

**DIFFERENCE IN TEACHER SUPERVISION BY PRINCIPAL BEFORE AND AFTER  
PRINCIPAL DELOCALIZATION IN PUBLIC SECONDARY SCHOOLS IN COUNTIES  
IN EASTERN REGION, KENYA.**

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**ABSTRACT**

The objective of the study was to establish whether there is a difference in teacher supervision by principals before and after delocalization in public secondary schools in Eastern region Kenya. The research adopted causal comparative and descriptive survey design. Chi-square was used to test the statistical hypothesis at significance level of  $\alpha = 0.05$ . The target population was 4,062 subjects comprising of 4,055 public secondary school teachers employed by Teacher Service Commission (TSC) one TSC RQASO and six CQASO. Multi-stage sampling technique was employed to obtain the respondents of the sample resulting to a total of 162 respondents comprising of 158 teachers, one Teacher Service Commission Regional Quality Assurance and Standards Officer (TSC RQASO) and 3 County Quality Assurance and Standards Officer CQASO. A Questionnaire and interview schedule was employed for data collection. Analysis of quantitative data collected was aided by Statistical Package for Social Sciences (SPSS) programme Version 26.0. The findings of the study established that there was a statistically significant difference between principals' teacher supervision before and after delocalization in public secondary schools in counties in eastern region, Kenya. The study recommended that delocalization of principals should continue because it has a positive influence on principals' teacher supervision.

**Keywords:** Delocalization, Eastern Region, Kenya. Principals, Public Secondary School, Teacher Supervision.