classroom management."**

In summary, it can be said that modern instructional supervision is a positive democratic action aimed at the improvement of classroom instruction through continual growth of all concerned the students, teachers, the supervisors, the administrators, the parents and other stakeholders in education.

In order for instructional supervision to succeed, the instructional supervisor must be effective. Wanga says that, an effective instructional supervisor is one who;

➤ Practices and acknowledges good leadership in quality.

➤ Encourages 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 programs and activities both in internal and external.

➤ Is a good planner and organizer.

➤ Is flexible and adaptable.

➤ Is objective in his assessment of performances, goals and objectives.

> Encourages both formative and summative evaluation based on objectives observations and records in relation to educational plans and objectives.

The helping aspects in instructional supervision are person-oriented. It involves supporting staff and students grow academically, professionally and ethically. It is greatly emphasized in the above principles and inspectors and head- teachers carry this out usually.

2:4   Functions of an Instructional Supervisor:

From the literature reviewed, there seemed to be five functions of an instructional supervisor, these were: staffing, motivating and stimulation of teachers, consultation with the teachers, programme development and evaluation of teachers.

The above categorization had been adapted after consulting the following:

a) A project on instructional supervision presented by Chiemela (1982) in the Department Of Educational Administration in Edmonton, Alberta Canada. In the project the author quotes Enns (1968) and Mackay (1969) as having identified the above functions of instructional supervision. Mackay was the power behind the adoption of the 8-4-4 system of education in Kenya, so he is familiar with the situation of Kenya's education system.

b) In a lecture given given in April 2002 on Human Resource Management in Education, Mr. Kanori explained the above functions to Masters of Education students U.O.N

c) In a lecture given in December 2002 on Instructional supervision, Dr. Wanjala Genevieve outlined the above functions to Masters of Education students U.O.N.

d) The handbook for primary school headteachers prepared by the City Education Department.

e) The manual for secondary school headteachers by Government printer.

2. A handout on " Supervision Practices by Headteachers" given to inservice course
    participants (1999) by the Kenya Education Staff Institute (KESI) deputy director.

    The first two sources mentioned above have the five functions outlined explicitly
    stated while the rest of the sources are not explicit.

    However, whatever they state as the activities that headteachers should carry out
    in instructional supervision are implied by the five functions categorization. The
    researcher therefore, used these five categories as the yardstick of what activities
    the inspectors and headteachers were expected to carry out in instructional
    supervision.

    The definitions of each of the five functions and what activities ought to be
    practiced in each of them by the inspectors and headteachers were discussed and
    listed at the end of the functions.

2:4:1: The Staffing Function:

The staffing function in a school context refers to the activities that the inspectors carry out to
ensure that schools under their jurisdiction have enough qualified personnel. The headteachers
also must ensure that they have enough teachers to man the students in their schools. A teaching
staff is a body of persons engaged in a single task-that of teaching. Teachers are very important
for they implement all the education objectives. Commenting on this, Okumbe; J.A. (1998,
PP235-236) says; **"... the teachers are probably the most important resource that any
country has. This is because an efficient human capital development depends on the quality
and effectiveness of teachers.... teachers thus play a key role in the overall human resource
development in any county"**. Williams, W.S. (1972, P 316) states that; **"...of all the tasks
faced by the school administrator none is more important than the acquisition and
maintenance of a highly qualified and productive staff"**.

According to Wanga; (1984, P.5), The staffing function includes such activities as ;**"...
recruitment, selection, orientation and placement of teachers to schools and colleges. It also
implies development of attractive terms and conditions of service, retention of the teachers,
assessment of teachers' competence, promotions, transfers and dismissal."**

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Chiemela; (1982, PP14-15), summarizes the recruitment and placement functions as follows:

a) Recruitment Function

According to Okumbe (1998,p.244) recruitment refers to; **"... the process of making a person to be interested in a particular job so as to apply for it. It is positive process of searching for prospective workers and stimulating them to apply for these jobs"**. The recruitment process is undertaken after the manpower requirement process in a school has shown need for new workers or promotions of the incumbents".

In developed Countries for instance in Canada, the principals of schools have the prerogative to recruit teachers directly. The major function of recruitment here is to attract the most qualified and outstanding individuals for the job. The recruitment process in such cases involve the following:-

a) Determining the needs of the school, which is a joint effort between the principal and his teachers.

b) Advertising of the need of teachers and the relevant qualifications needed which is done through the media (Radio, Television or Newspapers).

c) Receiving and processing of applications of the applicants.

b) Staff Selection

Okumbe; (1998, P. 247) defines selection as; **"... the process of matching individual employees to the jobs they have applied for. In the matching process the applicants' qualifications are rated against the specifications of the job advertised"**. In the selection process many methods are available for finding out important information about teachers to be employed. These methods include interviews and various written tests such as intelligence tests, aptitude tests, achievement tests and personality tests.

The rationale for involving the headteacher/principal and his/her teachers in staff selection is that the person closest the scene of the action is the best one to develop the specifications for selection such as qualifications and personality. Since the school principals are expected to head their staff, they must be influential in the teacher selection process.

The inspectors who supervise the teacher's work should also be involved in their selection. An example of activities to be carried out under selection of staff among others would include:-

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a) Involving teacher's like departmental heads in the selection.

b) Using both oral and written interviews

c) Selecting the best applicants based on how well they perform in the interviews etc.

In Kenya, the recruitment of teachers to schools and colleges is done by the Teachers Service Commission (TSC), which is under the Ministry of Education Science and Technology (MoEST). It (TSC) has been given powers to recruit teachers as stipulated in the code of regulations (1986) P.19) **"The Commission shall in accordance with section 4(1) (a) of the act only recruit and employ registered teachers..."** Emphasizing this, Karagu, (1986, PP. 16-17), states; **"...the commission was empowered to recruit and employ, register, promote, transfer and dismiss teachers..."** The headteachers' activities in recruitment therefore are in identifying in consultation with teachers' at departmental level needs of teachers required for his school. This is based on the curriculum-based establishment (CBE) of his/her school. The next step is writing requisition forms that are posted to the (TSC) through the (PDE) office requesting for the needed teachers to be posted to the school. It goes without saying therefore that in Kenya selection of teachers for schools is the prerogative of the (TSC).

However it would be of interest to find out what other practices headteachers use in ensuring that they have enough qualified teachers in their schools.

Additional activities in recruitment and selection with the Kenya situation in mind include:

a) **Writing** to Teachers Service Commission requesting for teachers directly

b). Influencing the Teachers Service Commission to get a teacher of one's choice.

c). Looking for a good teacher(s) and using influence on the Teacher's Service Commission to get them.

Under selection, indicators of such activities in Kenya would include the headteacher's influence in:

a) Promotion of teachers who render good service in the school.

b) Transfer, demotion of teachers who do not work towards the achievement of the school's goals.

c) Selection in admission of pupils at the beginning of each year to ensure balanced teacher- pupil ratio in class.

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C. Orientation/Induction of Teachers

One of the headteacher's functions under staffing is orientation or induction of new teachers in his/her school. Okumbe J.A (2001, P.78) defines induction as "the process of matching a teacher or educational personnel to both the content and the context of the job, when an employment offer has been made." Dull; (1981. P.2), Says " to encourage staff development, the supervisor must exercise leadership in orientation and induction of teachers."

A systematic organizational effort must be put in place in order to minimize problems confronting new employees so that they can be able to release their maximum potential in the discharge of their duties. This enables the new personnel to release both their personal and position satisfaction. The new educational employee needs specific information in the following areas among others;

- ➢ The educational organization's objectives and policies;
- ➢ The educational organization's standards, expectations, norms and traditions;
- ➢ Fellow workers, supervisions and work relationships
- ➢ Technical aspects of the Job, specific responsibilities and tasks;
- ➢ The school-community relations.

Okumbe J.A (2001, P79) says;**"... the induction process helps the newly appointed personnel to have a feel of both the position and the organizational environment...**
A well-executed induction process should, therefore, help in making new employees settle well at their work place."

Induction therefore, is that process by which a newcomer to an organization is introduced to his job and integrated into the wok environment and group to which he will belong.
It is in such a way that the newcomer settles down into being a productive, efficient and satisfied employee. At the same time, the newcomer's new colleagues have to accept him/her into the group- a fact often forgotten in induction procedures. Anxiety and apprehension are common to all new employees- especially to the young and those starting their first job. Any good induction scheme therefore will aim at minimizing these twin fears.

However such a scheme should go on to build confidence and a feeling of belonging. Induction cannot, therefore, be completed in a moment, a minute or even perhaps in a month. It is a gradual process that begins at the interview-particularly if the candidate is shown round, meets his possible new colleagues, gets the feel of the Job and it does not end until the newcomer is totally accepted by his workgroup, and is working to the standards expected of him/her. Okumbe; (2001, P. 79) says;**"...it starts at the recruitment stage and ends when the inductee has been personally positionally, socially and organizational adapted to the organization."** Williams, W. S. (1972, P.243) in support of this says; **"...when new persons are brought into the group their induction should help them feel a sense of belonging and should develop a readiness to make their full contribution".** The first responsibility of a supervisor to a new employee therefore is to make him/her feel wanted. Too often new teachers get the feeling that no one cares whether they are on the job or not. Wanga; (1988,P2) in support of the above says that ; **"... the orientation function minimizes the frustration and conflict behavior ...this function serves a psychological purpose by providing for a controlled and gradual development of the teachers confidence and ability".**

Effective induction is realized by setting up a conducive administrative atmosphere and machinery that lessens the impact of any feelings or anxiety and panic on the part of the new teacher. A conducive atmosphere leads to positive self-concept and hence self-confidence and the outcome is teacher effectiveness. Eye, G.G. and Nester, L.A. (1965), claim that orientation should involve:

   a). Giving information verbal and printed) to the teachers about the school community and system.

   b). Inviting the new teacher to spend time with other school personnel.

   c). Showing the new teacher the schools educational resources, materials and persons."

Okumbe; (2001, P.80) recommend the following information to be given during induction;

   ➤ The aims and policies of the school
   ➤ The position, specific duties tasks and responsibilities
   ➤ The school structure

- ➤ Interpersonal relationships in the school
- ➤ Resource procurement
- ➤ Community relations

Williams, W.S. (1972, PP. 210-212) suggested information to be given to a new teacher during orientation. These among others include:

- ➤ Length of school day and when the teacher is expected to arrive.
- ➤ How long the teacher should remain after school.
- ➤ When to expect his paycheck and how he will receive it.
- ➤ How to keep record of his/her activities
- ➤ Give the new teacher confidence by clearly defining his duties
- ➤ Give the new teacher a feeling of pride by giving him/her a comprehensive picture of the background of the school its achievements, its goals and how it works.

Asking one of the older teachers to assume responsibility for guidance of the new teacher Mbiti; (1974, P.13) says that "human relations form another basic consideration for proper administration" However as mush as orientation calls for job description on the part on the part of the teacher, it should not be so emphasized that is overwhelming to the teacher. It is important therefore that the headteacher makes the teacher feel that he/she is more important than the work itself. The work however must be done well according to established rules and regulations.

The foregoing literature suggests that the headteachers should be involved in the induction of teacher's especially new teacher's to their schools. The researcher therefore felt that the headteachers should have carried out the following activities in the orientation programme:

- ➤ Introducing himself to the new teacher.
- ➤ Asking the new teacher to introduce himself or herself.
- ➤ Introducing the new teacher(s) to the other staff members.
- ➤ Informing the new teacher(s) of school goals, regulations and operations
- ➤ Informing teacher(s) of facilities available to help them to teach better
- ➤ Clarifying the teacher's duties
- ➤ Informing the teacher(s) of services that can be gotten from the community like libraries.

D. Placement of Teachers:

After a teacher has been recruited using whatever means, and has been introduced to the school through orientation and induction, the last step is in staffing is placement. Placement is the assignment of a staff member to a specific position. It involves informing the new teacher what classes he will teach and what subjects. It also involves informing him/her any other responsibility given. Concerning placement, Williams N.S (1972, P.243), says that; "... **at all times the official leader must try to provide the type of experiences that make for a teacher's growth and must try to place teacher's in situations where they are happy and where their abilities are used**".Okumbe J.A 1998,Says, " **a successful placement programme ensures that the recruitment and selection processes are not wasteful efforts.**"
Olembo; (1975, P. 31) says; "...**scheduling of teachers to classrooms should adhere to the curriculum requirement and the ability of the teaching staff.**" He stresses that the headteacher should ensure that the teacher is placed where his/her talents could be best utilized. This will ensure that the teacher will be effective and satisfied members of the teaching staff particularly departmental heads should be involved in the scheduling exercises.

The researcher felt that the headteachers in line with what had been said in the above literature should carry out the following activities in placement of teachers.

a). Consider the training of teachers

b). Involve the teachers in deciding which classes he could like to teach.

c). Place the teachers in classes where one enjoys teaching hence opportunity for success.

2.4.2 Motivation and Stimulation of Teachers:

Motivation is a tendency to act towards achievement of a particular act. This tendency has to be aroused by drives, needs, incentives, rewards and expectations. An instructional supervisor's basic concern in this area is what he can do to arouse a tendency in people (teachers) to act the way he/she wants in order to accomplish the organization's educational goals. Motivation does not end with arousal, it has to be strong enough to persist and grow, so that teachers desire to carry their duties to the best of their knowledge and ability. Fox and Schwartz; (1965, PP 110) emphasize the importance of motivation when they say;

"...quality educational program is obviously dependent not only upon intelligent and viable conceptions but also upon competent and motivated teachers. Without effective, able teachers, the most carefully conceptualized and precisely planned educational program may faiL"

The importance of school teachers and their profession is mainly based on the fact that the success or failure of Kenya's educational system depends on them Olembo; (1975, P. 3) says;

"Motivation plays a large part in determining the level of performance of teachers and students. This in turn influences how effectively the educational goals will be accomplished. If motivation is low, teachers and students performance will suffer as much as if abilities were low. Motivation is an extremely important function of school management. It is therefore imperative for school administrators to motivate teachers and teachers in turn should motivate Students."

Harrison, H.R (1968, P. 96), defines motivation as; "...the complex of forces, drives, needs, tension states, or other internal psychological mechanisms that start and maintain activity towards the achievement of personal goals". On the other hand, stimulation is a process of stirring behavior. Motivation and stimulation involve similar processes and will thus be used interchangeably. Dull; (1981, P. 28), says; "...to motivate means to persuade subordinates to mold their behavior and direct their energies toward the accomplishment of an organization's objectives". Mbiti; (1974, P. 10), supporting the above definitions of motivation says; "...motivation has to do with employees' interest in putting the utmost effort into their work. Motivation is one of the key factors that lead to efficiency. The employer must somehow cultivate such interest through administrative methods. Motivation is the idea of getting the members of a team to pull together for the common good of the organization's progress. People are motivated by needs according to behavioral scientists. The argument here is, since people change, it follows that people's needs change also".

Many supervisors fail to recognize these changing needs. Dull;(1981, p. 28) says; "...dealing with people is the most important part of supervisory job. However, motivating people in a meaningful way is complex...as communication is the motivating force that produces action".

What makes people join organizations and work for them? What motivates them to stay? The motivating factors and their courses can be traced back to the 1930's. The Human Relations movement (1930-1933) believed that the fundamental problem in organizations was;"... **in developing and maintaining harmonious relationships."** Hoy et al; (1978, P.7)

The breakthrough for the human relations approach however, occurred in the Hawthorn plant of the Western Electric Company of Chicago: Here experiments were carried out with one basic question; what motivates workers to produce more? Is it good conditions of work? Or something else? Their breakthrough to the answers of the above question is explained by Harrison H.R (1968, P.8):

"Only after further analysis did the researchers examine the experimental situation itself, which had altered the self-images and interpersonal relations of the work group"

The nature of supervision also had changed as in order to maintain cooperative subjects, it became informal, nondirective and personal. Workers were permitted to talk freely in a more relaxed atmosphere and because they had become objects of considerable attention, they say their involvement in the experiment is as a source of pride. Social relations had been restricted to foster a friendly and cohesive work group.

The following conclusions were made from the Hawthorn plant experiments:

a). The economic incentive (money) is not the significant motivator

b). Workers respond to management's members of an informal group not as individuals

c). Production levels are limited more by the social norms of the informal organization than by physiological capacities.

d). Specialization does not necessarily create the most efficient organization of the work group

e). Individuals are active human beings not passive cogs in a machine.

The human relation's approach had one indispensable advice for supervisors. This was employee motivation and satisfaction. Mbiti (1974, p 10), says that some of the methods of calculating motivation among workers are:

i)   Attractive salaries

ii)   Promotion opportunities

iii)   Annual leave

iv)   Study tours in another country

v)   In-service courses aimed at equipping the employee with modern techniques of performing his duty

vi)   Fringe benefit, like free medical treatment, free housing, overtime payment.

Mbiti continues to say that while it is true that a combination of several of these methods will help create motivation among workers, it must be emphasized that an employee who is devoted to his job will always be motivated irrespective of the inducement he gets. On the other hand an employee who is not committed to his/her job will perform poorly even when he/she is properly induced.

In a paper on motivation by Kenya Educational Staff Institute (KESI 1999) they have views on how teachers can be motivated. They state that according to research, salaries, job security and benefits have little likelihood of motivating teachers but they are not irrelevant to motivation.

They state that the needs that motivate teachers are:

➤ Achievement which include feelings of professional self-worth

➤ Recognition, which include being viewed as persons of achievement and influence.

➤ Responsibility- feeling that he has responsibility and being viewed as a trustworthy responsible person.

➤ Work itself- feeling that the work ahead is stimulating, enjoyable and challenging.

➤ Possibility of growth- feeling that there are opportunities ahead to develop even

➤ greater competence and a sense of accomplishment e.g. promotion.

➤ Healthy interpersonal relations with students.

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To achieve the above six indicators of motivation, head teachers should carry out certain activities.Enns (1968),adapted by Chiemela (1982,p.36),say that this can be done by;

"...the creation of a challenging teaching environment, providing leadership and development morale." Further, he states that the supervisor must determine and implement procedures that will arouse enthusiasm, commitment and creativity in individual staff members.

Dull; (1981, P.28), provides a criteria for a supervisory leader to use in motivating personnel in their organizations which include the following;

➢ Knowing something about the interests of each person in your organization.

➢ Keeping personnel confidences.

➢ Make an effort to be a good listener.

➢ Give personnel opportunities for advancement.

➢ Seek opinions from personnel as a way to improve instruction.

➢ Freely delegate responsibility to others.

➢ Give recognition to personnel for worthy achievement in their work.

➢ Be helpful and supportive of personnel.

➢ Explain reasons for changes in policies and regulations.

➢ Set an example of positive enthusiasm and dedicated commitment for your work.

➢ Be helpful and supportive of personnel.

➢ Help personnel feel important in their work.

➢ Be honest and open with personnel.

➢ Practice positive motivation rather than negative motivation.

➢ Be considerate of the needs interests and desires of personnel.

➢ Make thorough use of the talents and abilities of personnel.

➢ Exercise self-confidence

➢ Be capable in the problem-solving process in decision-making.

➢ Show initiative.

KESI (1997) seems to agree with Dull's motivation criteria when they states, that an administrator should stimulate or create a good environment for motivation in his/her school by:

➢ Planning for Job enrichment –design such that there is a variety of work context requiring higher levels of knowledge.

➢ Giving teaches the right to make decisions regarding how they should carry

➢ to their work such as a subject panels.

➢ Increasing each teacher's responsibility in the school through delegation of appropriate duties.

➢ Giving teachers the tasks they feel most comfortable carrying out and classes and subjects they feel capable of teaching as far as possible.

➢ Trusting your teachers and letting them know.

➢ Communicating effectively with your teachers.

➢ Eliminating conflict among staff members, students and teachers, school and the parents.

➢ Making teachers and students of your school feel they are important, successful, achieving, responsible, wanted and appreciated by you.

➢ Also, encourage, congratulate, compliment and reward all high achievement in private and in public such as during school assembly. Acknowledge good behavior and regard it throughout the school.

➢ Modify supervision so that teachers view you as helping partner at work rather than a threat. Make supervision positive and personal.

➢ Encourage and guide your teachers towards career advancement, promotional

➢ and professional growth.

As a summary, Dull; (1981) says motivating people in a meaningful way is complex for supervisors. Evans D. (1981, P.48) talks of complexity of human beings when she says; **"…it takes far more science to understand human beings and their rights than proclaim loudly on rights and reasonableness;"**

A midst all this complexity, inspectors and head teachers must be seen to motivate their teachers and the following is a further summary of activities that they ought to use in motivating teacher's that the researcher feels are crucial for any instructional supervision: -

- Helping teacher(s) solve their teaching problems.
- Encouraging teachers to promote themselves
- Recognizing and rewarding teacher's who do well.
- Involving teachers in decisions that affect their work.
- Ensuring that there is good interpersonal relations and that teachers feel secure in their Job.
- Providing teaching materials
- Providing master, class and teacher timetables for effective coordination of teaching.

2:4:3 Consultations with Teachers

The Winston Canadian Dictionary for schools (1974, P. 201) defines the word consult as; **"...to ask advice to take counsel together to confer".** Karagu; (1982, P. 20),"says that; **"...school administration can no longer be seen as one man's job."** Unlike the authoritarian inspector or headmaster of the past, the present day Kenyan schools inspector and headteacher is expected by the teachers under them to identify more with his surbodinates and peers. This type of identification is best achieved through consultation. Olembo; (1975,P.5), In emphasizing the importance of consultation say:

> **"An individual school with it's teachers is usually the best supervisory unit on consultancy...Members of staff associate with one another daily. This enables them to have first hand information on many matters, which affect schools. Because they all work in the same school, they can meet together easily and frequently to work on problems that hinder school progress".**

Chiemela; (1982, P.30), says that; **"...consultation involves helping teachers to maintain and increase their professional knowledge and competence so as to remain a breast of professional advances".** This is in-service education. While it is true that a headteacher cannot be a technical consultant in each subject, he can be   an agent by bringing proposals to the attention of the staff to plan and experiment with innovations.

For consultation to be effective between a teacher and the instructional supervisor, mutual trust and confidence between the two must exist.

Mbiti; (1974, p.14), says;"... **a man performs his duties well when he is trusted both by his supervisors and his colleagues."** The attempt to help must be seen to be genuine and that the information obtained from the consultation should not be used against the teacher.

The central function of instructional supervision is improvement. In consultation, communication is at the heart of the supervisory process. In consulting, the supervisor must remember that change is more readily achieved in systems with many communication channels than in systems with few. Situations in which two-way interaction occurs permit change to take place more easily than in one-way communication. Change in group behavior occur more readily in group discussion methods than by a lecture's, shared decision-making roles can serve the same function as group discussion in charging collective behavior. In summarizing the communication research findings for supervisors,

Williams, W.S (1972. P 96-97) state that supervisors are likely to be more effective if they remember that; **"...communication is a process in which people attempt to share personal feelings and ideas and to understand the other person's feelings and ideas. It is part self-disclosures and part seeking to understand the other; it is decreased by feelings of superiority and inferiority, by fear and anxiety, rigid social organizations by attempts to pressure or control and pressure to achieve, produce or conform; It is increased as trust is developed. When people feel they have common values and goals, when diversity is valued, which the wish to explore differences is present when consensus is sought without coercion or manipulation, when individuals like and accept each other, and people support each other in sharing emotion".**

In consulting therefore, the inspector and the headteacher should seek to be less authoritarian, more collegial and more self-directive since the current trend in clinical and peer supervision reflects in this direction.

Consultation can be used to help teachers individually in facilitating them to find solution to their classroom problems. This type of consultancy is called " specialist" The other type of consultancy is called "conventional" and is concerned with the provision of in-service activities for a group of teachers. This type of consultation gives information about materials, techniques and equipment for instruction purposes.

Wanga; (1984, p 6), distinguishes between two types of consultations; "...**directive consultation- which is predigested information/ solution and is non-directive- assisting the teacher to define and generate possible solutions to his problems- consultant remains neutral but shows confidentiality.**"

On teachers confidentiality". Chiemela; (1982, p32) says; "... **consultation as a supervisory tactic should focus on the individual teacher, supervisors should enter into a relationship with teachers on an equal footing**". The consultant to help should provide appropriate cues and reinforcements the teachers develop problem-solving skills. What the teacher has done well should be emphasized so that the teacher's strengths are noted.

Research findings on consultation generally have found out that teachers seek consultative assistance in developing course outlines, assistance in developing instructional materials, planning evaluation procedures, diagnosing individual differences, motivating students, obtaining information on professional development through in-service programmes and solving teacher- student problems.

The above analysis of consultation as a supervisory tactic seems to indicate that the headteacher should carry out the following activities that are desirable for the consultation functions.

a) Working with other educationists to provide in-service course for teachers

b). Involving teachers in finding out what teaching problems they encounter and in looking for answers to these problems.

c). Working with teachers as equals in solving problems they face while teaching.

d). Discussing with teachers about new developments in their subject areas.

e). Giving teachers information after they make consultation with other educationists.

f). Not using information received with a teacher in consultation against them.

2:4:4 Programme Development:

Wanga, (1984, p.6), in defining programme development and what goes on in it says; " ...**it is the improvement of courses, content, materials for teaching... to try to meet the needs of the students more adequately**" she further says that this knowledge can be given to teachers through in-service education. From this definition, programme development is seen as the "vehicle" for instruction.

Mugiri; (1984,pp2-3), defines school curriculum to be; " ...**all the learning experiences which are provided to learners under the guidance of the school**" Olembo at al, (1992, p.98), says; "**...programme development encompasses the development of new courses, improvement of existing ones, variations of subject content, modification in teaching techniques, use of audio-visual devices, adaptation of relevant learning experiences for special needs, classroom reorganization and in-service for needs, classroom reorganization and in-service for teacher. It involves the improvement of courses, content, materials and the learning environment to suit needs of teachers an d pupils and to cater sufficiently for the changing aspects of education.**"

In the above definitions, curriculum is seen as consisting of all subjects taught in a school as contained in the official programmes, syllabuses, course materials, schemes of work and lesson plans. It includes the school environment in which learning is assessed. Curriculum can be summed up as; "**...the total learning experience in school whether it is planned or unplanned.**" Olembo et al (1992,p.99).

The role of the headteacher in curriculum development is of importance. Chiemela; (1982, p. 36) says; "**...the role of the principal in programme development includes:- bringing basic instructional issues, questions and problems to the attention of teachers and laymen, helping to organize a curriculum, coordinating and planning committees that will concern itself with types of courses, content of courses and recommend additions or deletions of existing programme and helping the committee understand rules for operating**".

For the headteacher to ensure that the stated learning outcomes in the curriculum are acquired by the students to the limit of their abilities, Chiemela; (1982, P37), says this can be done by:

a). Identifying problem areas in the curriculum through classroom observations (Interactional analysis)

b). Informal supervisor- teacher conferences

c). Bring such problems in staff meetings

d). Creating an atmosphere that is conducive to such activity by encouraging faculty members to cooperate and use their abilities, interests and aptitudes to solve curricular problems.

e). Work closely with school programme personnel.

In Kenya, the secondary school curricula are prescribed in the form of syllabuses per subject per class. Apart from the national goals of education, statements of objectives are implicitly found specifying skills, knowledge, understanding, values and attitudes to be inculcated in the learners. From this, it is apparent that curriculum development issues to a great extent are dealt with at the Kenya Institute of education (KIE). The teachers are left to make their schemes of work and lesson plans from the syllabuses. This gives them room to plan and carry out their work according to the local and individual learners needs. This also gives them an acceptable degree of autonomy in implementing a curriculum.

Odhiambo; (1984, p.4), summarizes the role of the headteacher in the implementation of curriculum as:

a). Having knowledge and understanding and being able to interpret the curriculum clearly to his teachers.

b). Knowing those involved in the development, trial, implementation and evaluation so as to consult them whenever necessary.

c). Knowing the local, regional and national implications of the curriculum.

d). Having regular discussions with his staff, identifying problems and solutions to them.

e). Checking the teacher's lesson plans and work records to compare what was intended in the lesson with what was achieved and whether he/she agrees with the assessment.

f). Observing lessons in progress and checking pupils written work.

g). Monitoring progress in curriculum implementation and communicating feedback information to the developers.

h). Assigning teachers subjects and classes according to their qualifications, experiences, special abilities and attitudes.

i). Ensuring teachers stability in their classes

j). Providing the necessary resources.

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k). Attending, relating and updating courses.

All the above can be summarized further to read:

- ➢ Identifying problem areas together with the teachers in the curriculum.
- ➢ Working together with teachers and advisors in looking for solutions
- ➢ Encouraging and assisting teachers in implementing a new course.
- ➢ Providing teaching materials
- ➢ Informing the community about the school programme and asking for help from them in terms of teaching materials.

2:4:5   Evaluations of Teachers

Evaluation is defined by (Williams W.S. 1972, p. 292), as; **"… the process of making judgment that …… are to be used as a basis for planning…. It is a procedure for improving products, the process and even the goals themselves. Evaluation is an important phase in-group leadership. It is the procedure through which a supervisor can bring about group self- improvement"**. Chiemela;(1982,p.41), says; **"…evaluation involves attempting to get feedback on the effectiveness of an operation in order to assess progress towards goals."** On The other hand, Dull; (1981. P.276) says; **"… the education profession has for considerable time, appreciated the importance of evaluating the products of instruction as a means of improving instructional services."** Dull continues to say that evaluation can be thought of in terms of three stages: diagnostic, formative and summative. Diagnostic evaluation is directed towards assessing the present status of a person or situation in relation to the desired status. The basic question it seeks to answer is what behaviours need to be changed. Formative evaluation is informal evaluation aimed at improving performance in an on-going basis, based on regular feedback rather than judgment. Summative evaluation is formal or terminal assessment of overall performance. It is normally judgmental and places an individual in a category like excellent, poor, pass or fail. Evaluation from the above definitions is a process by which values of an enterprise are ascertained, to determine its worth hence help in its appraisal.

Evaluation in class performance (interactional analysis) is an important instructional supervisory practice of the headteacher. This is true as per the Teachers' Service Commission code of regulations for teachers (TSC) (1989, P. 27), which states that; "... **each headmaster shall be required to submit an annual confidential report on each teacher in the school at least once a year in the form TSC/ conf/1...**" Without this type of evaluation, Olembo et al, (1992, p. 98), says; "**...we depend upon subjective personal opinion and biases... To avoid this therefore, the supervision must ensure that adequate, valid and criteria- based data and records are available.**" The supervisors should be part and parcel of the evaluation procedure. This would ensure that evaluation is valid, reliable and objective. Wanga; (1984,p.6), emphasizing this point says; "**...attempting to get feedback for improvement without evaluation, we depend on personal opinion and biases. We must therefore assure adequate, valid and criteria based data and records are available.**"

Maranga (1977), in support of the above says that, supervisory functions cannot be acquired through trial and error. This suggests therefore that systematic instruction in the fundamentals of supervision warrant a high place in any list of training requirements.

Sifuna (1974) emphasizes further the need for evaluation and says that external supervision (which is done by supervisors from the inspectorate) has its role in improving the quality of teaching.

Purposes of teacher evaluation according to Dull (1981,p. 262), include:

➢ Helping teachers improve their teaching performance.
➢ Deciding on renewal appointment of a probationary teacher.
➢ Recording probationary teachers for tenure or continuing contract status.
➢ Recommending dismissal of unsatisfactory tenure or continuing contract for teachers.
➢ Selecting teachers for promotion, for supervisory or administrative positions.
➢ Qualifying teachers for regular salary increments.
➢ Selecting teachers to special recommendation.

A useful teacher evaluation programme yields data and judgments that can be used in :

> Diagnosing an individual's strength and needs.
> Diagnosing faculty strength and needs.
> Diagnosing curricula needs.
> Diagnosing organizational needs
> Diagnosing communication needs.
> Providing formative data to modify or maintain a new program, strategy, and instructional material and, discipline policy.
> Making decisions about the faculty development curricula change and management style.

Given the above background on what evaluation is and why it is necessary, the information below discusses the headteachers activities to ensure that he gets feedback, which in turn improves the institution in which he works.

Dull, (1981, p.255), opens his chapter on teacher evaluation by quoting a famous Indian prayer, which says: **"O great spirit grant me that I may not criticize my neighbors until I have walked a mile in his moccasins."** This observation emphasizes that the headteacher should visit the classroom as a professional equal with the teacher. When a teacher is treated as a learner who does not know much by the headteacher, the teacher becomes docile and dependent. This can and does lead to bitterness and often rebellion. This type of teacher evaluation is not in line with the teachers' professional role in the classroom. Olembo; (1977.p.3), in support of the above says; **"... the supervisor should not attempt to picture himself to the teacher as being without, above or beyond evaluation."** The contemporary approaches the teacher evaluation can be characterized as follows as indicated by Dull; (1981):

1. Growth oriented as opposed to deficiency based. Instead of being directed towards finding what is wrong with a teacher in order to justify dismissal, contemporary models are premised on such assumptions as the following:

a) The vast majority of teachers have the ability, knowledge, and skills to teach well and responsibility.

b) Most teachers want information about their behavior and its possible consequences for students and colleagues.

c) Most teachers want to change behaviors that are in conflict with their basic educational values or are deemed inappropriate for the students' involvement.

2 Collegially developed and implemented as opposed to unilateral administratively developed program.

3. Date based as opposed to myth-bound. Instead of assuming that a principal or supervisor can by virtue of role designation readily identify the effective and ineffective teacher by simply looking through the classroom door, teachers and supervisors now observe the behaviors of both students and teachers, the culture of the classroom, and the student outcomes both intended and unintended- in order to better understand what is and is not taking place and to make decisions above what should be changed.

4. Peer group and total school faculty appraisal as opposed to the unilateral assessment of an individual teacher by a supervisor.

5. A holistic and complex view of teachers and teaching as opposed to an automatic and simplistic perspective that focuses on a teacher's personal attributes, classroom appearance or lesson plan. The holistic view incorporates the developmental conceptualization of teaching that includes planning, preparation, evaluation, counseling and instructional behaviors.

6. A situational as opposed to a universal perspective. From a situational perspective it is acknowledged that those attributes and behaviors that are appropriate in one curricula, social or instructional context are not necessary appropriate in another.

In the realm of teacher evaluation, decisions must be made about which aspects of teaching will the results be used. Effective teacher's evaluation, according to Wiles and Lovel;(1975), adopted by Chiemela, (1982,p.41), calls for the headteacher's consideration of the following:

> ➢ Use a systematic approach, which is clearly understood by both the principal and the teachers, in evaluating the teaching competence of teachers.

> For a valid evaluation judgment to be made, many types of evidence concerning the work of the teachers must be collected from such areas as class observation, teacher's records of formative evaluation records such as weekly quizzes, terminal tests, mid-year examinations, pupil exercise books (as indicators of actual marking), pupils opinions, samples of pupils creative efforts and follow up records of poor pupils.

> Explain to the teachers the purpose of the classroom visit as that of enabling him/her to understand the educational programme, teachers, student and the teaching –learning process.

> When the principal observes the teaching learning process, he should have specific items to observe, like methods, presentation, motivation for learning aids, student interest and attention and classroom atmosphere. This ensures that the principal has criteria for judging each area of the teacher's performance.

> Establishment of rapport with the teacher before class observation by such activities as making short visits to deliver materials, early announcement of the visit to the teacher, conference with the teacher following the classroom visit and giving the teacher a copy of the observation report.

In a lecture given by Wanga P.E. (1984) to Masters of Education students at Kenyatta University, gave the following guideline as useful in teacher evaluation.

> Focus on the behavior of the teacher rather than the person
> Focus on the observation rather than the inference.
> Focus on sharing of ideas rather than give answers of solutions
> Focus on what is said rather than why it is said.

He went to say that human relations is a useful skill to use in evaluation of teachers and he gave the following tips:

➤ Care a great deal about those people you supervise enough to know what makes them tick. One of the highest forms of caring is to let teachers know who are not performing well know that their work is inadequate and you support their work, so they should improve.

➤ A supervisor ought to be confident because people follow people who they think know where they are going. However these same people will not follow you or get turned off if you get too far or get over confident.

➤ Laughter is a survival skill i.e., good humour and a relaxed atmosphere are more likely to produce good results.

➤ Good listening skills are necessary

➤ Good and clear communication channels are necessary

➤ Be good time managers- do things according to priorities

➤ Seek new ideas and make people comfortable in sharing of new ideas. This should be encouraged among the teachers.

Teacher evaluation can also be carried out through clinical supervision and interactional analysis. This is a type of teacher evaluation that involves both the teacher and the supervisor from preparation of what should be observed, the actual observation, feedback and again preparation for the next lesson, which ought to be an improvement of the previous lesson. Clinical supervision is thus cyclic in nature as the discussion of the observed lesson gives directions on areas of improvement for the next lesson. Chiemela; (1982,p.41), summarizes clinical supervision into the following steps:

1. Establishing the teacher- supervisor relationship, mutual trust and support which inducts the teacher into the role of a co-supervisor.

2. Planning with the teacher. This includes the outline of the lesson, the statement of the lesson, the statement of the objectives, teaching strategies, feedback and evaluation.

3. Planning the strategy for observation- what depths in terms of information should be included.

4. Observation of instruction and recording of events that take place.

5. The teacher and the supervisor as co-supervisors analyze the teaching-learning process together after the supervisor's observations.
6. Planning the strategy of the conference.
7. The conference where they exchange information on what the lesson is intended to achieve and what happened during the lesson.
8. Renewed planning- both decides on the teacher's class behavior and they begin to plan the next lesson hence repetition.

All the foregoing literature indicates that for affective teacher evaluation to take place, the headteacher should carry out the following activities, Olembo et al; (1992. P.210):

➢ Establish a good relationship with the teacher.
➢ Informing the teacher before seeing him/her teach the class and informing him/her of your purpose and areas that you will supervise.
➢ Observing the teacher's performance in class.
➢ Meeting the teacher in a quiet place after class to talk about your observations, as equals looking for a solution and improvement.

2:4:6 Educational And Professional Preparation of
Secondary School Inspectors and Headteachers:

Educational preparedness refers to the pre-service and in-service academic and professional preparation specifically designed to help supervisors in their job as school administrators and supervisors. Mbiti (1974), says that in Kenya, this area seems greatly neglected as many inspectors and headteachers have been and will be given their positions without any formal preparation for them.

Inspectors for secondary schools are appointed after undergoing a teacher training course and successful completion of two years probationary period. No training on supervision or curriculum development is offered while training as teachers, and little orientation is given when they take up their work. According to a report prepared by the committee appointed by the University of Nairobi to review the Bachelor of Education programme:

"Inspectors of schools... the majority have never received any pre-service training either as inspectors or as supervisors of schools... find themselves wanting in the understanding of the role of the teacher in a developing country and of the criteria for evaluating the teacher's effectiveness".(U.N.O 1979, p.158)

Inspectors are appointed to their positions on the fallacious assumption that skills acquired in their training as teachers are necessary and sufficient prerequisites for their effective functioning as inspectors. This assumption equates supervision with teaching and vise versa. Training inspectors in the relevant knowledge, skills, ideas and attitudes is necessary for the adequate performance of their duties. Maranga; (1981, p. 18) argued that:

"Education ideas are not static. New changes and approaches in administration and new methods, practice and techniques of learning keep on appearing in the education scene from time to time. Thus an inspector of schools does not need pre-service training alone. He requires in-service training also to acquaint him/herself with these changes in education. Thus constant training of school inspectors makes them more dynamic than routine".

Trained supervisors will perform better than those not trained in supervisory duties. All other things being equal, teachers trained in particular skills have been found to perform better than untrained teachers. By the same token, trained supervisors are expected to perform far much better than untrained ones. The Ominde Commission underscored the importance of training school inspectors on the job and stated that such training "... is no small difficulty and it is certainly unsafe to assume that a promoted school master will automatically make a good supervisor without relevant training."

The researcher therefore feels that the professional qualification of school inspectors should be looked at as an important variable in the performance of their duties.

In discussing guideline for training educational supervisors in Kenya,(Ibid, P.253) made some important observations. He says that; "... lack of training is one factor which contributes to lack of effective and efficient performance of supervisory roles. Improvement of all educational activities is difficult, if not impossible, without corresponding improvement in the quality of supervision".

Under the current rapid quantitative development of education, improvement of quality of education is impossible without continuous expert guidance of teachers in the effective handling of numerous instructional problems. He goes on to say that there is no guarantee that training of supervisors would bring about some improvement in the quality of education.

The headteachers need academic and professional training in their jobs as school administrators and supervisors because it provides theory and practice necessary in carrying out their tasks.

In the absence of such knowledge, headteachers will pick up methods through blind trail and error. Training for secondary school teachers in universities does not prepare them well for the actual work in schools. There is competition between academic and professional subjects. The academic subjects take first priority to professional ones. Teachers then come out as academicians and not professionals. This makes them lack skills as supervisors when they get their job of being a headteacher. Against the above scenario, (Ibid,p. 271) says that; "**...we cannot allow supervisory functions to be acquired through trail and error. There appears to be a pressing need for supervisory training. The functions of supervision are too critical to leave to trial and error learning. Systematic instruction in the fundamental of supervision warrants a high place in any list of training requirements**".

Olembo (1975), amplifies the above training when he gives a rationale for professional education for headteachers. His summary is that:

1. The public invests a lot in the education of the young people of this country. If this investment is not entrusted in the hands of well-trained headteachers, there is no guarantee that maximum production can be expected.

It is therefore, vital that headteachers and all these personnel administering the educational system in Kenya should be provided with professional skills to enable them to function effectively.

2. The increase in the student population has compounded the headteacher's responsibilities in terms of discipline and administration.

3. The national and individual citizen expectations from the educational system are greater and more complicated. It requires a highly qualified headteacher to implement curricula that adhere to the national objectives and the individual demands.

4. The knowledge explosion is another factor that requires a headteacher who can discriminate the knowledge that is appropriate for students in his school and which is not.

The assumption here is that a headteacher who is academically and professionally trained and prepared for his job is in a better position in his application of the acquired knowledge in his execution of his duties than one who lacks training. Participation in in-service education which include among others, workshops, conferences, study-groups, inter-school visitations, seminars, lectures from specialists and short courses offered by educational institutions can provide such training.

However Kathryn V.F, et al (1970, p.119), says that, "...**some headteachers do not attend refresher courses to update themselves. It therefore becomes generally true to say that some headteachers have no recent training other than what he might acquire incidentally in studying for his/her first degree, his/her only guide as to what and how to administer and manage as school is what and how he/she has taught him/herself.**"

Chemiela; (1982, pp 49-56), discusses in details of what should be included in Educational preparation for supervisors, its summary is given below:

1) Knowledge in instructional supervision is crucial but without theory, methods will be picked up through blind trail and error. Theory in instructional supervision is important because it provides a foundation of concepts and ideas strong enough to stand the loss of time from his professional practice.

2) Pre-service preparation is important in the sense that it equips supervisors before they are launched into practice. But even after getting into the field, supervisors need to grow professionally in order to keep abreast of the advance in their fields. They should be learners through in-service education. In-service education is all the professional development activities in which one engages in after initial certification and employment. This type of education can and does remedy identified weaknesses

In-service education is also referred to as continuous learning. School headteachers and inspectors it appears from the above observations should receive, and continue to receive good educational preparation in order to carry out their jobs effectively.

Studies related to educational preparation reveal that school inspectors and headteachers should have educational preparation in the following areas:

1. Knowledge in the theories and practices of school administration. A part from being instructional supervisors, they are also administrators of schools.

2. Knowledge in the theories and practices of instructional supervision. Research reveals that strategies to employ in order to effect educational changes in the schools for which they are responsible. Thus they must have training and background in administrative and instruction leadership necessary for them to fulfill their responsibilities.

3. Knowledge in human relations. Research does reveal that the largest source of problems for school inspectors and headteachers is in establishing and maintaining successful human relations. Since headteachers are " personal managers" knowledge in human relations becomes crucial

4. Inspectors and headteachers need to have knowledge in the concept of continuous learning which leads to in-service education in order to remain abreast of professional advances.

A Summary of Reviewed Literature

This research tried to review the importance of instructional supervision in secondary school administration and management. It looked into the theory, functions and concepts of supervision and principals useful in instructional supervision. The literature also reviewed the functions of instructional supervision, which include, staffing, motivating and stimulating teachers, consultation with the teachers, programme development, evaluation, and educational and professional preparation of school inspectors and headteachers. The literature explained the meaning and importance of each aspect reviewed. The literature expounded on the importance of academic and professional training and preparation of school inspectors and headteachers in

order for them to perform their duties effectively. The literature tried to link effective school administration and management to the kind of supervisory leadership given. Finally the literature reviewed showed that, the final performance/ results and type of graduates of a given school reflects to a large extent the kind of instructional supervision carried out in it. School inspectors and headteachers then must be prepared to be instructional supervisors for effective school administration and management, which will lead to, improved performance in our schools.

The literature review intended to find out the relationship between instructional supervision and schools' performance in national examinations. Most of the literature review available however had looked at general school supervision only. The research study intended to find out the effect of instructional supervision on the performance of public secondary schools of Nakuru Municipality in national examinations of schools. Since such a study was not found in the literature reviewed, this research hoped to fill that gap.

Conceptual Framework

The conceptual framework for this study was based on the concept that the application of instructional supervision practice and principals would lead to improved performance of both teachers and students in secondary schools. The school inspectors and headteachers need to carry out instructional practices like staffing, motivation, and consultation with teachers, programme development and evaluation to help teachers perform better in their jobs.

As good instructional supervisors, they must apply principles of supervision, which include; leadership, co-operation, considerateness, creativity integration community orientation, planning flexibility objectivity and evaluation. The application of the above supervisory practice, and principals would lead to effective school administration and management. This will be reflected in a good school climate, motivated teachers, well disciplined students among others. Finally, all the above will be seen in improved school performance in the national examinations and the quality of graduates with a personality from the school in terms of how well they fit in society after school. Instructional supervision at the school level then will have helped in the achievement of national, school and individual educational goals and objectives.(See figure 1)

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Figure 1. Conceptual framework of the study

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┌─────────────────────────────────────────────────────────┐
│ INSTRUCTIONAL          SUPERVISION                        │
└─────────────────────────────────────────────────────────┘
        │          │                              │
        ▼          ▼                              │
┌──────────────────────────┐                      │
│ INSPECTORS               │────────────────────┐ │
└──────────────────────────┘                    │ │
   │       │       │                            │ │
   │       │    ┌──────────────────────────┐    │ │
   │       │    │ HEAD TEACHERS            │    │ │
   │       │    └──────────────────────────┘    │ │
   │       │       │          │            │    │ │
   │       ▼       ▼          │            ▼    ▼ │
   │  ┌──────────────────┐    │   ┌──────────────────────────┐
   │  │    TEACHERS      │    │   │ PRINCIPLES OF SUPERVISION │
   │  └──────────────────┘    │   │ INCLUDE                   │
   ▼                          ▼   │     • Leadership          │
┌──────────────────────────────┐ │     • Cooperation         │
│ SUPERVISORY                  │ │     • Considerateness     │
│ PRACTICES                    │ │     • Creativity          │
│ INCLUDE:                     │ │     • Integration         │
│     • Staffing               │ │     • Planning            │
│     • Motivating/stimulating │ │     • Community           │
│     • Consulting             │ │     • Orientation         │
│     • Programe development   │ │     • Planning            │
│     • Evaluation             │ │     • Objectivity         │
│                              │ │     • Evaluation          │
└──────────────────────────────┘ └──────────────────────────┘
        │                                  │
        ▼                                  ▼
┌─────────────────────────────────────────────────────────┐
│ REFLECTED IN:-                                            │
│     • Good school climate                                 │
│     • Improved communication                              │
│     • Less interpersonal conflicts                        │
│     • Motivated human resource (teachers)                 │
│     • Disciplined students.                               │
└─────────────────────────────────────────────────────────┘
        │
        ▼
┌─────────────────────────────────────────────────────────┐
│ LEAD TO:-                                                 │
│     • Effective school administration and                 │
│       management                                          │
│     • Improved school performance                         │
└─────────────────────────────────────────────────────────┘
        │
        ▼
┌─────────────────────────────────────────────────────────┐
│ SEEN IN:-                                                 │
│     • Good examination results                            │
│     • Good quality graduates from school                  │
└─────────────────────────────────────────────────────────┘
        │
        ▼
┌─────────────────────────────────────────────────────────┐
│ Achievement of countrys' schools' and individuals'       │
│ educational goals and objectives.                         │
└─────────────────────────────────────────────────────────┘
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CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This section covered research methodology. It was discussed under the following sub-headings; research design, target population, sample, sampling techniques and sample size, research instruments, reliability and validity of the instruments, data collection procedures and data analysis techniques.

3:1   Research Design:

This study is an ex-post factor design. This is a system of empirical inquiry in which the research does not have direct control of independent variables which cannot be manipulated. Inferences about relations among variables are made without direct intervention from concomitant variation of independent and dependant variables. The cause which is the independent variable in ex-post factor research cannot be manipulated because it is genetically fixed (like age, sex, race) and circumstances do not allow manipulation (like date of birth and place of birth) or the cause is culturally ingrained (language, values and customs).

An ex-post factor design was selected for this study because it was not possible to manipulate the variables of the study like age, sex, academic qualifications, professional grade and experience of both the inspectors, principals and teachers as well as the type and the size of the schools under study. In addition, the study investigated the instructional supervisory practices used by inspectors and headteachers, the frequency of such practices, the teachers' attitudes towards such practices and how they affect or influence the performance of such teachers in their work and the students' performance.

3:2   Target Population

The target population for this study consisted of public secondary school headteachers, teachers and inspectors in Nakuru Municipality. The study focused on the district inspectors in charge of secondary schools. In Nakuru District, there were 6 such inspectors. 2 of the inspectors were used in the pilot study while the remaining 4 were   used in the final study. According to the D.E.O there were twenty-three secondary schools in Nakuru Municipality.
The target population for this study was the twenty-three public secondary schools in the municipality. The study targeted 6 inspectors 23 headteachers and 3 heads of department teachers from each school. A total of 98 (6-23-69) respondents were targeted. Those schools, which had not had the same principal for one year or more, were excluded from the study. This was because one year was taken as an adequate time for a headteacher to have established him/herself in a school and develop instructional supervisory practices. At the same time, this period would have enabled teachers in the school to form an opinion about the headteachers' instructional supervision style in attempting to improve school administration and management. In addition, only heads of various departments were included in the study. Being a head of department, such teachers were assumed to be involved more in the recruitment function of staffing and in the programme development and implementation in the schools than other teachers.

3:3   Sample and Sampling Procedure:

Schools that participated in this study were selected using random sampling. Out of the 23 public secondary schools in Nakuru Municipality, (20) schools were randomly selected for the study. Purposive sampling was used for school inspectors and principals for the twenty public secondary schools. Purposive sampling selects a population which will provide the information required by the researcher. However, teachers who were heads of departments in the twenty schools were randomly sampled.

The respondents of this research study therefore constituted school inspectors (in charge of secondary schools), headteachers and heads of departments of public secondary schools in Nakuru Municipality of Nakuru District. A total of eight four respondents were used from the target population of ninety-eight.

3:4 Research Instruments:

Data pertaining to instructional supervisory practices of school inspectors and headteachers in Nakuru municipality was gathered using questionnaires. Questionnaires with questions and statements related to the objectives of the study were administered to the respondents. The questionnaires given were adapted from Chiemela (1982). The questions were simplified and modified to suit the research study.

The researcher used portions of the questionnaire that were relevant to the study. The researcher employed three questionnaires, one each, for the inspectors, principals and heads of departments. The inspectors' and principals' questionnaires consisted of 3 sections. Section A, has personal data, Section B, has educational and professional training and preparation, and section C dealt with supervisory activities they carry out. The heads of departments' questionnaire consisted of three sections A- has personal data, B-supervisory activities and C statements which measured their attitude towards school supervision (See appendices 1,2 and 3).

3:5   Validity of the Questionnaires

To enhance validity of the questionnaires, a pretest was conducted on a population similar to the target population (Mulusa 1988). The objective behind pretesting was to assess the clarity of the instrument items so that those items found to be inadequate for measuring the variables were either discarded or modified to improve its quality and increasing its validity. New items were added after the piloting in order to achieve the same goal of increasing instrument validity. The pilot study was done in three public secondary schools out of the twenty-three public secondary schools in Nakuru Municipality.

These three schools were not part of the ones selected for the final study. This ensured that all the twenty-three public secondary schools were involved in the study (3+20=23). Therefore 3 principals, 9 heads of departments and 2 inspectors were used in the pilot study (3+9+2=14 respondents). The reseacher sought the assistance of research experts, lecturers and experienced supervisors in order to improve validity of the instruments. The questionnaires were then administered to the subjects. After a week, they were collected for analysis.

3:6 Reliability of Instruments

According to Roscoe (1969), the split-half method is used to establish the coefficient of internal consistency. This method involved splitting the statements of a test into two halves (odd and even items). The odd-numbered items were placed in one subtest while the even –numbered items were placed in another subtest. Then the scores of the two subtests were computed for each individual, and these two sets of scores correlated by using the Pearson product-moment correlation coefficient.

The correlation obtained nevertheless represented the reliability coefficient of only half the test, and because reliability is related to the strength of the test, a correction was effected so as to obtain the reliability of the whole test. To make this correction, the spearman Brown prophesy formulae (re) was applied where (2r n-r) equation was used to make this correction. Where "re" is the reliability of the entire test " r" is the reliability coefficient resulting from correlating the scores of the odd statements with the scores of the even statements. The results indicated that both the odd and even statements for the research had a coefficient of internal consistency. This consistency proved that the research instruments were reliable.

3:7 Data Collection Procedure

The researcher personally administered the questionnaires for both the pilot (pretest) and the final study. A research permit was obtained from the office of the president. Thereafter, the provincial director of education Rift Valley province was contacted before commencement of the study. The inspectors, in-charge of secondary schools in the district, headteachers and teachers of the schools participating in the study were also informed about the study.

The selected schools in pre-test and in the final study were then visited and questionnaires administered to the respondents. Before the administration of the questionnaires, respondents were assured that strict confidentiality was to be maintained in dealing with their responses. The completed questionnaires were collected after one month.

3:8   Data Analysis Techniques

The researcher edited the completed questionnaires first in order to identify those items wrongly responded to, spelling mistakes in the responses and any blank spaces left unfilled. The researcher then classified the data according to age, gender, academic qualification, and professional experience of the respondents to ease its analysis. The categorized data was then transferred to a computer sheet, which was prepared by the researcher with assistance of a computer specialist. Using tables, the data was analyzed and a summary of the findings indicated after each table. The data findings helped to answer research questions. To test the hypothesis about any significant relationship, linear regression was used. The level of significance set at 0.05 was the standard for accepting or rejecting the stated null hypothesis.

The co-efficient of determination was 0.02 levels, the null hypothesis therefore was accepted. The statistical package for social sciences (SPSS) provided the formula necessary which allowed hypothesis testing.

CHAPTER FOUR

PRESENTATION OF DATA, ANALYSIS AND DISCUSSION

4.0 Introduction

The main focus of this chapter is to report, analyze and discuss data findings collected for this research. The chapter is divided into four parts. Part one presents information on the questionnaire return rate by the respondents. Part two contains information on the demographic data of the respondents. The third part contains information on research objectives and questions and part four deals with hypothesis testing. The data is reported, analyzed and presented using frequency tables, percentages, graphs, discussions and comments

4.1 Questionnaire Return Rate

A total number of 84 questionnaires were administered to school inspectors, principals and heads of departments in twenty public schools in Nakuru Municipality. Each category of respondents had a different questionnaire return rate.

Questionnaires were administered to four school inspectors. All the 4(100%) duly filled and returned the questionnaires. A total number of 20 questionnaires were administered to school principals of whom 19 (95%) duly filled and returned them. A total number of 60 questionnaires were administered to heads of departments in the 20 public secondary schools. Out of the 60 questionnaires, 46 (76.6%) were duly filled and returned. From the total number of 84, questionnaires administered, 69 were duly filled and returned. The questionnaire return rate therefore was 82.1%. Only 13 (15.4%) questionnaires of the 84 (100%) administered were not returned. The percentage of unreturned questionnaires did not affect the final findings of the research. The return rate 69 (82.1%) was a good representative of the target population for the research.

4:2 Bio-Data of the Respondents

The data presented in this section was obtained from completed questionnaires by school inspectors, principals and heads of departments in public secondary schools in Nakuru Municipality.

4:2:1 School Inspectors and Principals' Gender.

The respondents were asked to indicate their gender. The findings are presented in table 4:11

Table 4:1 Gender of school inspectors and principals.

	Inspectors		Principals	
Gender	Freq	%	Freq	%
Male	4	100	15	78
Female	-	-	2	22
Missing	-	-	2	22
Total	**4**	**100**	**19**	**100**

The data concerned with gender of school inspectors and principals in table 4: 1 indicated that the population sample for school inspectors was 4 and school principals were 19. The data indicated that all the 4 (100%) school inspectors are male. There are 15 (78%) male and 2 (22%) female school principals. The data findings indicated that there are more males in responsible positions of school inspectors and principals in Nakuru Municipality.

4:2:2 Age of School Inspectors and Principals.

The respondents were asked to indicate their age bracket. The data is presented in table 4:2.

Table 4:2 age of school inspectors and principals

	Inspectors		Principals	
Age class	Freq	%	Freq	%
30-35	-	-	1	5.3
36-40	1	25	4	21.1
41-45	1	25	6	31.6
46-50	-	-	1	5.3
51-55	1	25	3	15.8
Missing	1	25	4	21.1
Total	**4**	**100**	**19**	**100**

The age data in table 4: 2 indicated that the majorities 2(50%) of the school inspectors are above 35 years while only 1(25%) is approaching retirement age above 50 years. The table indicated that the majority 11 (58%) of school principals is between 36-50 years. There are only 1 (5.3%) below 35 years and 3(75%) above 50 years. The majority of school inspectors and school principals' being above 35 years of age would indicate that all of them are mature enough for the supervisory work with which they are entrusted. The majority of principals 11(58%) are in the most active productive years of their work hence it can be hoped that they make better supervisors.

4:2:3 Years of Service of School Inspectors and Principals.

The respondents were asked to indicate the number of years, which they have worked in their present positions. The findings are presented in table 4:3.

Table 4:3 years of service of school inspectors and principals.

	Inspectors		Principals	
Years of service (class of years)	Freq	%	Freq	%
0-5	-	-	4	21.1
6-10	3	75	6	31.6
11-15	-	-	4	21.1
16-20	-	-	1	5.3
21-25	-	-	2	10.5
Missing	1	25	2	10.5
Total	**4**	**100**	**19**	**100**

The data findings in table 4: 3 indicated that majority of school inspectors had worked in their present positions for between 6-10 years. The school principals on the other hand had different experiences. The majority 10 (52.7%) had worked in their present position for between 6-15 years. There are 3 (15.8%) who had worked for between 16-25 years and 4 (21.1%) below 5 years. The majority of school inspectors and principals having worked for over 5 years in their present positions indicated that they had enough experience for them to make better instructional supervisors.

4:2:4 Academic and Professional Qualifications of School Supervisors.

The respondents were asked to indicate their highest academic and professional status. The findings are presented in table 4:4

Table 4:4 Academic and professional qualifications of school inspectors, principals and heads of departments.

	Inspector		Principal		H.O.D	
Level	Freq	%	Freq	%	Freq	%
Academic						
A-level	2	50	15	78.9	42	91.3
O-level	1	25	2	10.5	1	2.2
K.J.S.E	1	25	0	0	-	-
Other	-	-	4	5.3	-	-
Missing	-	-	1	5.3	3	6.5
Total	4	100	1	100		100
Professional						
M.Ed	0	0	0	0	12	26.1
B.Ed	3	75	16	84.2	27	58.7
Dip.Ed	0	0	2	10.5	6	13.0
S_I	1	25	0	0	0	0
Missing	-	-	1	5.3	1	2.2
Total	4	10	19	100	46	100

The data in table 4:4 indicates that 2 (50%) school inspectors reached "A" level, 1 (25%) reached "O" level and the other 1(25%) did K.J.S.E . The majority of inspectors 3(75%) have a degree (B.Ed) as their highest professional status while 1(25%) has an S_I as the highest professional qualification.

The data findings in 4 table indicated that 15(78.9%) of school principals reached "A" level while 2 (10.5% reached "O" level in the academic pursuance. The majority of school principals 16(84.25) had a bachelor's degree in education (B.Ed) as their highest professional status while 2 (10.5%) have a diploma in education.

For heads of departments, the table indicated that 42(91.3%) of them reached "A" level as their highest academic status. The majority 27 (58.7%) had a degree in bachelor of education (B.Ed). There were 12 (26.1%) who had a master's degree in education (M.Ed) while 2 (10.5%) had a diploma in education as their highest professional status.

The table indicated that twelve (26.1%) heads of departments had a master's degree (M.Ed) while school inspectors and principals did not. This may indicate a poor environment for effective instructional supervision since a less   qualified person is supposed to supervise one who is more professionally qualified.

4:3 Analyses of Data for Research Questions

Data analysis for this section was based on the research objectives. To achieve these objectives, research questions based on each objective were formulated. The data is analyzed to answer the research questions thus achieving the objectives.

4:3:1 Professional Training and Preparation of School Inspectors and Principals

The data analysis sought to answer the question.

Are school inspectors and principals adequately trained and prepared for effective school supervision?

To answer the question, school inspectors and principals were asked to respond to specific statements related to their professional training and preparation for their present jobs. The findings are presented in tables 5 and 6.

Table 5 professional training and preparation for school inspectors.

	YES		NO		MISSING		TOTAL	
	FREQ	%	FREQ	%	FREQ	%	FREQ	%
a) Specifically trained for present job	-	-	4	100	-	-	4	100
b)Pre-service training was adequate for present job.	-	-	3	7	51	25	4	100
c)Pre-service training included:-								
i) Educational administration	2	50	1	25	1	25	4	100
ii) Educational organization and management	3	75	-	-	1	25	4	100
d)General institutional management	3	75	-	-	1	25	4	100
d) Instructional supervision	1	25	3	75	-	-	4	100
e)Team leadership	-	-	3	75	1	25	4	100
f)Specific professional training before appointment.	4	100	-	-	-	-	4	100

The responses in table 5 indicated that 4(100%) school inspectors were not given specific professional training for their present jobs. The majority 3 (75%) indicated that the pre-service training they received as teachers was not adequate for their present jobs. In their pre-service training, 3 (75%) learnt about educational organization and management and general institutional management while 2 (50%) learnt about educational administration. All the inspectors 4 (100%) indicated that there was need to provide specific professional training for school inspectors before their appointment to such positions.

Table 6: professional training and preparation for school principals.

	YES		NO		MISSING		TOTAL	
	Freq	%	Freq	%	Freq	%	Freq	%
a) Specifically trained for for present job	-	-	18	94.7	1	5.3	19	100
b) Pre-service training adequate for present job	1	5.3	18	94.7	-	-	19	100
c) Pre-service training include:-								
i) School administration	1.7	89.5	-	-	2	10.5	19	100
ii) School organization and management	1.6	84.2	-	-	3	15.8	19	100
d) General supervision	1.6	84.2	-	-	3	15.8	19	100
e) Instructional supervision	2	10.5	15	78.9	2	10.5	19	100
f) Human relations	2	10.5	15	78.9	2	10.5	19	100
g) Strategic planning	2	15.8	15	78.9	2	10.5	19	100
h) Need for specific professional training before appointment	18	94.7	1	5.3	-	-	19	100

Data findings of table 6 indicated that 18 (94.7%) of school principals were not given specific professional training for their present jobs and that the pre-service training they received before appointment was not adequate for their present jobs. In their pre-service course, 15(78.9%) did not learn about instructional supervision, human relations and strategic planning. However, 17 (89.5%) and 16 (94.7%) respectively learned about school administration and human relations. The majority of principals 18 (94.7%) indicated that specific professional training was needed for school principals before their appointment.

Since all school inspectors 4 (100%) and majority principals 18 (94.7%) were not given specific professional training for their jobs and the pre-service training was not adequate for their performance, it can therefore be concluded that they are not professionally trained and prepared for effective school supervision.

4:3:2 Extent of Involvement of School Supervisors in Carrying out Instructional Supervisory Activities.

School supervisors here refer to school inspectors, principals and heads of departments

 Data analysis sought to answer the question:

To what extent are school supervisors involved in carrying out the suggested instructional supervisory activities?

To answer the question, school supervisors were required to indicate the extent of their involvement in carrying out the suggested instructional supervisory activities. The findings are presented in tables 7,8 and 9.

Table 7. Supervisory activities of school inspectors.

	Never		Sometimes		Always		Missing		Total	
Activity	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
Recruitment	3	75	1	25	-	-	-	-	4	100
Selection	3	75	1	25	-	-	-	-	4	100
Orientation	1	75	1	25	-	-	-	-	4	100
Motivation	1	25	2	50	-	-	-	-	4	100
Consultation	1	25	2	50	1	25	-	-	4	100
Programme Development	1	25	2	50	1	25	-	-	4	100
Evaluation	-	-	4	100	-	-	-	-	4	100

Data findings in table 7 indicated that 3 (75%) of school inspectors were never involved in the recruitment, selection and orientation of teachers.

The majority 2 (50%) were sometimes involved in motivation., consultation and programme development with the teachers. All the inspectors 4 (100%) were involved in the evaluation of teachers.

Table 8. Supervisory activities of school principals.

Activity	Never Freq	%	Sometimes Freq	%	Always Freq	%	Missing Freq	%	Total Freq	%
Recruitment										
i) Involving H.O.D if more teachers needed	3	15.8	-	-	14	73.7	2	10.5	19	100
ii) Advertising for teachers	15	79.9	1	5.3	1	5.3	2	10.5	19	100
iii) Writing to TSC asking fore teachers	17	94.8	-	-	-	-	2	10.5	19	100
Selection										
i) Interviewing applicants	15	78.9	2	10.5	-	-	2	10.5	19	100
ii) Selecting interviewees	15	78.9	2	10.5	-	-	2	10.5	19	100
Orientation										
i) Introducing new teachers to others	-	-	14	73.7	3	15.8	2	10.5	19	100
ii) Informing new teachers of school goals, operations, resources, services and duties	4	21.0	10	52.5	3	15.8	2	10.5	19	100
Placement										
i) Considering gender in class placement	2	10.5	15	78.9	-	-	2	10.5	19	100
ii) Placing teacher in class of choice	15	79.0	2	10.5	-	-	2	10.5	19	100
iii) Co-curricular of choice by teachers	2	10.5	12	63.2	5	28.3	-		19	100
Motivation										
i) Helping teachers solve teaching problems	-	-	10	52.6	7	36.8	2	10.5	19	100
ii) Encouraging promotion by further study	-	-	13	68.4	4	21.1	2	10.5	19	100
iii) Recognizing and rewarding teachers	-	-	13	68.4	4	21.1	2	10.5	19	100
Consultation										
i) Providing inservice courses for teachers	-	-	12	63.0	5	26.3	2	10.5	19	100
ii) Taking teachers as equals in problem solving	15	79.8	3	15.8	-	-	1	5.2	19	100
Programme development										
i) Identifying curriculum problems with teachers	-	-	9	47.4	8	36.2	2	10.5	19	100
ii) Assisting teachers implement new courses	-	-	9	47.4	7	30.8	2	10.5	19	100
Evaluation										
I) Informing teachers before going for assessment	15	79.0	3	15.8	1	5.2	-		19	100
ii) Checking schemes of work, lesson plans and notes	15	79.0	3	15.8	1	5.3	-	-	19	100

Data analysis of table 8 indicated that 14 (73.7%) principals were always involved the of departments in deciding whether more teachers were needed. The majority of principals 15 (79.9) indicated that they never advertised for teachers while 17 (94.8%) always wrote to TSC asking for teachers.

In selection, 15 (78.9%) principals never interviewed applicants nor did they select teachers to be. The majority of school principals 14 (73.7%) sometimes introduced new teachers to old members of staff while only 10 (52.5%) informed them of school goals, operations, resources, services and classified to them their duties. About 15 (78.9%) school principals sometimes-considered gender in class placement of teachers but never placed them in classes of their choice. About 12(6.3.2%) school principals sometimes made teachers choose which co-curricular activity to take part in. In motivation, about 10 (52.6) principals sometimes-helped teachers in solving their teaching problems while 7(36.8%) always did it. About 13 (68.4%) principals sometimes encouraged teachers to promote themselves by taking further study and recognized and rewarded teachers. In consultation, 12 (63.0%) principals sometimes provided inservice courses for teachers while 15 (79.8%) never take teachers as equals in solving problems. In programme development, 9(47.4%) principals sometimes assisted teachers to implement new courses while 7 (32.2) always did. In evaluation, 15 (79.0%) never informed teachers before going for assessment, they never checked schemes of work, lesson plans and notes and never discussed the lesson after.

Being immediate supervisors in a school principals should carry out all supervisory activities in their schools. This will help improve the performance of their schools if done adequately. However the findings on table 8 indicate that supervisory activities by school principals are varied. There are very few activities that they carry out always. They never carry out the majority of supervisory activities. Thus they are inadequate. This may lead to poor performance of schools in national examinations.

Table 9. Supervisory activities of heads of departments.

Activity	Never Freq	Never %	Sometimes Freq	Sometimes %	Always Freq	Always %	Missing Freq	Missing %	Total Freq	Total %
Recruitment										
i) Advising principal for more staff	2	4.3	-	-	43	93.5	1	2.2	46	100
ii) Helping advertise for staff	43	93.5			2	4.3	1	2.2	46	100
Selection										
Selecting interviewees for department	43	93.5	2	43	-	-	1	2.2	46	100
Orientation										
i) Introduction to old members of staff										
ii) Informed of school goals, operations	-	-	3	6.5	43	93.5	1	2.2	46	100
resources, services and duties classified.	34	73.9	11	23.9	-	-	1	2.2	46	100
Placement										
i) Gender and training considered.	40	87.0	3	6.5	-	-	2	4.3	46	100
ii) Placed in classes of choice	39	84.8	4	8.7	-	-	2	4.3	46	100
iii) Allowed to choose co-curricula activities	-	-	7	15.2	36	78.3	2	4.3	46	100
Motivation										
i) Helped to solve teaching problems	31	67.4	14	30.4	-	-	1	2.2	46	100
ii) Encouraged to promote oneself	31	67.4	14	30.4	-	-	1	2.2	46	100
iii) Recognized and rewarded for good work	24	52.2	21	45.7	-	-	1	2.2	46	100
Consultation										
i) Provided with in-service courses	-	-	9	19.6	35	76.1	2	4.3	46	100
ii) Taken as equals in problem solving	44	95.6	-	-	-	-	2	4.3	46	100
Programme development										
i) Involved in curriculum problem identification	-	-	3	6.5	40	87.0	3	6.5	46	100
ii) Involved in developing new courses	40	87.0	3	6.5	40	87.0	3	6.5	46	100
iii) Assisted in implementing new courses	40	87.0	3	6.5	40	87.0	3	6.5	46	100
Evaluation										
i) Assessed by										
a) Principal	38	82.4	6	64	-	-	2	4.3	46	100
b) Inspector	21	45.7	24	52.2	-	-	1	2.2	46	100
ii) Informed earlier before assessment	34	73.9	11	23.9	-	-	1	2.2	46	100
iii) Scheme of work lesson plans and notes checked	34	73.9	11	23.9	-	-	1	2.2	46	100
iv)Lesson discussed after assessment	34	73.9	11	23.9	-	-	1	2.2	46	100

Data findings of table 9 indicated that, in recruitment, 43 (93.3) heads of departments were always involved in advising the principal that more teachers were needed in their departments. However, they were never involved in advertising for them nor selecting them for interview. In orientation, the majority 43(93.5%) indicated that they were always introduced to old members of staff when they first reported. About 34 (73.9%) were never informed of school goals, operations, resources and services neither were their duties classified. However, 11 (23.9%) indicated that these services sometimes were offered to them. In placement, 40 (87.0%) indicated that gender and training was never considered when allocating duties in their schools and 39 (84.8%) were never placed in classes of their choice. However 36 (78.3%) indicated that they were allowed to choose which co-curricular activities to take part in. In motivation 31 (67.4%) indicated that they were never helped to solve their teaching problems nor encouraged to promote themselves. About 24 (52.2%) indicated that they were never recognized and rewarded for their good work while 21 (45.7%) indicated that sometimes they were. In programme development, 40 (87.0%) indicated that they were always involved in identifying problems in the curriculum however; they were never involved in developing the new courses nor assisted in implementing them. In evaluation, 38 (82.4) indicated that they had never been assessed by the school principal while 21 (45.7%) by the school inspector. Only 6 (13%) had sometimes been assessed by school principal and 24 (52.2%) by school inspector respectively. About 34 (73.9%) of the assessed teachers indicated that they were never informed a head of time before assessment. The schemes of work, lesson plans, lesson notes and textbooks used were never checked. The lesson was never discussed after assessment.

The data findings in tables 7.8 and 9 indicated that the extent of involvement by school supervisions in carrying out supervising activities differ from group to group and depends on the type of activity. However in general, the school supervisors did not carry out instructional supervisory activities adequately.

H.O.Ds are the immediate supervisors of teachers in the in the classrooms. Therefore, they should be involved in all supervisory activities for their departments. This would help in improving performance at departmental levels. However, data findings in table 9 indicated that H.O.Ds are not at all involved in carrying out supervisory activities in their schools.

This means that they cannot be held accountable for the performance of the teachers in their departments. Performance therefore, may be affected negatively.

4.3.3 ADEQUACY OF CLINICAL SUPERVISION BY SCHOOL INSPECTORS AND PRINCIPALS

The data analysis sought to answer the question.

How adequate is clinical supervision carried out by school inspectors and principals?

To answer the question, school inspectors, principals and heads of departments were required to respond to statements about their experience in the subject.

The findings are presented in table 10.

Table 10: clinical supervision by school inspectors and principals

	Inspector								Principal								H.O.D							
	V.ADE		INADE		MISS		TOTAL		V.ADE		INADE		MISS		TOTAL		V.ADE		INADE		MISS		TOTAL	
	FREQ	%	FREQ	%	FREQ	%	FREQ	%	FREQ	%	FREQ	%	FREQ	%	FREQ	%	FREQ	%	FREQ	%	FREQ	%	FREQ	%
Assessing teachers in class	-	-	3	75	1	25	4	100	-	-	16	86.2	3	15.8	19	100	2	4.2	33	82.6	4	13.0	46	100
Informing teachers before assessment.	-	-	3	75	1	25	4	100	1	5.3	1.7	89.0	1	5.3	19	100	1	2.2	38	82.6	5	10.9	46	100
Checking schemes, lesson plans & note.	-	-	3	75	1	25	4	100	1	5.3	16	84.3	1	5.3	19	100	3	8.5	40	87.0	3	4.4	46	100
Checking on text books used	-	-	3	75	1	25	4	100	1	5.3	1.7	89.7	1	5.3	19	100	4	13.0	40	87.0	2	4.4	46	100
Discussing the lesson after assessment	-	-	3	75	1	25	4	100	1	5.3	1.5	79.0	3	15.8	19	100	1	2.2	40	87.0	5	10.9	46	100

Data findings in table10 show that, on assessment of teachers, 3(75%) inspectors, 16 (86.2%) principals and 38 (82.6) heads of departments indicated that it was inadequate. In informing teachers a head of time before assessing them in class 3 (75%) inspectors, 17 (89.5%) principals and 38 (82.6%) heads of departments indicated that this was inadequate. In the checking of schemes of work, lesson plans and notes, 3 (75%) inspectors, 16 (84.3%) principals and 40 (87%) heads of departments indicated that it was inadequate. The checking of textbooks used is also poorly done for 3 (75%) inspectors, 17 (89.7%) principals and 40 (87%) heads of departments indicated it was inadequate. In discussing the lesson after assessment, 3 (75%) inspectors, 15 (79%) principals and 40 (87%) heads of departments indicated that it was inadequate.

Clinical supervision is meant to help improve teaching and learning in a classroom situation. For this to occur, the classroom situation must be conducive both for the supervisor, the teacher and the learners. Clinical supervision should be carried out often for it to be effective. However, the findings of table 10 indicated that clinical supervision by school inspectors and principals was inadequate. This may lead to poor performance of teachers in terms of methodology used and content coverage. Teaching and learning therefore may not be effective.

Attendance and Adequacy of In-Service Courses for School Inspectors and Principals.
The data analysis sought to answer the question;
Do school inspectors and principals attend inservice courses, how adequate are the courses offered?
To answer the question, school inspectors and principals were required to respond to given statements related to the topic. The findings are shown in table11.

Table 11. In-services courses for school inspectors and principals

	Inspectors								Principal							
	V.ADE		INADE		MISS.		TOTAL		V.ADE		INADE		MISS.		TOTAL	
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
A). Course attendance for the past one year	3	75	1	25	-	-	4	100	13	68	4	21	2	10.5	19	100
B). Adequacy in coverage of: I)staffing	-	-	3	75	1	25	4	100	5	26.3	14	73.7	-	-	19	100
ii) Motivation and stimulating of teachers	-	-	3	75	1	25	4	100	3	15.8	14	73.7	2	10.5	19	100
iii) Consultation with teachers	-	-	3	75	1	25	4	100	3	15.8	14	73.7	1	5.3	19	100
iv) Programme development	-	-	3	75	1	25	4	100	3	15.8	14	73.7	1	5.3	19	100
v) Evaluation	-	-	3	75	1	25	4	100	3	15.8	14	73.7	1	5.3	19	100
iv) Guidance & counseling	-	-	4	100	-	-	4	100	4	21.1	1	68.4	2	10.5	19	100
C). Adequacy of relevant books	-	-	4	100	-	-	4	100	5	26.3	14	73.7	-	-	19	100
D). Adequacy of time allocation for topics	-	-	4	100	-	-	4	100	1	5.3	16	84.2	2	10.5	19	100
E). Adequacy in content coverage in each topic	-	-	3	75	1	25	4	100	1	5.3	16	84.2	2	10.5	19	100
F). Adequacy of topics in emerging issues in education	-	-	3	75	1	25	4	100	1	5.3	16	84.2	2	10.5	19	100
G) Adequacy of inservice courses frequency	-	-	4	100	-	-	4	100	-	-	17	89.5	2	10.5	19	100
H) Adequacy of emphasis on need to keep learning	1	25	3	75	-	-	4	100	17	89.5	-	-	2	10.5	19	100

The data findings of table 11 indicate that majority inspectors 3 (75%) and 13 (68%) principals felt that in-service course attended related to their work for the past one-year were adequate. The coverage of topics in staffing, motivation and stimulation of teachers, consultation with teachers, programme development, evaluation and guidance and counseling were inadequate as indicated by 3 (75%) inspectors and 15(78%) principals.

All the inspectors 4 (100%) and 14 (73.7%) principals indicated that relevant books for their work provided in the inservice courses were inadequate. Time allocation and content coverage for each topic were also inadequate. Majority of school inspectors 3 (75%) and 17 (89.5%) principals indicated that coverage of topics in emerging issues in education and frequency of in-

All the inspectors 4 (100%) and 14 (73.7%) principals indicated that relevant books for their work provided in the inservice courses were inadequate. Time allocation and content coverage for each topic were also inadequate. Majority of school inspectors 3 (75%) and 17 (89.5%) principals indicated that coverage of topics in emerging issues in education and frequency of in-service courses was inadequate. Emphasis on the need for the inspectors and principals to keep learning was also inadequate as indicated by the above percentages.

The data findings of table 11 indicated that school inspectors and principals attended in-service courses. However the courses offered were not adequate enough for them to handle supervisory work effectively.

In-service courses are offered to help one improve work performance and grow professionally. For school inspectors and principals, the in-service courses help them to understand more the scope of their work. They also interact with colleagues and learn from each others' experiences. They get informed on changes and current trends in education. They are enlightened on emerging issues in education and how to handle them. The findings of table 11 indicated that the in-service courses for school inspectors and principals and their attendance was poor. This would mean that the school inspectors and principals in public secondary schools in Nakuru Municipality were not informed about changes and trends in their profession. This could mean that they used old methods in performing their work. This could lead to their being outdated hence poor school supervisors and managers. Such scenario may affect the quality of education negatively.

4.3.5 Teachers' Attitude Towards School Supervision.

The data analysis sought to answer the question.

What attitude do teachers have towards school supervision?

To answer the question, heads of departments were required to respond to 10 statements. Their responses are given in table 12.

Table 4:12 Teachers' attitude towards school supervision.

	Agree		Disagree		Missing		Total	
	Freq	%	Freq	%	Freq	%	Freq	
1. Supervision is of value to teachers if done well	40	87.00	2	4.3	4	8.7	46	1(
2.Visits to school are few and inadequate	40	87.0(	2	4..	4	8.7	46	1
3.Inspectors are authoritarian to teachers	43	89.0	2	4.3	1	2.2	46	10
4.Inspectors are biased and undemocratic in assessing teachers	39	84.8	4	8.7	2	4.3	46	10
5.Teachers recent visits to school by inspectors	40	87.0	2	4.2	4	8.7	46	10
6.Supervision does not help teachers grow professionally	40	87.0	2	4.2	4	8.7	46	10
7.Supervision needs to be intensified to include all school aspects	40	89.0	2	4.3	4	8.7	46	10
8.Supervisors need to update their skills	40	87.0	2	4.2	4	8.7	46	1(
9.A modern supervisor should be a Colleague to teachers	42	91.3	2	4.3	2	4.3	46	1(
10.Supervision should be done more by Principals than inspectors	40	87.0	2	4.2	4	8.7	46	10

Data findings of table 12 indicated that 40 (87%) agreed that supervision is of value to them
well done but visits to schools were few and inadequate. Majority 43 (89%) of teachers viev
inspectors as authoritarian to them and that they were biased and undemocratic in assessing
as indicated by 39 (84.8%) teachers. Majority of teachers 40 (87.0%) dislike visits to school
inspectors and felt that supervision does not help them grow professionally. Therefore,
supervision needed to be intensified to include all schools aspects as indicated by 43 (89%)
teachers. The majority 40 (87%) indicated that supervisors needed to update their skills and
principals not inspectors should do more supervision in schools. They indicated that a moder
day supervisor should be more of a colleague to them when supervising.

The data findings of table 12 indicated that teachers have a negative attitude towards school supervisors hence school supervision.

School supervision is meant to improve the quality of education in a country. Supervision services are meant to help teachers grow professionally and improve learning for the students. For this to occur, there should be mutual understanding between the teachers and supervision provider. The findings of table 12, however, indicated that teachers had a negative attitude towards school supervision. This would be due to the methods used while carrying out supervision by the school inspectors and principals. Such an attitude could lead to a poor school climate thus affecting school performance in national examinations negatively.

4.4 HYPOTHESIS TESTING

To determine whether a significant relationship existed between instructional supervision and performance of secondary schools in national examinations, hypothesis (H_1) was tested. The hypothesis postulated stated that:

(H_1) There is a significant relationship between instructional supervision and performance of secondary schools in national examinations.

To test this hypothesis, performance and instructional supervisory indices for schools for this research were generated as shown in table 4:13.

Table 4:13 performance and instructional supervisory
indeces for school in Nakuru Municipality

SCHOOL	PERFORMANCE INDEX	SUPERVISORY INDEX
Nakuru High School	0.63	0.50
Menengai High School	0.63	0.40
Afraha High School	0.30	0.52
Upper Hill Secondary School	0.34	0.52
Lanet Secondary School	0.40	0.43
Nakuru Central	0.36	0.37
Nakuru Day secondary	0.53	0.38
Flamingo Secondary	0.45	0.32
Uhuru Secondary	0.42	0.32
Kenyatta Secondary	0.45	0.42
Crater View Secondary	0.39	0.37
Langalanga Secondary	0.51	0.40
Nakuru West Secondary	0.31	0.41
Moi Forces Secondary	0.67	0.42

The generation of performance and instructional supervisory indeces are shown in appendices
5 and 6. Using the indeces, a scatter graph was drawn as shown in figure 2.

Fig 2. Scatter plot showing relationship of school supervision against school performance
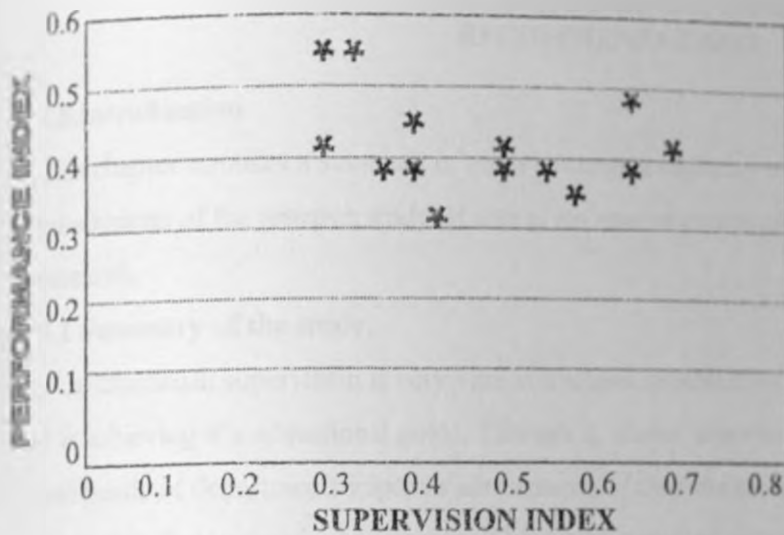
At a glance, the scatter graph did not indicate a clear relationship between instructional supervision and performance of schools in national examinations. The coefficient of correlation is $r=0.043$ at 0.05 significance level. This confirms that the relationship between the two variables is actually minimal. The coefficient of determination $R^2 = 0.002$. This is very low and implies that only 0.2% of the variation in performance can be explained by change in supervision. The remaining 99.98% of the variations in performance are explained by other factors other than supervision. Consequently, it can be concluded that supervision does not influence performance. Therefore, the directional hypothesis (H_1) is rejected.

CHAPTER FIVE

SUMMARY, RESEARCH FINDINGS, CONLUSSIONS AND RECOMMENDATIONS.

5.0.Introduction

This chapter contains a summary of areas covered, a summary of research findings and conclusions of the research study. It also gives recommendations and suggestions for further research.

5.1 Summary of the study.

Instructional supervision is very vital in a school organization. It helps the school to find out if it is achieving it's educational goals. Through it, school supervisors like inspectors, principals and heads of departments improve performance of their duties. In the process, they also help those that they supervise to improve. There is no group of people who work together successfully without establishing a sound but flexible criteria and a desirable system of values aimed at building a strong group morale that secures effective teamwork. Such criteria and system leads each person in the group to develop his/her full potential. When all in the education system work together, it is easier for such a school to achieve it's educational aims, goals and objectives. When schools achieve their educational goals, then the country's educational aims and goals too are achieved.

The purpose of this study was an attempt to identify ways in which school inspectors and principals execute their instructional supervisory roles. It examined the academic and professional education that inspectors, and principals received in preparation for the supervisory role that they play in secondary schools in the light of generally desired state of instructional supervision. The study tried to find out whether school inspectors and principals carry out the following instructional supervisory practices and if so, how often, staffing and induction, motivating and stimulating, consultation, school programme development and evaluation of teachers. The study was carried out in public secondary schools in Nakuru Municipality.

The literature review was organized under the following subheadings: the theory, functions and concepts of supervision; principals useful in instructional supervisor and educational/ professional preparation of educational supervisors.

The study was an ex-post factor design and the targeted population consisted of school inspectors, principals and heads of the departments in public secondary schools in Nakuru Municipality. Three sets of questionnaires and an attitude scales were developed. The three instruments for the school inspectors, principals and heads of departments had sections A- to find out their personal backgrounds, B- to find out the instructional supervisory activities carried out and C- educational and professional preparation for school inspectors and principals and an attitude scale for the heads of departments.

To determine the reliability of the instrument, a pilot study was conducted in three schools randomly selected from the public secondary schools in Nakuru Municipality. After establishing the validity and reliability of the instruments they were then administered in 20 public secondary schools. All the inspectors 4 (100%) completed and returned the questionnaires, 19 (95%) of the principals returned and 46 (76.6%) of the heads of departments returned. The analysis of data consisted of frequencies and percentages. The level of significance was set at 0.05 or 95 % confidence level. Research questions were answered using frequencies and percentages. One null hypothesis was tested using linear regression.

5:2 Summary of the Research Findings

1. Majority of school inspectors and principals in Nakuru Municipality are male. The majority of inspectors worked as school head teachers before their present appointment while principals worked as deputy principals. The majority of school inspectors, principals and heads of departments have a first degree. Some 12 (26.1%) heads of departments have a masters degree (M.Ed) while all school inspectors and principals have non. There are very few school inspectors against a large number of principals and teachers in Nakuru Municipality as shown in table 4:4

2. All the school inspectors and principals were not specifically trained and prepared for their present jobs. School inspectors were appointed after working either as teachers or headteachers while principals after working for sometime as class teachers or heads of

departments. All indicated that their initial training as teachers did not prepare them well enough for their present jobs, thus they are inadequately prepared for their work as shown in table 4.5. They lack books, written materials and other facilities relevant in their work.

3. All the respondents, school inspectors, principals and teachers agree that it is important for all the five supervisory activities suggested in the research to be carried out in schools. The clinical supervisory activities however are carried out with varying frequencies by each group as shown in tables (4: 6 a, b,c). Each group carries out a supervisory activity depending on how they view its importance to all those involved. There are irregularities in which people of the same group carry out similar activities.

4. Clinical supervision carried out in Nakuru Municipality secondary schools is inadequate. In the few cases when carried out, the methods are poor. The schemes of work, lesson plans, notes and textbooks used are hardly checked. The teachers are not informed a head of time and the lesson never discussed afterwards. The teachers view the supervision of their classroom performance by inspectors and principals with suspicion.

5. In-service courses for school inspectors and principals had been offered in Nakuru Municipality for the past one year. The attendance of the respondents was varied. Those who attended felt that some topics offered were not relevant for their work. The frequency of such courses was far a part. The time allocated to theses courses was too short to allow any in-depth learning. There was no time for discussing such lectures for the participants to give their personal experiences, as workers on the ground. Topics on emerging issues in education and emphasis on need for inspectors and headteachers to keep learning for their professional growth were not adequate.

6. The research findings indicated that teachers view instructional supervisory services by school inspectors and principals negatively. According to them, the services did not help them grow professionally nor improve the quality of teaching and learning in schools. Therefore they are not important. There is no mutual cooperation and partnership between the supervisors and those supervised.

7. There seems to be no significant relationship between supervision and performance in national examinations by schools. Those schools that had a high supervisory index had a low performance index meaning supervision did not help schools perform better in national examinations.

5: 3 Conclusions Of the Study

From the findings of the study, conclusions were made from the analysis of the data and testing of the stated hypothesis.

It can be concluded that gender, age experience, educational and professional qualifications do not affect the effectiveness of school inspectors, principals, and heads of departments.

All the school inspectors and principals in secondary schools of Nakuru Municipality are not well qualified to fit in their job descriptions.

Instructional supervisory activities are poorly carried out in secondary schools of Nakuru Municipality. Those given the mandate to carry out supervision either do it minimally or not at all.

In-services courses provided for school inspectors and principals are not adequate. Relevant topics are not covered well enough and some important ones to the changing trends in education today are not covered. The time duration for the covered topics is very short thus not very helpful to the participants.

Teachers view inspectors as enemies who are out to ruin their careers and thus live. They see them as individuals to be avoided at all costs. They have a negative attitude towards supervisors hence supervision. Instructional supervision methods used by school supervisors are poor. That is why instructional supervision does not have a significant influence on school performance.

5: 4 Recommendations

The study has the following recommendations:

1. Initial provision of educational preparedness and specific professional training for both school inspectors and principals before appointment to those positions.
2. School inspectors and principals ought to strive to be more qualified than the teachers whom they supervise. All of them should have a masters degree and above. This will enable them have confidence as well as earn respect from their juniors.

3. School supervision ought to be increased and supervisors be more involved in carrying out instructional supervisory activities. Where supervision is viewed with suspicion perhaps group supervision among teachers where they supervise each other as colleagues would be tried out. Observation of all teachers ought to be ensured. Otherwise teachers isolated from professional help of instructional supervisors become incompetent, apathetic and routine in their work.

4. School inspectors and principals ought to make a termly programme on how and when to carry out instructional supervision. Dull (1981), has developed a self-evaluation checklist that they would use to assess their effectiveness as instructional supervisors.

5. In-service courses for school supervisors ought to be increased and allocated more time. This would allow better application and more in-depth of knowledge in various areas relevant to their work.

6. Motivation of teachers ought to be based on merit, academic excellence, and experience based on a well laid down promotional criteria. Well-motivated teachers are good instructors as revealed from the literature review. All those heads of departments with a masters degree ought to be promoted to be either schools inspectors or principals.

7. School inspectors' and principals' journals with information on instructional supervision techniques, problems, successes and up- to- date events on issues related to inspectorships and principalship need to be established so that each group can learn from one another on how to improve their instructional supervision.

8. Administrative problems handled by school principals can be delegated to heads of departments so that the principals get enough time for instructional supervision.

9. School inspectors ought to strive to change the teachers' attitude towards them. They ought to be less of police officers and act as senior colleagues to teachers with more wisdom to dispense.

The old relationship of superiority- inferiority ought to be replaced by one of partnership. They ought to get away from authoritarian to democratic supervision. This will make teachers view them positively, which will help them work together as a team aiming at improving educational standards in the country.

10. The inspectorate department of MoEST ought to retrain their existing personnel on modern methods of school supervision. It may also consider recruiting more personnel so as to reduce the large inspector- teacher ratio gap existing. This may help all those working in this section to increase their performance. Their effectiveness should be reflected in improved performance by all Kenyan secondary schools in national examinations.

11. In an ideal situation, supervision ought to influence schools' performance in national examinations positively. The more a school is supervised. the better its performance. The research finding of this study however disapproves this assumption. The inspectorate department of MoEST therefore ought to redefine its' mission statement, restate its' goals, aims and objectives and change its' approach to instructional supervision. This may help it increase and improve its' influence on performance by secondary schools in national examinations. This will lead to a positive impact on those that it supervises thus helping the country achieve the educational goals. It is only then that the department would justify its existence.

5.5 SUGGESTION FOR FURTHER RESEARCH

1. A more elaborate comparative study to find out who between female and male principals are effective instructional supervisors.

2. A study of the role which other instructional stakeholders like PTA, BOG and deputy principals play in instructional supervision.

3. A study of KESI in provision of knowledge in instructional supervision to school inspectors and principals and how it has achieved its' objectivities.

4. A research on why instructional supervision does not have a positive influence on performance of secondary schools in national examinations.

5. A research study on challenges faced by secondary school subject supervisors at the inspectorate department of MoEST.

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JOGOO HOUSE "B"
HARAMBEE AVENUE
P.O. Box 30040
NAIROBI

20th February, ..., 20 04

Florah K. Ontiriah Marangwa
P.O. BOX 12974
NAKURU

Dear Madam

RE: RESEARCH AUTHORISATION

Following your application for authority to conduct research on 'A
study of the instructional supervisory practices of School Inspectors/
Principals in Nakuru Municipality, I am pleased to inform you that you
have been authorised to conduct research in Nakuru Municipality in
Nakuru District for a period ending 30th October, 2004.

You are advised to report to the District Commissioner, Nakuru District,
the District Education Officer Nakuru District, the Town Clerk, Nakuru
Municipal Council and the Municipal Education Officer, Nakuru Municipality
before embarking on your research project.

You are further expected to deposit two copies of your research report to
this Office upon completion of your research project.

Yours faithfully

T. MOTURI
FOR: PERMANENT SECRETARY/EDUCATION

CC
The District Commissioner
Nakuru

The District Education Officer
Nakuru

The Town Clerk
Nakuru

The Municipal Education Officer
Nakuru Municipality

INSPECTORS' QUESTIONNARE

Thank you for agreeing to take part in this research study. I am a postgraduate student from University of Nairobi, Faculty of Education. I am expected to carry out a research project as part of my assessment. This questionnaire is for that purpose. May I assure you that everything filled in this questionnaire will be treated with utmost confidentiality.

This questionnaire is divided into three sections. Section A will request for personal data, B will deal with educational and professional training and preparation for principals and C will deal with instructional supervisory activities that you carry out.

SECTION A

PERSONAL DATA

(Please tick {√} where applicable)

1. Sex   Male ☐   Female ☐

2. Age (yrs) 25-30 ☐   30-35 ☐   40-45 ☐   45-50 ☐   50-55 ☐

3. What is your highest academic status?

a) 'A" levels   ☐

b) "O" levels   ☐

c) K.J.S.E   ☐

d) Any other   ☐

4. What is your highest professional status?

    a). M.Ed. (Masters of Education)   ☐

    b). B.Ed (Bachelor of Education)   ☐

    c). Dip.Ed. (Diploma of Education)   ☐

    d). SI   ☐

5.For how long have you been a school inspector?

         0-5 years   ☐
         6-10 years   ☐
         11-15 years   ☐
         16-20 years   ☐
         21-25 years   ☐

SECTION B:

Part 1: Inspectors' professional training and preparation.

Please make a general assessment/judgment of professional preparation that inspectors receive by ticking one of the given responses.

a) Were you specifically trained for present job.   Yes ☐   No ☐

b) Was the in-service training that you received adequate for your present job?

    Yes   ☐   No   ☐

c) Did your pre-service training include the following:-

		YES	NO
i)	Educational administration	☐	☐
ii)	Educational organization and management	☐	☐
iii)	General institutional supervision	☐	☐
iv)	Instructional supervision	☐	☐
v)	Team leadership	☐	☐

d) Do you feel there is need for specific professional training before one is appointed as a Schools inspector?.

        Yes ☐   No ☐

Part 2. Attendance and adequacy of in-service courses for school inspection. Please indicate "adequate" or "inadequate" to the given statements.

a)   Your attendance of in-services courses related to your work for the past one year.

       Adequate   ☐   Inadequate   ☐

		Adequate	Inadequate
b)	Coverage of the following topics.		
i)	Staffing	☐	☐
ii)	Motivating, stimulating teachers	☐	☐
iii)	Consultation with teachers	☐	☐
iv)	Programme development	☐	☐
v)	Evaluation of teachers	☐	☐
vi)	Guidance and counseling	☐	☐
c) Availability of relevant books		☐	☐
d) Time allocation for each topic		☐	☐
e) Content coverage for each topic.		☐	☐
f) Topics on emerging issues in education		☐	☐
g) Frequency of inservice courses		☐	☐
h) Emphasis on need to keep learning.		☐	☐

SECTION C

PART 1. INSTRUCTIONAL SUPERVISORY ACTIVITIES OF INSPECTORS

As an inspector, how often are you engaged in the following supervisory activities for schools under your jurisdiction? Tick (√) the correct column for each statement).

1. Supervisory activity	Never	Sometimes	Always
i) Recruitment			
ii) Selection of new teachers			
iii) Orientation of new teachers			
iv) Placement of new teachers			
v) Motivation of teachers			
vi) Consultation with teachers			
vii) Schools programme development			
viii) Evaluation of teachers			

PART 2 Please tick one of the given responses as your assessment of clinical supervision by school inspectors

	Adequate	Inadequate
a). Assessing teachers in class	☐	☐
b). Informing teachers before going to asses them	☐	☐
c). Checking their schemes of work, lesson plans and notes	☐	☐
d). Checking the textbooks which they use	☐	☐
e). Discussing the lesson with the teacher after assessment	☐	☐

APPENDIX 3

HEADTEACHERS'/PRINCIPALS'QUESTIONNAIRE

Thank you for agreeing to take part in this research study. I am a postgraduate from University of Nairobi, Faculty of Education. I am expected to carry out a research project as part of my assessment. This questionnaire is for that purpose. May I assure you that everything filled in this questionnaire will be treated with utmost confidentiality.

This questionnaire is divided into three sections. Section A will request for personal data, B will deal with educational and professional preparation for headteachers and C, will deal with instructional supervisory activities.

SECTION A

PERSONAL DATA

1. SEX   Male _____   Female _____

2. Age 25-30 ☐   30-35 ☐   35-40 ☐

    40-45 ☐   45-50 ☐   50-55 ☐

3. What is your highest academic status?

    a) "A" Level ☐

    b) "O" Level ☐

    c) K.J.S.E ☐

    d) Any other ☐

4. What is your highest professional status?

    a) M.Ed (Masters of Education) ☐

    b) B.Ed (Bachelor of Education) ☐

    c) DIP.Ed (Diploma of Educational) ☐

    d) SI ☐

    e) Any other............................

5.For how long have you been a headteacher?

     0-5   Years

     6-10   Years

     11-15 Years

     16-20 Years

     21-25 Years

SECTION B

PROFESSIONAL PREPARATION FOR HEADSHIP

PART 1	YES	NO
a) Were you spefically trained to be a school principal	☐	☐
b) Was your pre-service training adequate for your present job?	☐	☐
c) Did your pre-service training include:	☐	☐
d) School administration	☐	☐
ii) School organization and management	☐	☐
iii) General supervision	☐	☐
iv) Instructional supervision	☐	☐
v) Human relations	☐	☐
vi) Strategic Planning	☐	☐

d) Do you feel there is need for specific professional training before one is appointed a
school   principal?   ☐   ☐

Part 2. Attendance and adequacy of in-service courses for school inspection. Please indicate "adequate" or "inadequate" to the given statements.

a) Your attendance of in-services courses related to your work for the past one year.

Adequate ☐   Inadequate ☐

b) Coverage of the following topics.   Adequate   Inadequate

		Adequate	Inadequate
i)	Staffing	☐	☐
ii)	Motivating, stimulating teachers	☐	☐
iii)	Consultation with teachers	☐	☐
iv)	Programme development	☐	☐
v)	Evaluation of teachers	☐	☐
vi)	Guidance and counseling	☐	☐
c) Availability of relevant books		☐	☐
d) Time allocation for each topic		☐	☐
e) Content coverage for each topic.		☐	☐
f) Topics on emerging issues in education		☐	☐
g) Frequency of inservice courses		☐	☐
h) Emphasis on need to keep learning.		☐	☐

SECTION C

PART : INSTRUCTIONAL SUPERVISORY PRACTICES OF HEADTEACHERS

As headteacher, how often do you engage in the following supervisory activities? Tick (√)
the correct column for each statement.

Activity	Never	Sometimes	Always
Recruitment			
i) Involving H.O.D if more teachers needed			
ii) Advertising for teachers			
iii) Writing to TSC asking for teachers			
Selection			
i) Interviewing applicants			
ii) Selecting interviewees			
Orientation			
i) Introducing new teachers to others			
ii) Informing new teachers of school goals, operations, resources, services and duties			
Placement			
i) Considering gender in class placement			
ii) Placing teacher in class of choice			
iii) Co-curricular of choice by teachers			
Motivation			
i) Helping teachers solve teaching problems			
ii) Encouraging promotion by further study			
iii) Recognizing and rewarding teachers			
Consultation			
i) Providing inservice courses for teachers			
ii) Taking teachers as equals in problem solving			
Programme development			
i) Identifying curriculum problems with teachers			
ii) Assisting teachers implement new courses			
Evaluation			
I)Informing teachers before assessment			
ii)Checking schemes of work, lesson plans and notes			

PART 2 Please tick one of the given responses as your assessment of clinical supervision by school principals

	Adequate	Inadequate
a). Assessing teachers in class	☐	☐
b). Informing teachers before going to asses them	☐	☐
c). Checking their schemes of work, lesson plans and notes	☐	☐
d). Checking the textbooks which they use	☐	☐
e). Discussing the lesson with the teacher after assessment	☐	☐

APPENDIX 4

TEACHERS' QUESTIONNAIRE

Thank you for agreeing to take part in this research study. I am a postgraduate from University of Nairobi Faculty of Education. I am expected to carry out a project as part of my assessment; this questionnaire is for that purpose. May I assure you that everything filled in this questionnaire will be treated with utmost confidentiality.

This questionnaire is divided into three sections. Section A will request for personal data, B. supervisory activities and section C, statements given which will show your attitude towards headteachers' and inspectors' as they relate to their supervisory practices.

PERSONAL DATA

1.Academic qualifications "A" Level ....

                              "O" Level........................

                              K.J.S.E...........................

                              Any other........................

2 .Professional qualifications

       M.Ed.   ☐

       B.Ed   ☐

       DIP.Ed   ☐

       SI   ☐

Please respond to the following statements expressing how you are involved in supervisory activities.

SUPERVISORY ACTIVITIES OF HEADS OF DEPARTMENTS

	Never	Sometimes	Always
Activity			
Recruitment			
i) Advising principal for more staff			
ii) Helping advertise for staff			
Selection			
Selecting interviewees for department orientation			
i) Introduction to old members of staff			
ii) Informed of school goals, operations resources, services and duties classified.			
Placement			
i) Gender and training considered.			
ii) Placed in classes of choice			
iii) Allowed to choose co-curricula activities			
Motivation			
i) Helped to solve teaching problems			
ii) Encouraged to promote oneself			
iii) Recognized and rewarded for good work			
Consultation			
i) Provided with in-service courses			
ii) Taken as equals in problem solving			
Programme development			
i) Involved in curriculum problem identification			
ii) Involved in developing new courses			
iii) Assisted in implementing new courses			
Evaluation			
i) Assessed by			
a) Principal			
b) Inspector			
ii) Informed earlier before assessment			
iii) Scheme of work lesson plans and notes checked			
iv) Lesson discussed after assessment			

C: TEACHERS' ATTITUDE SCALE TOWARDS HEADTEACHERS AND INSPECTORS

The statements below relate to supervisory practices by headteachers and inspectors in Nakuru Municipality.

Please respond as far as possible to all statements. Tick one choice that best describes the extent to which in your opinion are desirable qualities or actual qualities of principals and inspectors in performing their duties and responsibilities.

NB: Please note that the terms **supervisor** and **inspector** are used interchangeably in this study. They mean one and the same person.

	AGREE	DISAGREE
1. Supervision is of value to teachers if done well	☐	☐
2. Visits to school are few and inadequate	☐	☐
3. Inspectors are authoritarian to teachers	☐	☐
4. Inspectors are biased and undemocratic in assessing teachers	☐	☐
5. Teachers recent visits to school by inspectors	☐	☐
6. Supervision does not help teachers grow Professionally	☐	☐
7. Supervision needs to be intensified to include all school aspects	☐	☐
8. Supervisors need to update their skills	☐	☐
9. A modern supervisor should be a Colleague to teachers	☐	☐
10. Supervision should be done more by Principals than inspectors	☐	☐

APPENDIX 5

PERFORMANCE INDEX FOR SECONDARY SCHOOLS IN NAKURU MUNICIPALITY IN NATIONAL EXAMINATION IN THE YEAR 2003

	School	Mean Score	Performance Index (PI)
1.	Nakuru High	7.58	0.63
2.	Menengai High	7.56	0.63
3.	Afraha High	3.57	0.30
4.	Upper Hill Secondary	4.53	0.37
5.	Lanet Secondary	4.94	0.41
6.	Nakuru Central	4.34	0.36
7.	Nakuru Day	6.33	0.52
8.	Flamingo Secondary	5.40	0.45
9.	Uhuru Secondary	4.98	0.41
10.	Kenyatta Secondary	5.37	0.44
11.	Crater View Secondary	4.77	0.39
12	Langalanga Secondary	6.05	0.50
13.	Nakuru West Secondary	3.75	0.31
14.	Moi Forces Lanet Secondary	8.04	0.67

PI =   Mean Score   =   1

       12

APPENDIX 6 SUPERVISORY INDEX FOR SECONDARY SCHOOLS IN NAKURU MUNICIPALITY.

The supervisory index is generated by aggregating of the scores from the supervisors' responses on the questionnaire items on the extent to which they are involved in carrying out supervisory activities. The total scores amount to 53. Each schools' total score is divided by 53 to get a supervisory index ranging between 0-1 on a continuum.

	School	Supervisory Score	Supervisory Index
1.	Nakuru High	26.5	0.50
2.	Menengai Secondary	21.2	0.40
3.	Afraha Secondary	27.5	0.52
4.	Upper Hill Secondary	27.5	0.52
5.	Lanet Secondary	22.7	0.47
6.	Nakuru Central Secondary	19.6	0.37
7.	Nakuru Day Secondary	20.1	0.38
8.	Flamingo Secondary	19.6	0.37
9.	Uhuru Secondary	16.9	0.32
10.	Kenyatta Secondary	22.2	0.42
11.	Crater View Secondary	19.6	0.37
12.	Langalanga Secondary	21.2	0.40
13.	Nakuru West Secondary	21.7	0.41
14.	Moi Forces Secondary	22.2	0.42

$$SI = \frac{\text{Supervisory Score}}{53}$$