TEACHERS' AND PRINCIPALS' ATTITUDES TOWARDS SCHOOL INSPECTION IN SELECTED PUBLIC SECONDARY SCHOOLS IN KENYA'S NYANDARUA DISTRICT

BY

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DECLARATION AND RECOMMENDATION

DECLARATION

This thesis is my original work and has not been submitted for the award of a degree or diploma in any other university or college.

Signature…….. Date ……

Simon Mwangi Wanjohi

RECOMMENDATION

This thesis has been submitted for examination with our approval as university supervisors.

Signature…… Date ……..

Prof. John Gowland Mwangi

Signature …….. Date ……

Dr. Bernard Nyingi Githua

DEDICATION

I dedicate this work to my late mother Immaculate Muthoni and family members: Nyambura, Muthoni, Wanjohi.

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ABSTRACT

Great emphasis has been placed on the quality of education in Kenya. The procedure used in quality assurance has been a subject of debate among educationists. Over the years, teachers and principals held negative attitudes towards the approach used in school inspection. They complained that the approach lacked clear objectives and was fault finding rather than trying to identify and improve standards. However, the Ministry of Education, Science and Technology published a handbook for inspection in the year 2000, which spelt out the uniform approach to inspection of schools. This study aimed at determining the attitudes of public secondary school teachers towards inspection of schools since the new approach was introduced. The study adopted a cross-sectional research design. Principals and teachers from public secondary schools in Nyandarua District formed the population of the study. A sample of 12 schools was purposively selected out of 34 schools that had been inspected at least once between the year 2000 and 2004. All teachers and principals from selected schools were respondents, forming a sample size of 204. Teachers' and Principals' Attitudes towards School Inspection Questionnaire (TPASIQ) was used to determine the attitudes of teachers and principals towards school inspection by experience, designation, type of inspection approach and professional qualification. Principals' Attitudes towards Inspection on School Management (PAISM) was used to determine principals' attitudes towards inspection on school management by size of the schools they headed. A panel of experts in education from Egerton University was used to establish validity of the instrument. The instrument had an α reliability coefficient of 0.795. Descriptive and inferential statistics were used in data analysis from TPASIQ and PAISM. A one way ANOVA, Pearson Product Moment Correlation Coefficient and t-test were used to test the null hypotheses at $\alpha = 0.05$. The findings of the study showed that there was a significant relationship between type of inspection approach and attitudes of teachers and principals towards inspection. The reseacher concluded that the old approach to school inspection is still in use despite the Ministry's new initiative. It is recommended that inspectors require further training and sensitization on the current approach to inspection.

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LIST OF ABBREVIATIONS AND ACRONYMS

ALT	Alternative
B.Ed	Bachelor of Education
BOG	Board of Governors
Cap	Chapter
DEO	District Education Officer
DIS	District Inspector of Schools
ECD	Early Childhood Development
HMI	Her Majesty's Inspectors
IP	Inspection Programmes
KCSE	Kenya Certificate of Secondary Education
MOEST	Ministry of Education, Science and Technology
NFE	Non-Formal Education
Ofsted	Office for Standards in Education
P.T.A	Parent Teachers Association
PA	Performing Art
PAISM	Principals' Attitudes towards Inspection on School Management
PDE	Provincial Director of Education
PGDE	Post Graduate Diploma in Education
PIS	Provincial Inspector of Schools
SADQAS	Senior Assistant Director Quality Assurance and Standards
SM	Science and Mathematics
SNE	Special Needs Education
SPRED	Strengthening of Primary Education
TAC	Teacher Advisory Centre
TEC	Technical
TP	Teaching Practice
TPASIQ	Teachers' and Principals' Attitudes towards School Inspection Questionnaire
TPC	Teacher's Proficiency Course
TSC	Teachers' Service Commission

CHAPTER ONE

INTRODUCTION

1.1 Background Information

Teachers play an important role in development and implementation of the curriculum (Ndirangu, 2004). According to the Republic of Kenya (2003), the teacher resource is one of the most important inputs into the education system. Being critical classroom instructional activity and curriculum delivery, they are a critical determinant of educational quality. A report of the sector Review and Development Direction indicated that teachers are among other variables like curriculum, teaching and learning materials, physical facilities and institutional management that impact greatly on the quality of education (Republic of Kenya, 2003). The knowledge, intelligence and professional skills that teachers possess have a direct bearing on the quality of education provided by schools in any country (Ndirangu, 2004; Tisher & Wideen, 1990). Concern about the quality of teaching in schools in East Africa has seen the creation of various commissions appointed to review and evaluate the education systems at all levels and recommend measures and strategies for their improvement (Rarieya & Tukahirwa, 2006).

Though quality, a major concern in education today among parents, employers and the public at large is an abstract concept, there are parameters for measuring it which include what and how it is learnt and examined (Editor Daily Nation, 2004). According to the editor, quality also refers to the ability of graduates to apply what they learnt in real life situations so that they can fit in the world of work and live in harmony with others.

Few people working in education would argue at the beginning of the 21st century for an education system which does not include some process of school inspection (Learmonth, 2000). The importance of inspection in the total education process cannot be overemphasized. According to Commonwealth Secretariat (1998), inspection is important for; ensuring quality, improving and maintaining standards, evaluation of performance of teachers and schools, monitoring instruction, identifying needs of schools, collection of data, provision of professional development for teachers, provision of advice to teachers and providing feedback to the Ministry of Education and other stakeholders. The Kamunge Report of 1988 underscored the importance

of inspectorate and went further to recommend the training of head teachers as the first line of inspectors of their schools (Republic of Kenya, 1988). Inspections provide an independent, external evaluation of the quality and standards of the school, its management and the development of its pupils (Office for Standards in Education, 2003).

Previously, inspection of schools was authoritarian and autocratic and was intended for maintaining and for observance of departmental rules (Mohanty, 2002). Inspectors were seen as fault-finders who were mainly interested in reporting teachers to the Ministry of Education, Science and Technology (MOEST) without giving them any advice to enable them to improve their teaching techniques (Commonwealth Secretariat, 1998). However, present supervisory services are meant to inspire, stimulate, co-ordinate and guide teachers in their professional growth hence promoting initiative, freedom, resourcefulness, belongingness and enthusiasm among teachers, pupils and the community (Mohanty, 2002; Commonwealth Secretariat, 1998; Sisungo, 1988).

The function of inspectorate entails the inspection of schools and teachers to determine if the curriculum is being effectively implemented and if the education programmes are being delivered thus, acting as an important quality audit department (Republic of Kenya, 2000).

However, developing supervision and evaluation systems that are logically safe and that look good on paper will not ensure instructional improvement (Duke & College, 1987). The stress of inspection can be so demoralizing that teachers can become seriously deprofessionalised, even in a school which is not failing and has strong leadership (Jeffrey & Woods, 1996). Cullingford (1999), points out that many schools hope to 'survive' the experience, but the overload of preparation is bound to lead to anxiety, exhaustion and anticlimax.

Since the establishment of the inspectorate division in Kenya's MOEST over thirty years ago, school inspectors have been operating through circulars and guidelines (Republic of Kenya, 2000). As a result, the inspector's physical presence had not been felt to the required standards and furthermore, induction courses that they went through lacked comprehensive programme or definitive training packages which may not have given the inspectors adequate inspectoral skills (Republic of Kenya, 2000).

According to the Republic of Kenya (2000), research carried out before the publication of a handbook for inspection, indicated that teachers mistrusted the inspectors for several reasons. The inspection visit was often poorly planned and lacked clear objectives, the inspector often seemed to be checking on schools rather than trying to identify and improve standards, and that focus was mainly on building administrative systems rather than teaching and learning. Lack of professional support led to low morale on the part of teachers, many of whom complained that they were just 'gropping' in the dark

From the foregoing, there is a possibility that teachers expected to receive inspectoral services and hence improve their output or performance, may not be fully benefiting. That not withstanding, the Ministry of Education, Science and Technology, in collaboration with the British Government through Strengthening Primary Education (SPRED) project II, published a handbook for inspection of educational institutions. According to the Chief Inspector of Schools (2000), the document empowered the inspectors to adopt a principle-centred leadership approach in their supervising rule in quality assurance.

According to Nyandarua District Education Officer, the District Education Board (DEB) has been convening annual educational stakeholders meetings since the year 2000. During these meetings, the MOEST officials, members of Parliament, civic leaders, members of Parents Teachers Association (PTA) and Board of Governors (BOG), principals and teachers of secondary schools review the general performance of schools in Kenya Certificate of Secondary Education (KCSE) examination for the preceding year and discuss way forward for the improvement of education standards in the district. The discussions are guided by the school inspection panel reports.

The main objectives of this inspection exercise centres around assessment of each school's performance, benchmarks and advising the stakeholders. According to Republic of Kenya (2004), the benchmarks focused upon are effectiveness of school management and administration in managing the physical and financial resources of their schools, quality and effective supervision of curriculum implementation, adequacy and relevance of school's infrastructure towards welfare of learners, teaching and non-teaching staff, quality implementation of co-curricular activities and related activities in promotion of an all round

developed individual and quality of implementation of co-curricular and 'hidden' curricular activities for development of all round individuals. The Panel inspection reports address areas of weaknesses and strengths of schools in general but curriculum areas are given more emphasis. Principals and teachers are allowed to express their opinion on areas that need to be prioritised in promoting education. However, in spite of the Ministry of education's new initiative, the question that may be raised is what attitudes teachers and principals in secondary schools hold towards school inspection.

1.2 Statement of the Problem

Before the year 2000, school inspectors in Kenya operated through circulars, which were not regular and did not offer uniform recommendations. They were issued by particular officers and their content had diverse directives depending on what the officer saw as the problems. When inspectors went to schools, they focused more on fault finding instead of advising and encouraging teachers. Consequently, the teachers felt threatened and because they mistrusted the inspectors, they rarely made their views known for fear of being reprimanded (Republic of Kenya, 2000). They had negative attitudes towards school inspection. Due to these inconsistencies in the circulars, the Ministry of Education, Science and Technology published a handbook for inspection which provided recommendations that were not contradictory.

Panel inspection, which involved fewer but more effective school inspectors was emphasised. However, it was not clear whether the new approach was sensitive to the teachers' and principals' teaching experience, designation, professional qualification and size of the schools which the principals headed. There was inadequate information in terms of the extent to which the new initiative had changed teachers' attitudes. If this information were known it would have improved school inspection by ensuring that teachers' feelings, suggestions and recommendations are taken into account. This study sought to determine the attitudes of public secondary school teachers and principals towards school inspection in Nyandarua District using the panel approach.

1.3 Purpose of the Study

The purpose of this study was to determine the attitudes of selected public secondary school teachers and principals in Nyandarua District towards school inspection. The study sought to determine differences in attitudes towards school inspection by teachers' and principals' professional qualification, experience, designation, school size which the principal heads and the type of inspection approach.

1.4 Objectives of the Study

The study was guided by the following objectives:

(i). To determine whether type of inspection approach is related to teachers' and principals' attitudes towards school inspection.

(ii). To determine whether there was a difference in attitudes towards school inspection among teachers and principals by their teaching experience.

(iii). To determine whether there was a difference in attitudes towards school inspection among teachers' and principals' by their professional qualifications.

(iv). To determine whether there was a difference in attitudes towards school inspection between teachers and principals.

(v). To determine whether there was a difference in attitudes towards inspection on school management among principals by school size.

1.5 Hypotheses

The objectives of the study were achieved by testing the following hypotheses at 0.05 alpha level.

$H_0 1$ Type of inspection approach has no statistically significant relationship with teachers' and principals' attitudes towards school inspection.

$H_0 2$ There is no statistically significant difference in attitudes towards school inspection among teachers and principals by their teaching experience.

$H_0 3$ There is no statistically significant difference in attitudes towards school inspection among teachers and principals by their professional qualification.

$H_0$4 There is no statistically significant difference in attitudes towards school inspection between teachers and principals

$H_0$5 There is no statistically significant difference in attitudes towards inspection on school management among principals by school size.

1.6 Significance of the Study

A new approach to school inspection requires new skills and insight that help teachers improve their instructional programmes, both curricular and co-curricular through the practices of better teaching methods. This study is expected to provide a framework for doing that and to offer school inspectors an opportunity to evaluate their work performance through teachers' and principals' attitudes towards them. It will provide an opportunity to education policy formulators to assess the impact of the inspection approaches in facilitating the provision of quality and standards of education in schools. On the basis of the findings, teachers' suggestions would be useful in improving the new approach to schools inspection.

1.7 Scope of the Study

The study was carried out in provincial and district secondary schools in Nyandarua District. This was because most teachers and principals in these schools are employed by Teachers Service Commission (TSC) and are likely to have had a continuous teaching service, holding various responsibilities in their current or previous schools. These teachers and principals have varying teaching experiences and qualifications. They have been inspected either using previous approach which involved close monitoring, fault finding, autocratic and authoritarianism or current approach which is self directing, advisory, allows for teacher creativity and democratic.

1.8 Limitations of the Study

The findings of this study might not be generalised as applicable to all teachers and principals in all types of schools including private secondary school teachers who are rarely panel inspected. However, the study might be useful to anyone interested in the area of school inspection. Secondly, because of the current on going restructuring of the Ministry of Education, Science and Technology, changes are expected to take place and the inspectorate department might be

added other responsibilities in formulation and implementation of education programmes in Kenya.

1.9 Assumptions of the Study

For the purpose of this study, the researcher made the following assumptions:

(i) All teachers and principals from the selected schools were serving in their current stations when school inspection took place.

(ii) Respondents would be frank in giving information when filling in the questionnaires.

1.10 Operational Definitions of Terms

The following terms were defined as used in this study.

Approaches to School Inspection: The Ministry of Education, Science and Technology has used two approaches namely, the old approach and the new approach.

The old approach refers to the approach to school inspection that took place before the year 2000 in which the inspectors operated without a manual, handbook or guide.

The new approach refers to the panel approach to inspection, in which fewer but more meaningful in-depth inspections are conducted by school inspectors using a manual, handbook or guide.

Attitudes of Teachers and Principals: Teachers' and principals' dispositions to respond favourably (positively) or unfavourably (negatively) towards school inspection activities.

District School: A secondary school registered as a district secondary school by the Ministry of Education, Science and Technology, which admits all its students from the district it is situated.

Handbook for Inspection: School inspectors' manual of inspection

Inspectorate department: A department within the MOEST and due to the on going restructuring of the ministry, this term also refers to the Directorate of Quality Assurance and Standards

Private Secondary School: A secondary school registered by the Ministry of Education, Science and Technology as a private school, which is owned by an

individual or a number of individuals and does not receive any funding from the government.

Provincial Secondary School: A secondary school registered as a provincial secondary school by the Ministry of Education, Science and Technology which admits 80% of its students from the district it is situated and the rest 20% from the rest of the province within which it is situated.

Public Secondary School: A secondary school registered by the Ministry of Education, Science and Technology, as a public school, which is funded by the Kenya Government alone or jointly with the local community. It may be categorised as national, provincial or district.

School Inspection: Is scrutiny or investigations into the quality and standards of all education activities that take place in a school.

School Inspector: A Ministry of Education, Science and Technology official who is responsible for quality assurance and standards. For the purpose of this study the term school inspector will also refer to quality assurance and standards officer.

School Management: Is an act of handling, directing, governing or control of school activities and resources. In this study, the term refers to management of curriculum implementation, finance, personnel, guidance and counselling as well as physical facilities in school.

School Size: The number of fully enrolled classes a secondary school has. In this study, schools with 1-8 classes were termed small schools while those with 9 classes or more were termed large schools.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter includes a review and summary of the literature on the concepts of supervision, inspection and attitudes. Historical development, structure, roles and challenges of inspectorate department in Kenya are discussed and a comparison of secondary school inspection between Kenya and Britain is presented. The chapter concludes by explaining the theoretical framework adopted for the study.

2.2 The Concepts of Supervision and Inspection

According to Mohanty (1995), as far as the etymological meaning of supervision is concerned, it means 'super-vision' for one who supervises. However, the implication is a 'forward look' or a 'broad look' for the professional growth of teachers. Olembo, Wanga and Karagu (1992) argue that supervision can be assumed to be a professional service involving the relevant educational administrators for the purpose of interacting with the teachers, in such a way as to maintain, change and improve the provision and actualisation of learning opportunities for pupils. According to Commonwealth Secretariat (1998), supervision is a process through which supervisors visit schools to work with the teachers and school administrators to ascertain the quality of teaching and administration and to provide advice and guidance to teachers and administrators where it may be necessary.

Okumbe (1998) traces the supervisory trends from the earlier American Education Systems. A statute was adopted in 1654 which empowered the trustees of towns to be responsible for appointing teachers of sound faith and morals. From 1642 to 1875, supervision was handled by laymen who included the clergy, school wardens, trustees and citizens' committees. He further notes that supervision concentrated on such matters as appraising the general achievement of pupils in subject matter, evaluating methods used by teachers, observing the general management of schools and conduct of pupils as well as ascertaining whether money spent on education was wisely expended.

According to Commonwealth Secretariat (1998) supervision is today considered as a developmental approach where a practitioner assists a client to carry out an assignment more easily and more effectively in order to improve results. At school level, supervision concentrates on improving the quality of instruction.

Okumbe (1998) contends that supervision evolved from the realisation that one can accomplish very little alone and that humans cannot accomplish much by simply grouping people together. He notes that for any kind of group to hold together, there must first of all be a common objective that the members of the group are committed to. Secondly, a direction is needed to channel the diverse and often disorganised efforts of the individuals into a purposeful stream of productivity to achieve a common objective. Thirdly, newer and better supervisory techniques must be developed through research and applied in order to release the maximum potentials of the teachers.

Sisungo (1988) notes that supervisors need to have a positive self concept. They should be liked and respected by teachers; be positive thinkers and aware that motivation is influenced by extrinsic factors such as personal values and past achievements. She adds that supervisors should maintain a positive attitude in their relations with staff members.

The term 'inspector' is borrowed from England where the school supervisors are called 'Her Majesty's Inspectors'. It has normally been associated with a 'police inspector'. The title inspector normally calls to mind an impressive and formidable personage who is armed with the necessary powers and authority to enforce departmental regulations. Such a person has often been considered as the law and teachers are forced to bow down to his or her wishes and commands but this view has changed especially in societies that strive to promote democracy (Mohanty, 1995; Sisungo, 1988).

According to Canham (1983), a school inspector is an important person, but he or she should not be the self-important kind with large car and entourage, whose eminence is intended to be publicly recognised by society at large. His/her real importance is the successful performance of his/her duties which are vital to the education system and ultimately to the welfare of the nation. According to the Commonwealth Secretariat (1998), ideal inspection should involve examining and evaluating the quality of teaching and learning in school, be judgemental in nature, monitor

education trend and standards in institutions and check availability and sustainability of the required physical facilities, human resources and instructional materials. Holmes (2003) notes that, inspection includes a clear and helpful oral feedback and leads to written reporting that evaluate performance and quality, and identifies strengths and areas for improvement.

Beecher (1949) made a distinction between inspection and supervision. The commission noted that inspection belonged to the department of inspectorate, and supervision to the body to whom school management has been delegated. According to Okumbe (1998), supervision is a more recent concept in management which developed as a result of the need to work with and through people in a more humane understanding. Inspection on the other hand is an old concept in management whose basic precept is that of autocratic management which aimed at catching the workers red- handed: This is fault finding attitudes in management. He thus notes that supervision is an ongoing activity in management between a subordinate and a super ordinate and provides a common understanding between them. Inspection is a one time fact finding activity. That not withstanding, there should not be any confusion between inspection and supervision. Both terms aim at helping the teaching and learning process. Mohanty (1995) points out that inspection was first developed and subsequently supervision has become a major component of it.

According to Sisungo (1988), supervision is an effort to stimulate, co-ordinate and guide the continued growth of teachers both collectively and individually. Moreover, it is a process of manipulating the elements to produce better learning and providing the leadership necessary to effect improvement in work of the teachers. Ideally, supervision is not only concerned with overseeing, directing, conducting, regulating and controlling teachers and pupils. It also involves guiding and influencing teachers and pupils to strive towards desirable teaching and learning behaviour in order to achieve educational goals and objectives (Olembo, Wanga & Karagu, 1992). It has been discovered that apart from knowing the subject matter to teach, the teacher must know why he has to teach it for effectiveness, when he has to teach it and how he has to teach it for maximum comprehension on the part of the students (Majasan, 1995). The central concern of any inspection is what goes on in the classroom (Republic of Kenya, 2000). The classroom observation criteria should be fully understood and agreed upon, to avoid a conflict between the inspector and the teacher.

Teachers need professional training, updating on new knowledge and being advised on a regular basis through seminars, in-service courses and supervision (Njogu, 2003). Inspection and supervision serve as a means of providing useful professional consultation and advisory services to improve the quality of teachers who in turn play an important role in the performance of a school.

2.3 Historical Development of the Inspectorate Department in Kenya

Literature available indicates that supervision and inspection of schools started in United States of America in the eighteenth century and the practice then spread to Britain in 1839 (Sisungo, 1988). According to Cullingford (1999), Her Majesty's Inspectors (HMI) were created in 1839, consisting of putatively independent inspectors who visited schools occasionally. Sisungo (1988) and Mohanty (2002) have indicated that during that time, supervision and inspection were quite autocratic, authoritarian and meant to find faults. Over time, the idea spread to other parts of the world and today most countries have an inspectorate, a division of the Ministry of Education with particular responsibility to monitor school compliance with instructional and/or administrative regulations of the ministry (Carol, 1990).

According to Eshiwani (1993), the first mission school was established in 1846 at Rabai, near Mombasa in Kenya. Missionary education was linked to Christianity and at first its major aim was to produce African 'Priests' to spread the word of God. Missionaries controlled education in Kenya up to about 1911, when the colonial government stepped in. A department of education was created by the colonial administration in 1911, and the first government school for Africans was begun, though such schools were few in number during the whole of the colonial period (Sisungo, 1988; Eshiwani, 1993; Bogonko, 1994). Missionaries managed their own schools while the government managed theirs. As a result, there emerged a discrepancy in the standard of education and the curriculum offered at schools.

According to Bogonko (1994), the colonial governor appointed a select commission under Bishop Leonard Beecher in 1949 - the African Education Commission Report (1949). The select commission was mandated to look at the scope, content, and methods of the African education provisions (system), its administration and finance. This committee recommended among

others, a closer supervision of educational provisions by the government (Shiundu & Omulando, 1992). The Beecher Report was implemented as from 1952 (Bogonko, 1994).

On implementing the Beecher report, the government realised the importance of supervision and inspection in education at the outset. The Kenya colony was promptly divided into five administrative regions. Provincial Education Officers, District Education Officers and Education Officers with supervisory teams were appointed and mobilised to see that supervision, inspection and organization of primary and intermediate schools were carried out effectively (Bogonko, 1994). The department of education further sought to improve the quality instead of just increasing the quantity of education given in African schools. This, according to Bogonko (1994) marked the formation of the Kenya Inspectorate in 1955. This was a great step forward in the inspection of schools and teachers as well as in conducting research into teaching methods and curriculum development.

By 1963, when Kenya became independent, the establishment of the inspectorate consisted of seventeen inspectors, twelve of whom were stationed in Nairobi and five at various regional Headquarters. Inspectorate then was headed by chief inspector of schools who was the principal adviser of the chief education officer (Republic of Kenya, 1964).

Due to a rapid expansion of education after independence, the Ominde Commission of 1964 recommended the re-organization of the inspectorate department with a minimum establishment of one inspector in every district and a body of twenty specialist inspectors at Headquarters, making a total of sixty inspectors. The headquarters establishment was to be directly responsible for the inspection of secondary schools, under the general leadership of a staff inspector for secondary education. The headquarters group also included staff inspectors of primary education, adult education and training of teachers.

However, the Ominde Commission of 1964 took note of the cost involved, scarcity of experienced and qualified officers to fill appointments in the inspectorate. In that regard, the commission recommended that the government prioritise the strengthening of the headquarters inspectorate. The recommendations of the commission were promptly implemented.

Nevertheless, according to the Republic of Kenya (1976), the inspectorate department continued to face serious problems of attracting qualified and experienced personnel. Selection of inspectors for primary schools was based on the identification of successful headteachers who excelled in their administration as well as their subject areas. Interviews were done at the District Education Officers' Office. Successful candidates' names would be sent to the chief inspector of schools for approval (Republic of Kenya, 2000). Recruited candidates would be appointed Zonal Inspectors, on Secondment from the Teachers Service Commission. However, there lacked clearly defined criteria for determining the number of secondary education inspectors to be recruited to ensure proper coverage of the schools and subjects taught and there was no defined staff development programme for inspectors that would expose them to training on regular basis (Republic of Kenya, 1988). Inspectors carried out their duties through circulars and guidelines (Republic of Kenya, 2000).

Following staff rationalization of the Teachers Service Commission, the secondment of teachers to non-teaching duties was terminated in 1998 (Republic of Kenya, 2000) and subsequently recruitment of inspectors became a prerogative of Kenya's Public Service Commission. It became mandatory that candidates to be appointed should at least be university graduates or their equivalent, with at least three years experience (Republic of Kenya, 2000). To empower inspectors to adopt a principle-centred leadership approach in their supervisory rules in quality assurance, the Ministry of Education Science and Technology published a handbook for inspection of educational institutions, which gave the inspectors an opportunity to embrace a uniform approach to inspection of schools (Chief Inspector of Schools, 2001).

Despite the effort by the government to improve the operations of the inspectorate department, there is still a problem of attracting qualified personnel. The Director of Education is on record as having admitted that the Inspectorate department is short of personnel by 878 (Daily Nation, 2004). However, according to the editorial board of the Daily Nation (24th May, 2004), the operations of inspectorate department could be improved by designing an attractive scheme of service for school inspectors, re-train and re-orient the current crop of inspectors to modern educational practice.

2.4 The Structure of the Inspectorate Department in Kenya

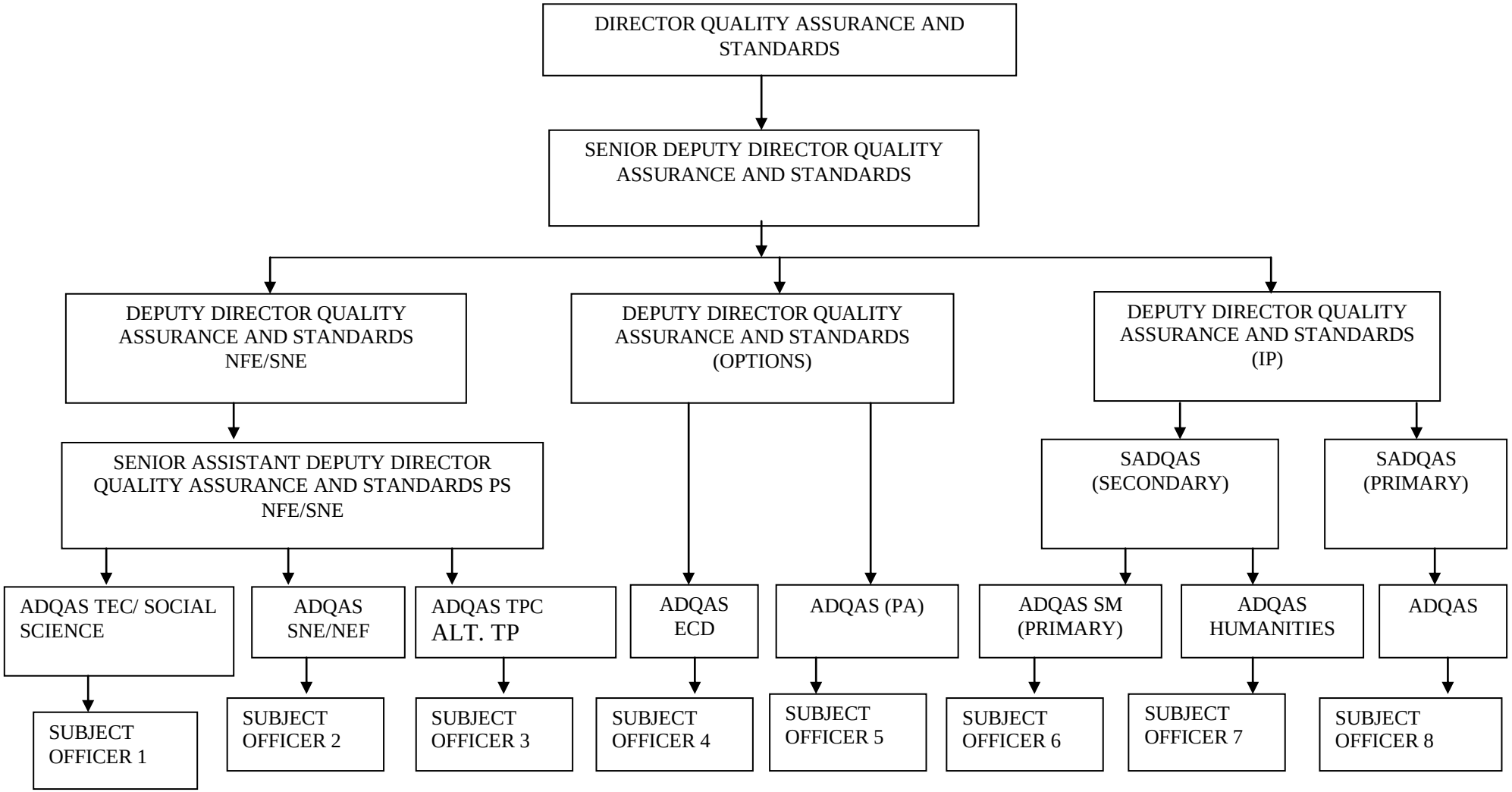
The Ministry of Education Science and Technology operates under a hierarchical structure. It is headed by the minister whose duties are spelt out in the education Act, Chapter 211, Section 3, laws of Kenya (1968) and revised in 1980. Until the year 2004, the ministry had been divided into two major departments; the directorate of education and the department of administration (Republic of Kenya, 2000).

The inspectorate department had been within the directorate of Education headed by the Chief Inspector of Schools who was assisted by two deputies and four assistants. There were inspectors for every subject taught in schools and colleges and also for special education and early childhood education all of whom were stationed at the ministry Headquarters (Njogu, 2003; Republic of Kenya, 2000; Eshiwani, 1993).

There were inspectors based at provinces and districts. They were led by the Provincial Inspector of Schools (PI) who was answerable to the Provincial Director of Education (PDE). The Provincial Inspectors of Schools was assisted by two deputies; deputy PIS (primary) and deputy PIS (secondary). There were also subject inspectors based at the province.

At the district level, the District Education Officer (DEO) was responsible for all educational matters. There was a District Inspector of Schools (DIS) who was answerable to the DEO. The DIS was assisted by two deputies; the deputy DIS (primary) and Deputy DIS (secondary). There were Zonal inspectors who manned educational zones within the District (Njogu, 2003).

However, the on-going restructuring of the Ministry of Education Science and Technology has resulted to the creation of five directorates; Basic Education, Quality Assurance and Standards, Policy and Planning, Higher Education and Technical Training. Each directorate is headed by a director. All the directorates are answerable to the Education Secretary (Education Secretary, 2004). The inspectorate department has been renamed Directorate of Quality Assurance and Standards and all school inspectors given the title; Quality Assurance and Standards Officers. It is expected that the restructuring would result to further changes in the structure of the ministry at the provincial and district levels (Education Secretary, 2004). Figure 1 shows the newly restructured Quality Assurance and Standards directorate.



Source: Republic of Kenya, 2005

Figure 1: Directorate of Quality Assurance and Standards

2.5 Roles of the Inspectorate Department in Kenya

According to Eshiwani (1993), the inspectorate department has been referred to as the 'nerve centre' of the Ministry of Education Science and Technology. This is in reference to its roles in educational development. The inspectorate is the professional arm of the Ministry (Republic of Kenya, 2000).

The roles of the inspectorate department include: overseeing proper school management and administration, supervision of educational programmes, maintenance of education standards, school curriculum management, guidance and counselling in schools, promotion and grading of teachers, coordination and administration of co-curricular activities such as drama and music festivals, games and sports (Republic of Kenya, 2000).

a) Education management

According to Okumbe (1998), the concept of management has developed and evolved as a result of man's great desire to have 'things' done in the best ways. These 'things' form work which is the essence of man's existence. He therefore defines management as a process of designing, developing and effecting organisational objectives and resources so as to achieve the predetermined organisational goals. Fergus, Jones and Reid (1990) outline the tasks of management as involving; working through people, getting things done, organising, resource usage, communication, time, equipment and financial management, space and building management and providing positive outcomes.

Education management is a process of designing, developing and effecting educational objectives and resources so as to achieve the predetermined educational goals (Okumbe1998). The Koech Commission of the year 2000 noted that educational management entails prudent utilization of personnel, funds and equipment to enhance efficiency in delivery of quality education (Republic of Kenya, 2000). Okumbe (1998) argues that educational management should therefore refer to the application of management theory and practice to educational institutions.

According to Fergus, Jones and Reid (1990), the 'manager' in the school context may be the principal, deputy principal, heads of departments or teachers with responsibilities for a particular syllabus or course. West and Ainscow (1991) argued that the start point for educational management must be a series of priorities for the school and that a 'good' school is managed through a development plan which enables all members of staff to have a coherent view of the direction and priorities to be taken for school improvement. They contend that a school has a set of values of commonly held aims which are understood by teachers and students and that these collective values are founded upon the belief that all individuals are worthy of respect and have a contribution to make to the school.

Okumbe (1998), outlines the function of educational management as; assurance that sound policies, goals and objectives are formulated in a given school and that methods are determined for the achievement of these objectives, to procure the resources necessary for the achievement of the objectives, to organise and coordinate the activities of the school with the prime function of achieving the objectives of the school with maximum efficiency and effectiveness, to influence and stimulate the human resources available, to integrate the school and its activities into the set-up of the society, and to evaluate the schools' activities in accordance with the blueprint.

Institutional management entails the utilization of the human, financial and material resources in determining the quality of education at this level (Republic of Kenya, 2003). Mbiti (1989) noted that the success of any school depends on how effective the principal is as a manager. Republic of Kenya (1999), emphasises that a school stands or falls by its head and further notes that in the 21st Century, Kenyans are concerned about the selection, appointment, deployment, performance, development and support for principals. Sisungo (2000) adds that the principal, being the chief executive in the secondary school is responsible for the effective school management, leadership, supervision and the creation of a positive school which is essential for meaningful learning.

According to Okumbe (1998), in order to provide an effective supervisory leadership, principals must acquire basic skills which include; conceptual skills that involve the ability to acquire, analyse and interpret information in a logical manner, human relation skills which refer to the

ability to understand the teachers and to interact effectively with them and technical skills that include understanding and being able to perform effectively the specific processes, practices and techniques required of specific jobs in a school. Griffin (1996) contends that a principal will find his school a testing field for all his aptitude.

According to Ofsted (2003), the quality of leadership, supported by efficient management and perceptive governance is central to the effectiveness of a school. Inspection must focus on the extent to which the leadership of the school and different areas of work within it, together with competent management create an effective and improving school where pupils are keen and able to learn. Inspectors must evaluate impact rather than intention and ensure that their judgement on leadership, management and governance make sense when set against their assessment for the standards achieved by pupils in the school. According to the Handbook for Inspection of Education Institutions, inspectors should use the format shown in Table I to assess the personal competence of the principal on school management issues (Republic of Kenya, 2000).

Table 1: Personal Competence of the Principal

1.	To what extent does the principal provide clear leadership?
2.	To what extent is the principal a reflective practitioner?
3.	To what extent is the principal respected by staff?
4.	To what extent is there an effective senior management team?
5	How effectively does the principal delegate responsibilities?
6.	To what extent is the principal a good overall role model?
7.	How effectively does the principal implement important decisions?
8.	How effectively does the principal consult before making decisions?
9.	Is the principal courteous to teachers and the local community?
10.	To what extent is the principal respected by the local community?
11.	How well does the principal understand the curriculum?
12.	How effectively does the principal deal with disciplinary issues?
13.	What is the quality of induction for new staff?
14.	How effective is feedback to parents, pupils and teachers?
15.	How well does the principal get parents involved in school decision making?
16.	What is the quality of induction for new pupils?
17.	How effective are professional support systems for teachers?
18.	How effectively does the principal interact with district office?
19.	How well does the principal relate to the TAC Tutor?
20.	How well does the principal relate to the inspectorate?

Source: Republic of Kenya (2000)

b) Guidance and counselling programmes in schools

According to Lutomia and Sikolia (2002), guidance is giving advice, direction or instructions to people who have problems whether spiritual or psychological. Nasibi (2003) defines guidance as all the activities rendered by educational institutions which are primarily concerned with assisting individual students understand themselves, that is, their characteristics and potentials.

Counselling, like guidance is giving advice to a person and it involves listening to people, giving attention to their problems and offering suggestions that can bring about solutions (Lutomia & Sikolia, 2002). Chacha and Bowers (2005) argue that counselling basically involves two people, the counsellor who must draw his own training, experiences and available resources as he seeks to help the counselee deal with his problems. Nasibi (2003) describes counselling as offering, advising and cautioning students who may have gone astray or are out of control.

Guidance and counselling of the youth in secondary schools is essential in helping the identification of their individual interests, needs, correction and assistance to enable them to face the realities of life (Republic of Kenya, 1988). Lutomia and Sikolia (2002) note that morals and standards in all educational institutions are falling due to lack of direction amongst the youth. They argue that there is need for guidance and counselling right from Junior schools to institutions of higher learning in Kenya. Mutie and Ndambuki (1999) add that guidance movement in Kenya is becoming increasingly important because the country is faced with many new problems requiring special psychological or social services, which are peripheral to education. The services are meant for all students, not just those who deviate from the norms in one direction or the other.

UNESCO (2000) highlighted the many difficulties and problems faced by boys and girls in school, and which may be expressed in the following ways: withdrawal, unhappiness, annoyance, anger, inability to meet needs, lack of knowledge, partial or total failure, inability to realise aspirations, anxiety and hyperactivity. Added to this is the problem of HIV/AIDS, for which a great deal of psychological support may be required, particularly for those students already infected, or who are orphans as a result of this disease.

Acccording to Nasibi (2003), in 1967, guidance and counselling section was introduced in Kenya under the Ministry of Education. It was to be co-ordinated and supervised from the head office. In July 1971, Nasibi (2003) points out that the guidance and counselling section was moved to the inspectorate section, which has been responsible for organising in-service courses, seminars, conferences and workshops for both teachers (career masters) and head of schools. At the same time, the head office carries out regular routine supervisory and advisory visits to all schools. However according to Republic of Kenya 2005, despite the Ministry's support on the provision of guidance and counselling services in schools, the policy response in this area remains weak. There are no comprehensive guidance and counselling services yet in place.

UNESCO (2000), outlined the aims of guidance and counselling in schools as; helping students to gain insight into the origins and development of emotional difficulties, leading to an increased capacity to take rational control over feelings and actions altering maladjusted behaviour, assisting students to move in the direction of fulfilling their potential, or achieve an integration of conflicting elements within themselves and providing students with skills, awareness and knowledge, which will enable them to confront social inadequacy.

The Kamunge Report of 1988 recommended that schools should establish guidance and counselling services with senior teachers being responsible for them (Republic of Kenya, 1988). The National Conference on Education and Training of the year 2003, also recommended that a national programme be instituted for professional training of teachers to handle guidance and counselling services and that the latter be offered by professionally trained mature members of staff (Republic of Kenya, 2005). In addition, the Wangai Report of 2001 on student discipline and unrests in secondary schools also made strong recommendations on the need to strengthen guidance and counselling services in schools by equipping teacher counsellors with skills and knowledge in this area so that they can perform their duties effectively (Republic of Kenya, 2001). Chacha and Bower (2005) identified characteristics of an effective teacher counsellor as; genuineness, empathy, loving, perfect model, and wise. Lutomia and Sikolia (2002) contend that in schools, it is important that the person chosen as a counsellor should be known to have ability. He/she should be; emotionally mature, likes people, responsible, reliable and honest, appreciating personal differences and stable in marriage. It is the responsibility of guidance and

counselling unit within the inspectorate to prepare and disseminate guidance resource materials for teacher counsellors (Nasibi, 2003).

c) Management of curriculum implementation and evaluation

According to Bishop (1994), curriculum refers to the sum total of all the experiences a pupil undergoes. Odiek (1986) defines curriculum as a means by which a school enables the learners to change their behaviour in the desired directions. According to Oluoch (2002), curriculum is all that is planned to enable the students acquire and develop the desired knowledge, skills and attitudes. Shiundu and Omulando (1992) acknowledge that the concept of 'curriculum' presents a problem of meaning. They note that its meaning is very often limited to 'content', that is, subjects listed on the timetable and what is taught under each of the subject headings. Bishop (1994) points out that there are many meanings attached to the word 'curriculum' and further explains that the term is often loosely used to mean 'syllabus', or 'list of subjects' or 'course of study' or 'topics' or items of knowledge to be covered or 'organisation of teaching and learning'.

Bishop (1994), however, note that in broadest sense, a curriculum is concerned not so much with prescribing the knowledge to be acquired as with the area of learning experiences to be organised by teachers, both within and outside the school, to enable pupils to adopt a positive attitudes to learning, to acquire and apply knowledge and skills, and to develop their tastes and balanced sense of values. Oluoch (2002) therefore identifies the three elements of a school curriculum as: curriculum objectives, learning activities and students assessment.

Curriculum objectives are relatively narrow and precise statements of educational outcomes expected by the student. They are couched in terms of the sought -for overt behaviours (abilities, skills and attitudes), and may even include a specification of the level of performance expected of the student (Moore and Ozga, 1991; Oluoch 2002).

Learning activities are planned learning experiences through which desirable learning will be expected to take place. According to Oluoch (2002), since most students want to succeed at school, what the assessment of their learning consists of will virtually determine what learning activities they undertake; especially as the assessment period draw near. Those learning

activities which are closely connected with what is included in the assessment are undertaken enthusiastically; and those which are only remotely linked with what goes into the assessment package are hardly undertaken.

The Mackay Commission of 1982 recommended the establishment of the 8-4-4 education system in Kenya (Republic of Kenya 1982). The curriculum under this system of education is broad based and builds on the concepts, principles and skills established in the primary cycle (Shiundu and Omulando, 1992). A Report of the Sector Review and Development Direction showed that secondary school curriculum is broad based, and leaves little time for students to study and master the core-subjects. This leads to poor performance in National examination. However, this has been addressed to some extent through curriculum rationalisation (Republic of Kenya, 2003). Formal courses of study include; English, Mathematics, Kiswahili, Biology, Physics, Chemistry, Geography, History and Government, Religious Education (Christian, Islamic, Hindu), Physical Education, Agriculture, Home Science, A foreign language (Arabic, French, German), Business Studies, Computer Studies, Music, Art and Design. There are also extra-curricular activities such as Singing, Drama, Debating, Christian Union activities, Scouting, Girl Guiding and other hobbies (Republic of Kenya, 2002).

The Ministry of Education, Science and Technology is in charge of management of school curricular. The inspectorate has been responsible for the development of syllabuses, the preparations and selection of curriculum materials and in-servicing of teachers (Oluoch, 2002 & Canham, 1983). According to Canham (1983), an inspector must have a detailed knowledge of the school curriculum: not only of the classroom timetable and of the instructions issued by the Ministry of Education regarding the subjects to be taught, the methods to be used, the activities to be encouraged and so on; but also of the curriculum as a whole, which include all activities that take place under guidance of the teachers both inside and outside the classroom. The inspector must ensure that official instructions are being followed. However, Canham (1983), points out that the principals of the school should be allowed some initiative in interpreting the instructions to suit local conditions. According to the Republic of Kenya (2000), inspectors should use the format shown in table 2 when examining the school's curriculum.

Table 2: Management of the Curriculum

1.	Clarity of curriculum priorities, targets and tasks.
2.	To what extent has curriculum been covered in terms of time, without extra tuition?
3.	Attention given to environmental issues in main curriculum.
4.	How effective is supervision of curriculum by the Head?
5.	How effective is the subject panel system?
6.	To what extent are professional development needs met?
7.	How effective is the support from the TAC Tutor?
8.	How effective is the support from the inspector?
9.	To what extent is the curriculum the focus of staff meetings?
10.	To what extent do special needs students have access to games and co-curricular activities?
11.	How effectively does school support clubs and societies?
12.	How effective is supervision of curriculum by the Head?
13.	What is the level of community awareness of curriculum issues?

Source: Republic of Kenya (2000)

d) Performance appraisal of teachers

According to Commonwealth Secretariat (1998), the definition of performance appraisal should include elements such as; a set of agreed achievable goals, monitoring and evaluation performance, and giving feedback on level of goal achievement. Pratt and Stenning (1991) argue that staff appraisal may be carried out with more emphasis on feeding back to management information about individual performance so that effective remedial action may be taken where appropriate. In some instances, a 'coercive' (punitive) element in the system may not be far from the surface. Craft (1996) points that appraisal provides opportunities for professional development including reflection, paired observation and feedback, collaboration involving the exchange of ideas and mutual support.

The purposes of performance appraisal of teachers in most schools is improving performance and ensuring that employees are serving the system well (Fullan & Hargreaves, 1992). Commonwealth Secretariat (1998) argues that ultimately, performance appraisal aims at improving the quality of learning in schools through; professional assessment of the efficiency and effectiveness of teachers and principals, ensuring effective implementation of the agreed national school curriculum, ensuring that an enabling environment of learning is established in schools, creating opportunities for consultation among teachers, principals and school inspectors and assisting in development a cadre of motivated educational practitioners. Arguably, the primary objective of staff performance appraisal is to improve organisational effectiveness by identifying and building on strengths and remedying weakness in individual job performance (Craft, 1996).

One important duty of an inspector is to help his teachers to improve the quality of their teaching. This should be done by tactful guidance on a school visit, by sympathetic appreciation of their problems and difficulties, by constant encouragement and especially by arranging for them to attend suitable professional courses (Canham, 1983). The inspectorate staff is also expected to supervise and advise curriculum implementers. In order to carry out their duties, therefore, they should have a well established staff development programmes to enable them to keep pace with the changes in the education sector (Republic of Kenya, 2003). A Report of the National Conference on Education and Training of 2003 recommended that the inspectorate need

to review teacher training programmes in order to improve quality of teachers in secondary schools. In addition, the inspectorate department should in-service teachers regularly to enable them keep abreast with changes in the curriculum before such changes are formally introduced in schools. Canham (1983) outlines the common purposes for which teachers' courses are organised as: upgrading of qualifications, assisting untrained teachers in methods and the use of materials, introducing new curricula or methods of teaching, overcoming common weakness in teaching or in school organisation, improving current teaching practices and improving the teachers general education.

Promotion of incompetent and undeserving teachers leads to the demotivation of the competent ones, thereby lowering the quality of teaching in schools, and more importantly, the standard of education as a whole (Republic of Kenya, 2000). The inspectors therefore are in a unique position to find out what their teachers need, and to select those who will, in their opinion benefit from a course. They will also get to know which teachers have special talents and skills to demonstrate to their colleagues (Canham, 1983). Promotion thus should be based purely on the teachers' qualification and courses attended (Republic of Kenya, 2000).

e) Maintenance of education standards

Report of the Sector Review and Development Direction of 2003 underscores the key variables that impact on quality of education as; curriculum, instructional materials and equipment, physical facilities, teachers assessment and examinations, institutional management and institutional environment. The report further recommends that the improvement on the quality of education should focus on setting standards for these variables and ensuring that the set standards are adhered to (Republic of Kenya, 2003).

Being the custodian of the standards, the inspectorate plays the role of a supervisor as well as advisor through quality assurance and quality development respectively. As a supervisor, the department ensures that procedures are followed and maintained and national goals of education are achieved. In an advisory capacity, the inspectorate plays the professional role of liaising closely with the classroom teachers for purposes of attaining the required educational standards (Republic of Kenya, 2000). The report of the task force on students' discipline and unrest in secondary schools defined the role of inspectorate as that of providing professional support

services to teachers (Republic of Kenya, 2001). In addition to conducting formal inspection, inspectors should give advice to teachers and schools for the improvement of teaching and learning (Commonwealth Secretariat, 1998).

2.6 Challenges of the Inspectorate Department in Kenya

Since its inception, the inspectorate department has had to contend with several challenges. Monitoring and evaluation of programmes, is for instance, not being carried out effectively because of incompetent and untrained inspection personnel, lack of equipment, management facilities and finances in general (Republic of Kenya, 2000). According to Njogu (2003), it is tragic to note that many inspectors have difficulty establishing good relationship with teachers for collaborating learning and teaching activities. Thus, the inspectors should tone down and take the role of a helper. Sifuna (1975) points out that some inspectors tend to wear on the colours of a police officer that their presence is often resented by teachers.

According to a Report of the Sector Review and Development Direction of 2003, the work of the inspectorate is hampered by; inadequate legal provision which limit enforcement of inspection recommendations, inadequacies of requisite skills mainly due to lack of a specific policy on recruitment and deployment of inspector, which should take into account an officer's academic background and experience in the education sector and finally lack of a definite staff development policy (Republic of Kenya, 2003).

The Kenya Education Sector Support Programme of 2005-2010 outlines the challenges faced by the inspectorate department while in pursuit of quality assurance and standards as; lack of school level supervisory capacity, lack of tools to measure learning achievement, widespread weaknesses in teacher skills due to lack of in-service training, inability of the inspectorate to reorganise sufficient subject based in-service courses to address shortcomings relating to curriculum, lack of a national system to teacher in-service training accredition, lack of capacity to adequately assess special needs and respond to them, publishers over concentration on the production of curriculum materials in main subjects thus leaving some subjects without adequate support materials and inadequate support to inspectorate services at school and zonal levels (Republic of Kenya, 2005). The task force on student discipline and unrest in secondary schools noted that there were many schools, which had remained uninspected for long and had continued

to perform poorly. This is because of lack of competent inspectors and few who existed were overstretched and lacked tools including transport (Republic of Kenya, 2001).

With the ban on corporal punishment, it is becoming important to put emphasis on guidance and counselling to improve the discipline of the pupils. However, according to the Task Force on Student Discipline and Unrest in Schools, inspectors have not been properly trained on the issue, hence can neither adequately advice teachers nor the Ministry (Republic of Kenya, 2001). That not withstanding the Task Force noted that the inspectors' recommendations were also not acted upon, as there was no efficient machinery up to the Ministry of Education Science and Technology headquarters.

In an effort to address these challenges, the Ministry of Education, Science and Technology has instituted some initiatives such as; in collaborating with development partners, the Ministry is offering pedagogical skills through school based teacher development project, and also strengthening of the inspectorate to enable it monitor curriculum delivery in all schools in Kenya (Republic of Kenya, 2005). In addition, the Ministry is working on the staff development policy for inspectors; and adequate budgetary allocations to facilitate a quality assurance service (Republic of Kenya, 2003).

According to the handbook for inspection of Educational institutions, the inspectorate's vision is to provide quality assurance feedback to all educational stakeholders on all educational institutions. Thus, in spite of the many roles and challenges, it is appreciated that the vision cannot be realized overnight, but a well organized inspectorate should after a few years be able to produce data on all the educational institutions within its jurisdiction and ensure that all stakeholders have access to this data (Republic of Kenya, 2000).

2.7 A Comparison of Secondary School Inspection between Kenya and Britain

Every education system has its peculiar features. Due to her long democratic background, Britain has developed in the field of education a variety of practices based on autonomy, freedom, flexibility and heterogeneity (Mohanty, 1999). The practice of school inspection in Britain might have some strengths and weaknesses but it has stood the test of time and proved its worth (Learmonth, 2000). The Kenya government in collaboration with the British government,

through SPRED II project published a handbook for inspection of education institutions, hence important features of Britain's school inspection system may be examined and their significance be considered in the context of Kenya's needs and conditions (Republic of Kenya, 2000).

In Britain, a national school inspection system has existed from Victorian times and there is a long tradition of Her Majesty's Inspectors (HMI) providing professional advice to the Government (Pollard, 2002). According to Cullingford (1999), Her Majesty's Inspectors, created in 1839, were widely hated due to their approach to inspection. Schools were apprehensive about 'inspection day' because there was so much at stake for the managers and teachers and that some Her Majesty's Inspectors abused the power they had and appeared self important and overbearing (Learmonth, 2000). However, they later came to be seen as generally benign, supportive and highly skilled in their subject specialism, each HMI serving a year's apprenticeship before becoming a fully-fledged inspector (Cullingford, 1999).

Education Act of 1992 created the Office for standards in education (Ofsted,). The number of HMI was greatly reduced and today many of them are working for Ofsted. The office for standards in education contracts inspections out to teams of inspectors on the basis of competitive tendering (Cullingford, 1999). According to Her Majesty's Chief Inspector of Schools (2003), Britain's system of school inspections has evolved and improved considerably over the last ten years but the purposes of inspection remain constant. Recent changes to the framework for inspecting schools, which came into effect in September 2003, he explains, means less inspection for more schools, but without decline in the rigour of inspection.

The new framework for inspecting schools serves as a useful reminder of the fundamentals of inspection such as the principles behind it, the inspection system and process, the evaluation schedule and quality assurance (Holmes, 2003).

According to Ofsted (2003), the new framework for inspecting schools provide a code of conduct for inspectors that seeks to ensure that inspectors uphold the highest professional standards in their work and that school staff and those involved in the inspection are courteous and helpful to inspectors.

Inspection of schools is done on a six-year cycle. Schools are notified of the inspection within a period of 6-10 weeks (Holmes, 2003). According to Her Majesty's Chief Inspector of Schools (2003), schools are expected to plan well in advance and complete inspection forms S1, S2, S3 and S4, which contain details on basic information about the school, its pupils, assessments on how far statutory arrangements and policies are in place and a summary of the school's perceptions of its quality and standards gained through monitoring and self-evaluation respectively.

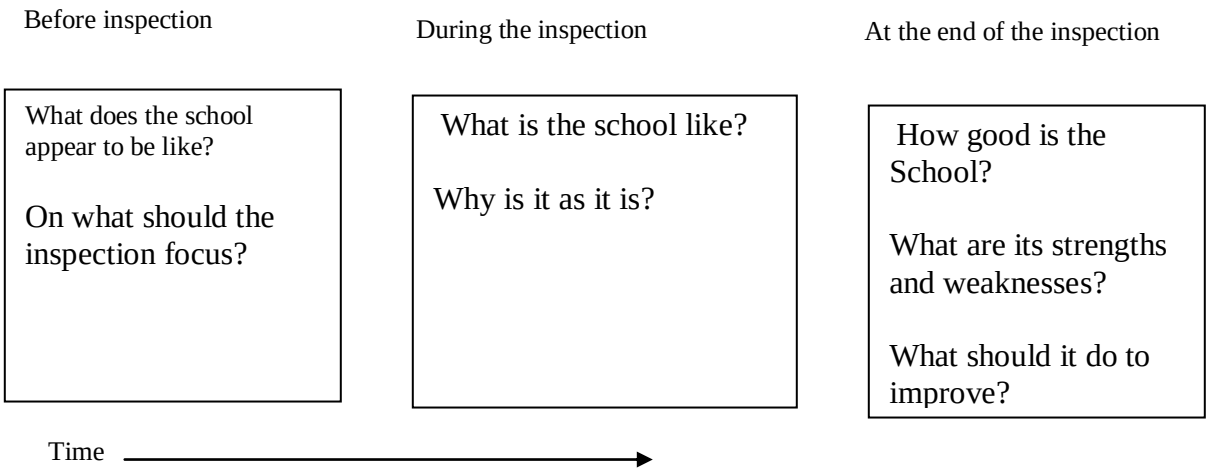
According to the Ofsted (2003), the pre-inspection period involves the lead inspector in analysing data and information provided by the school, visiting the school and listening to the views of parents and pupils. Together these activities enable the lead inspector to gain an initial perspective about the quality and standards of the school and identify issues for the inspection. The school has an important part to play in this process by sharing its self-evaluation and responding to the pre-inspection commentary compiled by lead inspector. Ofsted (2003) adds that before the inspection begins, the inspection team meets for a full briefing about the school, its perceived effectiveness and priority issues for the inspection.

Ofsted (2003) points out that teachers are made aware of the inspection framework and what inspectors will be looking for during the inspection. Holmes (2003) contends that school staff are encouraged to enter inspection process positively since their attitudes will set the tone for the whole inspection.

During inspection, teachers are reminded to hold onto a belief in their abilities and to maintain a positive, focused and professional environment (Holmes, 2003). According to Ofsted (2003), inspectors are expected to evaluate objectively, be impartial and have no previous connection with the school, which could undermine their objectivity. The inspection team needs to trace evidence of what is happening back to the underlying plans, policies and procedures. Assertions should be tested and the processes described by the school and checked to see how they work in practice (ofsted 2003). Moreover, Ofsted (2003) adds that throughout the inspection process, dialogue with staff will be part of the process and that inspectors should give evaluative feedback to staff on all the lessons seen and emerging findings to be communicated to the school.

According to Galloway and Edwards (1992), no communication is ever perfect as everyone brings their own experiences and nuances of meanings to interaction. They argue that teachers should draw on their own experience to create quick and reliable framework, to enable them to organise their interactions. The skilful use of questions will encourage discussion. The code of conduct for inspectors requires that they maintain purposeful and productive dialogue with those being inspected, and communicate judgements clearly and frankly (Holmes, 2003).

At the end of the inspection, inspectors agree their judgements about standards, quality, strengths and weakness, focussing on teaching, leadership and management. Finally they identify priorities for improvement (Ofsted, 2003). Figure 2 illustrates the inspection sequence.



Source: Ofsted (2003)

Figure 2: Inspection sequence.

According to Her Majesty's Chief Inspector of Schools (2003), while reporting, inspectors should use evaluation schedule shown in table 3 which addresses the effectiveness of the school, standards achieved by pupils, pupils' attitudes, values and other personal qualities developed, quality of education provided by the school, and leadership and management of the school. Ofsted (2003) emphasises that inspectors report honestly and fairly, ensuring that judgements are accurate and reliable.

Table 3: Office for Standard in Education Inspection Evaluation Schedule

Effectiveness of the school • How successful is the school? • What should the school do to improve? **Standards achieved by pupils** • How high are standards achieved in the areas of learning, subjects and courses of the curriculum? • How well are pupil's attitudes, values and other personal qualities developed? **Quality of education provided by the school** • How effective are teaching techniques? • How well does the curriculum meet pupils' needs? • How well are pupils cared for, guided and supported? • How well does the school work in partnership with parents, other schools and the community? **Leadership and management** • How well is the school led and managed? • How good is the quality of education in areas of learning, subjects and courses? • What is the quality of other specified features?

Source: Holmes (2003).

However, according to Learmonth (2000), Ofsted future inspection system should replace the present unreliable private "contracting" system with a professional, qualified and trained national inspectorate; teachers should be given the responsibility for deciding upon effective methods of teaching rather than being told how to teach by inspectorate; schools should be responsible for assessing their own performance and progress while inspectors monitor and report on their success and that inspectors should discuss their judgments with teachers and offer advice to schools as part of inspection.

In Kenya, the publication of the handbook for inspection of educational institutions in October 2000, provided for a new approach to inspection of schools (Republic of Kenya, 2000). According to the Chief Inspector of Schools (2001), the handbook provided for inspectors an opportunity to have a uniform approach to inspection of schools. The handbook acts as a guide to the inspectors and other stakeholders in education (Republic of Kenya, 2000).

The Education Act, Chapter 211, section 18 of the laws of Kenya (1968) stipulates that an institution can be inspected with or without notice provided that the school is given two to three months' notice and that information on areas to be inspected is also communicated to the institution. The decision to inspect an institution without notice depends on the circumstances prevailing; especially the special needs or concern of the community or stakeholders on its managements, performance or other emerging issues (Republic of Kenya, 2003).

Various types of inspection include panel inspection, subject based inspection, educational institutions registration inspection, advisory inspection, inspection of teachers, inspection of educational institutions for the introduction of a new subject in the school curriculum, block inspection, mass inspection and follow-up inspection (Republic of Kenya, 2000; Njogu, 2003).

Subject based inspections are specialised inspections carried out by the inspectors in their area of subject specialisation. The inspections are planned and prompted by performance trend in a particular subject in the national examinations by school, zone, district or province. According to Commonwealth Secretariat, (1998) subject based inspection should focus on learners' achievements and progress in relation to the areas of learning. It should be based on knowledge and understanding of the national curriculum by inspections and how the curriculum is being implemented in the classroom.

According to Republic of Kenya (2000) and Commonwealth Secretariat (1998), follow-up inspection type seeks to assess the extent to which progress has been made towards the implementation of the major recommendations and actions from the previous inspection. It is a way of ensuring that schools do implement whatever recommendations and actions inspectors have made on any aspect of the school where improvement is needed.

However, more emphasis is placed on panel approach to inspection, meaning the planning of fewer but in-depth inspections. This type of inspection involves a full, diagnostic and situational analysis of the institution (Republic of Kenya, 2000). Inspectors use uniform school inspection format while reporting (Republic of Kenya, 2004). The format details particulars of what is inspected as shown in Table 4.

Table 4: Format of school inspection report

1.0 Particulars of the school
Name of the school, type of school, Number of streams, Sponsor, Management , Date of last inspection and purpose for inspection
2.0 Preamble
Reception, time of arrival, tone of school, motto, mission and vision of school.
3.0 Management
Headship – particulars, deputy headship particulars, board of governors' composition and meetings, constitution, Parents Teachers Association (PTA), discipline – staff, non-teaching staff, students, management and policy documents and fees structure.
4.0 Enrolment
By class and sex
5.0 Staffing
Teaching staff- by sex, age, teaching experience, designation/responsibilities, length of stay at current station and non – teaching staff
6.0 Curriculum organization
Time table structure – 2:2:2:3, allocation and distribution of subjects, co-curricular organization, and subjects offered.
7.0 Academic issues/guidance and counselling and pupils' welfare
8.0 Lesson observation schedule
9.0 Out of class activities
10.0Physical facilities
11.0Finances and stores
12.0Observation and recommendation

Source: Nyandarua District Education Office, 2004.

This kind of inspection takes two days and a school is expected to be panel inspected after every three years and inspectors record teaching staff data based on gender, teaching experience, teacher designation and size of the school in which the teacher is teaching (Republic of Kenya, 2000). Table 5 shows the public secondary schools inspected since the year 2000 in Nyandarua District.

Table 5: Public secondary schools inspected since the year 2000 in Nyandarua District.

School	No. of streams	No. of Teachers			Student enrolment	Last date of inspection
		Male	Female	Total		
Ndaragwa	2	11	11	22	244	1/3/04
Baari	1	5	4	9	150	17/6/02
Mukoe	1	5	5	10	108	5/3/04
Leshau	3	16	12	28	480	20/11/03
Ruiru	1	7	3	10	78	15/07/04
Kanjuiri	1	7	2	9	167	30/4/04
Tumaini	1	11	0	11	111	13/7/04
Nyakiambi	4	15	10	25	578	12/5/04
Munyeki	1	5	3	8	61	3/3/04
Nyandarua	4	24	12	36	711	2/3/04
Salient	2	8	6	14	179	3/3/04
Passenga	2	14	2	16	210	3/3/04
Mirangine	1	6	2	8	141	23/11/00
Manyatta	1	9	2	11	232	18/6/02
Weru	2	5	5	10	222	6/6/00
St. Christopher	1	7	2	9	169	21/6/02
Bongo	2	7	6	13	228	4/3/04
Karati	1	8	4	12	144	28/6/01
Mt. Kinangop Girls	2	12	9	21	429	4/3/04
Njabini Boys	3	18	11	29	546	28/6/04
Ragia	1	8	3	11	91	4/3/04

Heni	2	12	5	17	175	14/7/04

Table 5 (Cont'd)

Tulaga	1	7	3	10	169	20/6/02
Kimuri	2	11	4	15	196	20/6/02
Magomano	3	16	12	28	449	20/6/02
Geta	2	15	2	17	256	25/11/03
St. Teresa's Manunga	2	9	4	13	311	3/03/04
Miharati	2	10	4	14	236	19/6/02
Wanjohi	3	15	9	24	438	19/6/02
Ngano	2	13	2	15	241	11/5/04
Nyahururu	4	22	17	39	722	2/3/04
Kaheho	2	8	5	13	252	1/3/04
Simbara	1	6	2	8	91	1/3/04
Shamata	2	7	5	12	202	5/3/04
TOTAL		**359**	**188**	**547**	**9,017**	

Source: Nyandarua District Education Office, 2004

Once served with a notice of inspection, schools are required to prepare and submit documents which give details about pre-inspection analysis of the school curriculum, staffing, costs and results, school's statistics on enrolment, individual teachers' timetables, school internal audit and review report, school mission, motto, aims and development plan, past examination performance, list and address of school committee and members of the Board of Governors and records (if any) of school indiscipline (Republic of Kenya, 2004). The pre-inspection stage is crucial because among other things, it puts teachers on their toes to prepare adequately for the inspectors, making pupils benefit before inspection takes place (Republic of Kenya, 2000). According to the Chief Inspector of Schools (2004), inspectors should use inspectorate lesson observation assessment schedule shown in Table 6.

Table 6: Inspectorate Lesson Observation Assessment Schedule

1. Teacher preparedness:

- Schemes of work
- Lesson plan/ guide
- Objectives (specific, measurable, attainable)
- Teaching / learning resources
- Teaching / learning activities
- Topic / sub-topic

2. Lesson presentation introduction (link of new material with old)

Development:

- Involvement of pupils in the lesson
- Even distribution of activities / questions
- Questioning techniques (were they valid?)
- Use of resources materials (was it effective?)
- Mastery of content (teacher)/resourcefulness
- Teacher's articulacy
- Reinforcement of correct answers/correction of wrong ones
- Classroom management and control
- Teacher's manner and dress
- Pupil's work (exercise books / files/ tests/ feedback)
- Pupils' progressive records

3. Conclusion (Consolidation/Recapitulation)

- Achievement of lesson objective

Source: Chief Inspector of Schools, National and Provincial Work Plan, 2004

Inspectors' code of conduct requires that during inspection, confidentiality, honesty and integrity when dealing with teachers and students is observed (Republic of Kenya, 2004). At the end of inspection, the inspection team holds a meeting with teachers to clarify issues in a professional and friendly discussion (Republic of Kenya, 2000).

2.8 The Concept of Attitudes

An attitude is a disposition to respond favourably or unfavourably to an object, person, institution or event (Corsini, 1987). For example people can hold attitudes of varying degrees of favourability towards themselves and towards any discriminate aspect of their environment. According to Nzuve (1999), an attitude is a persistent tendency to feel and behave in a particular way towards some object.

According to Cowie (1994) and Mwangi (2002), an attitude is a way of thinking and behaving. Despite several definitions of attitudes, psychologists are in agreement that it is a relatively enduring orientation that individuals develop towards various issues they encounter in the process of their living, which express verbally as their opinions (Maina, 2003).

Nzuve (1999) identifies three components of attitudes namely; emotional factors, informational factors and behavioural factors. Emotions are personal feelings about an object, likes or dislikes of it. The tendency varies from weak to strong. Informational component is made up of the beliefs and information a person has about an object. Behavioural factors comprises of a persons tendency to behave towards the object in certain ways.

Blair, Jones and Simpson (1954) indicate that attitudes are learned in much the same way that skills, habits and other kinds of work are learned and although individuals cannot choose what happens to them, they can choose their attitudes towards each situation (Blair, Jones & Simpson, 1954; Mwangi, 2002). However, according to Cole (1995), in work situations some entrenched attitudes can adversely affect harmony, discipline and efficiency, and it is important for managers to be able to bring about change for the better. Day (1991) notes that the most common attitudes of teachers to their own learning appeared to be self-sufficiency, hard work, conscientiousness, caring, enthusiasm and interdependence and that their most common ethic was practicality.

Attitudes are acquired through experiences which have a pronounced affective component, and are transmitted through the process of imitation (Blair et al., 1954) and according to Corsini (1987) and Maina (2003), beliefs are the primary determinants of attitudes, as each belief links the attitudes object to a positively or negatively valued attribute. Corsini (1987) points out that the greater the number of beliefs that associate the object with positive attributes, and the smaller the number of beliefs that associate the object with negative attributes, the more favourable is the resultant attitudes towards the object.

According to Dennis (1988), understanding how attitudes are formed is the first step in learning how to apply attitudes concepts to organisational problems. This understanding can be developed by examining the three essential elements of an attitude, which are cognitive, effective and behavioural. Cognitive element of an attitude consists of the facts we have gathered and considered about the object, person or ideas. Affective element of an attitude refers to the feelings one has bout the object or person, while behavioural element is the individual's tendency to act in certain ways towards the object of the attitudes. Nzuve (1999) argues that attitudes can be reinforcing, helps organise information and experience, express values and serve to protect the individuals from anxiety.

Since attitudes are considered behavioural, having the right attitudes towards work contributes significantly to one's career success (Mwangi, 2002). Job and career satisfaction are without doubt the most studied of all teacher attitudes. Educators seem to be enthralled with satisfaction. However according to Cole (1995), in work situations some entrenched attitudes can adversely affect harmony, discipline and efficiency and it is important for managers to be able to bring about change for the better. Day (1991) notes that the most common attitudes of teachers to their own learning appeared to be self-sufficiency, hard work, conscientiousness, caring, enthusiasm and interdependence and that their most common ethic was practicality.

According to Biehler and Snowman (1997), a reflective teacher needs to acquire several attitudes: an introspective orientation, an open-minded but questioning attitudes about education theories and practices, and the willingness to take responsibility for personal decisions and actions. These attitudes need to be combined with ones ability to view situations from others' perspectives, the ability to find information that allows alternative explanations of classroom

events and the ability to use compelling evidence in support of a decision (Biehler & Snowman, 1997).

However, Hendrikz (1994) notes that a high proportion of teachers rarely read around their profession or take positive steps to renew and extend their expertise, with the result that, once they have reached stability and a reasonable level of classroom performance, they become reluctant to change their established attitudes and methods.

Some personal characteristics such as cultural and educational background and work experiences are directly related to peoples' ability to implement a new programme. These characteristics are proxies for individuals' attitudes and values, which affect how they perform in a new programme (Carol, 1990). Differing attitudes in the workplace can cause considerable disruption to nature, pace and efficiency at work (Cole, 1995). According to Nzuve (1999), attitudes persist or endure, and in the absence of forces of change, the individual's attitudes towards certain objects will remain the same. For example, an employee who has a very negative attitudes towards work tends to avoid it whenever possible; he will not change unless some forces in him or in his environment exert a strong influence on him to effect a transformation. According to Grainger (1994), the influence we have on other people results directly from the way we behave towards them. If one is in the habit of treating people in a way that conveys trust and high expectations, a positive response, and so positive results are likely to follow.

Attitudes are wrapped up with a person's feelings and are easy to maintain because a person sees what he wants to see, and may distort reality so as to find evidence to support any position one wants to hold (Blair, Jones, Simpson, 1954). According to Cullingford (1999), teachers report the most variation and inconsistencies in their relationships with inspectors. The perceived credibility and professionalism of the members of inspection team (including their qualifications and experience) represent a central concern, and the manner in which the inspection is conducted. Duke and College (1987) point that if teachers feel that inspectors or supervisors will withdrawal personal support as a result of discovering deficits in their teaching performance they are likely to avoid situations in which they are judged or evaluated. Therefore, Holmes (2003) stresses that inspectors should enter schools as human beings prepared to compromise, negotiate and assist so as to make teachers develop a desirable attitudes towards inspections.

Nevertheless, Foster (1999) and Mwangi (2002) emphasize that no matter how intelligent and well educated, individuals should have an open–mind and heart to learn from others- superiors, professional colleagues and subordinates. Mwangi (2002) cautions that when facing a tough decision, one should not let the negatives cause loss of sight of the positive. Hence having positive attitudes is necessary even when it looks as if one is trapped.

2.9 Theoretical Framework

The theoretical framework used in this study was based on McGregor's theory X and theory Y. Both theories have sets of assumptions, which managers/supervisors might hold about the motivation of their workforce (Armstrong & Dawson, 1989).

Theory X

McGregor's theory X holds that work is inherently distasteful; most people at work try to avoid responsibility; most people have a very limited capacity for creativity at work; motivation of a workforce should concentrate on the physiological and security levels of need satisfaction; and that people must be closely controlled if the objectives of the organization are to be achieved. McGregor's theory suggests that often workers appear to need close supervision because the nature of their jobs and experience of organisational control is such that it encourages rule breaking and 'irresponsible behaviour' (Armstrong & Dawson, 1989).

Theory Y

According to Armstrong and Dawson (1989), McGregor's theory Y holds that work is not inherently distasteful but excessive fragmentation and control has made it so; people are self–directing, so the task of management / supervision should be coordinational not control; motivation is needed at all levels, not just at the physiological and safety levels; and that people seek responsibility at work and are capable of creativity in conducive surrounding. McGregor's theory Y suggests that if management /supervisors perform their task in an appropriate manner, the work force will react accordingly and will prove to be capable of a much higher level of effectiveness than had previously been expected of them.

In relation to these theories, teachers should be motivated, guided and recognized by their superiors. However, the procedure and method of inspection adopted will determine the level of motivation and hence either make them feel encouraged or demoralized as they practice their teaching skills. The relationship between dependent and independent variables of the study is conceptualised as illustrated below in Figure 3.

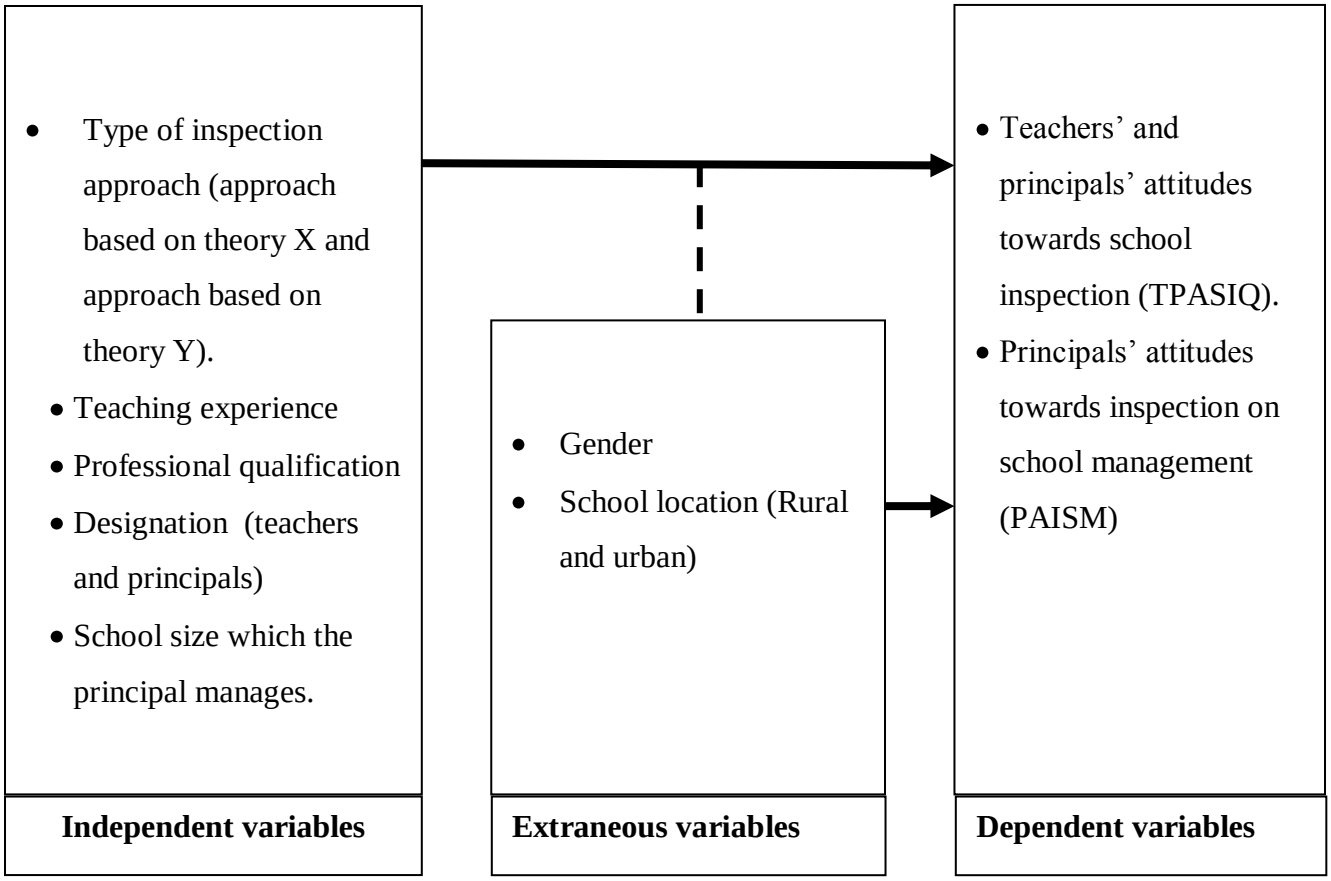


Figure 3 : Representation of relationships among variables

Type of inspection approach (approach based on theory X and approach based on theory Y), teaching experience, professional qualification, designation and school size which the principal manages are conceptualised to affect the attitudes of principals and teachers towards school inspection. Teacher gender and location of school (urban and rural) have moderating influence (indicated by dotted line) to teachers' and principals' attitudes towards school inspection. These are the extraneous variables of the study which were measured using TPASIQ mean score. The extraneous variables will be controlled by simple random sampling. There is likelihood that if

there is a positive attitudes towards school inspection, teachers and principals will be motivated to teach better and if they have negative attitudes towards inspection of school, they will be demotivated and their teaching effectiveness will be lowered.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter provides a description of the research methods that were used in the study. The research design, target and accessible population, research instrument in addition to data collection procedures are discussed. Lastly a description of data analysis and presentation is covered.

3.2 Research Design

The study used cross-sectional research design that involves obtaining data at one point in time, but from groups of different ages or at different stages of development. It is a survey research that allows for triangulation and testing of hypotheses (Gall, Borg & Gall, 1996). The nature of the data needed for the study does not require time series over several monitoring rounds of data. It involves collection of information from a sample that has been drawn from a predetermined population at one time (Fraenkel & Wallen, 2000). The design has an advantage of having short data collection period and sample attrition is not an issue (Gall *et al.*, 1996). The major disadvantage with cross – sectional research design is that sampling is complicated because different subjects are involved at each age level and may not be comparable (Manion & Cohen, 2000). According to Ary, Jacobs and Razavieh (1979), the design has a disadvantage of having chance differences between samples that are found to give biased results. However, this disadvantage can be solved using larger samples for the survey.

3.3 Population

The target population of the study comprised all public secondary school teachers and principals in the 87 public secondary schools located across Nyandarua District, Kenya (see appendices II & III). The accessible population for the study were teachers and principals from 34 public secondary schools in Nyandarua District that had been inspected at least once between the year 2000 and 2004. This was because the new approach to inspection was introduced in year 2000 following a publication of a handbook for inspection of educational institutions.

3.4 Sampling Procedure

Purposeful and simple random sampling were used in the study. Purposeful sampling was used to select public secondary schools, large and small, that had been inspected at least once between the year 2000 and 2004 after the publication of handbook for inspection. Simple random sampling was used to select six large schools and six small schools for inclusion in the study.

3.5 Sample Size

The guidelines given by Kathuri and Pal (1993), recommending a minimum sample size of 100 in each major subgroup in a survey research was used. The 6 large schools and 6 small schools selected had a sample size of 204 teachers and principals who were involved in the study. This is because each large school had a principal and an average of 24 teachers while each small school had an average of 8 teachers and a principal. However, two teachers declined to respond to the questionnaire. All principals and teachers in the 12 selected public secondary schools were respondents.

3.6 Instrumentation

One questionnaire developed by the researcher was used for data collection. Teachers' and Principals' Attitudes towards School Inspection Questionnaire (TPASIQ) was used to determine the attitudes of teachers and principals towards school inspection. This questionnaire was divided into three sections. Section I sought personal information of teachers and principals while section II sought information about the attitudes of teachers and principals on the role of school inspection in helping them perform their teaching duties. Section III was Principals' Attitudes towards Inspection on School Management (PAISM). This section (PAISM), aimed at seeking information about the attitudes of principals on the role of school inspection in helping them perform managerial duties in areas of curriculum, school personnel, finance, physical facilities, guidance and counselling, and handling of BOG and PTA matters based on school size which each principal headed (see Appendix I).

a) Validity

This is the degree to which a test actually measures the variables it claims to measure (Kathuri & Pals, 1993). Validity is the accuracy and meaningfulness of inferences, which are, based on the research results (Mugenda & Mugenda 1999). To validate the instrument, the researcher sought opinion of five experts who were lecturers and trained teachers in all fields of education from Faculty of Education and Human Resources, Egerton University. Three types of validity were used to establish validity of the instrument namely; content validity, construct validity and face validity. The experts were asked to give their opinion on the content so that items in the questionnaire become more appropriate and understandable. Experts were also asked to assess the construct validity in order to ensure the instrument really measure the variables of the study. Face validity refers to the appeal and appearance of the instrument (Kathuri & Pals 1993). Experts were asked to give their opinion on ambiguity, level of language used and any other additional information on the questionnaire to make the instrument more comprehensive. The researcher conducted the pilot study using a small sample of 24 teachers and 2 principals, selected from one large school and one small school. This sample was picked from Laikipia District to avoid contamination and threats to validity.

b) Reliability

Reliability refers to whether the measurement procedures assign the same value to a characteristic each time it is measured under essentially the same circumstances (McCall, 1986). The reliability coefficient reflects the extent to which items measure the same characteristics (Kariuki, 2002). To ensure the consistency of the developed instrument Cronbach Alpha coefficient which is an appropriate tool for summative scale was used to test reliability. A reliability coefficient of 0.795 for TPASIQ was obtained. This was considered acceptable as it was above 0.7 which meant the reliability of the questionnaire was within acceptable levels (Githua, 2002; Fraenkel & Wallen, 2000).

3.7 Data Collection Procedure

To conduct the research in Nyandarua District, permission was sought from the Ministry of Education, Science and Technology through Egerton University. Permit to carry out research

was issued on 14th April 2005 (see appendix IV). Nyandarua District Commissioner informed the District Officers of the intended research accordingly. Principals of the 12 selected schools for the research were informed in writing and an appointment made with them as to when the researcher would visit the schools for data collection. TPASIQ questionnaires were administered to teachers and principals. The researcher coordinated the filling of the questionnaire to ensure that both principals and teachers answer questions in section I and II, while only principals filled in PAISM. The researcher collected TPASIQ a week later.

3.8 Data Analysis

Descriptive statistics in form of means, standard deviations and percentages were used in describing the results of the data. Inferential statistics in form of independent sample t-test was used to compare means of teachers' and principals' attitudes towards inspection as well as principals' attitudes towards inspection by school size. A One–Way ANOVA was used to compare means of teachers' and principals' attitudes towards inspection by teaching experience and professional qualifications while Pearson Product Moment Correlation Coefficient was used to analyse relationship of teachers' and principals' attitudes towards inspection and the inspection approach. (See table 7 for details). All tests of significance were tested at alpha is equal to 0.05. The latest version of Statistical Package for Social Science (SPSS) computer programme was used to analyse the data.

Table 7: Summary of Methods Used to Test Null Hypothesis

Hypothesis	**Independent variable**	**Dependent variable**	**Statistical test**
H_o1: Type of inspection approach has no statistically significant relationship with teachers' and principals' attitudes towards school inspection.	Type of inspection approach (based on theory X and theory Y)	TPASIQ mean score	Pearson Product Moment Correlation Coefficient.
H_o2: There is no statistically significant difference in attitudes towards school inspection among teachers and principals by their teaching experience.	Teaching experience	TPASIQ mean score	One way ANOVA Post Hoc
H_o3: There is no statistically significant difference in attitudes towards school inspection among teachers and principals by their professional qualifications.	Professional qualification	TPASIQ mean score	One-way ANOVA Post Hoc
H_o4: There is no statistically significant difference in attitudes towards school inspection between teachers and principals.	Designation (principals and teachers)	TPASIQ mean score	Independent sample t- test
H_o5: There is no statistically significant difference in attitudes towards inspection on school management among principals by school size.	School size	PAISM mean score	Independent sample t–test

CHAPTER FOUR

ANALYSIS OF RESULTS AND DISCUSSION

4.1 Introduction

This chapter presents analysis of results and discussion of the research findings of the study on teachers' and principals' attitudes towards school inspection in selected public secondary schools in Kenya's Nyandarua District, based on the hypotheses and objectives which were stated in chapter one. Descriptive statistics in form of frequencies, means, standard deviations and percentages have been used to present the results of the study while inferential statistics in form of Pearson product moment correlation, one-way ANOVA and independent sample t-test were used to test the five hypotheses of the study. All tests of significance were at $P<0.05$. A discussion follows each presentation of the findings based on each hypothesis and a conclusion is made indicating whether a hypothesis is rejected or accepted.

4.2 Relationship between School Inspection Approach and Teachers' and Principals' Attitudes towards School Inspection

Hypothesis one of the study sought to determine whether type of school inspection approach has a statistically significant relationship with teachers' and principals' attitudes towards school inspection in Nyandarua District, Kenya. Operationalised, type of inspection approach was classified into two; current panel approach and previous approach to inspection. Current panel approach to inspection means the planning of far fewer but much more meaningful, in-depth inspections. With this approach, inspectors of schools use a manual, handbook or guide. This approach is friendlier, democratic, less of fault finding, impartial, non-judgemental and considered very useful in assisting teachers to improve their teaching techniques.

Previous approach to school inspection means the approach used in inspection of schools before the year 2000, where inspectors operated without a manual, handbook or guide. This approach was less friendly to teachers, dictatorial, judgmental, not allowing for teachers' creativity and having close control on teaching methodologies. The approach did not have uniformity since there was no manual, guide or handbook which school inspectors would use.

In order to determine the influence of type of inspection, approach on teachers' and principals' attitudes towards school inspection, Pearson product moment correlation was used to establish the magnitude and direction of the relationship. Table 8 shows the Pearson Correlation Coefficient (r) of 0.66. According to Mulder (1993), an r of between 0.60 to 0.79 is considered to be a high correlation.

Table 8: Correlation between School Inspection Approach and Teachers' and Principals' Attitudes towards School Inspection (N=202)

		Attitudes	Inspection Approach
Attitudes	Pearson Correlation	1.00	.66(**)
	Sig. (2 – tailed)	.	.00
	N	202.	196
Approach	Pearson Correlation	.66 (**).00	1.00
	Sig (2 – tailed)	196	.
	N		196

** Correlation is significant at the 0.01 level (2-tailed).

The results of the study indicated that the type of inspection approach is significantly related to the attitudes of teachers and principals towards school inspection. Attitudes scales usually require the subject to respond to the statements by using a numerical indication of the strength of their feeling toward the object or position described in the statement. The most frequently used technique for obtaining such a numerical indication is to have respondents indicate their level of feeling towards a number of statements. This technique called summative rating allows for the person's attitudes to be reflected by the sum of the responses to the individual statements (Thorndike 1997). In this study, to establish the correlation between the inspection approach and attitudes of teachers and principals towards school inspection, two indices were developed namely; inspection approach index and teachers' and principals' attitudes towards school inspection index. The indices were constructed by summing up the scores of a set of questions rated on 1 to 5 point Likert scale. The positive code had the highest score and the negative items were reverse coded. Table 9 and 11 show the means and standard deviations of the items used to develop the indices.

Table 9: Means and Standard Deviations for Items Measuring Inspection Approach (N= 202)

Item	Mean	SD
Q 9 How friendly are inspectors when inspecting your school?	3.07	1.04
Q10 How conversant are inspectors with the changes in syllabus	3.00	1.05
Q11 How helpful are inspectors in assisting you handle indiscipline of students?	2.87	1.08
Q12 Do inspections adequately equip you with knowledge about changes in education policies?	2.95	1.14
Q13 Comments from inspection panels have the qualities described below which assist you become a better teacher.		
a) Impartial	3.24	0.99
b) Non Judgemental	3.01	1.06
c) Useful	3.52	1.07
Q14 How helpful are inspections in the following areas?		
a) Preparing time tables	3.44	1.16
b) Preparing schemes of work	3.44	1.10
c) Preparing lesson plans	3.04	1.14
d) Dealing with student indiscipline	2.66	1.12
e) Guidance and counselling of students	2.96	1.11
f) Assessing students' work	3.34	1.10
g) Building teamwork among teachers	3.05	1.18
h) Increasing teaching skills in subject areas	2.98	1.16
i) Creating interest in co-curricular activities among student	2.69	1.16
j) Coping with changes in the syllabus	3.09	1.19

Table 9 (Cont'd)

Q15 In your view, how knowledgeable are inspectors in the following areas?		
a). Teaching methodology	3.22	1.09
b). Subject content	2.85	1.03
c). Use of teaching aid	3.07	1.05
Q16 what level of motivation do school inspections give you?	2.98	1.20
Sample's mean and Std. deviation of inspection Approach	**3.07**	**0.68**

Table 9 shows that the mean score for the items ranged from 2.66 to 3.52 while variation in response for the items was from 0.99 to 1.20. Item 14 d (How helpful are inspections in dealing with students indiscipline) had the lowest mean score of 2.66 while item 13 c (Comments from inspection panels are useful in assisting one to become a better teacher) had the highest mean score. The overall mean score for the inspection approach index was 3.07 out of a possible maximum mean score of 5 points.

The responses to each constituent item were scored on a scale of 1, indicating least negative level of attitudes, to 5, indicating highest positive level of attitudes. The individual item scores were added up to form an overall attitudes score for each respondent. The respondents' overall score vary between 21, indicating the least overall negative level of attitudes, and 105, indicating the highest overall positive level of attitudes. The higher the overall score, the more positive is the attitudes of teachers and principals towards school inspection approach and vice versa. The overall score was later coded into three ordinal categories in order to differentiate between the levels of attitudes towards school inspection approach among the respondents. This included a score below 63 (21-62) meaning negative level of attitudes, a score of 63 (a neutral or undecided) and a score above 63 (64-105) meaning positive level of attitudes. Table 10 depicts the level of attitudes of teachers and principals towards school inspection approach.

Table 10: Level of attitudes towards inspection approach (N = 202)

Attitudes	Frequency	Percentage
Negative	94	46.5
Neutral/undecided	3	1.5
Positive	105	52.0
Total	**202**	**100.00**

Results shown in Table 10 revealed that out of 202 teachers and principals surveyed, 94 (46.5%) were negative towards the current panel approach to school inspection. 3 (1.5%) of the teachers and principals were neutral or undecided while 105 (52%) had a positive attitudes towards the current panel approach to school inspection. these results suggested that despite a majority of teachers and principals having a positive attitudes, there was a considerable number who still felt that the current panel approach to school inspection needed to be improved.

However, it could also be suggested that the 46.5% of teachers and principals harbour negative feelings about inspection approach and are yet to embrace the new changes. It is also likely that some inspectors being the implementers of the new panel approach, have not been trained on the techniques involved in this approach to inspection and they could be 'hanging on' to the old approach to school inspection. These results also suggested that teachers' and principals' attitudes trend in general is gradually moving from negative to positive with the introduction of the new panel approach to school inspection. It could also be argued that a small percentage (1.5%) of teachers and principals who are undecided or neutral are yet to distinguish the difference between the new panel approach and the old approach to school inspection.

Table 11: Means and Standard Deviations for Items Measuring the Attitudes of Teachers and Principals towards Inspection of School (N=202)

	Item	Mean	SD
Q17	Inspectors are dictatorial during inspection visits	2.42	1.21
Q18	Inspection allows teachers to exercise their teaching abilities but are supported by inspectors	2.92	1.11
Q19	Inspectors are peers, often willing to exchange ideas with teachers on better teaching methodologies	2.92	1.22
Q20	Inspectors concentrate more on finding faults with teachers during inspection visits	2.19	1.20
Q21	Inspectors are democratic during school inspection	2.40	1.09
Q22	Teachers are given very limited capacity for creativity when inspection takes place	2.50	1.10
Q23	When inspections are conducted, teachers are given an opportunity to be self-directing in their teaching techniques	2.79	1.17
Q24	Inspectors use uniform approach when inspecting all teachers	2.66	1.17
Q25	Inspectors give immediate feedback which teachers use to improve on their teaching methods	3.24	1.14
Q26	Inspectors maintain close control on teaching techniques	3.38	1.12
Q27	Inspections provide a forum where teachers feel free to initiate positive changes in education	2.31	1.06
Q28	Most inspectors have the required experience to command respect from teachers	2.42	1.06
Q29	What level of improvement should be made to the current panel approach to school inspection	1.76	0.70
Samples mean and standard deviation of teachers' and principals' attitudes towards inspection of school		**2.61**	**0.54**

Results of the analysis from Table 11 show that the mean score for the items measuring the attitudes of teachers and principals towards inspection of school ranged from 1.76 to 3.38. The standard deviation was from 0.70 to 1.20. Item 29 (what level of improvement should be made to the current panel approach to school inspection) had the lowest mean score and the lowest variation in response. However, item 26 (inspectors maintain close control on teaching techniques) had the highest mean score. The overall mean score for the attitudes of teachers and principals towards school inspection was 2.61 out of a possible maximum mean score of 5 points.

The responses to each constituent item were scored on a scale of 1, indicating least negative level of attitudes, to 5, indicating highest positive level of attitudes. The individual item scores were added up to form an overall attitudes score for each respondent. The respondents' overall score vary between 13, indicating the least overall negative level of attitudes, and 65, indicating that the highest overall positive level of attitudes. The higher the overall score, the more positive is the attitudes of teachers and principals towards school inspection and vice versa. The overall score was later coded into three ordinal categories in order to differentiate between the levels of attitudes towards school inspection among the respondents. This included a score below 39 (13-38) meaning negative level of attitudes, a score of 39 (a neutral or undecided) and a score above 39 (40-65) meaning positive level of attitudes. Table 12 depicts the level of attitudes of teachers and principals towards school inspection approach.

Table 12: Level of attitudes towards inspection of schools (N =202)

Attitudes	Frequency	Percentage
Negative	150	74.3
Neutral/undecided	8	4.0
Positive	44	21.8
Total	**202**	**100.00**

Results of the findings from Table 12 showed that out of 202 teachers and principals who were surveyed, 150 (74.3%) had a negative attitudes towards schools inspection, 8 (4.0%) were undecided or neutral while 44 (21.8%) had a positive attitudes towards school inspection. These

results suggested that a majority (74.3%) of teachers and principals do not like inspections. Their negative attitudes could be attributed to the conduct of inspectors, manner in which inspection is conducted or fear that their weaknesses in teaching could be discovered. The negative attitudes could also be as a result of teachers and principals feeling that inspection has had little impact in helping them improve their career. Teachers and principals could also be holding a belief that as has been the case in the past, inspection is meant for fault-finding and not addressing areas of teachers' and principals' strengths in teaching.

It is likely that 44 (21.8%) teachers and principals who had positive attitudes towards school inspection, felt that inspection addressed key areas that helped them build on their career. It could be suggested that these teachers and principals found inspections assisting them get informed on the current educational trends. These teachers and principals appreciated inspectors' feedback on curriculum areas, financial management, inter-personal relations and other related professional issues.

Correlational analysis revealed that the higher the rating of the inspection approach, the higher was the rating of the teachers' and principals' attitudes regarding them. The above findings are supported by Commonwealth Secretariat (1998) whose studies found out that an appropriate approach to school inspection should be a combination of inspection and advice characterised by good working relations, listening skills, approachability, open mindedness, fairness, firmness, receptivity and feedback both ways. The findings are also consistent with those of Canham (1983) whose investigations revealed that inspectors' relationships with teachers are more important than other qualities. A teacher must feel confident that the inspector is not only a highly skilled professional but also a person of honour and integrity with an understanding of human nature. Only then will the teacher be receptive with a positive attitudes to the counsel from the inspectors. Observations from this study suggested that if the inspection approach is unfriendly, dictatorial, not allowing for exchanging ideas and fault finding then teachers develop negative attitudes towards the exercise and vice-versa. Thus the null hypothesis, which stated that type of inspection approach, has no statistically significant influence on teachers' and principals' attitudes towards school inspection is rejected.

4.3 Difference in Attitudes towards School Inspection among teachers and principals by teaching experience

Hypothesis two of the study sought to determine whether there is a statistically significant difference in attitudes towards school inspection among teachers and principals by their teaching experience. The teaching experience was partitioned into 6 categories: less than 1 year, 1-3 years, 4-7 years, 8 – 11 years, 12 – 15 years and 16 or more years. Table 13 shows the teaching experience, frequency and percentages for the surveyed teachers and principals. This is illustrated by a bar chart in figure 4.

Table 13: Teaching Experience, Frequency and Percentage of the Principals and Teachers

Teaching Experience	Frequency	Percentage
Less than one year	5	2.48
1 - 3 years	16	7.92
4 - 7 years	24	11.88
8 - 11 years	39	19.30
12 - 15 years	57	28.22
16 years and above	61	30.20
Total	**202**	**100.00**

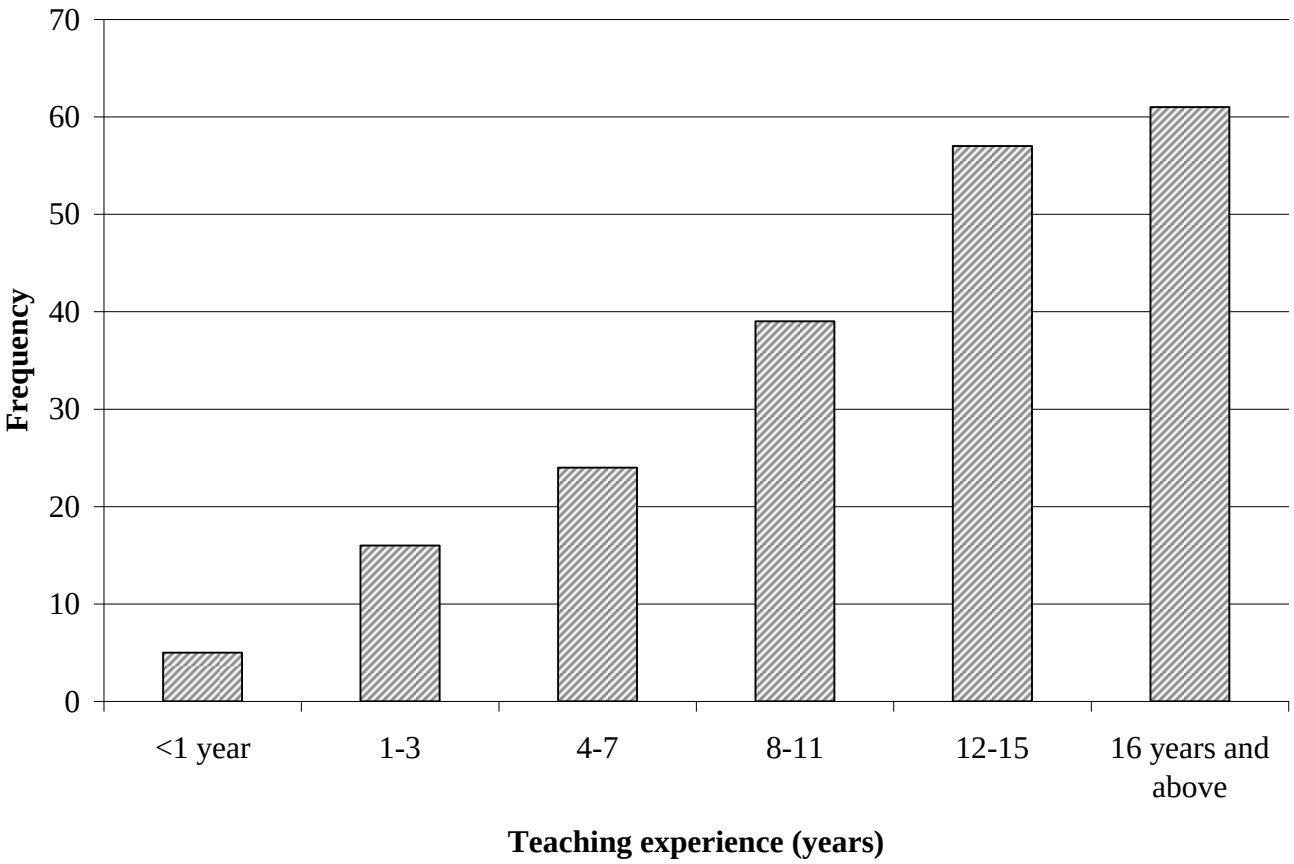


Figure 4: Bar chart representing frequency of teaching experience

Results shown in Table 13 and illustrated in figure 4 revealed that most of the teachers and principals involved in the survey had more than one year in the teaching profession. The highest percentage (30.20%) among the categories had taught for more than 16 years, while another 28.22% had taught for between 12 and 15 years. These findings are likely to be as a result of the government policy of freezing employment of teachers leaving directly from Universities and Teacher Training Colleges since 1996. Majority of teachers (58.42%) in the teaching service were employed before implementation of this policy.

However from the year 2000, the Teachers Service Commission, through school Boards of Governors started recruitment of teachers on subject combination basis and only on manpower need. Teachers and principals with 7 years teaching experience or less (22.37%) were likely to have been employed from the years 2000 to 2004. Table 14 shows the means and standard

deviations of teachers' and principals' attitudes towards school inspection by teaching experience of the respondents.

Table 14: Means and Standard Deviation of Teachers' and Principals' Attitudes towards School Inspection by Teaching Experience (N = 202)

Teaching Experience	N	Mean	SD
Less than one year	5	2.62	.74
1 - 3 years	16	2.76	.57
4 - 7 years	24	2.46	.62
8 - 11 years	39	2.69	.47
12 - 15 years	57	2.52	.50
16 years and above	61	2.66	.55
Sample's Mean and Standard Deviation		**2.61**	**.54**

Results of the research finding showed that the mean score for the 6 categories of teachers and principals ranged from 2.46 to 2.76 while the standard deviation range was from 0.47 to 0.74. Teachers and principals who had a teaching experience of between 1 - 3 years had the highest rating (mean of 2.76) on attitudes towards school inspection while the category that had taught for 4 – 7 years had the least rating (mean of 2.46). The overall mean score for all categories was 2.61 out of a possible maximum of 5 points while the standard deviation was 0.54.

These results suggest that the newly employed teachers and principals who had worked for less than one year were not likely to be confident in teaching and hence had interest in inspection of their teaching skills. Since these teachers and principals were employed by school Boards of Governors or Teachers Service Commission, it could be suggested that they were not likely to have been confirmed into the job. They were eager to learn from inspectors whom they considered to be more knowledgeable in teaching skills. They were not likely to have developed other interests in their schools or environment around them and therefore all their commitments were likely to be towards their career development. These teachers and principals were professionally 'raw' and would be eager to learn from the experienced teachers in their schools and even inspectors. More experienced teachers were likely to be viewing newly employed

teachers and principals with skeptism while performing their duties. New teachers and principals, however, would try to proof that they were qualified and thus tend to avoid anything that would either proof them otherwise or jeopardize their job.

From the research findings, teachers and principals who had a teaching experience of 1 – 3 years had the highest rating on attitudes towards inspection of school. Majority of them in this category were likely to have been confirmed by their employer and no longer had fear for inspectors. The results suggested that they could be finding inspection helpful in improving their teaching skills as relatively new teachers. They could develop a sense of belonging in the profession and thus would want to advance. This would be the group which would see inspection as a way of assisting them develop their career hence had more positive attitudes.

The analysis of the results of the research findings showed that teachers and principals with 4 – 7 years teaching experience had the least rating on attitudes towards inspection (mean of 2.46). These results suggest that this category of teachers and principals could have entered into the profession with great expectations, which they found were not met. This could have resulted into loss of interest in teaching which was likely to have hampered their effectiveness. Majority of these teachers were even likely to be viewing teaching as a 'stop gap' measure and were seeking jobs with other organizations instead of working in schools. They therefore would not find inspection as a means of helping them advance.

Observations from this study suggest that the teachers and principals who had a teaching experience of 8–11 years had stabilized in the profession. A majority were not likely to change their career. As a result of their experience, they were likely to have been promoted either as principals, deputy principals, heads of departments or subject head. They would be enthusiastic in their new duties and would see inspection as a means to enrich their career advancement. The downward trend on the mean score for teachers and principals with 12–15 years experience could be attributed to challenges posed by the new responsibilities assigned to them as principals, deputy principals, heads of departments or subject heads. During inspections, teachers and principals might not be finding inspectors helping them improve on their administrative skills. However, after attending seminars and in-service courses, teachers and principals might be finding what they learn being consistent with what inspectors give as

feedback and thus the category of teachers with 16 years and more experience reverses the trend upwards on attitudes towards school inspection (mean score 2.66).

To determine the difference in attitudes among these categories of teachers and principals by their teaching experience, one-way ANOVA was used. Table 15 shows that the F-value of the ANOVA (1.26) has a significant level of 0.28, which is far more than the critical alpha of 0.05. This means that the difference in attitudes towards school inspection among the six categories of teachers and principals is not statistically significant.

Table 15: ANOVA Indicating Difference in Attitudes towards School Inspection by Teaching Experience

	Sum of Squares	df	Mean square	F	Sig.
Between groups	1.81	5	.36	1.26	.28
Within groups	56.32	196	.29		
Total	**58.13**	**201**			

The results of the analysis showed that teaching experience does not influence teachers' and principals' attitudes towards school inspection. These research findings are consistent with Bridges (1992) and Emerson and Goddard (1993) findings, which showed that an inspector would have to deal with a variety of teachers in schools. There are the new teachers who have just taken up their first teaching posts after graduating from their colleges. They will be enthusiastic and display a good range of skills. But they may often lack self-confidence, which may lead them to be more anxious to demand obedience from their students rather than gain their students' genuine trust and respect. They will certainly be up to date, in so far as anyone can ever be fully up to date in a rapidly changing world, but they will become stable and revert to former bad habits unless their inspector makes the effort to keep them fresh and alert, and give them constant encouragement and tactful advice.

There will also be mature and experienced teachers. They have considerable skills, self-confidence and good understanding of what students are like and what they can do. However immersion in the world of routine practice can tend over time to reduce the capacity of the practitioner both to contemplate alternative courses of action and to continue to gain insight from everyday events. As insight goes, so some of the intellectual excitement of teaching goes too. A new perspective is needed that can bring back freshness of vision (Bell, 1992).

These research findings are also supported by Canham (1983) who found out that inspectors must show confidence in the teacher and assume that the teacher is competent at his job (until the contrary is quite conclusively proved), even though he/she may be newest of recruits to the professional-experienced and even may be quite untrained. There is one trend which bids together all these different groups of teachers – the fact that they are all members of the teaching profession. All must be regarded by the inspector not as his subordinate but as his professional colleagues. Thus the null hypothesis, which stated that there is no statistically significant difference in attitudes towards school inspection among teachers and principals by their teaching experience, is thus accepted.

4.4 Difference in Attitudes towards School Inspection among Teachers and Principals by Professional Qualification

Hypothesis three of the study sought to determine whether there is a statistically significant difference in attitudes towards school inspection among teachers and principals by their professional qualifications. Teachers and principals who were surveyed had varying qualifications. Their qualifications ranged from Bachelor of Education (B.Ed.) or Postgraduate Diploma in Education (PGDE), Approved Teacher Status, Diploma/SI to untrained graduate teachers. It was expected that some teachers would have Masters Degrees. However, none had these qualifications. Majority of the teachers and principals (60.9%) either qualified as Bachelor of Education graduates or the Postgraduate Diploma in Education. However, a good proportion of teachers and principals in the sample (30%) were found to be Approved Teacher Status as shown in Table 16.

Table 16: Professional Qualification Frequency and Percentage of Sampled Teachers

Qualification	Frequency	Percentage
Untrained graduate teacher	2	0.99
SI/Diploma	16	7.92
Approved teacher status	61	30.20
B.Ed/PGDE	123	60.89
Total	**202**	**100.00**

The results of the findings showed that a considerable number of teachers had a teaching qualification (99.01%). Only 0.99% of the sampled teachers were untrained graduate teachers. These findings are consistent with the research findings of A Report of the Sector Review and Development Direction of 2003 which showed that majority of secondary school teachers are trained with only 4.1%, within the majority of the trained being non graduate and approved teachers. The report's findings further showed that most graduate teachers are trained in humanities (Republic of Kenya 2003). This trend indicated that a majority of teachers were trained on teaching methodologies and were knowledgeable about teaching aspects which are a pre-requisite for quality teaching in secondary schools. The mean scores for the four categories on attitudes towards school inspection were 2.71, 2.61, 2.59 and 2.19. Their overall mean score was 2.61 while the overall variation in response was 0.54 as shown in Table 17.

Table 17: Means and Standard Deviations on Attitudes towards School Inspection of Teachers and Principals by Professional Qualifications

Professional Qualification	N	Mean	SD
Untrained graduate teachers	2	2.19	0.16
SI/Diploma	16	2.71	0.61
Approved teacher status	61	2.59	.30
B.Ed/PGDE	123	2.61	.54
Sample's Mean and Standard Deviation		**2.61**	**.54**

Results from Table 17 show that SI/Diploma teachers had the highest rating on attitudes towards school inspection (mean of 2.71). They also had the highest variation in response (.61) among the four categories. These categories of teachers and principals are graduates from Teachers' Training Colleges. Majority were teaching sciences, languages or technical subjects because Kenya's Teachers' Training Colleges no longer train Arts subjects' teachers. Those that had been trained in Arts subjects were redeployed to teach in primary schools through the Teachers Service Commission policy of 1995. The highest rating for this category could be attributed to the fact that being the lowest cadre among trained teachers, they would aspire for promotion, which are based on inspections. These teachers therefore would value inspection more than other categories of teachers.

Untrained graduate teachers had the lowest rating (mean of 2.19) and also the least standard deviation (0.16). These categories of teachers and principals were University graduates of other professions. They had not been trained on teaching techniques and methods. They relied more on colleague teachers who were trained. These teachers were either interested in teaching and would pursue Postgraduate Diploma in Education in future or were temporarily in teaching as they sought other jobs within their respective professions.

The analysis of the results of the research findings showed that Bachelor of Education or Postgraduate Diploma in Education holders and teachers who had attained Approved Teacher Status formed the bulk of teaching profession (91.09%) in public secondary schools. They were consistent in their responses on attitudes towards school inspection with mean scores of 2.61 and 2.59 respectively. Their variation in response showed a common trend with standard deviations of 0.54 and 0.53. Compared with other categories, they had the highest qualifications needed for teaching in secondary schools. The researcher therefore suggested that since these categories of teachers and principals have similar qualifications with inspectors, they did not find inspection advice offering much on subject content, timetabling, teaching methodologies and other teaching aspects. However, it could be suggested that they valued inspection because the process served in updating them on current education policies and trends. To test the difference in attitudes towards school inspection between these four groups, one-way ANOVA was used as shown on Table 18.

Table 18: ANOVA Results of Teachers' and Principals' Attitudes by Qualification

	Sums of squares	df	Mean square	F	Sig.
Between groups	.53	3	.18	.61	.61
Within groups	57.60	198	.29		
Total	**58.13**	**201**			

Results of analysis of the research findings from Table 18 showed that the F-value of 0.61 has a significance level of 0.61, which is more than critical alpha of 0.05. This indicates that there is no difference in attitudes towards school inspection between teachers and principals of different professional qualifications.

The findings of this study supports Calderhead's (1988) argument that despite their different professional qualifications, teachers have generally been found to attribute little worth to professional training, and often they consider classroom competence a matter of personality. It is typically believed, for instance, that teachers are born, rather than made; they may acquire particular strategies, tips and routines but these refinements rather than the basis of teaching and they are acquired on the job, rather than through pre-service or in-service training. Day (1991), argues that teachers judge professional learning opportunities according to their learning preferences and attitudes, which he/she sees as formed largely by events, people and experience in their learning lives during critical stages in their development, such as early childhood, youth, initial training and previous in-service training.

The findings are also consistent with Duke's and College's (1987) findings, which revealed that teachers who are more competent, irrespective of their professional qualifications, might be less threatened by inspection and supervision activities. At the same time, highly competent individuals can present a formidable challenge for inspectors who may lack a sufficient level of expertise to contribute directly to teacher growth.

However, Mohanty (2002) in his research findings suggested that like physicians, teachers should keep themselves abreast with the latest trends, knowledge and skills through self-study, participation in various orientation and refresher courses and conducting research studies. Their

preparation and acquiring knowledge and skills is not once for all, but a continuous process. Their award of Post Graduate Degrees or Diplomas is to be regarded as entry certificates to the vast empire of knowledge. The findings of these studies further supports Mohanty's (1995) suggestion that teachers who are even qualified may need proper supervisory assistance to shake off their timidities and old type of control that are associated with the traditional teaching learning process and teachers who are not fully qualified need it for their growth and efficiency. Thus the null hypothesis, which stated that there is no statistically significant difference in attitudes towards school inspection among teachers and principals by their professional qualification, is accepted.

4.5 Difference in Attitudes towards School Inspection between Teachers and Principals

Hypothesis four of the study sought to determine whether there is a difference in attitudes towards school inspection between teachers and principals. Table 19 shows the distribution of teachers, by designation, of the 12 schools which were surveyed.

Table 19: Distribution of Teachers by Designation

Teacher designation	Frequency	Percentage
Principals	12	5.94
Regular teachers	190	94.06
Total	**202**	**100.00**

The attitudes of teachers and principals towards school inspection was treated as an index which was constructed by summing up scores of 13 items with a five-point Likert Scale. That is: strongly disagree = 1, disagree = 2, Undecided = 3, Agree = 4, and strongly agree = 5. However, one item (what level of improvement should be made to the current panel approach to school inspection?) had responses Very high = 1, High = 2, Undecided = 3, Low = 4 and Very Low = 5. Negative statements were scored in a reverse order. Table 20 shows the mean, standard deviation and standard error mean for the 13 items that measured the construct.

Table 20: Means, Standard Deviation and Standard Error Mean for 13 Items Measuring Attitudes of Teachers and Principals towards School Inspection

Item	Principals (N=12)			Regular Teachers (N=190)		
	Mean	S.D	Std Error Mean	Mean	S.D	Std Error Mean
Q17 Inspectors are dictatorial during inspection visits	3.08	1.44	.42	2.38	1.19	.09
Q18 Inspection allows teachers to exercise their teaching abilities	3.75	1.12	.22	2.87	1.12	.08
Q19 Inspectors are peers often willing to exchange ideas with teachers	3.42	1.08	.31	2.62	1.17	.09
Q20 Inspectors concentrate more on finding faults with teachers.	3.08	1.44	.42	2.14	1.16	.09
Q21 Inspectors are democratic during inspection visits	2.67	1.07	.31	2.38	1.09	.08
Q22 Teachers are given very limited capacity for creativity when inspection take place	2.50	1.38	.40	2.49	1.08	.08
Q23 Teachers are given an opportunity to be self-directing in their teaching techniques	3.67	0.98	.28	2.73	1.16	.08
Q24 Inspectors use uniform approach when inspecting all teachers	2.92	1.38	.40	2.64	1.15	.08
Q25 Inspectors give immediate feedback useful to teachers in improving on their teaching methods	4.01	0.73	.21	3.18	1.14	.08
Q26 Inspectors maintain close control on teaching techniques	2.75	1.36	.39	3.42	1.10	.08

Table 20 (Cont'd)

Q27	Inspectors provide a forum where teachers feel free to initiate positive changes in education	2.67	1.16	.33	2.29	1.06	.08
Q28	Inspectors have required experience to command respect from teachers	2.58	1.08	.31	2.41	1.06	.08
Q29	Level of improvement to be made on current panel approach to school inspection	2.00	0.85	.25	1.74	0.69	.05
Sample's Mean, SD and Standard Error Mean of principals and regular teachers		**2.93**	**.72**	**.21**	**2.59**	**.52**	**.04**

Results of analysis from the descriptive statistics shown in Table 20 indicated that the mean scores for the surveyed principals on attitudes towards school inspection ranged from 2.00 to 4.01 while that of sampled teachers was from 1.74 to 3.42. The overall mean score for teachers was 2.59 while that of principals was 2.93 out of a possible maximum mean score of 5. The variation in response for principals ranged from 0.73 to 1.44 while teachers' ranged from 0.69 to 1.19. The above findings show that apart from item 26 (inspectors maintain close control on teaching techniques) the mean scores for all other items were higher for principals compared with those of teachers. Item 29 (what level of improvement should be made to the current panel approach to school inspection) had the least mean score for both teachers and principals. It would therefore be suggested that teachers and principals felt there was need to improve on the current panel approach to school inspection. The regular teachers were later categorized in three levels of attitudes towards school inspection. The total attitudes scores for each teacher designation were derived as explained earlier in Table 21.

Table 21: Level of Attitudes towards Inspection of Schools by Teachers' Designation (N = 202).

Attitudes	Principals		Regular teachers	
	Frequency	Percentage	Frequency	Percentage
Negative	4	33.3	146	76.8
Neutral/undecided	1	8.3	7	3.7
Positive	7	58.3	37	19.5
Total	**12**	**100.00**	**190**	**100.00**

Table 21 shows that out of the 12 principals who were surveyed, 4 (33.3%) had a negative attitudes towards school inspection, 1 (8.3%) was undecided or neutral while 7 (58.3%) were positive about school inspection. The results of the research findings showed that a majority of principals had positive attitudes towards school inspection. These findings suggested that since principals are in charge of overall management of their schools, they found inspections useful in helping them identify management areas that required greater attention. However, 4 (33.3%) were negative about school inspection. Their negative attitudes could be attributed to past experiences they had encountered during inspection. For instance, they could be in their current schools as a result of transfers which they believe were instigated by an inspection, which had been carried out in their previous schools. One principal who was neutral or undecided could have viewed inspection as just a routine within the ministry's policies which did not have impact on either his/her school but only served as way to monitor schools and assist the ministry in making policy decisions.

The research findings from Table 21 also showed that a majority (76.8%) of teachers had negative attitudes towards school inspection. These results suggested that most teachers did not like inspection either because the inspectors were not addressing key issues of their interests such as; their own welfare, and salaries or some other motivational factors. They could be finding inspection as only being concerned with teaching aspects. It might also be suggested that some of these teachers could be having negative attitudes towards their work and probably saw inspection as exposing them.

However, 37 (19.5%) of the surveyed teachers were positive about inspections. The findings could suggest these teachers were heads of departments who found inspection greatly assisting in administration of these departments in school. Comparatively, the results of the research findings indicated that a majority of principals (58.3%) had positive attitudes towards school inspection while a majority of regular teachers (76.8%) had negative attitudes towards school inspection. These might also suggest that inspectors could be handling principals differently from the way they handle regular teachers during inspection.

Ofsted (2003), argued that inspection should leave the staff and governors feeling that they have gained from their contact with the members of the team. The school should be able to recognize the thoroughness of the evidence, base and understand and respects the inspection judgements. Further, those involved in running the school should feel that the inspection has contributed to their strategy for improvement.

To examine whether there exists a statistically significant difference in attitudes towards school inspection between teachers and principals, an independent sample t-test was used. Table 22 summarises the results of the independent sample t-test.

Table 22: Attitudes between Principals and Teachers

Teacher Designation	N	Mean	SD	df	t-value	p-value
Principals	12	2.93	.72	200	2.15	0.03
Regular teachers	190	2.59	.52			

From the results shown in Table 22, principals had a more positive attitudes (mean of 2.93) towards school inspection compared to regular teachers (mean of 2.59). The t-value of 2.15 has a significant level of 0.03, which is less than the critical alpha of 0.05. This indicates that the difference in attitudes towards school inspection between principals and teachers is statistically significant.

One of the functions of inspectors is to supervise teachers and principals through provision of professional guidance and advice. This involves working with head teachers and teachers to improve school management and classroom instruction with a view to enhancing learning. This relates to the building and maintenance of long term relationships between inspectors and schools, and not the one-off or drop-in inspection visits (Commonwealth Secretariat, 1998).

The results of these findings support the arguments put forward by the Kamunge report of 1988, which recognized the importance of the inspectorate and recommended the training of secondary school principals as the first line of inspectors of their schools (Republic of Kenya, 2000). The above findings are further supported by Griffin's (1996) suggestions that the foundation of good staff attitudes must start with the principal being strict but fair to his teaching staff. A principal must lead the way, he/she must be constantly available, his/her competence and integrity must be plain to all, appreciating and rewarding worth whenever he/she finds it.

The findings are also consistent with the Commonwealth Secretariat's (1998) and Holmes' (2003) findings which showed that while planning for inspection, there was need to inform the principal about the visit so that he/she makes available all the necessary information for a successful inspection. Their researches revealed that excessive anxiety amongst teaching staff might be an indicator to inspectors that there is an issue to be explored. Principals should thus keep their staff well informed during the pre-inspection week to eliminate unnecessary fears and concerns. They should be aware of any tension that can occasionally occur during an inspection and deal with these as they arise rather than leave them until the end of the inspection process. The two researchers suggested in their studies that compared to teachers, a principal should acknowledge more the impact of inspection in his school. Because of these findings, the null hypothesis, which stated that there is no statistically significant difference in attitudes towards school inspection between teachers and principals, is thus rejected.

4.6 Attitudes towards Inspection on School Management among Principals by School Size

Hypothesis five of the study sought to determine whether there is a statistically significant difference in attitudes towards inspection on school management among principals by school size. The attitudes of principals towards inspection on school management was treated as an index which was constructed by summing up scores of a set of 14 items with a five point Likert

scale. Principals were categorized into two. That is; those running schools with 1 – 8 classes (small schools) and those running 9 and more classes (large schools). Table 23 shows the means, standard deviations and standard error means for PAISM by school size.

Table 23: Means, Standard Deviations and Standard Error Means for PAISM by School Size

Item	Principals of 1-8 classes (N=6)			Principals of 9 and more classes (N=6)		
	Mean	S.D	Std Error Mean	Mean	S.D	Std Error Mean
Q30A Helpfulness of inspection in assisting principals handle indiscipline of non-teaching staff	2.83	1.47	.60	2.83	1.17	.48
Q30B Helpfulness of inspection in assisting principals handle indiscipline of teaching staff	3.00	1.67	.68	4.17	.75	.31
Q31A Helpfulness of inspection in assisting principals perform school financial management duties	3.67	1.37	.56	4.33	.52	.21
Q31B Helpfulness of inspection in assisting principals perform personnel duties	3.67	1.03	.42	3.67	.52	.21
Q31C Helpfulness of inspection in assisting principals perform record keeping duties	4.00	1.55	.63	4.33	.52	.21
Q31D Helpfulness of inspection in assisting principals perform guidance and counselling duties	3.17	.98	.40	4.00	.00	.00
Q31E Helpfulness of inspection in assisting principals perform school curriculum management	4.00	.63	.26	4.33	.52	.21

Table 23 (Cont'd)

Q31F Helpfulness of inspection in assisting principals handle BOG and PTA matters	4.00	1.55	.63	3.33	.52	.21
Q32 Inspectors knowledgeability about different school management styles	3.33	1.21	.49	2.83	.75	.31
Q33 Adequacy of inspectors' advice on assisting principals mobilise local communities in acquisition of physical facilities for schools	2.67	.82	.33	3.00	1.10	.45
Q34A Impartial comments from inspection panels assist in making a better principal	2.33	1.37	.56	2.00	.00	.00
Q34B Non judgemental comments from inspection panels assist in making a better principal	4.00	.89	.37	4.00	1.10	.45
Q34C Inspection panels comments are useful in making a better principal	3.83	1.17	.48	4.50	.55	.22
Q35 Inspection provides forum where principals feel free to initiate positive changes in education	2.67	1.51	.61	4.33	.52	.21
Overall samples' Mean, SD, and Std. Error Mean	**3.46**	**.84**	**.34**	**3.79**	**.43**	**.17**

School management is essentially about people and how to work together to achieve specific goals. It is about balancing and reconciling the widely differing needs and expectations of those within the school in the light of many forces outside the school that seek to influence its activities (Bell, 1992). In this study, school management referred to management of curriculum, finance, personnel, guidance and counselling and physical facilities in a school.

Principals are responsible for the management of these school aspects. They are both policy makers and policy executors. During school inspection, principals are answerable on management issues. Results from the research findings showed that the mean scores for principals running schools with 1 – 8 classes ranged from 2.67 to 4.00 out of a possible maximum mean score of 5. The standard deviation ranged from 0.63 to 1.67. The mean score for principals running schools with 9 and more classes ranged from 2.00 to 4.50. The variation in response was from 0.00 to 1.17. The overall mean scores for principals of large schools was 3.79 and their standard deviation was 0.43 while the overall mean score for principals of small schools was 3.46. The variation in response was 0.84.

The responses to each constituent item were scored on a scale of 1, indicating least negative level of attitudes, to 5, indicating highest positive level of attitudes. The individual item scores were added up to form an overall attitudes score for each respondent. The respondents' overall score vary between 14, indicating the least overall negative level of attitudes, and 70, indicating the highest overall positive level of attitudes. The higher the overall score, the more positive is the attitudes of principals towards inspection on school management and vice versa. The overall score was later coded into three ordinal categories in order to differentiate between the levels of attitudes towards inspection on school management among the respondents. This included a score below 42 (14-41) meaning negative level of attitudes, a score of 42 (a neutral or undecided) and a score above 42 (43-70) meaning positive level of attitudes. Table 24 depicts the level of attitudes of principals towards inspection on school management by school size.

Table 24: Level of Principals' Attitudes towards Inspection on School Management by School Size

Attitudes	**Principals of 1-8 classes (N=6)**		**Principals of 9 and more classes (N=6)**	
	Frequency	Percentage	Frequency	Percentage
Negative	1	16.7	0	0
Undecided	0	0	0	0
Positive	5	83.3	6	100.0
Total	**6**	**100.00**	**6**	**100.00**

The results of the research findings shown in Table 24 indicated that out of the 6 principals who were surveyed from schools with 1-8 classes, one principal had a negative attitude towards inspection on school management while 5 (83.3%) were positive. However, all the 6 principals surveyed from schools with 9 and more classes had positive attitudes towards inspection on school management. Comparatively, the results showed that principals from large schools had higher positive attitudes than principals from small schools. Principals from large schools are mainly deployed from small schools having successfully managed them. They are likely to be more competent and therefore could be feeling less threatened by inspection compared to principals from small school hence their positive attitudes.

An independent sample t-test was used to determine whether there was a difference in attitudes towards inspection on school management between principals running schools of 1-8 classes (small schools) and principals running schools of 9 and more classes (large schools). Table 25 shows the summary of results of the independent sample t-test.

Table 25: T-test Showing Principals' Attitudes towards Effects of Inspection on School Management by School Size

Number of Classes	N	Mean	SD	df	t-value	p-value
1-8 Classes	6	3.46	0.84	10	0.84	0.42
9 and more classes	6	3.79	0.43			

The study revealed that the attitudes towards inspection on school management of principals running schools of 9 classes or more was positively higher than that of principals running schools of 1–8 classes. However, the t-value of 0.84 has a significance level of 0.42, which is more than the critical alpha of 0.05. This means that the difference in attitudes towards inspection on school management between the two categories of principals is not statistically significant.

Research findings regarding the attitudes of principals towards inspection on school curriculum management showed that the mean score for the item for principals running small schools was the highest compared to other items on PAISM. This item (Q 31E) was also positively highly rated (mean 4.33) by principals running large schools. The results showed that of the 12 principals surveyed, 11 (91.67%) responded that school inspection was either very helpful or helpful in assisting them manage school curriculum. The findings suggested that majority of principals find school inspection as a major contributor to the success of school curriculum management.

The result of the findings supports Mohanty's (2002) studies that showed that, realization of curriculum goals highly depended on principals. His studies suggested that a principal should be a teacher first and then everything else. He/she should take some classes, give guidance to teaching and see that teaching and standard in the school is not impaired in any way. However, Mohanty (2002) also argued that some head teachers keep themselves so much engaged in administrative and non-academic work that they do not spare time for academic and teaching activities. An inspection report by the central province inspection panel showed that although some head teachers were allocated lessons on the timetable they did not practically teach. Their work was taken over by other teachers (Republic of Kenya, 2004). Such principals often lost touch with curriculum issues resulting to lowering of standards in their institutions.

A manual for heads of secondary schools in Kenya, Ministry of Education (1987), states that principals are responsible for all revenues and expenditures in their schools. They have the authority to incur expenditures hence school financial managers. To determine the attitudes of principals towards inspection on school financial management, item 31A (helpfulness of inspection in assisting principals perform school financial management duties) and item 31C (helpfulness of inspection in assisting principals perform record keeping duties) were developed.

Results of the findings on item 31A showed that principals running small schools had a mean score of 3.67 while those running large schools had a mean score of 4.33 out of a possible maximum mean score of 5. Item 31C had a mean score of 4.00 for principals running large schools. These results showed a consistency in response for the two items. This indicates that majority of principals from the two categories of schools have positive attitudes towards

inspection on school financial management. These findings are consistent with the findings of the Central Province Inspection Panel's report of 2004, which showed a well-maintained financial internal control system in most schools in Nyandarua District. The results of these research findings suggested that despite possession of financial management skills by the principals, most of them highly valued guidance and advice from the inspection team.

Republic of Kenya (2000) outlines the key role of a principal as managing other people in an effort to achieve the school goals. Personnel in school include teaching staff, non-teaching staff, and members of the Board of Governors and Parents Teachers Association. To determine the attitudes of principals towards inspection on personnel management, items 30A, 30B, 31B and 31F were developed. The results of the research findings regarding the helpfulness of inspection in personnel management (item 31B) showed that the mean scores for both categories of principals were equal (mean of 3.67).

However, principals from small schools had a higher standard deviation (1.03) than principals from large schools (0.52). The mean scores for item 30A (Helpfulness of inspection in assisting principals handle indiscipline of non-teaching staff) for the two categories of principals (large and small schools) was also the same (mean of 2.83). However, the mean score for item 30B (Helpfulness of inspection in assisting principals handle indiscipline of teaching staff), principals from large schools had a higher rating (mean of 4.17) than principals from small schools (mean of 3.00). Conversely, for item 31F (Usefulness of inspection in assisting principals handle B.O.G. and P.T.A. matters), principals from small schools had a higher rating (mean of 4.00) compared to principals of large schools (mean of 3.33).

The results of the analysis on the items used to determine attitudes of principals towards inspection on personnel management were consistent in response and showed that a majority of principals find inspection helpful in that aspect. These results suggested that in the schools surveyed, inspectors tended to use a set criteria (school's rules and regulations, Teachers Service Commission Code of Regulation for teachers, Education Act Cap.211, Laws of Kenya and Manual for Kenya Secondary School Heads) for inspection and that feedback was based on facts about school personnel which most principals would find worth using for improvement in the area of personnel management. Most principals, having been trained on school management

might also be finding feedback from inspectors being consistent with what they learn during their training. However, some principals found inspection unhelpful because they could be viewing it as being a one- time fact finding activity while personnel management was a day to day process. This explanation support Deming (1986) argument on principles of management. He argued that schools, like other organisations should cease to depend on inspection and rating to achieve quality. Inspection and ratings to improve quality are too late and typically ineffective and costly. Quality in schools comes not from inspection but actions to improve teaching and learning. Engaging professionals in school in the process of continual improvement is the key to quality.

Guidance and counselling is a component of school management. It is the responsibility of the principal to ensure that guidance and counselling services are offered to the students (Republic of Kenya, 2000). In this study, guidance meant helping individuals to understand and use wisely the educational, vocation and personal opportunities they have as a form of systematic assistance in achieving satisfactory adjustment to school and life in general. Counselling referred to a learning oriented process which usually occurs in an interactive relationship with the aim of helping a person learn more about the self and also to be an understanding and effective members of society (Mutie & Ndambuki, 1999).

Research findings on the attitudes of principals towards inspection in the area of guidance and counselling showed that Principals from large schools had a higher rating (mean of 4.00) compared to principals from small schools (mean of 3.17). Principals from large schools had no variation in response while those from small schools had a standard deviation of 0.98. The analysis of the results showed that out of the 12 principals surveyed, 9(75%) considered inspection helpful in assisting them perform duties of guidance and counselling in schools they managed. The mean score for the item (31D) for the 12 principals was 3.58 out of a possible maximum mean score of 5. These results suggested that principals value guidance and counselling programme and perceived inspection as an activity that promotes the programme. The results also suggested that with the ban on corporal punishment in schools, a majority of principals are embracing guidance and counselling programmes as part of their school management strategies and finding inspections assisting them.

However, the results of these findings contradict the findings of a study carried by Chireshe and Mapfumo (2005). Their findings revealed that in Zimbabwe, school counsellors perceived principals as having negative attitudes towards the guidance and counselling programme. The majority of the school counsellors did not annually plan for guidance and counselling; they did not have adequate time for the programme, they did not keep guidance and counselling records and they did not evaluate the programme. The main reason for this state of affairs as given by school counsellors was that the principals did not value the programme. Their study suggested that the perceived principals' negative attitudes may be because school guidance and counselling outcomes like school adjustment, choosing the right career and personal relations are not clear and may be difficult to measure like other school activities such as teaching.

Research findings regarding principals' attitudes towards inspection on management by school size showed that principals of large schools (9 classes of more) had a higher positive attitudes (mean of 3.79) compared to principals of small schools (mean of 3.47). The results could be attributed to the fact that principals from the two categories of schools experience different managerial challenges. For instance, most large schools have, more physical facilities, greater number of teaching and non- teaching staff, more pupils, well established curriculum departments headed by experienced teachers who are appointed by the Teachers Service Commission and a well-established culture. However, most small schools have; less resource, internally appointed heads of curriculum departments, lower pupil enrolment, less teaching and non- teaching staff. These schools being relatively newly established have no well-defined culture.

Principals from large schools are likely to be more experienced in headship than those from small schools because many are promoted to head schools having served in small schools. Their management skills are more developed than those from small schools. This implies that principals from large schools had even been inspected on school management more times than those in small schools. They were likely to prepare well before hand for inspection than those from small schools. This explains why most principals in large schools have higher positive attitudes towards inspection on school management.

However, despite their different ratings, results of the analysis from the research findings showed that the difference in attitudes was not statistically significant. This suggested that while making judgement about school management, inspectors should take into account the circumstances prevailing in school irrespective of its size. These findings concurred with the studies carried out by Ofsted (2003). According to Ofsted (2003), inspection team's overall judgements about how well the school is led, managed and governed must make sense in the context of what else has been found out about the school. Judgement must be consistent with those made elsewhere. There should be a clear link between the standards achieved and the effectiveness of those who lead and manage. Inspectors should evaluate the extent to which those with responsibility for quality and standards in the school lead and manage effectively. In secondary schools, this includes the leadership and management of subjects and courses, and aspect's of the school's work. The null hypothesis which stated that there is no statistically significant difference in attitudes towards inspection on school management among principals by school size is thus accepted. Therefore school size does not necessarily influence the principals' attitudes towards inspection on school management.

CHAPTER FIVE

SUMMARY, CONCLUSIONS, IMPLICATIONS AND RECOMMENDATIONS

5.1 Introduction

This study investigated the attitudes of teachers and principals towards school inspection in selected public secondary schools in Nyandarua district, Kenya. Teachers' and Principals' Attitudes towards School Inspection Questionnaire (TPASIQ) was used. Chapter one provides background information to the study while chapter two reviewed literature and expounded theoretical and conceptual framework based on the study. Chapter three presented research methodology. Analysis of results and discussion of the findings are presented in chapter four.

In this chapter, summary of the major findings of the study based on the hypotheses are listed, conclusions presented and implications discussed. Recommendations for the Ministry of Education, Science and Technology and for future research are outlined.

5.2 Summary of the Major Findings

(i) Type of inspection approach had a statistically significant relationship with teachers' and principals' attitudes towards school inspection.

(ii) There is no statistically significant difference in attitudes towards school inspection among teachers and principals by their teaching experience.

(iii) There is no statistically significant difference in attitudes towards school inspection among teachers and principals by their professional qualification.

(iv) There was a statistically significant difference in attitudes towards school inspection between teachers and principals.

(v) There is no statistically significant difference in attitudes towards inspection on school management among principals by school size.

5.3 Conclusions

Based on the findings of this study, the researcher made the following specific conclusions, which are related to the hypotheses of the study.

(i) The previous approach to school inspection which was dictatorial, concentrated more on fault-finding, gave very limited capacity for teachers' and principals' creativity and lacked uniformity, was still in use despite the introduction of the new approach or current panel approach to school inspection.

(ii) The results of the study showed that school inspection gave low motivation to teachers and principals and yet the teachers and principals found it useful in assisting them improve their teaching performance, which was a contradiction.

(iii) Most inspectors lacked experience to command respect from teachers and principals and therefore the current panel approach to school inspection is less useful to teachers and principals.

(iv) The majority of teachers and principals were conversant with the teaching aspects, which inspectors concentrated more on, during inspection visits.

(v) Principals found school inspections helpful in assisting them handle indiscipline of teaching staff. Their attitudes towards school inspection was more positive than that of regular teachers.

(vi) Principals did not find inspectors knowledgeable about different school management styles although they found inspections helpful in assisting them perform school management duties.

(vii) Despite teachers' and principals' varied teaching experiences, attitudes towards school inspection amongst them were common.

(viii) Inspections provided a forum where principals felt free to initiate positive changes in education.

5.4 Implications

Essentially, the establishment of an effective system of inspection in schools requires a systematic approach to assessing quality teaching and considerable interpersonal skills on the part of those involved in the inspection process. However, despite the change of inspection approach from previous to current panel approach, teachers still felt that inspectors were not practicing the current panel approach to school inspection. Therefore, inspectors required further training in the use of current panel approach.

It can be implied from the study that although teachers felt inspection was useful, it ran short of their expectations. It therefore meant that inspectors needed to thoroughly prepare for inspections and try to understand teachers' needs so that they can address them during inspection visits. Principals had a higher rating on attitudes towards school inspection than teachers. This perhaps was as a result of inspectors being of the same professional qualifications and were in similar employment scale with principals. This could have made principals to view inspectors as their equals thus did not expect to gain much from them. This called for more professional training for the inspectors in the field and a higher requirement on professional qualification and experience in hiring of new inspectors so that they could command higher respect from principals.

It was also found out that principals did not find inspectors being so well versed in managerial skills which appeared to be valuable to principals. There is therefore a need to train inspectors on school managerial skills to make them more useful to the principals.

The usefulness of school inspections was emphasized by the fact that principals felt they provided a forum where positive changes in education could be initiated. Equally, teachers regardless of their teaching experience and qualification had a common positive attitudes towards school inspection.

5.5 Recommendations

Based on the research findings, the following recommendations can be made for the Ministry of Education, Science and Technology and for further research. If implemented the recommendations would go a long way in making school inspections more meaningful to all stakeholders.

1. Recommendations for the Ministry of Education, Science and Technology.

(a) School inspectors require further training through induction courses, seminars and workshops on:-

(i) Current panel approach to school inspection.

(ii) Subject content

(iii) School management skills.

(b) In the recruitment of inspectors, those to be appointed should:

(i) Have been successful secondary school principals or deputy principals with sufficient experience in school management and teaching skills.

(ii) Posses a postgraduate degree in relevant education fields.

2. Recommendation for further research

The subject of school inspection has attracted a lot of attention among educationists. This is because it is through inspection of schools that quality of education standards can be guaranteed. There is therefore the need for more research in this field. This study therefore recommends the following areas for further research:-

(a) The research should be replicated in other areas to find out whether the findings of this study can be generalized to the whole country.

(b) A study needs to be carried out to establish the perception of inspectors towards teachers' and principals' job performance.

(c) Investigations should be carried out to establish factors that affect teachers' attitudes towards their work.

(d) There is need to carry out research on the attitudes of inspectors towards their inspection work.

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APPENDICES

APPENDIX 1: TEACHERS' AND PRINCIPALS' ATTITUDES TOWARDS SCHOOL INSPECTION QUESTIONNAIRE (TPASIQ)

This questionnaire aims at assessing teachers' and principals' attitudes towards school inspection. Please, place a tick/fill in the spaces appropriately. This is not a test and there is no correct or wrong answer. Information you give will be treated strictly as confidential, and will be used only for the purpose of this study.

SECTION I: PERSONAL INFORMATION

1. The name of your school.....

2. The type of your school (tick one box)

   Boys' ☐

   Girls' ☐

   Co-educational ☐

3. The total number of classes in your school (tick one box)

   1-8 classes ☐

   9 and more classes ☐

4. Please indicate your gender (tick one box)

   Female ☐

   Male ☐

5. How long have you have been a teacher? (tick one box)

   Less than one year

   1 – 3 years ☐

   4 – 7 years ☐

   8 – 11 years ☐

   12-15 years ☐

   16 years and above ☐

6. Please indicate your professional qualification (tick one box)

   Untrained graduate teacher ☐

   S1/Diploma ☐

   ☐

Approved teacher Status

B.Ed/PGDE ☐

Masters degree ☐

7. Please indicate whether you are a principal or a regular teacher.

Principal ☐

Regular teacher ☐

8. Please indicate location of your school

Rural ☐

Urban ☐

SECTION II

9. How friendly are inspectors when inspecting your school? (tick one box)

Very friendly	Friendly	undecided	Unfriendly	Very unfriendly

10. How conversant are inspectors with the changes in syllabus? (tick one box)

Very conversant	Conversant	undecided	Not very conversant	Not conversant at all

11. How helpful are inspections in assisting you handle indiscipline of students? (tick one box)

Very helpful	Helpful	Uncertain	Unhelpful	Very unhelpful

12. Do inspections adequately equip you with knowledge about changes in education policies? (tick one box)

Very Adequately	Adequately	Undecided	Inadequately	Very inadequately

13. Comments from inspection panels have the qualities described in the table below which assist you become a better teacher. (tick where appropriate)

	Strongly agree	Agree	Undecided	Disagree	Strongly disagree
Impartial					
Non judgemental					
Useful					

14. How helpful are inspections in the following areas? (Tick against each area).

	Very helpful	Helpful	Uncertain	Unhelpful	Very unhelpful
Preparing time tables					
Preparing schemes of work					
Preparing lesson plans					
Dealing with student indiscipline					
Guidance and counselling of students					
Assessing students' work					
Building teamwork among teachers					
Increasing teaching skills in subject areas					
Creating interest in co–curricular activities among students					
Coping with changes in the syllabus					

15. In your view, how knowledgeable are inspectors in the following areas? (tick one box in each case)

	Very knowledgeable	Knowledgeable	Undecided	Not Very knowledgeable	Not knowledgeable at all
Teaching methodology					
Subject content					
Use of teaching aid					

16. What level of motivation do school inspections give you? (tick one box)

Very high	High	Undecided	Low	Very low

Please indicate the extent to which you agree with statements 17 – 28

17. Inspectors are dictatorial during inspection visits

Strongly agree	Agree	Undecided	Disagree	Strongly disagree

18. Inspection allows teachers to exercise their teaching abilities but are supported by inspectors.

Strongly agree	Agree	Undecided	Disagree	Strongly disagree

19. Inspectors are peers, often willing to exchange ideas with teachers on better teaching methodologies

Strongly agree	Agree	Undecided	Disagree	Strongly disagree

20. Inspectors concentrate more on finding faults with teachers during inspection visits

Strongly agree	Agree	Undecided	Disagree	Strongly disagree

21. Inspectors are democratic during school inspection.

Strongly agree	Agree	Undecided	Disagree	Strongly disagree

22. Teachers are given very limited capacity for creativity when inspection takes place.

Strongly agree	Agree	Undecided	Disagree	Strongly disagree

23. When inspections are conducted, teachers are given an opportunity to be self- directing in their teaching techniques.

Strongly agree	Agree	Undecided	Disagree	Strongly disagree

24. Inspectors use uniform approach when inspecting all teachers.

Strongly agree	Agree	Undecided	Disagree	Strongly disagree

25. Inspectors give immediate feedback which teachers use to improve on their teaching methods.

Strongly agree	Agree	Undecided	Disagree	Strongly disagree

26. Inspectors maintain close control on teaching techniques

Strongly agree	Agree	Undecided	Disagree	Strongly disagree

27. Inspections provide a forum where teachers feel free to initiate positive changes in education.

Strongly agree	Agree	Undecided	Disagree	Strongly disagree

28. Most inspectors have the required experience to command respect from teachers.

Strongly agree	Agree	Undecided	Disagree	Strongly disagree

29. What level of improvement should be made to the current panel approach to school inspection? (tick one box)

Very High	High	Undecided	Low	Very Low

SECTION III: PRINCIPALS' ATTITUDES TOWARDS INSPECTION ON SCHOOL MANAGEMENT (PAISM)

Please answer questions in this section **only if** you are a school principal.

30. How helpful are inspections in assisting you handle indiscipline of teaching and non-teaching staff? (Tick one box in each case).

	Very helpful	Helpful	Undecided	Unhelpful	Very unhelpful
Non – teaching staff					
Teaching staff					

31. How useful are inspections in assisting you perform the duties described in this table? (tick one box).

	Very helpful	Helpful	Uncertain	Unhelpful	Very unhelpful
School financial management					
Personnel management					
Record keeping					
Guidance and counselling					
School curriculum management					
Handling of BOG and PTA matters					

32. Are inspectors knowledgeable about different school management styles? (tick one box)

Very knowledgeable	Knowledgeable	Undecided	Not Very knowledgeable	Not knowledgeable at all

33. Does the advice given by school inspectors during inspection visits adequately assist you to mobilize local community in acquisition of physical facilities for your school? (tick one box)

Very Adequately	Adequately	Undecided	Inadequately	Very inadequately

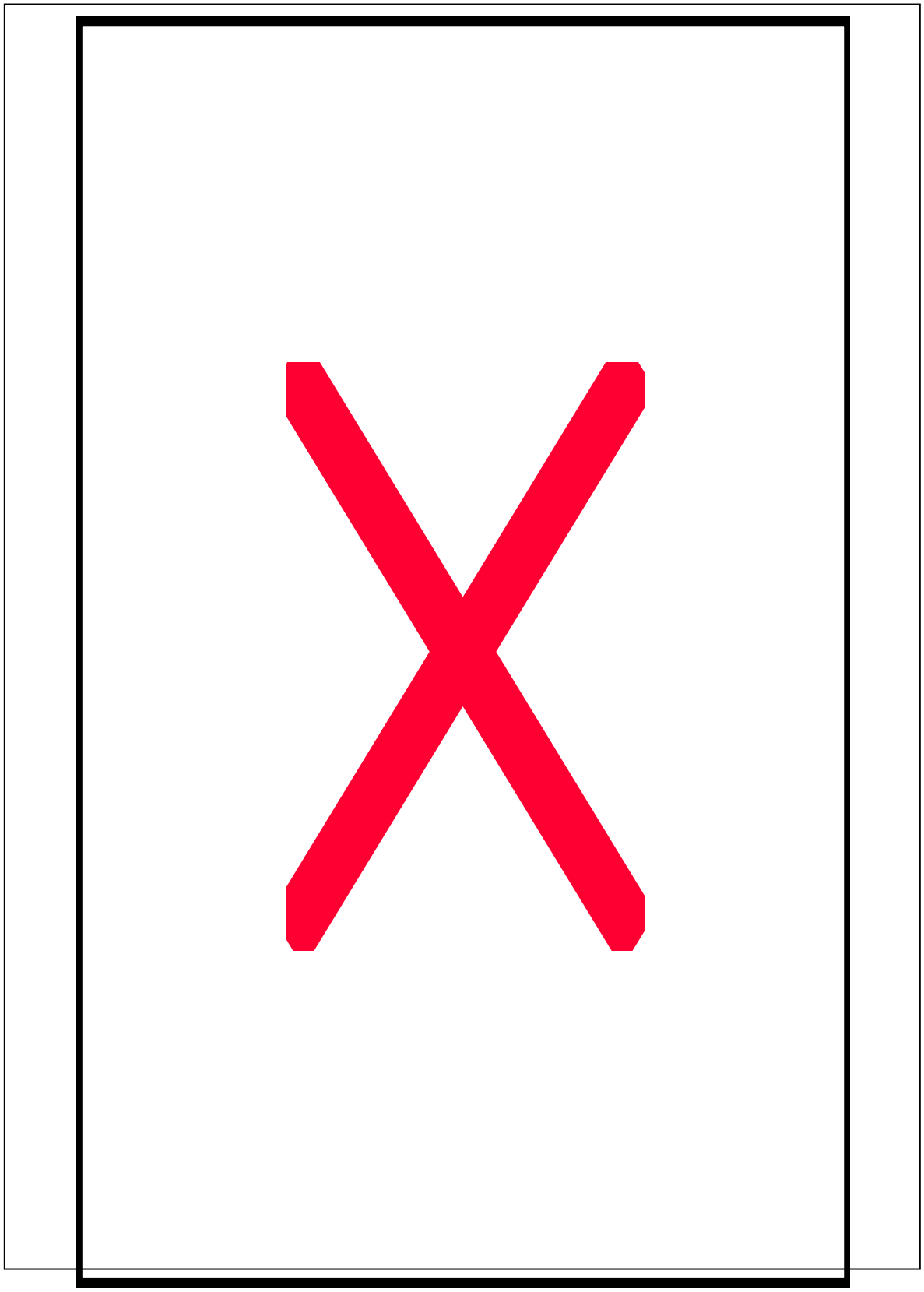
34. Comment from inspection panels have qualities described in the table below which assist you become a better principal (tick where appropriate).

	Strongly agree	Agree	Undecided	Disagree	Strongly disagree
Impartial					
Non judgemental					
Useful					

35. Inspections provide a forum where principals feel free to initiate positive changes in education.

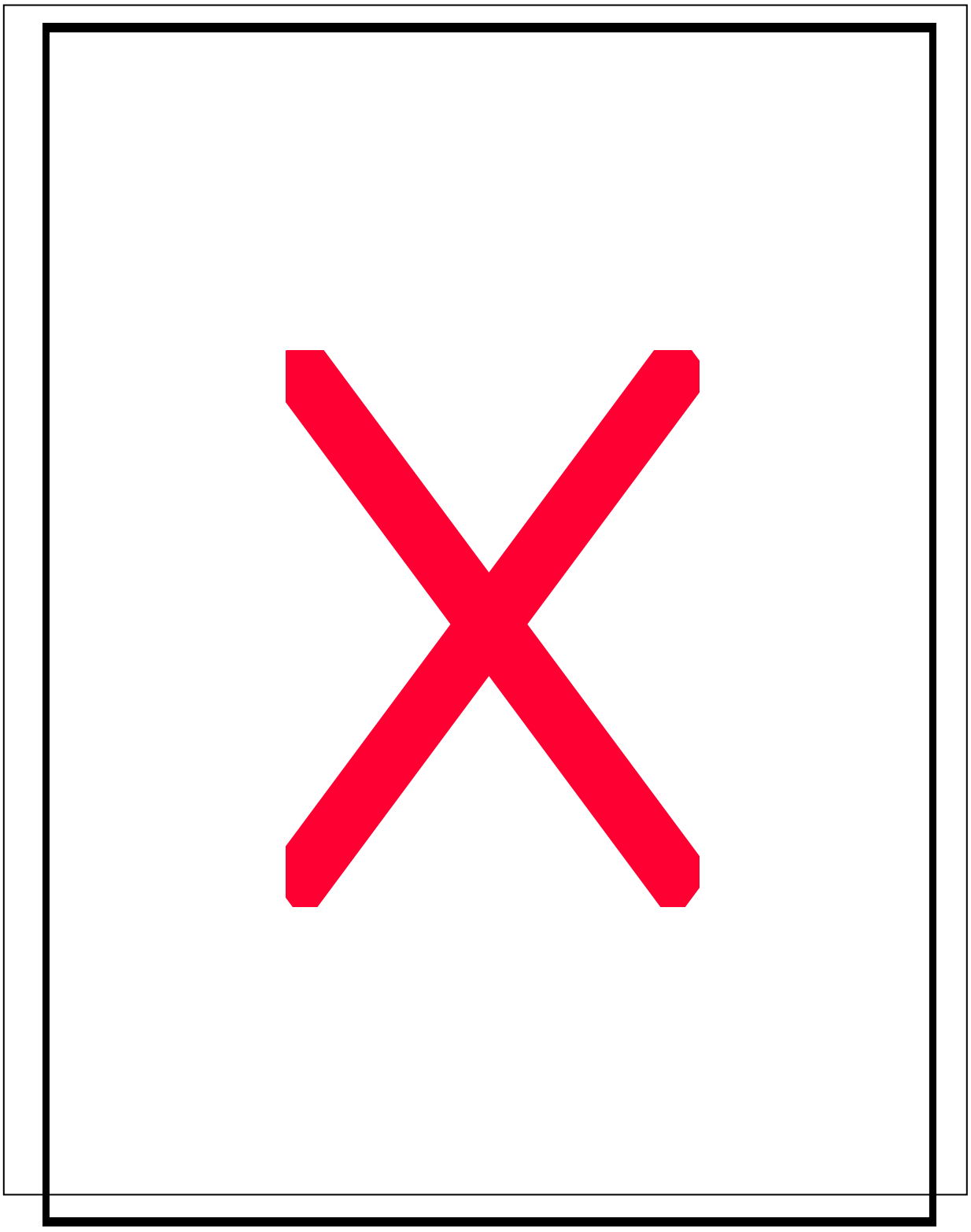
Strongly agree	Agree	Undecided	Disagree	Strongly disagree

APPENDIX II: NYANDARUA DISTRICT



Source: Central Bureau of Statistics, 1999

APPENDIX III: LOCATION OF NYANDARUA IN KENYA



Source: Central Bureau of Statistics, 1999

APPENDIX IV: RESEARCH AUTHORIZATION