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Influence of Teachers' Educational Qualification on Their Attitude towards Supervision in Keiyo North Sub County, Kenya

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Abstract:

The Ministry of Education tasked the Quality Assurance and Standard Officers to carry out supervision in Kenya's learning institutions to guarantee that quality training is being undertaken. However, there have been reports of negative attitudes towards the work of quality assurance practitioners, especially among instructors. Therefore, the study was conducted to investigate the influence of teachers' educational qualification on their attitude towards supervision in selected public secondary schools in Keiyo North Sub-County, Kenya. The study sought to answer influence of teachers' educational qualification and their attitudes towards supervision. The investigation took on the correlation research strategy. The target population of the study included 455 registered teachers in public secondary schools in Keiyo North Sub-County. Simple random sampling technique was employed to select 137 teachers to participate in the study. Questionnaire was employed as data collection instrument. Data analysis was conducted using descriptive and inferential statistics. Descriptive statistics included frequencies, percentages, means and standard deviation. Chi-square was appropriated in treating variables to prove or disprove the proposed hypotheses. The study established that teachers' educational qualifications had a positive and significant relationship with their attitudes towards supervision

Keywords: Educational qualification, attitude towards supervision, teachers, supervision

1. Introduction

Enlightening observation is the procedure or act of ensuring that the policies, principles and methods established for achieving the objectives of education are properly and successfully carried out (Dor, 2012). It entails employing expert principles to superintend, weigh and collaboratively to promote the prevailing situations of training. According to Sergioivanni and Starratt (2010), supervision constitutes an opportunity for teachers to develop their capacities towards contributing to students' academic success. Supervision helps educators to encirclement all happenings that are concentrating unambiguously towards establishing, maintaining and improving teaching and learning processes in schools. Its aim is to ensure the quality and objectives of Ministry of Education are achieved (Adenaike & Adebajo, 2013). According to Dor (2012), supervision can be seen as a way of advising, guiding, refreshing, encouraging, stimulating, improving and overseeing people with the aim of enriching their working links. In most cases, school supervisors perceive their duty as an indispensable force to improve teachers' productivity.

Conversely, often, instructors being superintended distinguish supervision as provocation by the overseers. These discernments have been accredited to the practice of old-fashioned methodologies of supervision by eminence workforces, which are pigeonholed by fault-finding, objectionable disparagements and denunciation of instructors (Adenokun, 2010). Instructors' insolences towards supervision constitute a significant influential factor of eminence in edification. Instructors' recognition and collaboration with supervision modus operandi, approaches, facsimiles and progressions offer a prospect for charming in operative instructional supervision accomplishments (Wanjiru, 2015). Nevertheless, utmost instructors recognize superintendents with contempt which attends to aggravate their deleterious insolences towards supervision (Okumbe, 2011). In technologically advanced realms, supervision has been recounted as actuality better systematized and well-coordinated. In the United States of America (USA), for example, supervision is done through surveillance of lecture theatre instruction, scrutiny of pragmatic records and face to face interface of the overseer and the instructor (Webb, Metha & Jordan, 2010). In USA, supervisors accentuates on engagement of peer appraisal between school administrators and instructors. Nonetheless, fault-finding and ill-treatment practices apprise instructors' destructive insolences concerning supervision. This is for the intent that instructors feel beleaguered when they are found impromptu, which makes them to disinclination the instructional supervision isometrics (Webb *et al.*, 2010).

In France, schools' super vision and scrutiny engross demanding methodologies (Glickman & Gordon, 2010). The instruction progressions are fundamentally well-thought-out whereas the supervision stratagems are ominously

consolidated. Even though the edifices facilitate the Minister for Education to discern in genuine time where exactly every teacher has grasped in the prospectus reportage transversely the realm, mainstream of the instructors feel bogged down by the prerequisite to stick to the organisms and edifices. This benevolent of supervision makes the instructors feel beleaguered for the reason that their obligation to acquiescence to complex systems of supervision (Glickman & Gordon, 2010). This method of supervision also inhibit innovation of the teachers in their teaching practices. A survey carried out by the World Bank (2011) in England, Finland, Netherlands and New Zealand highlighted that teachers consider supervisors as fault-finders. Supervisors' presence in schools reportedly elicited fear among the teachers.

Teachers also exhibit negative attitudes towards supervision because some supervisors either lack skills or have negative attitudes towards teachers (World Bank, 2011). In Pakistan, basic education supervision is heavily enshrined in the country's cultural and social economic practices. Participation in supervision is driven by values engrained in Islamic truth and ethos (Mushar, 2011). However, this form of supervision exposes the teachers to a lot of religious and cultural interference in their pursuit of the objectives of teaching and learning. Allowing local communities too much room to oversee instructors and political meddling can also demotivate instructors so that supervision hardly achieves its intended goals. In Turkey, the Ministry of Education, through the Turkish National Education Inspectorate (TNEI), organizes regular supervision in the country's schools. The inspectorates monitor, direct, guide and evaluate education programmes (Tyak, 2003). Nonetheless, in a bid to ascertain the state of regulatory procedures among English language instructors in Turkey, Kayaoglu (2012) concludes that majority of instructors have negative views; depicting current supervision practices as a negative experiences and supervisors as rigid administrators. Most of the supervisors, according to Kayaoglu, lacked expertise in the field and failed to diagnose problems specific to the field. As such, supervision did not lead to growth and improvement of instruction among the teachers.

In African countries, many teachers in Zimbabwe have been reported to dislike and fear being supervised (Mapolisa & Tshabalala, 2013). This is because, historically, supervision has always been biased towards evaluation and inspection other than a collaborative learning process. Zimbabwean teachers reportedly held negative views about supervision because supervisors were seen as inspectors who were on a fault-finding mission. According to Mapolisa and Tshabalala, supervisors were also inexperienced in their work. They equally had little or no formal training on the requisite ethics, concept and practice of supervision. This had contributed to negative attitudes among teachers towards the supervision process. Mapolisa and Tshabalala concluded that majority of the supervisors are not teachers and, as such, they do not understand and incorporate the struggles of teachers in schools into the supervision practices. In Ethiopia, instructional supervision emphasizes on the need for quality education through the establishment of effective systems of monitoring and evaluating of academic programmes (Smyth, 2011). However, many teachers resent supervision in Ethiopia. Smyth avers that one cause to which this resistance to supervisory practices is attributed is the hierarchical and exploitative form of teacher evaluation during supervision. Many teachers resent and fear being supervised because their past experiences of supervision have been marked by biased evaluation and inspection.

In Nigeria, Okoro (2012) reports that, although supervision is one of the oldest forms of educational leadership, its position in determining educational quality is still unclear. Therefore, the term supervision is often used interchangeably with that of inspection. Poor leadership style, resistance to change and innovation, coupled with the supervisees' negative attitudes to supervision, all constitute serious problems or constraints to the tasks of overseeing training initiatives. Okoro (2012) and Ogbonnaya (2013) share in the belief that most supervisory staff are not democratic in their practices, and thus adopt the old forms of authoritarian and intimidating inspection. They found that some supervisors do not involve their clients in decision-making, especially when such decisions affect teachers most. Consequently, supervision has remained a very difficult activity both for the supervisors and the teachers. As Ogbonnaya explains, supervisors tend to stick to the biblical injunction "as it was in the beginning, is now and ever shall it be." Most of the teachers agreed that external supervisors were exploiting instead of sharing ideas on how to improve teaching. Similar studies have been reported in which external supervisors were not professional teachers and, as such, did not understand the challenges inherent in the teaching sector (Obanor, 2012).

In the Kenyan secondary school system, supervision is seen as the main vehicle by which the quality of teaching and learning can be greatly improved (Munga, 2015). In a bid to accomplish this objective, the Ministry came up with the Directorate of Quality Assurance and Standards (DQAS). The function of the Directorate is to arrange visits to schools by QASOs to carry out supervision (Idama, 2010). During the supervision process, the officers are mandated to monitor, review and assess the extent to which education standards are being upheld and rolled out by instructors and school leaders. They also observe classroom teaching processes by individual teachers to assess their professional competence (Republic of Kenya, 2003). Additionally, after supervision, the QASOs are required to identify ND recommend appropriate interventions to meet the in-service training needs of the teachers (MOE, 2013). However, supervision has not been productive among teachers with majority of them regarding it as a fault-finding mission (Adikinyi, 2010).

Literature reviewed highlighted that teachers have a negative attitude towards supervision (Gacoya, 2012; Marwanga, 2014). This is in agreement with what Figueroa (2012) noted, that teachers seem to have some ambivalence about supervision because there is a dramatic contrast between a rigid dedication to the aims of regulations and an obstinate, entrenched misgiving on direct regulatory intervention into lessons. Literature reviewed further agreed that due to the evaluative propositions of supervision, teachers with less experience show more contemptuous attitudes towards supervision practices than do their highly knowledgeable counterparts (Yunus, 2010; Watende 2012). Consequently, due to the phobia that supervisors may testimony their errors to the school administrator, teachers consider supervision a fault-finding and unconstructive procedure (Muriithi, 2012). Unfortunately, improvement of learning process has been found to depend on teachers' attitudes towards supervision (Frazer, 2011). This means that appropriate supervision mechanisms

can help restore the teachers' confidence and attitude towards supervision and view it as a mechanism to enhance their teaching skills as well as identify and support their training needs.

Therefore, the researcher found it important to assess the factors that informed existing attitudes towards supervision among Keiyo North Sub-County's public secondary school teachers. Studies have further established that teachers resist instructional supervisory practices because of the bureaucratic and casuistic nature of some supervisors. Marwanga (2014) observed that teachers who had negative attitudes towards supervision did not take any guidance seriously. It is against this background that the study was conducted to investigate the influence of teacher-related factors on supervision in selected public secondary schools in Keiyo North Sub-county, Kenya.

1.1. Statement of the Problem

Ideally, supervision by QASOs is aimed at promoting quality education and academic performance in secondary schools. This, it is envisaged, is achieved by QASOs carrying out assessments in schools and providing advice on capacity building and organization resource provision and allocation to achieve improved academic outcomes (Republic of Kenya, 2000). However, despite the increased emphasis on supervision, public secondary schools in Keiyo North Sub-County have continuously recorded poor academic performance. For example, according to Keiyo Sub-County KCSE examination results for the period 2011-2015, the means for public secondary schools were 5.06, 4.94, 5.31, 4.98 and 5.10, respectively (MoE, 2015). According to a report compiled by Nakitare (2016), 67% of the teachers in Elgeyo Marakwet County did not like the activities of supervision. They complained that the approaches and processes adopted during supervision lacked clear objectives and were oriented more towards fault-finding than trying to identify and improve standards. Curtis (2012) also indicated that most teachers' feedback was that supervision had little value to them and it was only a process of filling evaluation forms. Subsequently, this research desired to establish the link between instructors' socio-economic features and their perceptions on supervision processes in Keiyo North Sub-County of Elgeyo Marakwet County, Kenya.

2. Literature Review

Traditional supervisors were seen as inspectors by the teachers, who came on a fault-finding mission to the teachers' classroom. These writers say that "... euphemisms have crept into professional vocabulary as though the supervisor by using new terms could avoid the connotations of snoopervision". Historically, teachers saw themselves as instruments that may perhaps be closely supervised to guarantee that they carried out methods of procedure determined by the supervisors mechanically. The attitude towards supervision has been noted and still exists among teachers, but some teachers now see the more positive aspects of supervision. For example, Cogan (2013) says that some educators now view supervision as part of the administration of the school and also as a necessary activity, which must be done. Teachers also see the worthiness of the whole programme if the supervisors are democratic and fair. Human relations and human resources should be the key issue in a supervisory programme. On who should supervise the teacher, Kapfunde (2010) said that education officers, district education officers, heads of schools, deputy heads and heads of subdivisions must supervise the instructors in the classroom. In Zimbabwe, there was heavy reliance on local supervisors in secondary schools.

The local supervisors were mostly heads of departments, deputy heads and the principals. However, the enquiry recognized that head of subdivision was the usual supervisor and it was his/her responsibility to establish peer relationships with the educators and most new teachers readily come to them for counselling. If they were approachable persons, teachers will not be inhibited when the head of department comes into the classroom. According to Neagley and Evans (1964), the conditions under which observations are made are very imperative to the teacher. Supreme educators fancy the supervisor to notify them of the visit so that they can prepare their lessons. Cogan (2013) recommends actual planning and preparation of the lessons with supervisors when considering clinical supervision. Teachers prefer supervisors who enter the classroom as unobtrusively as possible and that the supervisor ought to not participate in any of the activities in progress. Some experienced teachers can resent suggestions from the supervisor on teaching methods especially if the supervisor has fewer eons of familiarity in the edification arena.

Neagley and Evans (2014) proposed that the supervisor ought to capitalize on the familiarity of their older teacher by using the supervisor's leadership for older teachers to share his skills, information and abilities. Teachers can be inhibited by the presence of the supervisor in the classroom. Some teachers feel that they will not do their best if a stranger was in the classroom, especially education officers who come in once in a while to the unsuspecting instructor. Nevertheless, there are teachers who could go on with their work as if there is no visitor in the classroom. An enquiry on supervisory behaviour and educator gratification conducted by Fraser (2010), teachers signposted that they experienced anxiety, uneasiness and resentment in the presence of a supervisor in their classroom. According to Cogan (2013) others may experience a kind of productive stimulation deriving from implicit communication with a colleague and the gratifying opportunity to teach in the presence of a knowledgeable professional whose praise would be a genuine reward.

Thus, teachers can be constrained or liberated and a few remain unaffected. Barr and Reppen (2016) criticize supervisors for inadequate planning and dealing with intangible and hypothetical hitches when teachers actually wanted more help from the supervisors. Knowledgeable educators want help linked to edification methods, while inexperienced teachers want help with discipline problems. All educators want supervisory activities that promise real assistance. An appraisal of 56 teachers from USA and Israel was conducted by Dor (2012) to investigate educators' attitudes concerning supervision in school. The tenacity of the enquiry was to scrutinize the attitude of instructors towards supervision. The enquiry espoused descriptive analysis strategy. The discoveries designate that teachers in both republics mainly had optimistic attitude towards supervision. However, ambivalence was expressed more among the Israeli teachers, who

mentioned supervisors were fault seekers who had little to offer towards the enhancement of coaching and erudition progressions in rudimentary schools.

The knowledge gap of the study was that it focused on teachers' attitude towards supervision while the current study focused on teacher related factors that influence attitude towards supervision. The reviewed study was conducted in USA and Israel which is both developed compared to Kenya a developing country. The researcher of this current however considered a sample of 56 teachers in two countries to be too small for generalization of the results of the study. Dor (2012) also failed to indicate the criterion that was employed to select the sample of 56 teachers' making the authenticity of the results questionable. To fill into the knowledge gap the current study employed ex-post facto research design. The study also employed stratified and simple random sampling techniques which are scientific methods of sample selection which gave the teachers in Elgeyo Marakwet East an equal chance of being involved in the study.

An analysis was conducted by Chigudu (2013) among secondary school heads to investigate their perception towards supervisory starring role in Nyanga District: Zimbabwe. The espoused targeted the head teachers, heads of departments, deputy head teachers and senior instructors who were convoluted in supervision. The enquiry established that supervisors in day secondary schools were customarily comparatively fledgling and overstrained with drudgery. The enquiry also established that there were role skirmishes between coaching and supervision and as a consequence there was a truncated documentation proportion. The enquiry discovered that utmost supervisors were overstrained with executive works. The enquiry commended that there was prerequisite for inaugurating other cause of fruitless supervision which were crippling the supervisory classification. The reviewed enquiry was shepherded in Zimbabwe while the present enquiry was shepherded in Kenya. The reviewed enquiry concerted on supervisory role of principal while the present enquiry focused association amongst educator associated dynamics that influenced instructors' views about overseers and inspection. The reviewed study employed assessment enquiry strategy while the present enquiry employed correlation research design. An inquiry was shepherded by Nyaga (2004) to reconnoitre the influence of Primary school instructors' attitudes towards peripheral supervision in then Evurori division, Mbeere district in Kenya. This was in light of concern of continuous negative attitude by teachers which have resulted to poor performance and supervision inefficiencies. The enquiry was guided by four research objectives which included to; to determine if there exist differences in attitude towards peripheral supervision between primary school instructors and there, professional responsibility; to novelty out whether their attitude was related to age, sex, specialized familiarity and qualification; to investigate whether there be existent momentous connection amid frequent supervision and teachers' attitude; to investigate dynamics of supervision that influenced their approach towards supervision and to ascertain ways of improving external supervision in primary schools. The enquiry espoused ex post facto. The enquiry entailed of 441 teachers and 50 schools as target population. Chance selection technique was used to handpick 228 teachers from the population for statistics gathering and 12 teachers from 6 schools were used for the tenacity of pilot study.

One research instrument was used namely an inquiry form which had three parts. The rejoinder from the twelve educators was dissected and uttered argument was apprehended to regulate the rationality. An enquiry proficient was also checked. To examination dependability split half technique was used to estimate coefficient exhausting odd and even figures. Pearson Product Correlation Coefficient was used to connect odd and even numbered tallies. The full dependability of the appliance was premeditated by means of Spearman Brown Prophecy Formula. The dependability was acquired as 0.73. The statistics composed was scrutinized by means of the One-Way Analysis Variance (ANOVA) and t-test. Occurrence tables, pie chart and bar graphs were used or scrutiny. The ANOVA was used to quiz for momentous associations amid primary school educators towards external supervision and their age, marital status, specialized familiarity and prerequisite. The t-test was used to examination for noteworthy associations between instructors' attitudes towards peripheral supervision and their gender and professional accountabilities. The propositions were verified at 0.05 level of connotation.

The enquiry discovered that gender and specialized accountabilities had no significant upshot on the educators' attitude towards peripheral supervision. However the peculiar characteristics of age, marital status, specialized capability, and specialized prerequisite had noteworthy effect on the educators' attitudes towards peripheral supervision. From the scrutiny, teaching, in-service courses, promotion, relationship of teachers and supervisors, transferences and classroom surveillance were amongst dynamics of supervision acknowledged in the enquiry as customarily manipulating attitude. It was originated that the supervisory Department of the Ministry of Education, Science and Technology ought to do abundant in-servicing of educators. At the equivalent period they ought to consolidate assemblies and workshops, to apprise educators on substances concerning to new-fangled evidence on the syllabus and utility of availed materials. It was also clinched that the instructors in Evurori Division had countless assessment to peripheral supervision as a technique of improving educational principles but hunted the supervisors to be more specialized in resounding out supervision. It was discovered that the instructors were satisfactorily knowledgeable about the role of peripheral supervisors and that was why they were not in indulgence of insertion of the TAC professors in the predictable scrutiny. They approved that if the peripheral supervisors could accomplish their obligations casually, the crevices that happen amid instructors and peripheral controllers could be condensed. In conclusion it was established that the accomplishment of supervision can only be accomplished if the instructors and outward supervisors' deleterious attitude towards supervision could be enriched. This can be done by fluctuating the bravura of supervision to consultative and encouraging where supervisors veneration the instructors. On the same note, the terms of service for the peripheral supervisors ought to be improved to attract more qualified and young personnel. The enquiry commended that external supervisors should constantly organize service courses, seminars, workshop and demonstrations for the teachers so that they remained really equipped with curriculum matter; Peripheral supervision as a course should be introduced in all teacher training colleges and universities

so that they can learn what is required in the exercise long before they join teaching profession; Intensify in service training of peripheral supervisors The enquiry also commended that the Ministry of Education Science and Technology ought to apprentice more peripheral supervisors specifically at the Zonal levels as in the instance of Evurori Division there are no Zonal Quality Assurance and Standards officer; Head instructors ought to be forwarding returns of supervision directly to the Ministry of Education to avoid irregular visits of peripheral supervisors in the schools.

The reviewed enquiry was shepherded in Mbeere district and engrossed on the impact of teachers' attitude towards peripheral supervision while the present enquiry was shepherded in Elgeyo Marakwet County and engrossed on the connection amid educators' demographic characteristics on their attitude to supervision. The reviewed enquiry espoused ex-post facto enquiry strategy while the recent enquiry adopted correlational research design. Both studies targeted the teachers, adopted questionnaire as statistics assortment appliances and stratified and simple chance selection techniques. A survey was conducted by Onindo (2011) to identify primary school instructor attitude towards peripheral instructional supervision in Rongo Sub County. The enquiry recognized that majority of the educators were cognizant of the protagonist of supervision of schools which were to assisting teachers in developing instructional materials. It was distinguished that utmost educators adored actuality controlled, but a segment had deleterious attitude towards supervision mentioning cases of thwarting at the indicators of peripheral supervisors separately from the negative attitude. Grounded on the discoveries, it was clinched that approximately instructors fingered that QASO still requisite more training on supervisory expertise to upshot enhanced consequences. The study commended QASO personnel should be educated to convey out their roles so as not to be grasped as fault finders but as a boost to the teachers' determinations. However the enquiry was shepherded in Rongo Sub County, while the current enquiry was shepherded in Elgeyo Marakwet County. The enquiry also engrossed on educators' attitude toward peripheral supervision while the existing enquiry engrossed on the connection amid teachers' related factors that influence supervision in Elgeyo Marakwet East Sub County. The study also focused on primary school teachers while the current study focused on secondary school teachers.

3. Methods and Materials

The study employed correlational research design. The research design was appropriate since it enabled the researcher to establish the relationship between the teachers' demographic characteristics and attitude towards external supervision. The study targeted 455 Teachers Service Commission Registered teachers in public secondary schools in Keiyo North Sub County. This study involved the teachers because they participate in teaching and they are the ones to be supervised. The teachers were deemed appropriate since they were in position to provide accurate information in relation to their attitude towards supervision. According to Olson and Onen (2005), 30% of the population is adequate sample size if the population is homogenous. 30% of 455 TSC registered teachers was 137. Simple random sampling techniques were used to select a sample of 137 TSC registered teachers. Simple random sampling technique ensure all the teachers were given an equal chance of participating in the study. After establishing the required number of teachers, an equivalent number of small papers were written (Y) for Yes and the rest of the papers (N) for No. All the teachers in the respective schools were allowed to pick one paper at random. Those who picked Y for Yes were allowed to participate in the study. The study employed questionnaire as data collection instrument. Data was analysed in both descriptive and inferential statistics. Descriptive statistics were analysed in form of frequencies, percentages, means and standard deviation. Chi-square was employed to test the hypotheses at $p < 0.05$.

4. Results and Discussion

4.1. Relationship between Educational Qualification and Teachers' Attitude towards Supervision

The study sought to investigate the relationship between educational qualification and teachers' attitude towards supervision. The findings were analysed and presented in Table 1 below.

Statement	Qualified		Less-Qualified	
	X ₁	SD ₁	X ₂	SD ₂
Supervision helps teachers to improve my teaching in classroom and final outcome of the students	3.53	0.67	4.10	0.93
Supervision help teachers to select and develop instructional materials	3.36	0.82	3.98	0.75
Supervisors acknowledge any good work I do and this inspires me to teach well.	3.47	0.80	3.12	0.82
Supervisors give me quality advice on how to improve my teaching.	3.93	0.61	3.50	0.61
Teachers are receptive for the recommendations given after supervision	3.77	0.72	3.52	0.80
Supervision is embarrassing because, most times, the teacher's work is criticized in the presence of the pupils	3.98	0.97	3.50	0.90
Negative comments by supervisors during supervision lowers teachers confidence	3.54	0.72	3.52	0.71
QASO supervision is faulty seeking mission	3.45	0.71	3.21	0.80
Supervision is an inspection rather than collaborative process	3.79	1.06	3.61	0.93

Table 1: Mean Score Differences between Qualified and Less-Qualified Teachers' Attitudes towards Supervision
Source: Researcher Data (2017)

The study established that the qualified teachers (Mean=3.53 SD=0.67) were less predisposed towards supervision compared to the less-qualified teachers (as indicated by Mean=4.10, SD=0.99) who agreed that supervision helped to improve teaching in classroom. The study also sought to investigate the difference between qualified and non-qualified teachers in relation to whether supervision by QASO official helped them to select and develop instructional materials through their positive input in teachers teaching progress. The study established that the less-qualified teachers had a more positive attitudes (as indicated by Mean=3.98 and SD=0.85) compared to qualified teachers (Mean=3.36 and SD=0.82). In regard to whether or not QASO official's overseers acknowledged any good work done by the teachers which inspires them to teach well, both the qualified teachers (Mean=3.47 and SD=0.80) and less-qualified (as indicated by Mean=3.12 and SD=0.82) agreed that supervisors acknowledged good work done by the teachers which inspired them to work well.

The study also sought to investigate whether or not the supervisors gave the teachers quality advice on how to improve my teaching. The findings indicated that majority of the less-qualified teachers (as indicated by the Mean=3.93 and SD=0.51) and qualified teachers (as indicated by the Mean=3.50 and SD=0.70) agreed that QASO supervisors gave them quality advice which improve their teaching. The study established there was a different between qualified teachers attitude towards supervision as compared to less-qualified teachers. The findings indicated that secondary school teachers' qualification significantly influenced their attitudes towards supervision of their teaching. Specifically, the less-qualified instructors seemed more enthusiastic about supervision than did their more qualified counterparts. This was attributed to the facts that qualified teachers perceived supervision as waste of time since they considered their qualification as enough to help them to dispense their duties as teachers while less-qualified teachers considered supervision as an opportunity to polish their skills in teaching. One principal on the interview had this to say:

Even some teachers with master's degree are never happy with the presence of the officials from the ministry who are conducting supervision, while also those teachers with diploma also evade coming into contact with these QASO officials from the ministry (Personal Communication, High School Principal, 2017).

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	10.087	4	.029
Likelihood Ratio	9.634	4	.017
Linear-by-Linear Association	1.740	1	.187
N of Valid Cases	137		

Table 2: Chi-Square Tests
Source: Researcher Data (2017)

The research hypothesis (H_{03}) stated that there is no significant relationship between educational qualification and teachers' attitude toward supervision. The test results showed that the values are $\chi^2=10.087$, $df=4$ and $p=0.029$ which is less than the level of significance 0.05. Therefore, the study rejected the null hypothesis; meaning there existed a significant relationship between teachers' educational qualification and attitude towards supervision in Keiyo North Sub-County. There was a positive and significant link of academic level of training and instructors' perceptions on being supervised. The study established that the less-qualified teachers had a more positive attitude towards supervision as compared to the qualified teachers. This was attributed to the fact that the less-qualified teachers focused on the supervision as a method of improving their teaching and learning and thus they saw a great value in the supervision practices.

The findings were in line with those of Idama (2010) who uncovered out that less-qualified teachers had more positive attitude towards external supervision of instruction than their qualified colleagues. However, the results contradicted Obanor's (2009) study indicated that there was no significant difference in attitudes towards external supervision of instruction among instructors with more and those with less training. Further from the interview schedule the study found out that the principals had different opinions concerning the educational qualification of the teacher in relation to their predispositions concerning supervision.

The findings contradicted Obanor's (2009) which indicated that there was no significant difference in attitudes among instructors with more and those with less training. This result also contradicted Peretomode's (1998) assumption that a professionally qualified teacher was more likely to understand the role of supervision and its effect on training processes. The study established that less-qualified experienced elementary school teachers had better attitudes to external supervision of instruction than their qualified and experienced colleagues. The findings concurred with those of Nyaga (2004) on the influence of primary school teachers' attitudes towards external supervision in Evurori Sub-County which established that professional qualification of the teachers had a significant relationship with their attitude towards supervision. The findings were also in support of Igwebuikwe, Okandeji, Confort and Onwuegbu's (2011) research results on the interactive influence of experience, qualification and gender of elementary teachers' attitude towards external supervision which indicated that qualification of the elementary teachers' had a significant relationship with the teacher's attitude towards external supervision with less-qualified teachers having a more positive attitude toward supervision that the qualified teachers.

5. Conclusions and Recommendations

The study concluded that there is a significant relationship between educational qualification and teachers' attitude towards supervision however gender and teachers' working experience had no relationship with their attitude

towards supervision. The study recommended that teachers need to be sensitized on the benefits of supervision so that their attitude towards QASOs visits can change for the better.

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