

**QUALITY ASSURANCE AND STANDARDS OFFICERS STRATEGIES
AND EFFECTIVE SECONDARY SCHOOLS TEACHER SUPERVISION
IN NANDI EAST SUB-COUNTY, KENYA**

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DECLARATION

DECLARATION BY THE STUDENT

I, the undersigned, declare that this thesis is my original work and that it has not been presented in any university or institution for any academic award.

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ABSTRACT

Currently, education standards in Kenya remain to be low as evidenced by the yearly results that seem to be constant or dropping. This indicates a problem in teaching and learning process and some Sub - Counties like Nandi-East have been hit hardest with the mean of 5.86 in 2014, 6.01 in 2015, 4.26 in 2016, 3.66 in 2017 and 3.48 in 2018. The purpose of this study was to assess the Quality Assurance and Standards Officers' (QASO) strategies and effective Secondary Schools Teacher supervision in Nandi- East Sub County, Kenya. The specific objectives of the study were to: determine the QASO communication strategies which enhance teachers' supervision; determine the QASO resource allocation strategies which enhance teachers' supervision; investigate the QASO staffing strategies which enhance teachers' supervision; and determine the QASO post-conferencing strategies which enhance teachers' supervision in schools in Nandi East Sub- County. The study adopted a survey research design for its ability to emphasize an understanding of QASO strategies and also its ability to extend experience. Target population comprised of 5 QASO representatives, 20 head teachers, 20 deputy head teachers, 100 H.O.D'S and 565 teachers of secondary schools to make a total target population of 710 respondents. The sample size of the study was calculated using the formula as recommended by Nassiuma (2000). Simple random sampling technique were used to select 249 respondents. Questionnaire and interview schedule was used as data collection instruments. Data was analyzed using descriptive statistical techniques where frequencies and percentages were used. Data was presented using frequency tables, pie charts and bar graphs. The study established that there was a communication breakdown between QASOs and teachers on date of supervision in advance. However, QASOs have satisfactory abilities to communicate clearly and objectively during pre-observational and plenary conference. QASOs are conscious of the language they use and always encourage dialogue in the instructional supervision process. Further, it was found that QASOs frequently conducted supervision and they always had adequate resources namely; writing materials and means of transport to visit the schools. Concerning staffing strategies, it can be concluded that QASOs had the expertise and knowledge needed to carry out supervision. QASOs appoint and support key resource teachers in the schools. QASOs contribute to teachers professional development and advice teachers on the new trends in teaching. However, different QASOs do not visit the schools on regular basis each term. QASOs observe teachers in class and hold meetings with them before they get to class and after class visit and they discuss findings of supervisory visit with head teachers. The study recommends that there should be effective communication between teachers and QASO, adequate resources should be provided to QASO so that they carry out their supervision frequently for good results to be realized and post-conferencing should be enhanced since the mode of feedback given to teachers boost their confidence. It is hoped that the findings of this study will be significant in providing empirical evaluation of QASO strategies of enhancing supervision of teachers in schools.

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ACRONYMS

CDE	County Director of Education
MBO	Management by Objectives
MoEST	Ministry of Education, Science and Technology
QASO	Quality Assurance and Standards Officer
SBTD	School Based Teacher Development
SMASSE	Strengthening Mathematics and Science in Secondary Education
TAC	Teacher Advisory Centre
TPAD	Teacher Performance and Appraisal Documents
TQM	Total of Quality Management
TSC	Teachers Service Commission

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CHAPTER ONE

INTRODUCTION TO THE STUDY

1.1 Introduction

This section consist of introduction, background of the study, statement of the problem, research objectives, and research questions, significance of the study, scope of the study, assumption of the study, conceptual framework, theoretical framework and operational definition of terms.

1.2 Background of the study

In any job it is important to assess a person's performance in completing the tasks required by the employer (Schwab, 2012). Businesses and corporations supervise and evaluate employees' performance for a variety of reasons including retention, promotion and accountability for completing job related tasks. Education is no different, requiring supervision of classroom instruction to evaluate a teacher's effectiveness. Supervision is a multifaceted process that focuses on instruction to provide teachers with information to improve their teaching performance (Beach &Reinhartz, 2000). Supervision of instruction or teachers' supervision takes place in a building, in a classroom, mainly through observation and evaluation of the teaching process (Glanz, 2012) and is described as direct assistance as it enables supervisor share his/her suggestions with the concerned teacher for future improvement. Schools all over the world utilize checklists and narrative documents to record and analyze teacher performance as a supervisory practice (Gordon & Gordon, 1998).

A common characteristic of teachers' supervision across the globe is that these processes occur in a face-to-face environment. Supervision could be seen as an interaction involving some kind of established relationship between and among people, such that people influence others. Such interactions are greatly influenced by a pre-determined programmes of instruction. In this regard, and according to Netzer and Kerey (1971), the systematization of the interaction of those responsible for operating within the structure of administration is called supervision. The number of professionally trained staff supervisors in our schools is grossly inadequate to meet the needs of an effective and efficient programme of supervision. Udeozor (2004) described supervision as a service help provided for the maintenance and improvement of standards through quality control of in the school as well as rendering assistance to teacher's growth and development. Supervision involves guiding, communication, refreshing, encouraging, improving infrastructure and overseeing certain given group with the aim of gaining their co-operation and eliciting effectiveness. Since the ultimate goal of any evaluation is to continue successful programs or improve less successful ones, communication in the forms of public disclosure and evaluator-evaluated communication is essential.

The Kenya Education Act (2013) states that no public school shall charge or cause any parent or, guardian to pay tuition fees for or on behalf of any pupil in the school. A school or person responsible for admission shall not discriminate against any child seeking admission on any ground, including ethnicity, gender, sex, religion, race, color or social origin, age, disability, language or culture. Further, it states that no pupil shall be subjected to torture and cruel, inhuman or degrading treatment or punishment, in any

manner, whether physical or psychological and any person convicted of having contravened that section shall be liable to a fine not exceeding Kshs 100, 000 or to imprisonment not exceeding six months or both. The law also outlaws holiday tuition and any person who contravenes the section will be liable to a fine not exceeding Kshs 100,000 or to imprisonment not exceeding one year or to both(G.o.K, 2013).

The Ministry of Education, Science and Technology is responsible for national policies and programmes that help Kenyans access quality and affordable, school education, post-school, higher education and academic research (Padilla-Pérez and Gaudin, 2014). The Ministry of Education, Science and Technology derives its mandate from the Constitution of Kenya, Chapter Four Articles 43, 53, 54, 55, 56, 57, and 59 have provisions on children's right to free and compulsory basic education, including quality services, and to access education institutions and facilities for persons with disabilities that are integrated into society, to the extent compatible with the interests of the person (G.o.K, 2010). This includes the use of Sign language, Braille or other appropriate means of communication, and access to materials and devices to overcome constraints arising from the person's disability. According to Tarus, Gichoya, and Muumbo, (2015) there are also provisions on access for youth to relevant education and training; access to employment; participation and representation of minorities and marginalized groups in governance and other spheres of life, special opportunities in educational and economic fields, and special opportunities for access to employment. The rights of minorities and marginalized groups to reasonable access to water, health services and infrastructure are also enshrined, as it is incumbent upon government to develop a culture of human rights, promote gender

equality and equity and facilitate gender mainstreaming in national development (Orodho, 2014).

According to Stronge, and Tucker, (2017) there is no simple system for supervising the quality of faculty research, there is no simple system for supervising the quality of faculty teaching. However, by thinking carefully about the purposes of supervision, and by crafting multiple methods of evaluation that suit those purposes, one can devise evaluation systems that are reliable, valid, and fair. Equally important, the process of discussing and crafting evaluation systems focuses attention on the practice of good teaching and helps to create a culture in which teaching is highly valued. The most important consideration in teaching supervision both for improvement purposes and for personnel decisions, is the use of multiple methods of teaching supervision involving multiple sources of data (Kamens, Susko & Elliott, 2013). To ensure that the supervision system adopted is credible and acceptable, faculty members must have a strong hand in its development. Before departments and schools adopt teaching supervision systems, the faculty members should determine their criteria for effective teaching. Departments and schools can then take responsibility for developing their own evaluation methods and evaluation criteria. Since different disciplines require different methods and settings for instruction, they require different methods and criteria for supervision. This is also true for interdisciplinary instruction. Teaching evaluation systems can be flexible to accommodate diversity in instructional methods (Young & MacPhail, 2015).

Globally, the establishment and implementation of supervision strategies has had a better hand in the general teachers' supervision and has contributed towards efficiency in the Education sector on a global scale and studies have been conducted to determine the various established and implemented supervision strategies and the effectiveness of these strategies in enhancing teachers' supervision process. According to Dinko (2011), proper balance in the establishment and implementation of the supervision strategies is a more appropriate way of enhancing the supervision process because it will offer its benefits to all the concerned groups, that is; the students, teachers and supervisors as well as improve the perception of these groups towards the supervision process. For instance, in US and Europe the use of teacher reward for excellent performance, inter-state exchange of supervisors, boosting of supervisors morale through provision of necessary materials and training of supervisors have been dominant and have been the major contributors of the improved supervision process (Geshon, 2013). Many of the studies seem to suggest that teachers' supervision has benefited the students only to a small percentage and the supervision strategies available have done little in enhancing the supervision process while others have suggested that these supervision strategies have enhanced the process of supervision as well as benefited the students, teachers and supervisors (Scott, 1999).

In most African Countries teachers' supervision is mainly done by special staff rather than supervisors, but despite this, many teachers in Africa still have an unfavorable attitude towards supervision (Okumbe, 2007). This fact has over the years yielded the great need for African countries to establish and implement supervision strategies that can enhance the general process of teachers' supervision. Dent (2000) identifies inter-

state exchanges of supervisors as a strategy widely implemented in most African countries. The study further states that supervision as a strategy involves deliberate and government sponsored inter-state exchange of supervisory personnel and experiences with an aim of boosting the skills of supervisors. Ngelu (2004) states that inter-state exchange of supervisors as a supervision strategy has been implemented in countries like Ghana, Gambia and Sierra Leone and has over the years been able to promote cross-fertilization of ideas, and has explored ways of tackling problems associated with teachers' supervision.

In Kenya, for effective supervisory leadership, Okumbe (2007) explains that, the supervisor must acquire basic skills of supervision which may include; conceptual skills which entails the ability to acquire, analyze and interpret information in a logical manner. Another skill is human relation, which refers to the ability of the head teacher to understand and to interact effectively with others. He continues to say that teachers should be able to act professionally and humanely and at the very least possess some technical skills to enable him /her to perform effectively some of the specific processes, practices and techniques required of specific jobs within the school organization. Shahida (2008) points out that head teachers are instructional leaders in school who should be at the forefront in supervising, instructing and providing academic leadership in the institution. She observes that poor supervision of teaching especially syllabus coverage is the cause of difference in academic achievements among learners. The focal point between Shahida's observations and the current study is in the variable of supervisory technique and the role it plays in enhancing academic performance. It is against this

background information that this study sought to investigate the QASOs strategies for enhancing teachers' supervision in schools.

In Rift Valley, the regional education has set up Quality Assurance and Standards Department to ensure provision of quality education. To enhance their effectiveness at local levels the quality Assurance and Standards Officers have been provided with motorcycles and financial allocations to finance their operations (MoEST, 2015). They were supposed to monitor and give quarterly and annual returns on the schools operations to the Ministry of Education. They are supposed to get some of the information from the head teachers and also from their own observations. Head teachers and their deputies in Nandi County have attended many in- service courses and workshops in the recent past. The most notable ones includes, Strengthening of Mathematics and Science in Secondary Education (SMASSE) project, School based Teacher Development (SbTD) among others. Kenya Education Management Institute which is the capacity building agency of the Ministry of Education, Science and Technology has the major function of strengthening the managerial capacity of educational personnel among them the head teachers. In the recent years there has been on-going nationwide training for both secondary and primary schools head teachers and their deputies. All these initiatives are geared towards enhancing the school managers' administrative and managerial skills.

1.3 Statement of the Problem

Generally, teachers' supervision is viewed as a process of gathering information for appraisal purposes. The supervision process should be a beneficial process not only to the students but also to the teachers and the supervisors. Control of the quality of education in the sub-Saharan Africa through inspectorate department has not been implemented without

challenges. While most countries have QASOs, they are often limited both in terms of number of schools they visit. In most developing countries, QASOs are likely to be contributing in any way to quality Education. QASOs are limited by transport facilities while the quality of inspection itself is limited by expertise of QASOs. As a result of the introduction of Tuition Free Secondary education in Kenya, there is an increase in students' enrolment in secondary schools which constrains the existing physical facilities, instructional materials and human resources, thus compromising the quality of education. The Directorate of Quality Assurance and Standards in the Ministry of Education is charged with the responsibility of quality assurance and quality development of education. Concerns have been raised by education stakeholders as to whether or not the QASOs are effective in enhancing quality education in public secondary schools in Nandi East Sub-County. Major trends observed in some schools in the sub-county regarding deficiencies and weaknesses of secondary school teachers in performing their official duties remain a clog in the wheel of development and achievement of educational objectives. Similarly, some school supervisors haphazardly discharge their functions especially when there is ineffective supervision and quality control. Inherently, the need for adequate supervision and quality control of secondary education must be addressed if quality and desirable objectives of the educational sector would be realized. This consequently necessitated the undertaking of this research with an aim of identifying whether or not teachers in the sub-county are properly supervised. The present study sought to establish the QASO strategies that enhance teacher's supervision in secondary schools in Nandi East Sub- County.

1.4 Objectives of the Study

1.4.1 Main Objective

The general objective of the study was to investigate the management strategies for enhancing teachers' supervision in schools.

1.4.2 Specific Objectives

The study was guided by the following research objectives:

- i. To determine the QASO communication strategies which enhance teachers' supervision in schools in Nandi East Sub- County.
- ii. To determine the QASO resource allocation strategies which enhance teachers' supervision in schools in Nandi East Sub- County
- iii. To investigate the QASO staffing strategies which enhance teachers' supervision in schools in Nandi East Sub- County.
- iv. To determine the QASO post-conferencing strategies which enhance teachers' supervision in schools in Nandi East Sub- County.

1.5 Research Questions

The study was guided by the following research questions.

- i. What are the QASO communication strategies which enhance teachers' supervision in schools in Nandi East Sub- County?
- ii. What are the QASO resource allocation strategies which enhance teachers' supervision in schools in Nandi East Sub- County?
- iii. What are the QASO staffing strategies which enhance teachers' supervision in schools in Nandi East Sub- County?

- iv. What are the QASO post-conferencing strategies which enhance teachers' supervision in schools in Nandi East Sub- County?

1.6 Significance of the Study

The findings of the study will be of great benefit to all the teachers in the country as it will inform them of the available supervision strategies and how to implement them. This will be beneficial to them as they will be aware of benefits associated with the process of supervision on their professional growth and satisfaction. This study will also be significant to the head teachers, who are the internal supervisors as it will enable them be aware of the established supervision strategies and how to implement these strategies so as to improve the supervision process. The knowledge from the study may be used by policy makers like QASO in streamlining supervision in the country which in turn will enhance quality teaching and learning as well as enhance the overall process of teachers' supervision. Lastly, the study will be beneficial to scholars and academicians as it will provide a point of discussion and further research to build up on the findings of the study. It will attempt to provide the relationship between supervision strategies and teachers supervision from which future researchers will seek to debate and further this knowledge.

1.7 Scope of the Study

In content, the study focused on QASO strategies for enhancing teachers' supervision in schools. The strategies assessed include: communication, resource allocation, staffing of supervisors, post-conferencing and teacher supervision. This study targeted 5 QASO representatives, 20 head teachers, 20 deputy head teachers, 100 H.O.Ds and 565 teachers of secondary schools in the area of study. The study therefore targeted 710 respondents.

The study was conducted for a period of three months from the months of February 2019 to April 2019. Within these three months the researcher was able to collect, analyze and present the findings of the data collected. Nandi East Sub County is one of the constituencies in Nandi County, and is selected for this study because it has a sufficient number of secondary schools.

1.8 Assumptions of the Study

The study was guided by the following assumptions;

- i. That teacher supervision is an ongoing activity in Nandi East Sub county and hence there are some mechanisms already in place to facilitate the process
- ii. That QASO supervisors are keen to employ given strategies to conduct the teacher supervision in the sub county
- iii. That teachers appreciate the role of teacher supervision and cooperate during the process of supervision by the QASO supervisors

1.9 Theoretical Framework

The study was guided by supervision theory by Robinson (1968). According to him, supervision of professionals in education is necessary to fulfill a number of functions, among them making the job of teaching easier. Others are, ensuring that there are adequate number of teachers, good orientation programs and provision of adequate supplies and equipment. The theory states that the results of teaching are highly intangible and teachers have a better way of assessing their quality of work or effects of their work. These teachers may invite education officers to supervise them not because they need help but because they want a reassurance that they work well. This would earn

them recognition and build in them confidence. Teacher's morale needs to be maintained. It can be done through rewards, involving them in decisions that affect their work ethics and provision of teaching materials among others. Another important aspect of this theory is that supervision of classroom instruction is necessary to ensure that functions of all teachers are coordinated. Robison suggests that this can be done through proper time scheduling and clustering of pupils according to their grades. An important concept developed by Robinson is that of a working team which would bring together diverse skills of a number of equal or near equal specialists. For him, much of the co-ordination of their efforts would come from the team rather than super ordinates in the authority structure.

The theory states that teachers differ in their degree of professional competence and in their need for advice regarding their classroom work. However, he points out that there is a difference between requested for and unrequested advice. Advice that is unsolicited inclines towards questioning of teachers' professional competence while advice that follows a request from the teacher inclines towards a genuine desire for help in the solution of a problem. From this theory, there are five important functions that are necessary to fulfill in the supervision of curriculum implementation. These functions became an integral part of this study as they hit directly on variables that are to be investigated, these functions are: Facilitation: Supervision is supposed to facilitate teaching; Morale Building: Whenever teachers are supervised, they feel that they are doing their work well, thus it boosts their morale in the workplace; Co-ordination: Supervision ensures that there's co-ordination of teachers in the school; Advisory function: When the atmosphere of supervision is well-developed then teachers will feel

free to consult those in higher ranks and the development function: As a result of supervision, there is curriculum development as well as professional growth of teachers.

Robinson feels that the five functions that is, facilitation, morale building, co-ordination, advisory and development justify the necessity for supervision of professionals in the curriculum implementation. This theory is relevant to this study as it points out the necessity of supervision of professionals in education (teachers' supervision) as to fulfill a number of functions which include making the job of teaching easier, ensuring that there are adequate number of teachers, good orientation programs and provision of adequate supplies and equipment. It is also relevant as it agrees that these five functions that is, facilitation, morale building, co-ordination, advisory and development justify the necessity for supervision of professionals in the curriculum implementation.

Based in this study, supervision strategies in learning institutions is very important since it helps in making sure smooth learning environment and also enhancing that there are enough teaching/learning materials for the pupils to use when they are being taught in class. Communication, staffing, resource allocation and post-conferencing are very important strategies in enhancing teacher supervision which will improve the pupil academic performance.

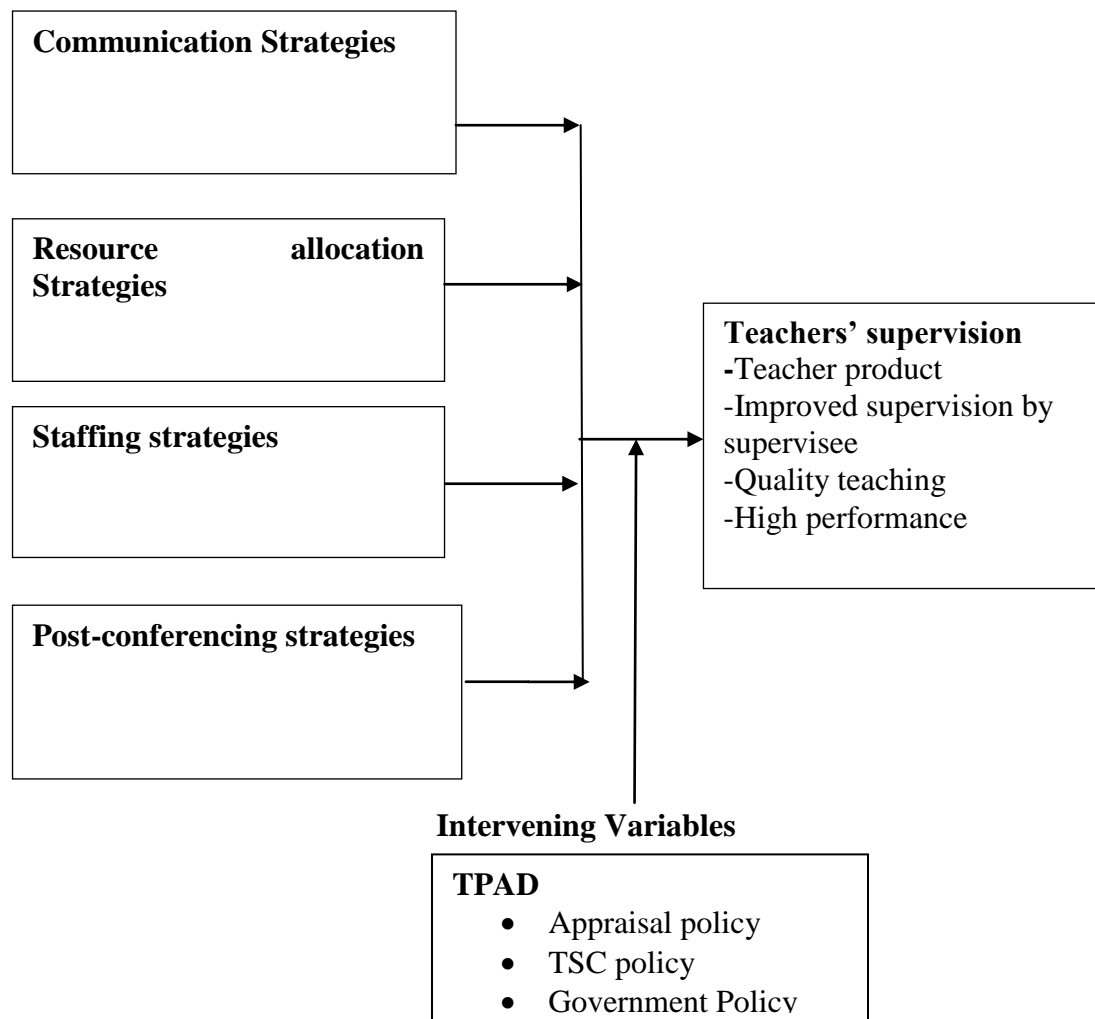
1.10 Conceptual Framework

The conceptual framework shows the relationship between the dependent and the independent variable. The study was thus guided by the following conceptual framework;

Independent Variable

Dependent Variable

Quality Assurance and Standards Officers strategies



Source: Author, 2019

Figure 1.1: Conceptual Framework

1.11 Operational Definition of Terms

Appraisal Policy: According to this study, it refers to a systematic way of bringing evidence to bear on alternative policy options.

Government policy: According to this study it refers to a plan or course of action intended to influence and determine decisions.

Communication: According to this study the term communication means the process of supervisor informing supervisee of the time, date and venue of supervision.

Post- conferencing: According to this study post-conferencing refers to the time when The teacher and the supervisor meet alone to discuss the observation and the analysis of data relative to the teacher's objectives

Quality Assurance and Standards Strategies: According to this study it refers to plans of action designed to achieve a long term or overall aim.

Resource allocation: According to this study, it refers to sufficient allocation of finances, transportation means and other physical material needed by supervisor to carry out supervision.

Staffing: According to this study it refers to adequate allocation of supervisors in a given area.

Teacher Supervision: According to the study it is used to refer to the effort of the school administration and the QASO in organizing teachers and pupils and teaching materials in order to implement the objectives of education in Kenya.

TSC Policy: According to this study it refers to teacher management functions, for example, registration, recruitment, deployment and promotions.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This section presents literature review related to the study. The literature review was guided by the objectives of the study.

2.2 Effective Communication and Teachers' Supervision

Teacher evaluation systems should reflect the importance that effective communication plays in every aspect of the evaluation process, including aspects that are more public in nature (e.g., public relations) as well as those that require more private communication (e.g., interpersonal relations) (Stronge, 1995). Teachers' supervisors, the QASO, observe the school's mission, vision, signpost, lessons attendance sheet and teacher's lesson plan as sources of communication on the general effectiveness of the teacher in carrying out his/her teaching job.

According to Ndegwa (2001) it was a habit of inspectors to watch the teachers at work, hear children read, set them arithmetic and composition tests and then gave their findings to the teachers. The inspectors were expected to write a report of the inspection after doing it. Today's inspection approach is cooperative. It concerns itself with the improvement of the total teaching and learning situation. It enlists the cooperative efforts of all the school staff in the study of educational problems in the school. Attention is directed to the function and operation of the processes and the contribution of all members of the group, is deliberately sought. As reported by Maicibi (2003), without proper supervision improved academics cannot be realized in schools. Maicibi (2003)

insisted that the Quality Assurance and Standards Officers have ignored their roles of visiting schools and offering necessary advice on improvement of quality curriculum implementation. Ndegwa (2001) established that supervisors lack skills and techniques to contribute to the adequate performance of supervisory roles and their roles are not adequate.

Kamindo (2008) said that supervision is what a school personnel has to do with its teachers and their duties to maintain or change the school operation in a way that directly influence teaching processes employed to promote pupil's learning which is directed towards maintaining and improving teaching learning process of the school. Glickman (2009) reported that instructional supervision in school by administration is about observing and evaluating lessons in a classroom, taking comments on teacher's performance and sharing suggestions for improvement. The process of instructional supervision in primary schools is conducted by the administrators which include the headteachers the QASOs or deputy Headteachers. It involves face to face classroom visit to observe and evaluate teachers as they teach and the way in which they handle learners.

According to Glickman (2009), when QASOs visit schools, they check if every class has a copy of the school timetable displayed in the classroom. The QASOs guide the teachers in planning effectively to ensure that time management is observed by every teacher in the entire school. The length of instruction periods should be correctly followed to enable the teachers to complete the syllabus in the set date by the school. The Quality Assurance and Standards Officers observe how a teacher observes time in every subject he or she is handling and how he or she keeps time in planning and carrying out instructions in the

classroom. The QASOs will ensure that all parts of lesson plan takes the time allocated for each part in effective time management.

Sanka (2014) stressed that supervision is seen as a powerful way of monitoring the education system, tracking standards and performance level over a period of time and of identifying school failures. Supervision has its underlying benefit; it gives an opportunity to observe classroom and offer a basis for discussing development of schools by inspectors with the head teacher. Supervision by inspection is a strategy of ensuring that an inspection gives school inspectorate an opportunity to learn about schools, head teachers, teachers, students and parents hence find a way forward of ensuring quality education is offered in Schools. Inspection can be a learning experience to those involved.

Ndegwa (2001) noted that inspection of schools in Kenya has at times been marked by impromptu, irregular visits by some inspectors with the objective of „catching“ the teachers doing wrong. Ndegwa (2001) reported earlier that some schools were visited and teachers supervised more frequently than others. Some inspectors are associated with harsh colonial overtones and a master type of relationship. Wango (2009) also stated that negativity and lack of commitment to inspection may be attributed to lack of appropriate incentives associated with inspectoral role of school inspectors. Further to that, there seems to be lack of recognition for inspectoral role by the government authorities. Wango argued that due to apparent lack of incentives, there is lack of commitment and initiatives on part of school inspectoral roles which might have led to the inspectors performing inadequately.

Educational supervision is defined as an important process that leads to professional development. Since its focus is on teachers' performance and teaching activities, this process aims at assisting teachers to enhance their performance in teaching, thus serving as better teachers for their learners. Educational supervision places an emphasis on self-development of teachers and motivates them to employ effective teaching methods in the classroom (Kamel, 2009).

As a part of educational administration, educational supervision is concerned basically with humans that constitute up the administrative organization or the educational institution. Thus, it aims at establishing efficient human relationships that facilitate the contributions of those people working in the education sector to enhancement of the educational process. Recently, the concept of educational supervision has shifted in a way that includes the principles to achieve its goals. This shift is attributed to the recent developments in the behavioral sciences in various fields besides the changing approach in the educational process (Ibtisam, 2014).

The aim of education is no longer limited to human needs and the present requirements of life, but also includes addressing and reflecting on how to develop human skills and capacities as well as future necessities (Hismanoglu & Hismanoglu, 2010). The present era in which the world is viewed as a 'global village' has witnessed a tremendous progress of knowledge, thus resulting into advanced methods of teaching and learning using technologies. In this regard, Kankam (2013) pointed out at the changes of learning, including the emergence of new approaches to teaching and learning brought about by the emergence of the information and knowledge-based society.

Such new approaches even have re-defined the teacher's role in the classroom as a facilitator of learning. This necessitates constant and sustained professional development of teachers in order to contribute to improvement of learning, teaching and overall education. In line with this, Coskuner (2001) placed an emphasis on the need for teachers to meet the expectations of the increasing number of students. They should also use up-to-date teaching methodologies accompanied with their dedication and enthusiasm (Hismanoglu & Hismanoglu, 2010).

Today, the increasing modern demands of teaching pose on teachers the need for undertaking life-long development in their teaching profession in addition to updating and upgrading their knowledge and skills to enhance how to teach or deliver information to their students. However, teachers' maintenance of constant professional development can be achieved by undertaking efficient teaching activities individually or in groups and professional development strategies, such as in-service training, peer training, team or group teaching, study groups, mentoring, teaching portfolios and action research (Hismanoglu & Hismanoglu, 2010).

As defined by Kankam (2013), new approaches to teaching are those approaches which place an emphasis on promoting high order cognitive skills, metacognition, construction of knowledge and cognition, collaborative and cooperative learning, brain-based learning, students' multiple intelligence as well as their independent access of information through computers and advanced technologies. Therefore, the same author argues for the need of teachers' commitment to constantly engage in upgrading their knowledge and skills,

reviewing their own professional learning and constantly developing themselves professionally. Thus, adding further resources into education may not result into improving the educational system because a sound improvement of education suggests that such resources need to be efficiently managed at the school level and teachers should be effectively and constantly supervised besides ensuring that teachers' necessary support is not deteriorated.

Engaging in collaboration that emphasizes the quality of teaching, teachers will be able to move from their subjectivity, thus drawing sound or healthy conclusions on their teaching experiences and views. This also will make teachers to realize the crucial role of educational supervision which is a co-operative problem-solving process in developing their teaching profession (Hismanoglu & Hismanoglu, 2010). It is a must for educational institutions to apply mechanism for constant assessment of the activities, especially those activities related to instruction or teaching so that they can achieve their desired goals. Over the years, the Libyan educational system has been monitored, supervised and evaluated by the Monitoring and Evaluation Division of the Ministry of Education has been responsible.

Taking into account the decentralization policy, the District, Municipal and Education Directorates have been acted as the external supervisors of the educational system. This role or responsibility has been also taken by supervisors and inspectors who are in charge of making educational policies into practice and ensuring that these policies and practices conform to policies and regulations approved by the government through the Ministry of Education. In other words, they make practical visits to classrooms and schools with the aim of supervising teaching, organize occasional conferences with teachers as well as

write reports to their respective District, Municipal and Education Directorates. As the administrator of basic schools, the head teacher plays the role as an internal supervisor of teaching, which is part of his/her administrative functions (Appiah, 2009). Therefore, Wilkinson (2010) stresses other crucial functions or tasks that head teachers should play besides apart from administrative tasks.

These are supervision of students, school activities and what matters most is supervising how teachers employ teaching and learning resources, including the time of instruction or teaching needed for students in acquiring the needed skills and knowledge (p. 7). As noted by Kpatakpa (2008), within the speedy failure of academic standards, teachers are becoming the target of blame for not effectively teaching their students. What has affected teachers' performance worse is that their teaching performance has negative effect on students' general output at schools. This challenge underlies the need for efficient supervision of teachers.

In general, the term of supervision refers to any administrative tools or means used by individuals and groups of people in administering their daily work or organizations (Nyarko, 2009). In relation to education, supervision referring to the process of supervising education at schools has become so important, especially in today's educational systems needing or requiring more attention due to the people's increasing awareness of the essence of education today as compared to the past (Segun,2004). This is reflected by the tremendous interest in the daily operations of the school educational system (Bessong & Ojong, 2009).

As asserted by Hismanoglu (2010), there is no consensus about one certain unified definition of what “educational supervision” is due to the diverse perceptions, familiarity and comprehension of the aspects of the framework and analysis of its content (p. 18). This underlies the dynamic nature of educational supervision described by Daresh (2001). According to this author, the term denotes the nature of supervision as a dynamic process which is conducive to studying and enhancing all factors affecting the situation of education. Similarly, as described by Kilminster, Jolly and Van der Vleuten (2007), educational supervision refers to the process of developing education by providing guidance and feedback on personal, professional and educational matters of trainees’ experience.

Segun (2004) went beyond this by describing educational supervision as the process of stimulating teachers’ professional growth and development, setting up and reviewing educational objectives, teaching and learning methods, materials of instruction and assessing such instruction (Bessong & Ojong, 2009). Alemayehu (2008) also provided an explanation of the term, indicating that supervision is a means to providing advices or suggestions, guidance, refreshment, simulation, improvement and over-seeing specific groups who can helpfully co-operate in making supervisors’ tasks of supervision successful (Bessong & Ojong, 2009). According to Bailey (2001), today’s educational supervision can be described as a technical process that aims at enhancing the processes of teaching and learning by caring about, guiding and simulating constant professional development for not only teachers but also any other individual who is assumed to affect the educational context.

In the same vein, Bailey (2006) views it as a stage that requires collaboration in different stages for it welcomes various views representing the proper relationship between the supervisor and the teacher. This is in order to address the issues related to education and provide suitable solutions to them. The above various definitions of educational supervision suggest that the term has various functions (Glickman & Gordon, 2005). In this regard, as described by Hismanoglu and Hismanoglu (2010), the functions of educational supervision are categorized into six main categories: developing the curricula, supervising and organizing the educational setting, supervising teaching methods and techniques, supervising the professional development of teachers', supervising novice teachers and assessing or evaluating the process of education. Consideration of the situation of reforming the Libyan educational system, particularly, may denote the prudence of having efficient supervision in promoting and improving the quality of instructions at schools.

Again, the increasing applications of Information and Communication Technology (ICT) in basic schools have paved the path for emerging modern instructional materials being used in the school instructional process. These stress the need for efficient educational supervision that can not only decide the nature and content of the curriculum, but it can also select the patterns of school organization, and offer materials that ensure students' and teachers' educational growth and development (Bessong & Ojong, 2009). As identified by Adesina (2001), one of the crucial reasons for such supervision is the fact is to ensure that the duties assigned to each individual teacher are performed by him/her well. It also aims at improving teachers' effectiveness of teaching in order to allow them

to have significant contributions to their maximum quota as to obtain or achieve the goals of the school (Bessong & Ojong, 2009).

As added by Nwaogu (2006), educational supervision underlies other reasons, including improvement of incompetent teachers, offering guidance for their development, assisting them to identify students' problems and needs, helping them to solve such problems and meet these needs, highlighting staff's co-operation in serving their own as well others' needs in preventing teaching difficulties, knowing the efficiency of classroom management for teachers and enhancing teaching and learning methods (Bessong & Ojong, 2009). From the era of nonscientific management, as asserted by Alemayehu (2008), supervision in the majority of schools in the world has focused its function on how to inspect and control teachers. When supervision is offered in a way that it directs and develops teachers instead of criticizing and judging them, it is possible to achieve its essence, which is improvement of teachers' professional performance (Wilkinson, 2010).

This suggests that enhancement of the teaching learning process relies on the attitudes of teachers towards supervision. It also means that supervision will not have its desired impact, unless teachers see it as a process of developing teaching and learning at the same time. For Glickman, Gordon and Ross- Glickman and Gordon (2005), developmental supervision is viewed as the process of using or employing certain knowledge, interpersonal skills and technical skills in directly assisting teachers, developing or promoting their teaching, developing the curriculum and profession as well as conducting action research that makes teachers able to teach collectively and, purposefully, using organizational goals and teacher needs and enhancing learners' learning. Hence, the

process of educational is viewed as a representative of a paradigm shift from being a process in which people as subordinates are merely inspected to a process in which collegial interactions are encouraged.

It was also argued by Sergiovanni and Starratt (2007) as long as teachers see no value of supervision; it will not be potentially realized as a process that has a value in professional development no matter how capable supervisors are (Tesfaw & Hofman, 2012, p. 14). As pointed by Sergiovanni and Starratt (2007), the effectiveness of instructional supervision is realized only when supervisors pay attention to building supervisees' capacities, enable them to become autonomous practitioners and develop on them a sense of reasonability in changing their learners into efficient learners (Tesfaw & Hofman, 2012). Some previous researchers Zepeda (2007) argued that there are several factors that play a key role in affecting teachers' attitude and satisfaction of instructional supervision. These factors are mutual trust and respect between teachers and supervisors, available supervisory choices based on teachers' needs, collaboration between both sides and the smooth relationship between them (Tesfaw & Hofman, 2012, p. 15). This was proved empirically by Kutsyuruba's (2003) study.

Focusing on how beginning teachers perceive such instructional supervision, Kutsyuruba (2003) reported that those teachers perceived good instructional supervision as this supervision that meets their professional needs, offers them support, gives them help and advice and strengthens a sense of collaboration and trust (Tesfaw & Hofman, 2012). Recently, a few studies have showed that insufficient amount and quality of instructional supervision result into teachers' negative attitudes and renders them disappointed with

supervision processes (Choy, Chong, Wong, & Wong, 2011). Another study by Hismanoglu and Hismanoglu (2010) reported that teachers of English in Northern Cyprus had very positive attitudes towards professional development.

This is because, as perceived by them, it assists them to learn new teaching trends and fosters their awareness of other teaching opportunities. However, as found by the same study, there are two major factors: lack of time and inadequate financial resources which majorly stand as obstacles for teachers to achieve the desired professional development. Again, the teachers perceived professional development activities, though they were only ‘one-shot’ workshops which, as helpful for them in mastering prescribed skills and knowledge. However, the teachers described as boring and irrelevant because they are much of what they have learnt.

The study was concluded by revealing that the teachers viewed educational supervisors as those who were trying to find teachers’ faults in classroom teaching rather than those who should have engaged the teachers in meaningful discussions as to identify and address their main concerns and challenges. Thus, overall, instructional supervision should aim at assisting teachers to enhance their teaching skills and enabling them to be informed professional decision-makers (Sergiovanni & Starratt, 2007). Nolan and Hoover (2008) described instructional supervision as a crucial means of efficiently developing teachers’ teaching profession. It is also viewed as one function of the organization by which it looks for teachers’ professional development and improvement in performance as well as learners’ better learning (Tesfaw & Hofman, 2012).

This implies that for teachers to develop themselves professionally, they need to constantly improve their teaching methods and skills so that they can promote their performance. It also suggests that teacher professional development plays a vital role in the success of every school (Carter, 2001; Zepeda, 2007) stressed the need for connecting or linking instructional supervision to professional development is needed. The author added that teachers' professional development can be achieved using different approaches to instructional supervision, including clinical supervision, peer coaching, cognitive coaching and mentoring. Finally, as the findings of the study by Burant (2009) revealed that instructional supervision and professional development are significantly related (Tesfaw & Hofman, 2012).

One aspect of an emphasis on systematic communication in evaluation is that of public disclosure of those elements about which teachers, administrators and the general public have the right to be informed (Glanz, 2000). Vital elements for public disclosure in teacher evaluation include, among others: establishing institutional goals; determining evaluation purposes in relation to those goals; developing teacher job descriptions and roles and responsibilities; identifying acceptable standards of performance; delineating procedural guidelines and safeguards embedded in the evaluation system; and describing the evaluation timeline.

From the beginning of discussion regarding the identification of the needs/goals of the school covered in the schools mission and vision through summative evaluations of performance, stakeholders should know as much about the evaluation system as possible. Guidelines should specify “that teachers should be informed about and understand the

means by which they will be evaluated and that the evaluation should take into account any factors that affect evaluation results” (Seyfarth, 2002).

For teachers and other educators, certain aspects of public communication and disclosure regarding teacher evaluation are codified in law (e.g., state statutory requirements for substantive and procedural due process in evaluation decisions). For the general public, this right to know about the school's evaluation system is reflected both in general public policy and in law. For instance, state open meetings acts typically provide for public disclosure and opportunities for public discussion on all relevant issues of policy and practice being considered by a local school board, with a few narrowly defined exceptions (e.g., personal and confidential information about individuals).

Contrasting with the openness in communication described above, another vital aspect of effective communication is more personal and private in nature - that of ongoing two-way communication between the administrator-evaluator and teacher-evaluatee. According to Clayton (2006) good communication between the evaluator and the evaluatee: allows for the cooperative development of an evaluation plan; provides a systematic opportunity for individual skill enhancement and improved performance; provides the teacher with enhanced self-expectations; increases the likelihood of changes in performance; identifies ways to reach higher standards and correct significant discrepancies; and establishes a check and balance system for the evaluation process. Systematic communication between the evaluator and the evaluatee throughout an evaluation cycle minimizes unintended consequences and maximizes organizationally

relevant improvement and performance (Schwab, 2012). Indeed, systematic communication should be viewed as a hallmark of sound evaluation.

Many later researchers in teacher supervision have since expanded upon or moved away from earlier ideas to meet their needs and, according to them, to better meet the needs of teachers and supervisors. Today, many variations of these models are used to supervise teachers. Zepeda (2007a) advocated for a combination of three aspects of supervision to best achieve the goal of improving teaching. Her cycle of supervision included instructional supervision, professional development, and evaluation (Zepeda, 2007a). Several studies have been done to determine the relationship between student achievement and effective teaching methods, but as yet no national research has been done to determine what methods are currently being used to supervise teachers in the United States today.

Although the specific methods of supervision utilized across the nation are yet unclear, two discernable branches of evaluation have emerged: formative and summative (Holland & Adams, 2002; Nolan & Hoover, 2008; Ribas, 2000; Shelly, 2002; VanderLinde, 1998). Formative evaluation bases its results on the analysis of the strengths and weaknesses of the teacher. Formative evaluation focuses on helping the teacher improve and attempts to be nonjudgmental (Manatt, 1988). The administrator and the teacher analyze data and develop a plan for improvement (Veir & Dagley, 2002). Summative evaluations track the decisions and data collection methods that determine the employment status of teachers (Ribas, 2000), which helps management make better decisions about employment

(Manatt, 1988). Summative evaluations are final, judgmental, and comparative (Manatt, 1988).

Many in the education field distinguish evaluation as a form of judgment and supervision as a form of facilitating teacher growth. This has led to a debate as to whether supervision and evaluation should be done together or separately (Nolan & Hoover, 2008). Scriven (1988) believed that the ideal evaluation system would involve different people doing both formative and summative evaluations. He also understood, however, that this is not easily done and would be almost impossible to implement in current school structures (Scriven, 1988). Proper evaluation of teachers should ensure adequate instruction, document quality of teaching, create accountability for stakeholders, and improve instruction (Nolan & Hoover, 2008). Most authors describe the evaluation procedure as a bureaucratic process using a checklist and criteria for judging a teacher's effectiveness. In the debate as to what will increase student learning, several reform models have been introduced to tackle the issue.

Reform models have been a driving force behind most educational movements. Included in these reforms are changes in the supervision of teachers, as described in *A Nation at Risk* in 1983. With the push for accountability at the school level in No Child Left Behind Act of 2001, supervisors are starting to evaluate teachers based on student achievement and learning (Judson, Schwartz, Allen, & Miel, 2008; Shelly, 2002). Several reform models have advocated for standards to drive instruction and supervision. National standards have had a major influence on the supervision of teachers (Gupton, 2003; Judson, Schwartz, Allen, & Miel, 2008; Nolan & Hoover, 2008).

Standards have developed in most areas of education, and teachers are starting to be held accountable for their students reaching these standards in their evaluations. According to Holland (1998), “the lack of professional standards to clarify [the] process . . . in education is well exemplified in the field of instruction supervision” (p. 398). In recent years, standards in teacher supervision have come to the forefront in the literature, as has improving teacher supervision methods and practices (Castles-Bentley, Fillion, Allen, Ross, & Gordon, 2005; Cooley & Shen, 2003; McIntyre & Byrd, 1998). *A Nation at Risk* (1983) incorporated several standards for instructional supervision. The general standardization of life and other occupations due to fifteen decades of rapid industrialization prompted this new movement of standards in areas such as instructional supervision (St. Maurice & Cook, 2005).

Professional development of teachers has been advocated in both federal laws and political goals for education. The publication of *A Nation at Risk* (1983) called for more professional development of teachers to improve instruction (Achilles & Tienken, 2005). To improve math and science education, the Eisenhower funding program, Title II of ESEA, implemented in 1985 (extended 1957, NDEA), increased the focus on professional development to improve teaching in these areas (Achilles & Tienken, 2005). *Goals 2000: Educate America Act* also emphasized professional development (Blasé & Blasé, 2004; Achilles & Tienken, 2005).

The No Child Left Behind Act of 2001 led to an increase in professional development to improve quality instruction; many states increased professional development efforts in response to this legislation (Achilles & Tienken, 2005). Along with the federal emphasis

on professional development, states have also implemented guidelines for evaluation of teachers. State laws and legislation have greatly influenced supervision; forty-one states have statutes regarding the evaluation of teachers (Dagley & Veir, 2002). Along with unions and bargaining agreements, the evaluation process is usually well defined in each state. These mandates usually result in teacher quality checklists that determine the presence and observation of certain things that make up “quality and learning” in the classroom.

Rarely is the evaluation method at the discretion of the individual school or district. Seventy percent of states in 2002 had legislation that regulated the system used to evaluate teachers (Bloom, 2005; Veir & Dagley, 2002). Now, with the implementation of the No Child Left Behind Act of 2001, ramifications for teacher supervision are vast (Shelly, 2002). Title II of the No Child Left Behind Act of 2001, deals specifically with professional development. There are also standards for teachers and state hiring, including the “highly qualified” status for teachers (Birman, Le Floch, & Klekotka, 2007; Keller, 2006; Koops & Winsor, 2005).

The No Child Left Behind Act of 2001, requires testing to improve instruction and demands that states make average yearly progress objectives and disaggregate results based on socioeconomic factors, race/ethnicity, English language proficiency, and disability. The goal of this legislation is that all children in the United States be 100% proficient by 2014. Many standards have expanded in regards to teacher development. Nationalized standards for teacher supervision are being put forward by the federal

government to improve and homogenize teacher quality (Gupton, 2003; McIntyre & Byrd, 1998).

There are two ideas of how and why supervision should take place: professionalism and bureaucracy. Bureaucracy in supervision surfaced in the 1890s (Glanz, 1998; Hanson, 1996; Reitzug, 1997), when supervisors attempted to develop and use a scientific system to analyze and evaluate teachers (Tracy & MacNaughton, 1993). Bureaucratic supervision involves a set of criteria by which teachers are evaluated (Glanz, 1998). True to Weber's (1947) definition of bureaucracies, in bureaucratic supervision there is a hierarchy of authority, defined roles, impersonal orientation, separation of ownership, and rules and regulations. Professionalism also started in the 1890's as a result of the Progressive Movement in education. This movement fostered the idea that teachers and administrators should be recognized for their professionalism and abilities in the field (Glanz, 1998).

Professionalism incorporated democratic ideals into the processes of teacher supervision allowing for input from teachers in the process (Hanson, 1996; Tracy & MacNaughton, 1993). This movement resulted in several new models of supervision that incorporate the ideas and needs of the teachers and administrators as professionals. Bureaucracy and professionalism can both be placed on a continuum, with teacher development and assistance on the far left and organization development and teacher evaluation on the far right (Tracy, 1998). Using such a continuum, professionalism would be on the left and bureaucracy would appear on the right. Several models in the middle incorporate an

amalgamation of the two concepts. The acceptance of one model by an administrator is based on three factors, according to Joyce and Weil (1980).

First, the supervisor must understand the goal and the purpose of the model. Second, the supervisor must understand the model's theoretical assumptions about supervision. Third, the supervisor must agree with the major concepts and principles in the model. Along with all the above-mentioned items that affect supervision, time itself is a major factor. Many different duties are assigned to administrators; as a result, evaluation and supervision are usually not their highest priority (Cooley & Shen, 2003; Goodwin, Cunningham, & Childress, 2003; Anderson, & Snyder, 1998). Other duties often take precedence, and so predesigned evaluation tools are used to make evaluation a quick and easy process. These tools, though efficient, leave much to be desired in their ability to assist teachers in improving their craft and refining their skills. Costa, Garmston, and Lambert (1988) want to dispel the myth that teacher evaluation alone improves instruction and argue that there is no evidence of this.

Teachers, in many cases, are left to determine their abilities and improve in their work through their own means. Much more goes into supervision than just an end evaluation of a teacher's abilities. Professional development, peer support, and collective planning, as well as leadership roles within a school, are all part of supervision (Kelly, 1999; Tracy, 1998; Sergiovanni & Starratt, 2002). Even though being a curriculum leader is ranked number one priority in surveys of principals, it often falls to last when measured in terms of what leaders actually do (Barott & Galvin, 1998).

According to Barott and Galvin (1998), supervision is how educators coordinate interests, values, resources, skills, and time to produce effective services. Blachard and Johnson (1981) explained how to be one-minute managers, while others have advocated for classroom walk-throughs to supervise teachers using less time (Blasé & Blasé, 2004; David, 2008; Dyrli, 2008; Gewertz, 2008; Nolan & Hoover, 2008). Glickman and Kanawati (1998) recognized four major recent trends in teacher supervision: (a) a move toward a group focus; (b) an effort to facilitate growth; (c) a macro-conceptualization of the supervision process; and (d) working with and within a larger community, including the school as a whole and the community that the school serves (Glickman & Kanawati, 1998). The complexity of teacher supervision is vast and continues to expand with new ideas and theories.

Zepeda (2007a) has developed a cyclical supervision model composed of instructional supervision, professional development, and evaluations as parts of supervision. Her work will be the conceptual framework for this study. Understanding the diversity and complexity of the supervision of teachers has been the focus of much research in the last decade. Areglado (1998) produced one study that featured interviews with ninety principals on their views and practices in supervision. Areglado said, "Today's principals continue in large measure to engage in supervisory practices that contribute little to more effective instruction and student achievement"(1998, p. 591).

Blasé and Blasé (2004) reviewed the *Journal of Curriculum and Supervision* and found eighty-two articles on supervision theory, conceptions of supervision, legal issues, supervisors in various roles, evaluation of supervision practices, conferences, reflective

practice, and the history and research of supervision (inquiry and areas in need of research). They concluded that there is a need for further research on the effects of supervision on teacher behavior, how supervision relates to teaching, the characteristics of supervision, and conditions necessary for effective supervision. They found that few administration texts addressed supervision at all. Blasé & Blasé (2004) noted that, in looking at research on supervision and instructional leadership, there was a connection between supervisory actions and professional growth of teachers, teacher commitment, involvement, innovativeness, and increased student learning. One of the most important roles given to administrators is understanding the supervisory process of teachers.

2.3 Resource allocation and teachers' supervision

Resource allocation includes managing tangible assets such as hardware to make the best use of softer assets such as human capital. Resource allocation involves balancing competing needs and priorities and determining the most effective course of action in order to maximize the effective use of limited resources and gain the best return on investment. In practicing resource allocation, organizations must first establish their desired end goal, such as increased revenue, improved productivity or better brand recognition.

Wasanga (2007) noted that the work of the Department of Quality Assurance and Standards is hampered by the following: - Inadequate legal provision which limits enforcement of inspection recommendations; Inadequacies in requisite skills. This is mainly due to lack of a specific policy on recruitment and deployment of Inspectors. Such a policy should take into account an officer's academic background and experience in the education sector; Lack of a definite staff development policy. Although a number

of inspectors undergo some induction course when they are deployed to the Inspectorate, others are never inducted at all. In addition, there are no regular in-service courses for Inspectors; and inadequate budgetary allocations and tools. Wasanga (2007) recommended that in order to ensure that the education offered at the school level continues to be of good quality, various measures are necessary: first, the Education Act Cap 211 of 1968 should be revised to provide the Inspectorate function with the requisite legal enabling powers; second, a specific policy on recruitment and deployment of inspectors; third, a staff development policy for Inspectors; and fourth, adequate budgetary allocations to facilitate quality assurance services. Quality of education is determined by the inputs such as curriculum content, instructional materials and equipment, school culture, teacher pupil ratio, costs and guiding policies, quality assurance, learning duration and above all the quality of the teachers and management practices. It is also determined, by the products of an education system and the focus should therefore be broad and not limited to teacher performance only even though there is much, which needs to be done concerning the development of teachers. However, Odhiambo (2008) notes that most of these variables are lacking in Kenya's education system and those being introduced such as quality assurance lack details and are introduced without wide consultation with those involved especially the teachers.

Lack of useable transport is a key reason cited over the year for the inspection officers not being able to fulfill their duties. Report after report by successive Secretaries for Education have lamented on the shortage of transport. As an example, the Annual Report of the Secretary for Education (1994) noted that in districts where vehicles were not available, low levels of supervision were experienced or Education officers did a sterling

job in the supervision of schools despite the lack of transport. The average workload would be quite manageable if transport were available for the QASO. Without transport and travel allowances, the supervisors can be idle while, there is a lot of work out in the field.

Most programs of instruction and student services require some physical facilities including school buildings and grounds, equipment needed in and essential to instruction, Olembo et al (2003). One of the duties of the head teachers as internal supervisors in Kenya is to manage the schools facilities bearing in mind where to house the educational programme, the population to be served by the facility and ensure that financial resources are readily available for the school expansion. Inyienga (2006) observed that the resources and facilities that a school would need for the achievement of a school's mission are qualified teaching staff, support staff, physical facilities, textbooks, furniture stores and enough playgrounds. There is acute shortage of physical facilities and equipment in many schools.

The problem of insufficient educational facilities, equipment and supplies lead to over use of some of the facilities that are available in the schools. Most schools lack enough classrooms which lead to overcrowding of students during learning. Olembo et al (2003) contends that the head teacher as the internal supervisor must ensure that all the physical facilities in the school are available and well maintained. Such facilities include: - classrooms, offices, stores, workshops and sanitation. The head teacher as the internal supervisor must make plans to repair the existing facilities or erect new ones as per the needs of the school on time.

In the Republic of Kenya (1964) views were received from the members of the public to the effect that the standards of educational attainments which were falling were attributed to various problems such as inadequate and unsustainable physical facilities, equipment, learning and teaching materials and inappropriately trained teachers as well as overloaded curriculum. A study carried out by Mbaabu (2001) revealed that lack of physical facilities, materials, equipment and tools was a major intra-organizational problem that instructional supervisors were faced with in Kenya. Lack of and inadequate resources hinder the fulfillment of curriculum needs in the respective schools. With sudden increase in the number of pupils in schools, the head teacher's role of management of physical facilities becomes complex and hence an impediment to instruction.

2.4 Staffing and Teacher Supervision

Staffing is a term used in the sphere of employment. It has been applied to more than one aspect of the working environment. Staffing has been defined as follows by Heneman and Judge in Staffing Organization (2005) Staffing is the process of acquiring, deploying, and retaining a workforce of sufficient quantity and quality to create positive impacts on the organization's effectiveness. Breadwell and Clayton (2006) observed that adequate staffing of employees has a positive impact on the general productivity of that given organization.

Human resources are the most valuable assets of any organization. Glanz, (2000) in his findings observed that, when considering staff capacity, both competence and the number of staff needed to deliver services to the client is important. Inadequate Staff Insufficient staffing is widely witnessed in the Ministry. For instance, according to MOE (2005),

Directorate of Education and Directorate of Quality Assurance have 2,199 and 960 members of staff respectively, against the approved establishment of 3,210 and 1,696. In addition to this understaffing, it may be more critical to provide the existing staff with the necessary resources to perform their duties. This problem has arose as a result of exits through natural attrition and past embargo on new employment. Due to the lack of personnel, the remaining staff is obliged to overwork. The difficulties were found during interviews with DEOs (District Educational Officers) and other educational officials. In a district, each zone is supposed to be allocated at least one QASO (Quality Assurance and Standards Officer), which has not been realized. In Kajiado District, for example, it is only 2 zones out of 16 that have zonal QASOs. Consequently, TAC (Teacher Advisory Centre) tutors, whose original duty is to conduct in-service training, are acting as QASOs. All the personnel involved in quality monitoring and teacher support need more training (MOE, 2006).

According to an article, “Woes still linger despite reform” in the Standard (12th July 2006), the Department of Quality Assurance and Standards still experiences problems such as: Shortage of staff - It is a major problem in the directorate because most provinces have a deficit of at least twenty officers. This has resulted to the staff available being overworked. As the article outlines, workload for the officials is nearly unmanageable with an officer supervising between fifteen and twenty schools and lack of upward mobility - There is lack of career mobility. According to the reporter in this article, teachers who are an obvious choice are reluctant to join the field because they are not assured of upward mobility.

A study by Horsolman (2008), in South Africa found out that Quality Assurance face a lot of challenges which include short time, frames and notices, unavailability of transport and shortage of assessment tools. Kipkoech and Kyalo (2010) established that schools were visited by the QASOs once in a while even once a term and this lack of frequent QASO visits was attributed to the inadequate number of QASO officers to cover a given Educational area. Chetalam (2010), in his study on the factors affecting performance in Kenya Certificate of Secondary Education in Kabarnet Division of Baringo District noted that there was lack of enough supervision by QASOs and acknowledged that the supervision have positive performance, however the study revealed that in Baringo District, there are less QASO supervisors and hence making supervision in the district inadequate.

Marecho (2012), in her study found out that the number of QASOs was less compared to the many schools they were allocated to supervise. Kinaiya (2010), investigated the secondary school teacher's perception towards supervision by QASOs in Narok. The findings were that teachers had a positive perception towards supervision; he noted that challenges facing QASOs included impassible roads, resistance from teachers, inadequate personnel, hostile environment and poor communication. Ajuoga (2009) found out that competence was average in human relations, knowledge of subjects, supervisory approaches, report writing, and action research. According to the various studies conducted on the constrains affecting the performance of supervisors ,QASO officers, inadequate number of supervisors has been greatly pointed out and it has been clearly seen to have influence the effectiveness and efficiency of instructional supervision (Kyalo, 2010).

Zachariah (2013) observes that for instructional supervisors to be effective in their interactions with teachers, they need to exhibit major desirable competences of conducting instructional supervisor practices such as; knowledge about public relations, ability to lead by example, high integrity, and competence in teaching subjects or technical skills. Stressing on the importance of the teachers instructional supervisors exhibiting desirable instructional supervisory skills, Kutsyuruba, (2003), Sergiovanni and Starratt, (2007) and Zepeda, (2007) note that, the perceptions and satisfaction of teachers toward instructional supervision depends largely on a harmonious teacher-supervisor relationship and availability of supervisory choices based on teachers' needs, as well as mutual trust, respect and collaboration among supervisees and supervisors. In this regard therefore effective instructional supervision of teachers can be assessed using the yard stick of teachers' perceptions of instructional supervisors' skills of conducting instructional supervision and whether or not it improves the teachers' instructional ability to offer quality education.

Although a great deal of attention has been given to the nature of teaching and the skills a good teacher ought to possess, there has been little emphasis on the specific skills and competencies that instructional supervisors should have (Servet, 2011) and the attitudes that teachers have towards instructional competences of instructional supervisors (Lilian, 2007). In a study conducted by Milcah, Chisikwa and Odwar (2010) on the extent to which the QASOs feel competent in the five skills of: human relations, knowledge of the subject, supervision approach, report writing and action research, all which directly relates to their work performance, it was found that the competence of QASOs on the five skills was average. One can only hope that

sufficient actual training of the QASOs in respect to these skills was done and QASOs currently are competent in these skills.

According to Oliva, 1976) perceptions are important in instructional supervision because they determine the outcomes of supervision process In this regard, research conducted by Kutsyuruba (2003) on beginner teachers' perception of instructional supervision revealed that "beginning teachers desire more frequent use of instructional supervision that meets their professional needs, that promotes trust and collaboration, and that provides them with support, advice and help" (p. 4). In a study conducted in Kenya public secondary schools to determine the perceptions of head teachers, teachers and senior government education officers regarding the practices of internal instructional supervision, Wanzare, Z. (2012) found that internal instructional supervision was viewed as a process of checking other people's work to ensure that bureaucratic regulations and procedures are followed and that loyalty to the higher authorities is maintained. For the QASOs to have significant effect on quality of education, they need to exhibit high level of competences in human relations, technical and conceptual supervisory skills.

According McMahon & Patton (2002) the quality of the human relations between the supervisee (teacher) and instructional supervisor (QASO) is the most important determinant of the effectiveness of instructional supervision exercise. Human relations skills are those skills that enable the supervisors to 'understand the teachers and to interact effectively with them' (Republic of Kenya, 2000) during the supervision process. Such skills enable the supervisors 'to act both officially and

humanely ... so that teachers can be milked dry of their professional potentials'. This implies that a prerequisite condition for effective supervision to take place is that, the supervisor should create a mutual friendly atmosphere devoid of fear and coercive language during instructional supervision. However, behavior of QASOs towards teachers in general has been reflected as unprofessional by numerous studies. Wanzare (2005) revealed that some QASOs while carrying out teachers' assessment bossed and harassed the teachers, Ondicho (2004) and Rugut (2003) established that QASOs needed to improve on their communication skills and be friendlier to teachers.

Masara (1987) describes the relationship between the teachers and the QASOs as being poor, more specifically, it has been established that there is a tendency of teachers to mistrust QASOs (Republic of Kenya, 1999). Both poor relationship and mistrust between the teachers and the QASOs is indicative of negative perceptions that could be there between the teachers and the QASOs, this could be one of the causes of poor effect of the instructional practices of the QASOs in the public secondary schools. Teachers have always regarded supervision as a stressful experience due to fear of the unknown (Ndegwa, 2001). Indeed, Kamuyu (2001) observed that head teachers and teachers are normally thrown into a panic any time QASOs are mentioned. Consequently, when teachers and head teachers are informed of an impending supervision, they are likely to be apprehensive and decide to put something like a show to impress QASOs (Gabriel, 2005). With this kind of a relationship between teachers and QASOs, Ndegwa (2001) acknowledges that education standards have been compromised because teachers are not given a chance to disapprove inappropriate policies forced on them by QASOs. Romano (2014) revealed that both

teachers and instructional supervisors view professional trust as an important behavior of the classroom observation process as it relates to the improvement of teacher effectiveness.

When teachers have high trust with instructional supervisors, they are more likely to adopt changes proposed by them and this helps raise student achievement (Bryk & Schneider, 2003). For example, during the teacher observation and conferencing phases, if the teachers believe that they will have an opportunity to objectively and frankly discuss with their instructional supervisor what is working in their classroom during observations, they are likely to look forward to being given feedback and implement the agreed consensus outcomes of such discussions. Latest studies by Mohammed, M. M., and Orodho, J.A., (2014) indicated that the relationship between QASOs and teachers was positive, the interaction and attitude between the teachers and the QASOs has immensely improved.

Naci (2012) observes that, one of the philosophical foundations of instructional supervision of teachers is based on the need to technically support teachers. Technical skills are those skills that enable a supervisor to understand and be able to perform effectively the specific processes, practices and techniques required of his/her specific job (Republic of Kenya, 2000). The supervisor needs 'an overall knowledge of the functions they supervise and sources of specific information'. This implies that QASOs should be resourceful by having technical answers in their areas of specialization. Ayeni (2012) contends that for instructional supervisors to be effective they need to perform their specialized roles effectively. He highlight some of

the specialized roles of instructional supervisors as; checking and ensuring adequate preparation of lesson notes, checking and ensuring adequacy of scheme of work and record of work. Consequently, QASOs that have sufficient technical skills are likely to detect any deficiencies in teachers' professional records and be in a position to promptly and humanely advise the concerned teachers.

However, Griffin (1994), observed that inspectors (QASOs) do not provide expert knowledge and guidance to teachers due to poor preparation in formal training. Similarly, Kimathi (2013) established that most QASOs in Tigania East District, Kenya had high academic qualifications but this failed take care of their need for professional training to enable them provide required technical knowledge in their areas of specialization. In cognizance of this fact, MoEST introduced induction courses for the QASOs (Republic of Kenya, 2000). At this point in time, this study will establish whether or not the teachers perceive QASOs as equal to their task of offering expert knowledge on issues related to curriculum interpretation and implementation.

Conceptual skills are those skills that relate to the ability of the supervisor 'to acquire, analyze and interpret information in a logical manner'. These skills enable the supervisor to deliver their findings in an objective, clear and concise manner which ultimately improves the teachers' ability to teach. The conceptual skills enable a supervisor to divide a complex situation into its component parts and study the characteristics of the components in order to understand the characteristics of the whole situation (Sanaika 2008). Commenting on the conceptual skills of QASOs, Wasanga

(2004) maintained that quality assurance officers should have good academic qualification and specialized skills for analyzing and interpreting information related to instructional supervision. He contends that the department of Quality Assurance is hampered due to inadequacies in conceptual skills. Tabby (2005) had established that although QASOs considered themselves as good communicators of their ideas and intentions, teachers felt that QASOs needed to improve on the same to come to the level of the teacher.

In the area of professional development of teachers which effective supervision and quality control can yield, Obi (2004) suggested strategies that can help teachers improve on their jobs such as, “self-appraisal method, micro-teaching, classroom visitation, clinical supervision, workshop, demonstration method among others.” However, these are good strategies but without adequate supervision and quality control of teachers, the strategies mapped out for professional development would be mere mirage in the education system. Among the strategies listed, classroom visitation by both the internal and external supervisors gives the latter greater opportunity to assist and aid the teachers to improve in instructional technique and impartation of knowledge to the learners. In consonance with the findings of the study, Osika (2002) asserts that, teachers tend to be committed to their duties if principals visit classroom regularly. Also, a principal who never visits classrooms to observe teachers encourages laziness among teachers. Thus, one may state categorically that an unevaluated, unsupervised learning experience is not worth having or experiencing in any educational system. In a later study, Ekpoh and Eze (2015) opine that, a principal’s supervisory technique of visiting classrooms on regular basis to observe, not only how teachers teach, but also the total learning

situation and teachers-students relationship, enhances teachers' job performance. This concurred with the views of the respondents in research question two, items 8 and 10. The affirmation of the respondents showed that principals' regular visitation during classroom instructions enhances teachers' productivity. Accordingly, Ochuba (2009) notes that, "if the education industry would want to carry out its function of development of quality human capital, there would be need for checks and balances through regular and effective classroom supervision and inspection". This, in essence, is to ensure and maintain quality output by the teacher.

2.5 Post- conferencing and Teacher Supervision

Post- conferencing analysis refers to the time when the teacher and the supervisor meet alone to discuss the observation and the analysis of data relative to the teacher's objectives. If the data is collected and presented in a clear fashion, the teacher will be more likely to use the data and evaluate his/her teaching and classroom performance by himself/herself. It is necessary to furnish the teachers with the feedback of their observation. It augurs with the research conducted by Scott (1999) which has shown that teachers who receive the most classroom feedback are also most satisfied with teaching. It is important to try to elicit the feedback directly from what the teacher sees from the data. This is accomplished only after a feeling of trust and communication has been established. Natrello (2001) says that at this stage apart from the classroom observation, the syllabus, teacher's lesson work plan and the lesson attendance sheet are also analyzed at this stage then feedback is given dependent of the contribution of each.

After the classroom visit and observation, the supervisory post conference is the most direct procedure to assist the teacher (Cogan, 2005). The reason for having such a conference is that the teacher could be anxious to know the outcome and how the supervisor felt about what have been observed. Teachers frequently worry about this conference and some may be fearful that the supervisor was not pleased. On the other hand, some teachers who may be confident that the lesson was good will be eager for words of praise. Reepen and Barr (2011) suggest that most teachers prefer a few words of a lesson- observed immediately after that particular lesson. This underlines the importance of informing a teacher about his/her performance as quickly as possible to ease any fears that the teacher may have about the lesson (MacNally & Isbro 2001)

According to a Nampa (2008) there is a significant relationship between performance-related feedback and teachers' performance. Proponents of instructional supervision consider post-conference in which feedback is given in supervision as an instructional dialogue type. The idea of providing feedback after supervision is pretty significant as it solely involves both parties sharing what was observed and experienced during supervision.

According to Hunsaker and Johanna (2009), improving employees' performance depends on balanced and considerate feedback. Nampa (2008) contends that there is need to take the concept of providing feedback as important to teachers themselves and this observation is parallel with the statement by Armstrong and Barm (2003) that information is usually fed back to the employees in form of ratings against various performance dimensions. As regards the advantages of feedback, Armstrong (2003), further points out that feedback helps individuals get a broad perspective of how they are

perceived by others than previously possible, increase awareness of and relevance of competencies, encourage more feedback, re-enforce desired competencies, give people a more rounded view of performance and finally, it clarifies to employees' critical performance aspects or areas that need improvement. Also Sivonike (2010) studied on teachers' and pupils' perception on primary school inspection. The study revealed that school inspection as a feedback to schools was inadequate as it contained criticism than professional advice. The study concludes that some improvement needs to be made here and there in order to assist teachers so as to improve their skills instead of criticizing them all the time.

Providing regular feedback to employees, contended by Hunsaker (2009), will improve their performance. Most importantly, Nampa (2008) seeks to help in bettering the understanding of the value of the concept of feedback provision as one of the dominant characteristics of performance management. In addition, it is worthy of noting that feedback on supervised teacher's performance takes place in the last phase of supervision, which is post-conference phase (Okumbe, 2007). Post-conference phase is crucial and allows both supervisor and teacher interact as the supervisor provides feedback regarding his/her observation during supervision and entertains teacher's reaction to given feedback. As an instructional source, supervisors provide, not only a diagnosis of teaching, but also feedback that enables teacher's professional growth and development. Above all, this phase has a significant bearing on the success of supervision and requires qualities like intimacy, honesty, tactfulness, considerateness alongside mutual understanding from both parties.

Regarding significance of feedback, Hunsanker and Hunsaker (2009), asserts that providing structured feedback through formal performance appraisal process can increase productivity and morale and decrease absenteeism and staff turnover in organization. Feedback is also regarded as a performance motivator as it involves provision of information on progress toward accomplishing a goal, or data indicating where a shortfall occurs (Newstrom&Bittel, 2002).

2.6 The moderating role of TPAD in enhancing teacher supervision in schools in Nandi East Sub County

Teachers Service Commission Code of Regulations for Teachers, regulation 52 (1) provide for the Commission to develop an open performance appraisal system for teachers in its employment. This is with a view to strengthening supervision and continuous monitoring of the performance of teachers in the maintenance of the teaching standards at the institutional level. The Commission has therefore developed this Teacher Performance Appraisal and Development system with the anticipation of supporting teachers to improve in their teaching competencies. TPAD which is an open appraisal system will allow teachers in primary and secondary schools to participate in evaluating their own performance and initiate their professional development. Through this appraisal and development system, it is envisaged that teachers will become more empowered to regain the lost glory of the teaching profession and earn public confidence and support.

Teachers are tasked with preparing various documents that shall be used to appraise them at the end of the term. Appraisal is a continuous process that starts at the beginning of the term and ends at the end of the term. In between the appraiser shall be collecting

evidence for use to rate the teacher. The appraiser will then score themselves then the appraiser score then then they agree on a certain score. The rating is on a scale of 1-5 with seven key areas of appraisal. Teachers/ principals create records that are required for their daily teaching of their various subjects e.g schemes of work, lesson plans, lesson notes, learners progress reports, mark books, examination analysis records, learners registers, co-curricular activities records, guiding and counseling records, departmental meeting minutes, BOM minutes, staff minutes, disciplinary committee minutes among others. The records are classified into person records to be maintained by the teacher, records maintained by the Principal and those that are to be under lock and (Confidential records).

Developing countries have not only adequately recognized education as a promising path for individuals to realize better and more productive lives; but, also, as a primary driver of national economic development (Glennerster *et al.*, 2011). However, there have been challenges such as teachers absenteeism that have compromised the quality of teaching in the education sector (Bruns *et al.*, 2011). This has paved way for the introduction of various quality assurance measures like performance appraisals so as to improve the standard and quality of education.

A performance appraisal is an official management system that facilitates the evaluation of individual's discharge of assigned duties within an organization in order to gain human capital advantage (Daoanis, 2012). It involves a process of creating work standards, evaluating employees' performance in relation to the work standards, and giving feedback on the performance with the aim of improving on areas of weaknesses (Yee &

Chen, 2009). In the education sphere, a performance appraisal has served to evaluate teachers' current and past performance against certain set standards (Dessler, 2000). Among the aspects that it evaluates include the teacher work output, knowledge, skills, character, and individual contribution to a learning institution (Yee and Chen, 2009).

The major aim of an appraisal is to develop teachers in order to improve their delivery in teaching by correcting personal weaknesses to a more effective working habit; providing feedback about progress; and receiving guidance and support (Daoanis, 2012). Appraisals have thus been used globally to make teachers accountable in a visible way to employers, students and parents (Middlewood & Cardona, 2001). In England, for instance, a teacher appraisal was used to assist teachers in their professional development and career planning (Bartlet, 2000); whereas, in Kenya, the Commission's annual staff appraisal report indicates usage of appraisals to assess teachers' performance comprehensively and objectively with reference to job description (TSC/TPAD/01).

Appraisal reports derived from the exercise, besides facilitating an analysis of training needs for teachers, equally guide the determination of promotions and demotions (TSC annual staff appraisal report, TSC/TPAD/01). Kenya's tradition of teachers' performance appraisals was inaugurated early at independence, as for example, in 1964 when Ominde proposed policy recommendations depicting aspects of education. One such suggestion stated that teachers performance be evaluated through inspections. This necessitated the Government of Kenya to initiate inspectorial evaluation of schools and teachers to improve standards of education (Ominde, 1964).

Furthermore, Chapter 211, Section 18 of the 1980 Education Act, entrusted the Ministry of Education through its professional arm then known as the Inspectorate (later renamed Directorate of Quality Assurance and Standards in 2003) with the provision of quality education. The Act allowed the Minister to appoint inspectors from the Ministry's pertinent Departments or serving teachers with the directive to visit and inspect any school, at anytime with or without notice and to report on the state of the school (Republic of Kenya 1980, 2012). The schools were inspected to determine if the curriculum was properly implemented, and whether teachers were competent professionals.

Despite hard work by the inspectorate, there were challenges that frustrated its efforts to monitor and evaluate teacher performance in learning institutions. These included insufficient financial resources to facilitate the transportation of inspectors and the fact that assessors lacked the necessary skills to appraise teachers (Republic of Kenya, 2012). Koech's revelation of the predicament that had befallen the education system as of 1999 was an informed failure by the Ministry to provide professional guidance to the key people who deliver education. As a consequence, teachers had developed low morale because of the nature of what was considered a 'confidential' appraisal system (Republic of Kenya, 1999).

The system encouraged Principals to submit written reports to the Commission about a teacher's performance without formal or informal reference to the teacher about the content of the report. In view of the then prevailing circumstances, alternative ways were sought to improve the quality of teaching and learning in Kenya's secondary schools. In

2005, with the publication of the revised Code of Regulation for Teachers (TSC, 2005), the teacher appraisal policy changed from confidential to an open appraisal system. The Commission, in administering the open appraisal system, required heads of institutions to provide an overall role in the performance appraisal for teachers in their respective institutions (TSC, 2014).

The desire by the Commission to improve the open teacher appraisal system and its outcome lead to the introduction of an appraisal system known as Teacher Performance Appraisal and Development in 2014 (TSC/TPAD/01). The teacher appraisal went through a pilot study process between 2013 and 2016 before it was unveiled nationally. The TSC/TPAD/01 indicated that the purpose of the ongoing appraisal was to review and improve teaching standards through a systematic appraisal approach, with a view to evaluate teachers' performance and promote professional development so as to enhance learning outcomes. To this day its objectives remain to provide quality education to learners in all public institutions, to provide an opportunity for teachers to improve their performance competencies, to analyze performance gaps, to provide support for professional development, and to provide a fair, effective and consistent teacher evaluation (TSC/TPAD/01).

It is also indicated in the TPAD tool that performance competency areas such as professional knowledge and application, time management, innovation and creativity, learner protection, discipline and teacher conducts, professional development and collaboration with parents, among other areas, form the basis of the appraisal and

development plan. In addition, termly appraisal reports would be used to constitute the annual appraisal report (TSC/TPAD/01).

The ongoing appraisal procedure is as depicted herein. Teachers are appraised by the Head of Department, in whose absence the Deputy Principal steps in; whereas, appraisal reports are confirmed by the Principal. Head of Departments are in turn appraised by Deputy Principals, whereas, appraisal reports are confirmed by the Principal. Deputy Principals are appraised by Principals; whereas, appraisal reports are confirmed by Sub County Directors. Principals are appraised by Sub-County Directors; whereas, appraisal reports are confirmed by sub-County Directors. The above notwithstanding, it is worthy of mention that not all features about the current appraisal system are stated in the TPAD tool. Arising from this is the lack of clarity whether the objectives and procedures stated on the TPAD tool are as a matter of principle practiced. Therefore, this study sought to establish reactions to the following concerns: The nature and teachers responses to the ongoing appraisal.

Appraisals have been used in various organizations in different parts of the world; Kenya is not an exemption (DeNisi & Smith, 2014). They provide an opportunity for employees' performance to be evaluated with an aim of enhancing service delivery (DeNisi & Smith, 2014). In evaluating employees' performance, organizations have either used formal, informal or both formal-informal systems of appraisals (Bernardin *et al.*, 2013; Oke, 2016; Khoury and Analoui, 2004). In designing appraisals systems, the stakeholders must put into consideration the nature of the appraisal which speaks about the process in which it is conducted, methods used and some of the aspects it evaluates.

Similarly, Bernardin *et al.* (2013) points that, the nature of an appraisal may be described using two main aspects. First, is the process in which appraisals are conducted in which it identifies the appraisers and appraisees. Second, is the content of an appraisal that targets aspects of performance (Bernardin *et al.*, 2013).

This study discussed in details the two aspects. Accordingly, formal appraisal is a systematic way of evaluating an employee normally done before the end of the term. It began with self appraisals where appraisees evaluated themselves based on their performance, after which they recorded their achievements, areas of weaknesses, factors that influenced their performance and measures they thought could be done to address the situation. The two authors added that, formal method of evaluation depended on getting information about the appraisee from different sources (students, peers, direct superior, indirect superiors such as deans and H.O.Ds). On the other hand, an informal appraisal did not have a systematic way of evaluating an employee (it did not have a start or end point). In addition one found difficulties in identifying the appraisers and appraisees (Khoury & Analoui, 2014).

Khoury and Analoui study's objective was to examine teachers' perceptions of the effectiveness of the appraisal as conducted in the institution. Data was gathered through the use of various tools such as personal observation, literature review, survey and semi-structured interviews. The study found out that the whole faculty members' perceptions of the effectiveness of the appraisals process in the five Palestinian public Universities were described as not effective and members were dissatisfied in how it was conducted. Based on staffs' dissatisfaction, the study suggested that formal and informal appraisal

system be adopted in order to improve performance appraisal process. The study agrees that an appraisal could be conducted in a formal or informal way. One of the strengths in Khourys and Analoui's study is the use of observation as a way of collecting data. This enabled them to view what was really happening on the ground hence getting a more valid data.

Despite the fact that their study builds part of my study, its focus was more on giving suggestions of a new model that could be adopted. It did not look into details about the nature of the appraisal as conducted in their institution; my study will explore the nature of appraisal in every angle. This study will use Oke (2016) findings which identified the appraisers as the immediate supervisor, self, peers and external qualified person to identify the appraisers in the ongoing teacher appraisal in Kenya. Despite its importance, it was realized that the study did not describe the process and procedures on how appraisals were conducted, an aspect this study would investigate.

Existing literature recognizes two categories of methods applied in conducting teachers' appraisals. They include traditional and modern techniques (Ashima and Sundar, 2013). Traditional techniques considered ranking methods, critical incident, and narrative essays— among others. Modern methods include management by objective (MBO), 360 Degree, behavioural anchored ratings (BARs), and 720 degrees among others.

Ashima & Sundar (2013) contend that most of the traditional techniques are, today, no longer in use. They instead advocate use of modern methods in appraisals. Management by objective is a modern method and comprises 3 building blocks namely: objective formulation, execution process and performance feedback (Wu, 2015). The method

evaluates an employee's achievement of specific set objectives. The other modern method used is behavioral anchored rating which is a process through which the supervisor rates an employee based on his or her behavior on a numerical scale. The specific focus is on the desirable and undesirable incidents of work behavior which form basis of discussions. Among its disadvantages is that the scale's independence is unreliable (Wu, 2015). 360 – Degree performance appraisal is another modern tool that allows an employer to know employees performance on the task assigned (Espinilla *et al.*, 2013). It provides information about the employee's performance as obtained from different sources of people who work closely with the evaluated employee. Similarly (Ashima and Sundar, 2013) contend that the most popular method used by many organizations in India is the 360 Degree. It relies on getting information about an employee's performance from different sources such as the employees' superiors, colleagues, subordinates and sometimes customers (Jafari *et al.*, 2017).

In addition the employee can also present information about his performance through self-assessments (Artzt *et al.*, 2015). The assessment refers to the kind of evaluative questions a teacher asks him or herself in relation to the lessons they have already taught and objectives they set to achieve. During self-assessments they can make judgements on their strengths and weaknesses in regards to taught lessons, how well they have covered the syllabus and find ways to maintain or improve performance. In their argument Artzt *et al.* (2015) contend that taking personal initiative to improve one's performance always leads to a lot of excellence. Their service delivery may be proficient than those who do not ask themselves such questions (Artzt *et al.*, 2015).

Despite its usefulness, various weaknesses have been pointed out that limit the performance of the 360 degree performance appraisals. They include the fact that the final results are hard to interpret in the right manner because quantitative assessments do not always represent qualitative information in a correct way. Also, the fact that evaluation process is defined on strict evaluation frameworks that do not allow reviewers to make rich information about the employees' performance (Espinilla *et al.*, 2013). Other limitation as explained by Ashima and Sundar (2013) is that, getting information from various sources can be time consuming, costly and damaging to the self-esteem of employees—especially when feedback is negative and brutal.

After identifying weaknesses of the 360 degree performance appraisal, a paper by Espinilla *et al.* (2013) proposed an integrated model for 360 performance appraisal. The article proposed a heterogeneous evaluation framework which allowed the appraiser to evaluate the employees from different points of view as well as using multiple expression domains. It identified the appraisers as a set of supervisors, peers and the customers, who first evaluated them based on certain work criteria.

Their article also showed a real case study on a multinational clothing company to illustrate the usefulness and effectiveness of the 360 proposed integrated model. Opinion about employees' performance was obtained from the supervisors, colleagues, workers, clients and employees themselves. Once the evaluation framework had been fixed and the reviewers had expressed their opinions about employee's work performance. Information is then gathered to attain a collective view of their work performance. Afterwards, the information was crucial in determining employees' promotion, demotion and the need for

a refresher course. This study agrees with the methods used in appraisal as stated in the above literature.

The case study by Espinilla *et al.* (2013) points out the 360 degree performance appraisal method, this makes the researcher to investigate further if the method is conducted on the ongoing teacher appraisal in Kenya. The most interesting part of the study by Espinilla *et al.* (2013) is that, it illustrates how the 360 degree performance appraisal is conducted. Unlike the other literature used above. The study did not just seek to know methods used to evaluate teachers but used an example by Espinilla *et al.* (2013) to investigate performance aspects the appraisals evaluate.

Peer observation and classroom observation are methods used in appraising teachers. This method gives an opportunity to a colleague and allows them to visit a class in order to observe the pedagogical skills of the other teacher. A study by Divall *et al.* (2012) indicated that peer observation was also a method used in assessing teachers. According to the article, the process for peer observation and evaluation of teaching programmes consisted of pre observation meeting, post observation meetings, post student assessment meetings and classrooms observation. The findings by Dival *et al.*, (2012) revealed that majority teachers felt that peer observation was a good way of evaluating teachers because it helped them receive feedback with concrete suggestions for improving their pedagogical and instructional skills. On the other hand, Wanzare (2012) contend that classroom observation has been the most practical and commonly used method in Kenya to obtain information on teachers' pedagogical skills and that it is valuable tool for improving the quality of teaching.

This study has mixed views about peer and classroom observation as a good way of identifying teacher's pedagogical weaknesses (Phillips 2016). The study disagrees because in some cases where teachers are good friends, the observer may not be objective in identifying weaknesses hence not helping the status quo. Therefore, this study will focus on investigating if peer evaluation is a component of the teacher appraisal in Kenya and probe more on it. To rate the work performance of an employee in any organization, the appraisal must put into consideration all the relevant work criteria of an employee performance. According to the police department there are at least three areas in which employees work output could be measured. They include the focus of the appraisal, types of criteria and the performance level descriptors (Bernardin *et al.*, 2013). The focus of an appraisal can either concentrate on the person who performed the job function (person oriented) or the work of a certain job function (work oriented) (Bernardin *et al.*, 2013). According to the researcher an effective performance appraisal is the one that focuses on work, especially one that increases productivity other than personal traits such as integrity, discipline, loyalty and perseverance.

There are at least six criteria's in any work activity in which performance of employees can be measured (Kane & Kane 1993). They include: the quantity, quality, timeliness, cost effectiveness, need for supervision and interpersonal impact. Similarly, Phillips (2016) reveals that productivity, quality of service, time management, and customer satisfaction are among aspects that one is evaluated on. According to Phillips (2016) most human resource executives in USA appraise employees using the above criteria with the belief that performance will improve positively. The study agrees that when appraising teachers, the appraiser should focus on the work performed but disagrees that appraisers

should also focus on the personal traits because it may not be objective hence enhance stereotyping and some sought of biasness. Literature by (Bernarin *et al.*, 2013, Philips, 2016, Kane & Kane 1993) are of importance to this study because they point out the nature of an appraisal by highlighting the work aspects (productivity, time management and personal traits among others) it measures. The literature was useful in investigating evaluated work aspects on the ongoing teacher appraisal in Kenya.

Despite the importance, literature by Bernardin *et al.* (2013) was more interested in finding out how appraisal are conducted among police officers hence not giving the true picture of what happens in the education sector. There are measures that should be taken after and during the appraisal process key among them, engaging employees which a study by Mone and London (2014) found out that it may be useful in creating an enabling environment that enhances feedback and employee's development besides promoting self-direction for continuous learning. The study emphasized that employees feedback plays a very important role in the creation of a harmonious working environment. Similarly a study in Kenya by Mwangi *et al.* (2015) established that employees required regular feedback from managers on their performance.

Other measures taken after appraisals as indicated by Oke (2016) and Espinilla *et al.*, (2013) include guidance and counseling, promotion, demotion as well as recommendation for instructional training. According to Piper and Zuilkowski (2015) there is need to provide teachers with instructional support by training them more on pedagogy even though this is not done occasionally. A recent study in Kenya by KNEC (2013) found out teacher advisory center tutor's training role had been completely removed. Instead, they were involved in other activities other than providing pedagogical

support such as monitoring exams, holding meetings with parents, and other task that did not require them to go to the classrooms.

Moreover, the study found out the tutors' perceived provision of instructional support as less prestigious than administrative duties thus preferred other duties to pedagogical responsibilities (Zuilkowski, 2015). The study also underscores the significance of implementing recommendation of appraisal outcome. The relevance of all the literature used above is that it provides insights into measures such as instructional training that can improve teacher performance. Furthermore, the observation by Piper and Simmons is critical in understanding why teacher training has not been quite successful in Kenya (Zuilkowski, 2015). Despite this, they seem not to provide much information on other measures such as teacher promotion and guidance and counseling taken. It is against this background that this study sought to explore measures taken after appraisals and the extent to which ongoing appraisal system has incorporated teacher training.

2.7 Summary of Literature Review

Effective communication play important roles in every aspect of the evaluation process, including aspects that are more public in nature such as public relations as well as those that require more private communication (Clayton, 2006; Schwab, 2012; Glanz, 2000). These researchers concentrated on importance of effective communication on evaluation because teachers, administrators and the general public have the right to be informed. There are few studies on the best way to communicate to ensure that it enhances teacher's supervision. This is why this study was carried out in order to establish the QASOs

communication strategies that enhance effective teacher supervision in secondary schools in Nandi East Sub-county, Kenya.

Resource allocation involves balancing competing needs and priorities and determining the most effective course of action in order to maximize the effective use of limited resources and gain the best return on investment. As observed by Inyienga (2006), resources and facilities that a school would need for the achievement of a school's mission are qualified teaching staff, support staff, physical facilities, textbooks, furniture stores and enough playgrounds. Wasanga (2007) noted that the work of the Department of Quality Assurance and Standards is hampered by the following: Inadequate legal provision which limits enforcement of inspection recommendations; and inadequacies in requisite skills. Another study by Odhiambo (2008) notes that most of the facilities are lacking in Kenya's education system and those being introduced such as quality assurance lack details and are introduced without wide consultation with those involved especially the teachers. Most programs of instruction and student services require some physical facilities including school buildings and grounds, equipment needed in and essential to instruction (Olembo et al, 2003). Olembo et al (2003) contends that the head teacher as the internal supervisor must ensure that all the physical facilities in the school are available and well maintained. A study carried out by Mbaabu (2001) revealed that lack of physical facilities, materials, equipment and tools was a major intra-organizational problem that instructional supervisors were faced with in Kenya. Lack of and inadequate resources hinder the fulfillment of curriculum needs in the respective schools. These studies (Inyienga, 2006; Wasanga, 2007; Odhiambo, 2008; Olembo *et al.*, 2003; Mbaabu, 2001), concentrated on explaining the meaning of resource allocation and

how to balance the allocated resources. They mainly explain how important the resources are to the head teachers as internal curriculum supervision officers. However, little has been mentioned concerning the strategies used by the quality assurance and standards officers in teacher supervision. This was the concern of this study.

Adequate staffing of employees has a positive impact on the general productivity of that given organization. Human resources are the most valuable assets of any organization (Glanz, 2000; Breadwell & Clayton, 2006). According to MOE (2005), Directorate of Education and Directorate of Quality Assurance was understaffed leading to overworking. A study that was done in Kajiado District established that there was understaffing of zonal QASOs and TAC (Teacher Advisory Centre) tutors (Kinayia, 2010). Kipkoech and Kyalo (2010) established that schools were visited by the QASOs once in a while even once a term and this lack of frequent QASO visits was attributed to the inadequate number of QASO officers to cover a given Educational area. Other studies indicates that there was generally inadequate QASO officers (Chetalam, 2010; Marecho, 2012; Ajuoga, 2009; Zachariah, 2013). The studies reviewed above on staffing concentrates on the number of QASO officers in different areas in the country. No study on staffing strategies employed by the QASOs has been done in Nandi East sub-county. This is the gap the current study sought to fill by determining the staffing strategies used by QASOs to enhance teacher supervision in the area of study.

Teachers Service Commission Code of Regulations for Teachers, regulation is aimed strengthening supervision and continuous monitoring of the performance of teachers in the maintenance of the teaching standards at the institutional level (TSC, 2014; Oke,

2016; Wanzare, 2012). The Commission has therefore developed this Teacher Performance Appraisal and Development system with the anticipation of supporting teachers to improve in their teaching competencies. On the moderating role of TPAD on enhancing teachers' supervision, researchers concentrated on the relevance of TPAD in monitoring performance of teachers and how it improves in their teaching competencies. There are few studies on the best ways in which TPAD enhance teachers' supervision.

It is necessary to furnish the teachers with the feedback of their observation (Natrelo, 2001; Cogan, 2005; Reepen & Barr, 2011; MacNally & Isbro, 2001). According to a Nampa (2008) there is a significant relationship between performance-related feedback and teachers' performance. Also Sivonike (2010) studied on teachers' and pupils' perception on primary school inspection, the study revealed that school inspection as a feedback to schools was inadequate as they contained criticism than professional advice. Regarding significance of feedback, Hunsanker and Hunsaker (2009), asserts that providing structured feedback through formal performance appraisal process can increase productivity and morale and decrease absenteeism and staff turnover in organization. The studies reviewed indicate that feedback is important for teacher performance. However, this study sought to establish the relationship between QASOs post-conferencing and teacher-supervision.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This section focused on research design, target population, sample size and sampling procedure, data collection procedures, instrumentation and data analysis and presentation.

3.2 Research Design

Oliver (2006) defines research design as all pragmatic aspects of the way the research will be carried out. According to Kothari (2008) the research design is the conceptual structure within which research is conducted, it constitutes blue print for collection, measurement and collection of data. The study adopted a survey research design. The survey research design was selected for its ability to collect varied responses from the respondents with an aim of properly understanding the issues under study. This implies that through the survey, the study was able to examine in detail the QASOs strategies of enhancing teachers' supervision in schools. In a survey study research excels at bringing to an understanding of a complex issue or object and can extend experience or add strength to what is already known through previous research (Patton, 2006).

3.3 Target Population

Study population is a study of a group of individuals taken from the general population who share a common characteristic, such as age and sex. Target population about which information is desired for the study is derived from the population. The population that is actually surveyed is the study population (Mugenda & Mugenda, 2003). The study targeted 20 secondary schools in Nandi East Sub-County. The target population consisted

of 5 QASO representatives, 20 head teachers, 20 deputy head teachers, 100 H.O.Ds and 565 teachers of secondary schools. The study therefore targeted 710 respondents.

Table 3.1 Target Population

Target Group	Target Population
QASO supervisors	5
Head teachers	20
Deputy head teachers	20
Head of Departments	100
Teachers of secondary schools in Nandi East Sub County	565
Total	710

Source: Nandi East Sub County, Education office

3.4 Sample size and Sampling Procedures

Kothari (2004) define a sample as part of the target population that has been procedural selected to represent it. Sampling is the process of systematically selecting representative elements of a population. The study was done in all the 20 secondary schools in Nandi East Sub-county. All the 20 principals and deputy principals were purposively selected to participate in this study. The five QASO supervisors were also included in the study. Simple random sampling was used to select one HOD from the selected schools. This implied that 20 HODs were selected in this study. Simple random sampling was used to avoid biasness and gives every individual an equal chance to participate in this study. The teachers' sample size was obtained using coefficient of variation. Nassiuma, (2000) asserts that in most surveys, a coefficient of variation in the range of $21\% \leq C \leq 30\%$ and a standard error in the range $2\% \leq e \leq 5\%$ is usually acceptable. This study therefore, used a coefficient of variation of 30% and a standard error of 2%. The higher limit for

coefficient of variation and standard error was selected so as to ensure low variability in the sample and minimize the degree of error.

Nassiuma (2000) gives the formula as follows:-

$$n = \frac{NC^2}{C^2 + (N-1)e^2}$$

Where, n=Sample size, N=Population, c=covariance, e=standard error

$$n = \frac{565*(0.3)^2}{(0.3)^2 + (565-1)*(0.02)^2}$$

$n = 161$ teachers

Using this formula a sample of 161 teachers was selected proportionately from each of the schools selected for this study. Table 3.2 shows the distribution of the respondents who participated in this study.

Table 3.2 Sample Size

Target Group	Target Population	Sample size
QASO supervisors	5	5
Head teachers	20	20
Deputy head teachers	20	20
Head of Departments	100	20
Teachers of secondary schools in Nandi East	565	161
Sub County		
Total	710	241

3.5 Data Collection Procedures

The researcher obtained a letter of introduction from the University of Eldoret. Once the research proposal is approved, a research permit was then obtained from the National Commission for Science, Technology and Innovation before the researcher proceeds to the various secondary schools in Nandi East Sub-County to seek consent to conduct the study. Once the permission is granted, the researcher arranged to visit the respondents within various secondary schools, for familiarization purposes and to seek permission from the schools administration concerning the intended date of data collection within their schools. After his/her participation was confirmed, a date was set and appointment booked with the schools authorities as well as the participants in the study. The participants were given time to respond to all the items in the questionnaires. Then the questionnaires were collected for data analysis.

3.6 Data Collection Instruments

This refers to the tools used for collecting data and how these tools were developed. The data collection instruments that were used to collect data from the selected respondents were questionnaires and interview schedules. Selection of these tools was guided by the nature of data to be collected, time available and objectives of the study.

3.6.1 Questionnaires

The study used secondary data which was collected through self-administered questionnaires. The structured questionnaires were used to collect data on the strategies of enhancing teachers' supervision in schools. The questionnaires consisted of both open and closed ended questions designed to elicit specific responses for qualitative and

quantitative analysis respectively. The questionnaires were administered through “drop and pick later” method. Adequate time was given to the respondents to answer questions, and the respondents were used semi-structured questionnaires to avoid misunderstanding or wrong interpretation. The questionnaire were utilized a five point Likert scale namely Strongly Agree (SA), Agree (A), Neutral (N), Disagreed (D) and Strongly Disagree (SD) which were assigned scores of between 5 and 1. This allowed the researcher to draw conclusions based on comparisons made from the responses. The researcher opted to use questionnaires so as to collect a lot of information over a very short period of time. The questionnaires were administered to the head of departments and teachers of secondary schools in Nandi East Sub County.

3.6.2 Interview Schedule

The study employed interview schedules which were administered to the QASO representatives and the secondary school head teachers of Nandi East Sub County. Interview schedules were used because the QASO representatives and the head teachers and in the absence of head teachers, deputy head teachers of the secondary schools in Nandi East Sub County have more information to give and therefore they can give more detailed information for the study supplementing the information gotten through the questionnaires. The interview schedules were structured based on the objectives of the study.

3.7 Validity and Reliability of Research Instruments

It was necessary to ascertain the validity and reliability of the instruments used to collect data so that the research findings can be reliable.

3.7.1 Validity of the Research Instruments

According to Miles and Huberman (1994) validity on the other hand refers to whether an instrument actually measures what it is supposed to measure, given the context in which it is applied. Before collecting data using the research instruments developed by the researcher, the researcher tested content, construct and face validity of the instruments. Face validity basically checks that the questionnaire seems to measure the concept being tested (LoBiondo-Wood and Haberer, 2010) and this was assessed by getting fellow post-graduate students to test-run the instruments to see if the questions are relevant, clear and unambiguous as out-lined by Rubin and Rubin (2011).

A content validity test checks that there are enough relevant questions covering all aspects being studied and that irrelevant questions are not asked. The test was based on judgment as no objective methods exist. A panel of experts in educational administration (lecturers and supervisors) was used to evaluate the content validity of questionnaire. For construct validity, the sets of questionnaire conformed to the theoretical expectations which have been indicated in the theoretical frame-work. The supervisors went through the sets of questionnaire and the structured interview to ascertain that they are valid constructively. The contents and impressions of the instruments were improved based on the lecturers' and supervisors advice and comments. The questionnaire was then constructed in a way that they related to research objectives. This ensured that all research objectives were covered.

3.7.2 Reliability of the Research Instruments

Bless and Higson-Smith (2005) highlight that reliability is “concerned with the consistency of measures”, thus, the level of an instrument’s reliability is dependent on its ability to produce the same score when used repeatedly. To estimate the reliability of the questionnaire used in this study, a pilot study was done in selected secondary schools in Nandi North Sub-county which had similar characteristics as those of target population. The research tools were administered to teachers and HODs in the pilot secondary schools in Nandi North sub-county. This was repeated after a period of two weeks. From the responses that were obtained, a Pearsons product moment correlation coefficient was computed in order to establish the extent to which the items in the questionnaire were consistent in eliciting the same responses every time they were administered. A correlation coefficient of 0.78 was obtained which indicated a high measure of reliability (Orodho, 2009).

3.8 Data Analysis Procedure

Data analysis is the process of creating order, structure and meaning to the mass of information collected (Mugenda & Mugenda, 2003). The data collected will be analyzed both qualitatively and quantitatively. Qualitative analysis will be done thematically to analyze data collected for interview schedules. The strength of qualitative research is its ability to provide complex textual descriptions of how people experience a given research issue (Denzin, 2000). It provides information about the “human” side of an issue that is, the often contradictory behaviours, beliefs, opinions, emotions, and relationships of individuals. Qualitative methods are also effective in identifying intangible factors, such as social norms, socioeconomic status, gender roles, ethnicity, and religion, whose role in

the research issue may not be readily apparent (Denzin, 2000). Data was analyzed using quantitative analysis and the first process was by use of descriptive statistics. The study used frequency distributions, pie charts and percentages in analyzing the data.

3.9 Ethical Issues

To ensure that the study complies with the ethical issues pertaining research undertaking, a permission to conduct the research was sought from the respective authorities. A full disclosure of all the activities concerning the study will be explained to the authorities and this involved the study intention which is only for learning purposes. A high level of confidentiality and privacy observed and the findings of the study only submitted to the Uasin Gishu County. A letter of introduction was also obtained from the University to serve as evidence of the purpose of the study. In respect for the informants and in order to protect them from abuse resulting from the data they give for the research, data was presented in such a way that it didn't link to individuals who gave it except by the researcher who might have need to seek clarification during analysis of data.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS, INTERPRETATION AND DISCUSSION

4.1 Introduction

This chapter presents results of data analysis. In the first section, a description of the demographic profiles of the respondents is presented. This is followed by a section that provides a descriptive analysis of the study variables in conjunction with the results of thematic analyses of the questionnaires administered to the school principals. The purpose of this study was to investigate the management strategies for enhancing teachers' supervision in schools in Nandi East Sub-County. The specific objectives of this study were:

- i. To determine the QASOs communication strategies which enhance teachers' supervision in schools in Nandi East Sub-County.
- ii. To determine the QASOs resource allocation strategies which enhance teachers' supervision in schools in Nandi East Sub- County
- iii. To investigate the QASOs staffing strategies which enhance teachers' supervision in schools in Nandi East Sub-County.
- iv. To determine the QASOs post-conferencing strategies which enhance teachers' supervision in schools in Nandi East Sub-County.

4.2 Background Information of the Respondents

The respondents were asked to state their gender, age, level of education and number of years they have been in their current schools. The findings are presented in the following sub-sections.

4.2.1 Gender of the Respondents

The study sought to establish the gender of teachers and HoDs who participated in this study. The findings are presented in Figure 4.1.

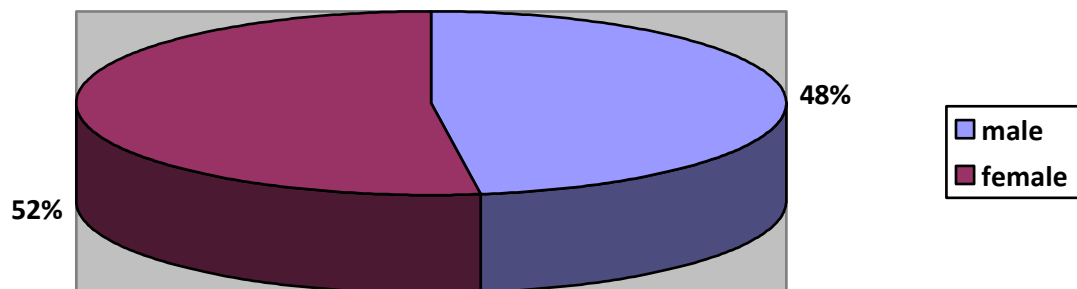


Figure 4.1 Gender of the Respondents

As shown in Figure 4.1, 52.3 %(90) of the respondents were female whereas 47.7%(82) were male. This shows that there were more female respondents than male. There still exists gender disparity in staffing of secondary schools in Nandi East sub-county.

4.2.2 Age of Respondents

It was also necessary to identify the age of the teachers and HoDs who participated in this study. To obtain this information, the respondents were asked to state their age bracket. The responses are shown in Figure 4.2.

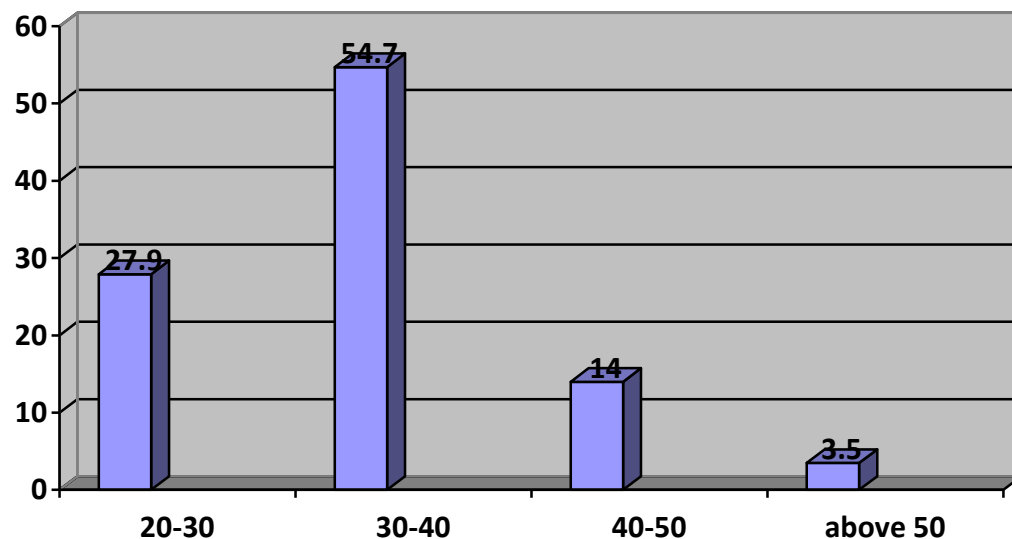


Figure 4. 2 Age of the respondents

It should be noted in Figure 4.2, that over half (54.7%) of the respondents were aged between 30-40 years while 27.9%(48) were below 20-30 years. Another 14%(24) were aged 40-50 years and only 3.5%(6) were more than 58 years old. This is an indication that majority of the teachers were between 20-40 years. This is the age in life when individuals are most active and therefore able to carry out their activities as required. This group of respondents is expected to carry out their duties effectively if the QASOs employ appropriate supervision strategies.

4.2.3 Level of Education

The study was also concerned with the level of education of the teachers and HoDs who participated in this study. Figure 4.3 show responses on the level of education of the respondents.

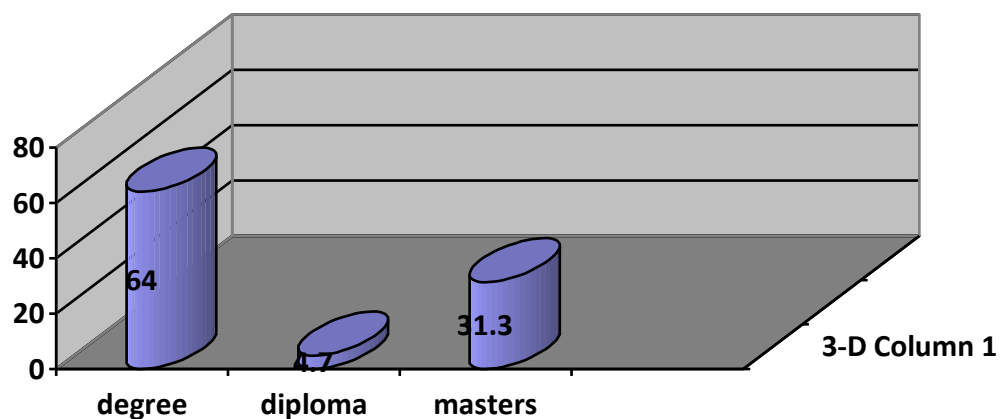


Figure 4.3 Level of Education

As presented in Figure 4.3, majority (64%) of the respondents were degree holders and 4.7%(8) were diploma holders. The respondents were therefore qualified to teach in secondary schools since they had the required training.

4.2.4 Number of Years Taught in Current School

The study sought to establish the number of years the respondents have taught in their current schools. The results were presented in Figure 4.4.

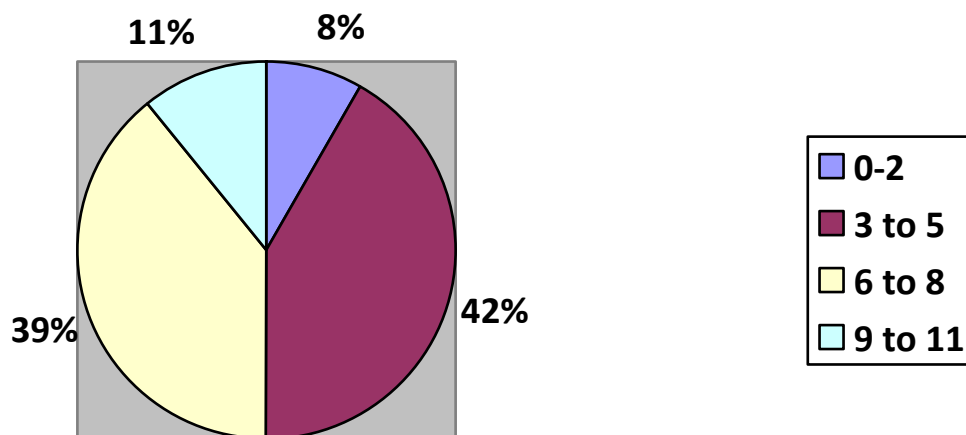


Figure 4.4 Number of years in current school

Figure 4.4 shows that 40.7% (70) of the respondents had been in their current stations for between 3-5 years while 38.4% (66) had been in the stations for 6-8 years. Another 10.5% (18) had been in their current schools for 9-11 years. However, 8.1% (14) had been there for 0-2 years. This shows that majority of the HODs and teachers had been in the current station for more than 3 years. They were therefore at a position to provide information concerning the supervision by QASOs. The respondents were expected to have been supervised within the period they have been teaching in the schools where they were working.

4.3 QASO Communication Strategies and Its Effect on Teacher Supervision

The first objective of the study was to determine the QASO communication strategies which enhance teachers' supervision in schools in Nandi East Sub-County. To achieve

this objective, there were ten items measuring QASO communication strategies that the teachers and HODs were to respond to. The responses are shown in the Table 4.1.

Table 4.1 QASO Communication Strategies

Statement	SA		A		U		D		SD		TOTAL	
	F	%	F	%	F	%	F	%	F	%	F	%
QASOs inform teachers of the date of supervision in advance.	18	10.5	12	7.0	0	0.0	102	59.3	40	23.3	172	100
QASOs use letters to communicate to teachers details of the supervision process.	6	3.5	32	18.6	2	1.5	90	52.3	42	24.4	172	100
QASOs communicate to teachers through phone calls about supervision to prepare them in advance.	8	4.7	12	7.0	10	5.8	98	57.0	44	25.6	172	100
QASOs communicate to teachers through text messages about supervision to prepare them in advance.	8	4.7	16	9.3	6	3.5	102	59.3	40	23.3	172	100
There is a systematic communication between QASOs and teachers in relation to supervision.	14	8.1	76	44.2	6	3.5	48	27.9	28	16.3	172	100
QASOs compliment teachers during the supervision.	10	5.8	128	74.4	6	3.5	18	10.5	10	5.8	172	100
QASOs have satisfactory abilities to communicate clearly and objectively during pre-observational, post-observational and plenary conferences.	28	16.3	124	72.1	8	4.7	10	5.8	2	1.2	172	100
Good communication skills for QASOs facilitate smooth interactions between teachers and QASOs.	16	9.3	132	76.7	16	9.3	4	2.3	4	2.3	172	100

QASOs communicate their finding in objective and clear way.	22	12.8	134	77.9	4	2.3	10	5.8	2	1.2	172	100
QASOs are conscious of the language they use and always encourage dialogue in the instructional supervision process.	22	12.8	122	70.9	6	3.5	14	8.1	8	4.7	172	100

The findings shown in Table 4.1 reveals that only 17.4%(30) of the respondents stated that QASOs inform teachers of the date of supervision in advance whereas majority (82.6%) disagreed. Another, 22.1%(38) of the respondents agreed that QASOs use letters to communicate to teachers details of the supervision process. However, 76.7%(132) disagreed. Further, 11.6%(20) of the respondents stated that QASOs communicate to teachers though phone call about supervision to prepare them in advance whereas 82.6(142) disagreed. It is also shown that only 14%(24) of the respondents agreed that QASOs communicate to teachers through text messages about supervision to prepare them in advance while 82.6%(142)disagreed. One aspect of an emphasis on systematic communication in evaluation is that of public disclosure of those elements about which teachers, administrators and the general public have the right to be informed (Glanz, 2000). Vital elements for public disclosure in teacher evaluation include, among others: establishing institutional goals; determining evaluation purposes in relation to those goals; developing teacher job descriptions and roles and responsibilities; identifying acceptable standards of performance; delineating procedural guidelines and safeguards embedded in the evaluation system; and describing the evaluation timeline.

The study also indicated that slightly above half (52.3%) of the respondents agreed that there is a systematic communication between QASOs and teachers in relation to supervision while 44.2%(78) disagreed. Another, 80.2%(138) of the respondents stated that QASOs compliment teachers during the supervision while 16.3%(28)disagreed. Majority (88.4%) of the respondents asserted that QASOs have satisfactory abilities to communicate clearly and objectively during pre-observational and plenary conference while 7%(12) disagreed. As stated by Seyfarth (2002), communication on supervision guidelines should specify that teachers should be informed about and understand the means by which they will be evaluated and that the evaluation should take into account any factors that affect evaluation results. This is why communication should be done clearly and objectively as established in this study.

The findings also shows that 86%(148) of the respondents stated that good communication skills for QASOs facilitate smooth interaction between teachers and QASOs whereas 4.6%(8) disagreed. Majority (90.7%) of the respondents agreed that QASOs communicate their findings in objective and clear way while 7%(12) disagreed. Another, 83.7%(144) of the respondents stated that QASOs are conscious of the language they use and always encourage dialogue in the instructional supervision process whereas 12.8%(22) disagreed. The other communication strategies mentioned by the respondents are communicating through TSC website, through principals and directors' office. According to Clayton (2006) good communication between the evaluator and the evaluate, allows for the cooperative development of an evaluation plan; provides a systematic opportunity for individual skill enhancement and improved performance; provides the teacher with enhanced self-expectations; increases the likelihood of changes

in performance; identifies ways to reach higher standards and correct significant discrepancies; and establishes a check and balance system for the evaluation process.

4.4 QASO Resource Allocation Strategies and Its Effect on Teacher Supervision

Resource allocation includes managing tangible assets such as hardware to make the best use of softer assets such as human capital. Resource allocation involves balancing competing needs and priorities and determining the most effective course of action in order to maximize the effective use of limited resources and gain the best return on investment. In practicing resource allocation, organizations must first establish their desired end goal, such as increased revenue, improved productivity or better brand recognition. The second objective of the study was to determine the QASO resource allocation strategies. This was important since according to Mbaabu (2001), lack of physical facilities, materials, equipment and tools was a major intra-organizational problem that instructional supervisors were faced with in Kenya. Lack of and inadequate resources hinder the fulfillment of curriculum needs in the respective schools. Teachers and HODs' responses are presented in Table 4.2.

Table 4.2 QASO Resource Allocation Strategies

Statement	SA		A		UD		D		SD		TOTAL	
	F	%	F	%	F	%	F	%	F	%	F	%
QASOs frequently conduct supervision in my school.	14	8.1	6	3.5	6	3.5	88	51.2	58	33.7	172	100
QASOs always have writing material when they conduct supervision.	12	7.0	148	86.0	2	1.2	8	4.7	2	1.2	172	100
QASOs have the means of transport to visit my	26	15.1	110	64.0	8	4.7	20	11.6	8	4.7	172	100

school.													
QASOs induct teachers on how to make good choice of text and books and other materials.	24	14.0	104	60.5	4	2.3	28	16.3	12	7.0	172	100	
QASOs select teaching and learning materials for teachers to use during teaching and learning process.	24	14.0	104	60.5	8	4.7	14	8.1	22	12.8	172	100	
QASOs identify the teaching and learning materials that are missing in schools and recommend to the ministry to provide the resources to the schools.	16	9.3	120	69.8	8	4.7	6	3.5	22	12.8	172	100	
QASOs induct teachers on suitable teaching methods.	32	18.6	116	67.4	8	4.7	12	7.0	4	2.3	172	100	
QASOs have content knowledge in the subject they observe.	26	15.1	122	70.9	14	8.1	10	5.8	0	0.0	172	100	
QASOs organize seminars and meetings for teachers to interact.	24	14.0	112	65.1	16	9.3	0	0.0	20	11.6	172	100	

As shown in Table 4.2, only 11.6 %(20) of the respondents agreed that QASOs frequently conducted supervision in their schools while majority (84.9%)disagreed. Another 93%(160) agreed that QASOs always have writing materials when they conduct supervision whereas 5.9%(10) disagreed. There were 79.1%(136) of the respondents who asserted that QASOs have means of transport to visit their schools while 16.3%(28) disagreed and 4.7%(8)were undecided. This is an indication that most of the QASOs have means of transport though they do not frequently conduct supervision. According to Wasanga (2007), lack of useable transport is a key reason cited over the year for the inspection officers not being able to fulfill their duties. Report after report by successive

Secretaries for Education have lamented on the shortage of transport. As an example, the Annual Report of the Secretary for Education (1994) noted that in districts where vehicles were not available, low levels of supervision were experienced or Education officers did a sterling job in the supervision of schools despite the lack of transport. The average workload would be quite manageable if transport were available for the QASO. Without transport and travel allowances, the supervisors can be idle while, there is a lot of work out in the field.

The study also established that majority (74.4%) of the respondents agreed that QASOs induct teachers on how to make good choice of textbooks and other materials. However, 23.3%(40) disagreed. Over half (74.4%) of the respondents stated that QASOs select teaching and learning materials for teachers use during teaching and learning process. Only 20.9%(36)disagreed. Table 4.2 also shows that 79.1%(136) of the respondents agreed that QASOs identify the teaching and learning materials that are missing in schools and recommend to the ministry to provide the resources to the schools while 18.3%(28)disagreed. Studies indicate that most programs of instruction and student services require some physical facilities including school buildings and grounds, equipment needed in and essential to instruction (Olembo, 2003). One of the duties of the head teachers as internal supervisors in Kenya is to manage the schools facilities bearing in mind where to house the educational programme, the population to be served by the facility and ensure that financial resources are readily available for the school expansion. Inyienga (2006) observed that the resources and facilities that a school would need for the achievement of a school's mission are qualified teaching staff, support staff, physical facilities, textbooks, furniture stores and enough playgrounds. There is acute shortage of

physical facilities and equipment in many schools. Therefore if the learning resources missing are provided, there will be smooth teaching and learning process.

Further, the study revealed that 86%(148) of the respondents agreed that QASOs induct teachers on suitable teaching methods whereas 9.3%(16) disagreed. Another 86%(148) agreed that QASOs have content knowledge in the subject they observe while 13.9%(24) disagreed. Majority (79.1%) stated that QASOs organize seminars and meetings for teachers to interact while 20.6%(36) disagreed and 9.3%(16) were undecided.

4.5 QASO Staffing Strategies Its Effect on Teacher Supervision

Staffing has been defined as follows by Heneman and Judge in Staffing Organization (2005) Staffing is the process of acquiring, deploying, and retaining a workforce of sufficient quantity and quality to create positive impacts on the organization's effectiveness. Breadwell and Clayton (2006) observed that adequate staffing of employees has a positive impact on the general productivity of that given organization. The study sought to determine QASO staffing strategies. To achieve this objective, the teachers and HODs were asked to provide their opinion concerning the seven items measuring staffing strategies. Their responses are presented in Table 4.3.

Table 4.3 QASO Staffing Strategies

Statements	SA		A		UD		D		SD		TOTAL	
	F	%	F	%	F	%	F	%	F	%	F	%
Different QASOs visit my school on a regular basis each term.	12	7.0	18	10.5	8	4.7	88	51.2	46	26.7	172	100
QASOs are seen to take long time when conducting supervision.	2	1.2	106	61.6	4	2.3	34	19.8	26	15.1	172	100
QASOs are perceived to have the expertise needed to carry out supervision.	20	11.6	134	77.9	8	4.7	2	1.2	8	4.7	172	100
QASOs are perceived to be highly knowledgeable of the supervision process.	26	15.1	126	73.3	2	1.2	10	5.8	8	4.7	172	100
QASOs appoint and support key resource teachers in my school.	24	14.0	108	62.8	10	5.8	10	5.8	20	11.6	172	100
QASOs contribute to teachers' professional development.	28	16.3	114	66.3	6	3.5	10	5.8	14	8.1	172	100
QASOs advice teachers on the new trends in teaching.	44	24.4	110	64.0	2	1.2	12	7.0	6	3.5	172	100

As shown in Table 4.3, 17.4%(30) of the respondents stated that different QASO visit their schools on regular basis each term while majority(77.9%)disagreed. This implies

that in most schools the QASOs do not do supervision on regular basis. A study by Horsolman (2008), in South Africa found out that Quality Assurance face a lot of challenges which include short time, frames and notices, unavailability of transport and shortage of assessment tools. Kipkoech and Kyalo (2010) established that schools were visited by the QASOs once in a while even once a term and this lack of frequent QASO visits was attributed to the inadequate number of QASO officers to cover a given Educational area. Chetalam (2010), in his study on the factors affecting performance in Kenya Certificate of Secondary Education in Kabarnet Division of Baringo District noted that there was lack of enough supervision by QASOs and acknowledged that the supervision have positive performance, however the study revealed that in Baringo District, there are less QASO supervisors and hence making supervision in the district inadequate. Marecho (2012), in her study found out that the number of QASOs was less compared to the many schools they were allocated to supervise.

Further, 62.8%(108) of the respondents stated that QASOs are seen to take long time when conducting supervision but 34.9%(60) disagreed. The study established that 89.5%(154) of the respondents agreed QASOs are perceived to have the expertise needed to carry out supervision while 5.9%(10) disagreed. This is supported by MOE(2006) that provided a recommendation that all the personnel involved in quality monitoring and teacher support need more training (MOE, 2006). There were 88.4%(152) of the respondents who agreed that QASOs were perceived to be highly knowledgeable of the supervision process whereas 10.5%(18)disagreed. This is in agreement with findings by Glanz (2000), who observed that, when considering staff capacity, both competence and the number of staff needed to deliver services to the client is important.

As stated by 76.7%(132) of the respondents QASOs appoint and support key resource teachers in their schools. However, 17.4%(30) disagreed. Similarly, majority 82.6%(142) of the respondents stated that QASOs contribute to teachers professional development while 13.9%(24)disagreed and 3.5%(6)were undecided. Majority 88.4%(152) of the respondents stated that QASOs advice teachers on the new trends in teaching while 10.5%(18)disagreed. According to the various studies conducted on the constrains affecting the performance of supervisors ,QASO officers, inadequate number has been greatly pointed out and it has been clearly seen to have influence on the effectiveness and efficiency of instructional supervision (Kyalo, 2010).

4.6 Post-conferencing Strategies and Its Effect on Teacher Supervision

According to Natrello (2001), post- conferencing refers to the time when the teacher and the supervisor meet alone to discuss the observation and the analysis of data relative to the teacher's objectives. The study sought to determine the post-conferencing strategies employed by QASOs. The response are shown in Table 4.4.

Table 4.4 Post-Conferencing Strategies

Statements	SA		A		UD		D		SD		TOTAL	
	F	%	F	%	F	%	F	%	F	%	F	%
QASOs provide required feedback that helps teachers improve their teaching.	34	19.8	122	70.9	10	5.8	6	3.5	0	0.0	172	100
QASOs make teachers feel relaxed with their mode of giving feedback.	22	12.8	108	62.8	6	3.5	24	14.0	12	7.0	172	100
QASOs boost teachers' confidence with their mode of giving feedback.	18	10.5	114	66.3	22	12.8	14	8.1	4	2.3	172	100
QASOs interact freely with the teachers.	28	16.3	94	54.7	12	7.0	26	15.1	12	7.0	172	100
Post-conferencing help to discuss the observation and the analysis of data relative to the teachers' objectives.	26	15.1	132	76.7	4	2.3	4	2.3	6	3.5	172	100
QASOs hold guidance and counseling sessions with teachers after lesson observation.	18	10.5	114	66.3	16	9.3	12	7.0	12	7.0	172	100
QASOs meet and discuss the observed lesson with a teacher as a colleague.	26	15.1	116	67.4	10	5.8	14	8.1	6	3.5	172	100
QASOs observe teachers in class and hold meetings with them before they get to class and after class visit.	18	10.5	112	65.1	12	7.0	18	10.5	12	7.0	172	100

QASOs discuss findings of supervisory visit with head teacher.	28	16.3	110	64.0	18	10.5	14	18.1	2	1.2	172	100
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Table 4.4 shows that 90.7%(156) of the respondents stated that QASOs provide required feedback that helps teachers improve their teaching while 9.3%(16) disagreed. Reepen and Barr (2011) suggest that most teachers prefer a few words of a lesson- observed immediately after that particular lesson. This underlines the importance of informing a teacher about his/her performance as quickly as possible to ease any fears that the teacher may have about the lesson (MacNally & Isbro, 2001). It augurs with the research conducted by Scott (1999) which has shown that teachers who receive the most classroom feedback are also most satisfied with teaching. It is important to try to elicit the feedback directly from what the teacher sees from the data. This is accomplished only after a feeling of trust and communication has been established.

Further, 75.6%(130) of the respondents agreed that QASOs make teachers feel relaxed with their mode of giving feedback while 21%(36) disagreed. Another 76.7%(132) stated that QASOs boost teachers confidence with their mode of giving feedback while 10.4%(18)disagreed. As stated by Cogan (2005), after the classroom visit and observation, the supervisory post conference is the most direct procedure to assist the teacher. The reason for having such a conference is that the teacher could be anxious to know the outcome and how the supervisor felt about what has been observed. Teachers frequently worry about this conference and some may be fearful that the supervisor was not pleased. On the other hand, some teachers who may be confident that the lesson was good will be eager for words of praise.

It is also indicated that 70.9%(122) of the respondents stated that QASOs interact freely with the teachers while 22.1%(38)disagreed. Another 91.9%(158) agreed that post-conferencing helps to discuss the observation and the analysis of data relative to the teachers' objectives while 5.8%(10)disagreed. Further, 76.7%(132) of the respondents stated that QASOs hold guidance and counseling sessions with teachers after lesson observation but 14%(24) disagreed. Further, 76.7%(132) of the respondents stated that QASOs hold guidance and counseling sessions with teachers after lesson observation but 14%(24)disagreed. Majority (82.6%) of the respondents asserted that QASO meet and discuss the observed lesson with a teacher as a colleague while 11.6%(20)disagreed. Regarding significance of feedback, Hunsanker and Hunsaker (2009), asserts that providing structured feedback through formal performance appraisal process can increase productivity and morale and decrease absenteeism and staff turnover in organization. Feedback is also regarded as a performance motivator as it involves provision of information on progress toward accomplishing a goal, or data indicating where a shortfall occurs.

The study also shows that 75.6%(130) of the respondents stated that QASOs observe teachers in class and hold meetings with them before they get to class and after class visit whereas 17.5%(30) disagreed. According to 80.2 %(138) of the respondents, QASOs discuss findings of supervisory visit with head teachers whereas 9.3%(16) disagreed. According to Newstrom and Bittel (2002), Post-conference phase is crucial and allows both supervisor and teacher interact as the supervisor provides feedback regarding his/her observation during supervision and entertains teacher's reaction to given feedback. As an instructional source, supervisors provide, not only a diagnosis of teaching, but also

feedback that enables teacher's professional growth and development. Above all, this phase has a significant bearing on the success of supervision and requires qualities like intimacy, honesty, tactfulness, considerateness alongside mutual understanding from both parties.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

The purpose of this study was to investigate the Quality Assurance and Standards Officers strategies for enhancing teachers' supervision in schools. In this chapter, the results of the study are summarized and conclusions drawn. Finally, the potential areas of future research are outlined. The presentation was done based on the objectives of the study.

5.2 Summary of the Findings

The summary of findings focuses on the following sub-headings that formed the study objectives:

5.2.1 Background Information of the Respondents

Majority (52.3 %) of the respondents who participated in this study were female. over half (54.7) of the respondents were aged between 30-40 years while 27.9% were below 20-30 years. Another 64% of the respondents were degree holders while 40.7% of the respondents had been in their current station for between 3-5 years.

5.2.2 QASO Communication Strategies which enhance Teachers' Supervision

The first objective of the study was to determine the QASO communication strategies which enhance teachers' supervision in schools in Nandi East Sub- County. The study established that majority (82.6%) of the respondents stated that QASOs do not inform teachers of the date of supervision in advance. Another, 76.7% disagreed to the statement

that QASOs use letters to communicate to teachers details of the supervision process. Similarly, as stated by 82.6% of the respondents, QASOs do not communicate to teachers through phone calls about supervision to prepare them in advance.

Further, most (82.6%) of the respondents stated that QASOs do not communicate to teachers through text messages about supervision to prepare them in advance, while 80.2% of the respondents stated that QASOs compliment teachers during the supervision while majority (88.4%) of the respondents asserted that QASOs have satisfactory abilities to communicate clearly and objectively during pre-observational and plenary conference. The findings also show that 86% of the respondents stated that good communication skills for QASOs facilitate smooth interaction between teachers and QASOs whereas 90.7% of the respondents agreed that QASOs communicate their findings in objective and clear way.

5.2.2 QASO Resource Allocation Strategies which Enhance Teachers' Supervision

The study also sought to determine the QASO resource allocation strategies which enhance teachers' supervision in schools in Nandi East Sub- County. Majority (84.9%) of the respondents disagreed to the statement that QASOs frequently conducted supervision in their schools while 93% agreed that QASOs always have writing materials when they conduct supervision. There were 79.1% of the respondents who asserted that QASOs have means of transport to visit their schools and 74.4% of the respondents agreed that QASOs induct teachers on how to make good choice of textbooks and other materials.

5.2.3 QASO Staffing Strategies Which Enhance Teachers' Supervision In Schools

The third objective of the study was to investigate the QASO staffing strategies which enhance teachers' supervision in schools in Nandi East Sub- County. It was clear from the findings that that QASOs were seen to take long time when conducting supervision (62.8%), QASOs are perceived to have the expertise needed to carry out supervision (89.5%), QASOs are perceived to be highly knowledgeable of the supervision process (88.4%) and QASOs appoint and support key resource teachers in their schools(76.7%). Further, majority (82.6%) of the respondents stated that QASOs contribute to teachers professional development while 88.4% of the respondents stated that QASOs advice teachers on the new trends in teaching.

5.2.4 QASO Post-Conferencing Strategies Which Enhance Teachers' Supervision

The fourth objective of the study was to determine the QASO post-conferencing strategies which enhance teachers' supervision in schools in Nandi East Sub- County. The findings indicated that 90.7% of the respondents stated that QASOs provide required feedback that helps teachers improve their teaching while 75.6% of the respondents agreed that QASOs make teachers feel relaxed with their mode of giving feedback. Another, 76.7% stated that QASOs boost teachers confidence with their mode of giving feedback while 70.9 % stated that QASOs interact freely with the teachers.

5.3 Conclusion

From the findings of the study, it can be concluded that there is a communication breakdown between QASOs and teachers on date of supervision in advance nor do they communicate to teachers through phone calls about supervision to prepare them in

advance. Further, it was established that QASOs do not communicate to teachers through text messages about supervision to prepare them in advance nor do they use letters to communicate to teachers' details of the supervision process. There is a systematic communication between QASOs and teachers in relation to supervision and QASOs compliment teachers during the supervision. QASOs have satisfactory abilities to communicate clearly and objectively during pre-observational and plenary conference. The findings also shows that good communication skills for QASOs facilitate smooth interaction between teachers and QASOs. QASOs communicate their findings in objective and clear way. QASOs are conscious of the language they use and always encourage dialogue in the instructional supervision process.

It can also be concluded that QASOs frequently conducted supervision and they always have adequate resources namely; writing materials and means of transport to visit the schools. The QASO also inducted teachers on how to make good choice of textbooks and other materials. Similarly, QASOs select teaching and learning materials for teachers to use during teaching and learning process and they identify the teaching and learning materials that are missing in schools and recommend to the ministry to provide the resources to the schools. It was also established that QASOs induct teachers on suitable teaching methods as they have content knowledge in the subject they observe. Further, QASOs organize seminars and meetings for teachers to interact.

Concerning staffing strategies, it can be concluded that QASOs had the expertise and knowledge needed to carry out supervision. QASOs appoint and support key resource teachers in the schools. QASOs contribute to teachers professional development and

advice teachers on the new trends in teaching. However, different QASOs do not visit the schools on regular basis each term. QASOs provide required feedback that help teachers improve their teaching and they make teachers feel relaxed with their mode of giving feedback. QASOs boost teachers' confidence with their mode of giving feedback and they interact freely with the teachers. It can also be concluded that post-conferencing help to discuss the observation and the analysis of data relative to the teachers' objectives. QASOs hold guidance and counseling sessions with teachers after lesson observation and they meet and discuss the observed lesson with a teacher as a colleague. QASOs observe teachers in class and hold meetings with them before they get to class and after class visit and they discuss findings of supervisory visit with head teachers.

5.4 Recommendations of the study

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

- i. There should be effective communication between teachers and QASO since this facilitates smooth interaction
- ii. Adequate resources should be provided to QASO so that they carry out their supervision frequently for good results to be realized since when they visit schools they induct teachers on how to make good choices of teaching resources.
- iii. Appropriate staffing measures should be put in place to enhance QASOs capacity to conduct their supervision since when they visit they update teachers on the new trends in teaching.
- iv. Post-conferencing should be enhanced since the mode of feedback given to teachers boost their confidence.

5.5 Suggestions for Further Studies

The following suggestions are made for future research.

- i. In order to improve on external validity, a similar study should be conducted in public schools in other Counties in Kenya.
- ii. Further research should be conducted in which other variables can be investigated.

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APPENDICES

APPENDIX I: INTRODUCTORY LETTER

Introductory letter

I am a Masters student and as a partial requirement of the coursework assessment, I am required to submit a research report on: **Quality Assurance and Standards Officers Strategies and Effective Secondary Schools Teacher Supervision in Nandi East Sub-County, Kenya**. I would highly appreciate if you could kindly complete the Questionnaire to assist me collect data. Your information alongside others will help me in my research and will be used strictly for academic purposes and will be treated as confidential, therefore, do not write your name on the questionnaire.

Thank you in advance,

Yours faithfully,

Agnes Jerono

**APPENDIX II: RESEARCH QUESTIONNAIRE FOR THE HEAD OF
DEPARTMENTS AND TEACHERS**

Dear Respondent,

You are kindly requested to respond to all the items in this questionnaire. Any information you will provide will be treated with utmost confidentiality. Respond as honestly and as truthfully as possible. (**Tick**) (✓) where appropriate or fill in the required information on the spaces provided.

SECTION A: BACKGROUND INFORMATION

1. Gender

Male []

Female []

2. Age

Below 20- 30years [] 30-40 years [] 40-50years [] more than 50 years []

3. Level of education

Diploma [] Degree [] Masters [] other specifications.....

4. Number of years you have taught in the current school

0-2 years [] 3-5 years [] 6- 8 years [] 9-11years [] more than 12 years []

SECTION B: QASO COMMUNICATION STRATEGIES

5. The following are statements are related to QASO communication strategies which enhance teachers' supervision in schools in Nandi East Sub County. Please indicate, by placing a tick (✓) in the appropriate box, your degree of agreement with each of the following statements where: **SA-Strongly Agree, A-Agree, UD-Undecided, D- Disagree, SD-Strongly Disagree.**

	Statements	SA	A	UD	D	SD
1	QASOs inform teachers of the date of supervision in					
2	QASOs use letters to communicate to teachers details of the supervision process.					
3	QASOs communicate to teachers through phone calls about supervision to prepare them in advance.					
4	QASOs communicate to teachers through text messages about supervision to prepare them in advance.					
5	There is a systematic communication between QASOs and teachers in relation to supervision.					
6	QASOs compliment teachers during the supervision					
7	QASOs have satisfactory abilities to communicate clearly and objectively during pre-observational, post-observational and plenary conferences.					
8	Good communication skills for QASOs facilitate smooth interactions between teachers and QASOs.					
9	QASOs communicate their finding in objective and clear way					
10	QASOs are conscious of the language they use and always encourage dialogue in the instructional					

6. What are the other QASO communication strategies which enhance teachers' supervision?.....

.....

SECTION C: QASO RESOURCE ALLOCATION STRATEGIES

7. The following are statements regarding the QASO resource allocation strategies which enhance teachers' supervision in schools in Nandi East Sub County. Please indicate, by placing a tick (√) in the appropriate box, your degree of agreement with each of the following statements where: **SA-Strongly Agree, A-Agree, UD-Undecided, D- Disagree, SD-Strongly Disagree.**

	Statements	SA	A	UD	D	SD
1	QASOs frequently conduct supervision in my school.					
2	QASOs always have writing material when they conduct supervision.					
3	QASOs have the means of transport to visit my school.					
4	QASOs induct teachers on how to make good choice of text books and other materials.					
5	QASOs select teaching and learning materials for teachers to use during teaching and learning process.					
6	QASOs identify the teaching and learning materials that are missing in schools and recommend to the ministry to provide the resources to the schools.					
7	QASOs induct teachers on suitable teaching methods					
8	QASOs have content knowledge in the subject they supervise					
9	QASOs organise seminars and meetings for teachers to interact					

8. Are QASOs given adequate resources when they come for supervision?

.....

.....

SECTION D: QASO STAFFING STRATEGIES

9. The following are statements regarding the QASO staffing strategies which enhance teachers' supervision in schools in Nandi East Sub County. Please indicate, by placing a tick (✓) in the appropriate box, your degree of agreement with each of the following statements where: **SA-Strongly Agree, A-Agree, UD-Undecided, D- Disagree, SD-Strongly Disagree.**

	Statements	SA	A	UD	D	SD
1	Different QASOs visit my school on a regular basis each					
2	QASOs are seen to take long time when conducting supervision.					
3	QASOs are perceived to have the expertise needed to carry out supervision.					
4	QASOs are perceived to be highly knowledgeable of the supervision process.					
5	QASOs appoint and support key resource teachers in my					
6	QASOs contribute to teachers professional development					
7	QASOs advice teachers on the new trends in teaching					

10. Do adequate number of QASO visit your school during supervision?

.....

.....

SECTION E: POST-CONFERCING STRATEGIES

11. The following are statements relating to QASO post-conferencing strategies which enhance teachers' supervision in schools in Nandi East Sub County. Please indicate, by placing a tick (√) in the appropriate box, your degree of agreement with each of the following statements where: **SA-Strongly Agree, A-Agree, UD-Undecided, D- Disagree, SD-Strongly Disagree.**

	Statements	SA	A	UD	D	SD
1	QASOs provide required feedback that helps teachers improve their teaching.					
2	QASOs make teachers feel relaxed with their mode of giving feedback.					
3	QASOs boost teachers' confidence with their mode of giving feedback.					
4	QASOs interact freely with the teachers.					
5	Post- conferencing help to discuss the observation and the analysis of data relative to the teacher's objectives.					
6	QASOs hold guidance and counseling sessions with teachers after lesson observation.					

7	QASOs meet and discuss the observed lesson with a teacher as a colleague.					
8	QASOs observe teachers in class and hold meetings with them before they get to class and after class visit.					
9	QASOs discuss findings of supervisory visit with head					

12. Do most QASO offer post-conferencing after supervision?

.....

.....

APPENDIX III: INTERVIEW SCHEDULE FOR HEAD TEACHERS

1. For how long have you been a headteacher?
2. How frequent do the QASOs visit the school for supervision?
3. How do the QASOs inform you about their intended visit to your school?
4. In your opinion, do you think the QASOs have satisfactory abilities to communicate clearly and objectively during pre-observational, post-observational and plenary conferences with the teachers?
5. What are the communication strategies used by QASO to enhance teachers' supervision in your schools?
6. What are the QASO resource allocation strategies which enhance teachers' supervision in your school?
7. What are the QASO staffing strategies which enhance teachers' supervision in your school?
8. What are the QASO post-conferencing strategies which enhance teachers' supervision in your school?

APPENDIX IV: INTERVIEW SCHEDULE FOR THE QASO

1. What are the QASO communication strategies used to enhance teachers’ supervision in schools in Nandi East Sub County?

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What are the QASO resource allocation strategies to enhance teachers’ supervision in schools in Nandi East Sub County?

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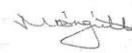

What are the QASO staffing strategies to enhance teachers’ supervision in schools in Nandi East Sub County?

.....
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.....
.....

What are the post-conferencing strategies used by QASOs to enhance teachers’ supervision in schools in Nandi East Sub County?

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.....
.....

APPENDIX V: RESEARCH PERMIT

 REPUBLIC OF KENYA	
NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION	
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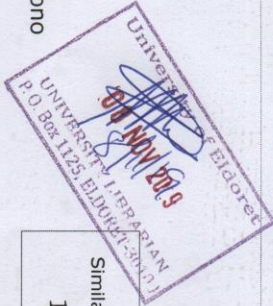
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